ARE YOU BUILDING YOUR CAREER PYRAMID?

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Inspired by:
Cornell Career Services
Syracuse University Career Services
Berkeley Career Center
RIT Career Services

October 2018
Below is a year-by-year breakdown of steps you can take as you advance through SUNY-ESF to stay on track to successfully explore your selected major and prepare for entering the professional world.

<table>
<thead>
<tr>
<th>First Year — Explore Major and Career</th>
<th>Second Year — Seek Opportunities to Gain Experience</th>
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</thead>
<tbody>
<tr>
<td>A small percentage of students obtain internships following their first year. For the majority of first-year students, it is important for them to gain as much insight into their field as possible.</td>
<td>It is highly recommended that students seek an internship or experiential learning opportunity during the summer following their second year.</td>
</tr>
<tr>
<td><strong>To prepare, first-years should:</strong></td>
<td><strong>To prepare, sophomores should:</strong></td>
</tr>
<tr>
<td>• Start off on the right foot — study hard! Some employers exclude students from participating in internships and eventually full-time offers with GPAs below a certain level (3.0)</td>
<td>• Keep your grades up!</td>
</tr>
<tr>
<td>• Learn about all the resources and opportunities ESF Career Services Office can offer you including Handshake, our internship/job search system</td>
<td>• Attend Career Workshops/Networking Events</td>
</tr>
<tr>
<td>• Discover resources in your academic department</td>
<td>• Attend the Career Fair to keep building network</td>
</tr>
<tr>
<td>• Create a resume and a LinkedIn profile</td>
<td>• Investigate possibilities of an internship through ESF Career Services Office, LinkedIn, job search sites, Handshake, academic department, friends, and relatives</td>
</tr>
<tr>
<td>• Attend large ESF Career Events: Graduate &amp; Professional School Fair, Internship &amp; Engagement Expo and the Career Fair to build your network</td>
<td>• Seek opportunities to work in labs on campus for those interested in research-based careers</td>
</tr>
<tr>
<td>• Conduct informational interviews with professionals in your field</td>
<td>• Start building relationships with faculty and staff to seek their assistance with research or for future recommendations</td>
</tr>
<tr>
<td>• Participate in a club, group, or on a team</td>
<td>• Consider taking on leadership positions within organizations to gain experience and develop skills</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Third Year — Evaluate Decisions &amp; Commit to Goals</th>
<th>Fourth Year — Prepare for the Transition to Career</th>
</tr>
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<tbody>
<tr>
<td>It is common practice for employers to convert interns to full-time hires. Therefore, it is essential that third year students be prepared to utilize every option to obtain an internship.</td>
<td>Students who have actively sought and obtained internship/research opportunities and other hands-on experiences are well positioned to competitively seek consideration for a full-time position.</td>
</tr>
<tr>
<td><strong>To prepare, juniors should:</strong></td>
<td><strong>To prepare, seniors should:</strong></td>
</tr>
<tr>
<td>• Update resume/LinkedIn profile</td>
<td>• Update your resume/LinkedIn profile with all related projects/internships</td>
</tr>
<tr>
<td>• Attend the Career Fair</td>
<td>• Attend the Career Fair</td>
</tr>
<tr>
<td>• Investigate possibilities of an internship through ESF Career Services Office, LinkedIn, job search sites, Handshake, friends, and relatives</td>
<td>• Search for full-time positions through ESF Career Services Office, LinkedIn, job search sites, Handshake, academic department, friends, and relatives</td>
</tr>
<tr>
<td>• Seek advice from ESF Career Services</td>
<td>• Seek Advice from ESF Career Services</td>
</tr>
<tr>
<td>• If you’re considering graduate school, investigate your options and get information on entrance exams that may be required (e.g. GRE)</td>
<td>• APPLY/FOLLOW UP, APPLY/FOLLOW UP, APPLY/FOLLOW UP!!!!</td>
</tr>
<tr>
<td>• Network with alumni and professionals in your field of interest</td>
<td>• Develop a job search action plan and prepare for your job interviews</td>
</tr>
<tr>
<td>• Participate in an externship or job shadow opportunity</td>
<td>• Solidify professional references</td>
</tr>
<tr>
<td>• Join professional organization within your field</td>
<td></td>
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</tbody>
</table>
Worksheet: Interests, Values, Strengths, Goals

It’s important to gain clarity about your interests, values, strengths, and goals before you begin looking for opportunities. Whatever you seek — a job, internship, graduate/professional school acceptance, fellowship, or volunteer opportunity — you can expect to be among a strong pool of candidates. With a good understanding of your focus and qualifications, you can convince an employer or graduate school that you’re the right candidate.

Specifying Interests

Five activities I enjoy are:

___________________________________________

___________________________________________

___________________________________________

Three activities I do not enjoy are:

___________________________________________

___________________________________________

___________________________________________

I prefer to work with: ___ people ___ data or idea ___ things

Assessing Work Values

<table>
<thead>
<tr>
<th>Rank</th>
<th>Value</th>
<th>Can I Compromise?</th>
<th>Rank</th>
<th>Value</th>
<th>Can I Compromise?</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>Achievement</td>
<td>Yes</td>
<td>___</td>
<td>Leisure time</td>
<td>Yes</td>
</tr>
<tr>
<td>___</td>
<td>Contribution to society</td>
<td>Yes</td>
<td>___</td>
<td>Congenial co-workers</td>
<td>Yes</td>
</tr>
<tr>
<td>___</td>
<td>Creativity</td>
<td>Yes</td>
<td>___</td>
<td>Routine responsibilities</td>
<td>Yes</td>
</tr>
<tr>
<td>___</td>
<td>Helping others</td>
<td>Yes</td>
<td>___</td>
<td>Status/prestige</td>
<td>Yes</td>
</tr>
<tr>
<td>___</td>
<td>Financial reward</td>
<td>Yes</td>
<td>___</td>
<td>Teamwork</td>
<td>Yes</td>
</tr>
<tr>
<td>___</td>
<td>Independence</td>
<td>Yes</td>
<td>___</td>
<td>Variety</td>
<td>Yes</td>
</tr>
<tr>
<td>___</td>
<td>Intellectual challenge</td>
<td>Yes</td>
<td>___</td>
<td>Other (specify: ________)</td>
<td>Yes</td>
</tr>
<tr>
<td>___</td>
<td>Job security</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identifying Strengths

<table>
<thead>
<tr>
<th>List:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Experience</td>
</tr>
<tr>
<td>Tasks Responsibilities</td>
</tr>
<tr>
<td>Strengths Used and Developed</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Make a prioritized list of strengths (now is not a time to be humble, but be truthful):

Strengths Listed Above | Ways Demonstrated | Priority
------------------------|-------------------|-----

Defining Goals

At the end of my first year: ___________________________________________
At the end of my second year: _________________________________________
By the time I graduate: ______________________________________________
In 5 years: _________________________________________________________
In 10 years: ________________________________________________________
International Students

As an international student, you may have unique concerns when it comes to internship or job searches in the U.S. Below are strategies you may find helpful to become the most competitive candidate possible.

**Networking**

Networking with personal and professional contacts is often the key to finding positions in the U.S. and should be a priority in your search. Develop an introduction, often called an elevator speech, which tells a potential contact your name, field of study, relevant skills, and career goals in about a minute. Practice your introduction so that you will be comfortable delivering it and then be prepared to modify it as the situation demands. Use it to introduce your career goals into discussions with professors, classmates, people you meet through internships and professional associations, at employer events, and at other networking opportunities that arise on campus. Don’t let shyness or modesty get in your way. Having current professionals and recruiters on your side increases the likelihood a company or organization will hire you.

Make an effort to refine your English language skills, both written and verbal (especially conversational), so you can be successful in your search and have rewarding experiences at SUNY-ESF. Strong English language skills, non-verbal communication skills, and interpersonal skills are all crucial for non-native English speakers who wish to work and succeed in the U.S., and it’s never too late to start polishing those skills. For non-native speakers, it can be difficult to take the chance to speak in conversation for fear of making mistakes. For native English speakers, it can also be difficult to understand a cultural reference or joke.

Career Fairs are great ways to make professional contacts with SUNY-ESF alumni and employers. You can learn about opportunities at various organizations and to allow employers to get to know you.

Participating in student groups can increase your connections, leadership experience, and confidence. Information on student organizations can be found on the SUNY-ESF and Syracuse University websites. Join professional associations to boost your network and keep you current with trends in your field. Join the local chapter of a national organization (most offer a student membership rate) and participate in meetings and conferences. Get to know professional members. Reach out to these new contacts for informational interviews.

Be proud of your home country and display it as a strength that you may know two (if not more) languages, countries, cultures, rules, etc. Often international students view their status as a deficiency, where it is truly an asset in the job search. Also, it is ok to admit that you might not know something. Rather than not answering or responding, it is ok to ask about the cultural reference or an unfamiliar custom.

**Additional Resources to Explore**

*GoinGlobal:* GoinGlobal is an online tool with an H-1B Info section where international students can search for US employers who have sponsored H-1B employment visas. Information is gathered from the US Department of Labor and reflects data from the previous fiscal year (October – September). (Accessible through Handshake)

*Myvisajobs.com:* Resource to see which employers have petitioned for H-1Bs in the past. This site also shows employers who have sponsored for Permanent Residency (Green Card). (http://www.myvisajobs.com/)

Utilize the ESF Office of International Education as a resource for better understanding your own immigration status. If you have any questions, they are always more than willing to assist and they can be contacted at oie@esf.edu.
Employment Authorization for F-1 and J-1 Students
It is every international student’s responsibility to be fully informed about work authorization options in order to facilitate the hiring process for employers. Eligible F-1 international students are able to work off-campus during their academic program using Curricular Practical Training (CPT) and after graduation using Optional Practical Training (OPT). It is important to know OPT is 12 months and STEM Extension OPT is an additional 24 months. Eligible J-1 international students are able to work off-campus using Academic Training (AT) both during and after their academic program. All off-campus employment must be related to a student’s field of study.

H-1B and Employment-Based Visas
In order to continue working in the U.S. after the practical training period, your employer will need to sponsor you for an employment visa. The H-1B is a common employment visa but there are other options.

Discussing Work Authorization with an Employer
Fortunately for employers, there is little paperwork involved in hiring an international student with Practical Training work authorization. However, if your employment extends beyond the practical training period, the process becomes more complex. Employers unfamiliar with the process of sponsoring someone’s immigration status may be intimidated by the prospect.

There is no official time when you are required to tell an employer about your student immigration status. Most employers will ask you either in the first or second interview. Be honest about your situation, but also be informed. It is very important for international students to be comfortable with the restrictions and authorizations on their work status as employers very rarely know it all. Be confident, and be upfront. Ideally, the employer will understand that the skills and global perspectives you bring to the company will far outweigh extra measures needed to hire you.

Target employers with a history of hiring international employees. You can access myvisajobs.com. This website lists companies that have sponsored H-1B employment visas in the past and includes companies that have sponsored for U.S. Permanent Residency.

Internships and Externships
Internships provide career-related experience and increase your networking contacts. Shadowing professionals on the job (externships) for a day or two can also provide key insights about careers and expand your pool of contacts.

Resume
Resumes in the U.S. may be different from CVs in your home country. U.S. resumes do not include personal information such as marital status, date of birth, or photographs. They tend to be one page long and are focused on presenting information relevant to the position. When listing overseas experience, it may be helpful to offer a brief explanation about companies or educational experiences that are unfamiliar to U.S. employers (for example, “the second largest marketing firm in China” or “the top university in Brazil”).

Interviewing
When interviewing in the U.S., you are expected to be comfortable talking about your accomplishments, to demonstrate familiarity with the company and the job description, and to confidently persuade the employer that you are the best person for the position. The U.S. style of self-promotion may seem brash or boastful, but it will be necessary to adapt to the U.S. norm in order to successfully compete for positions. Non-verbal communication is important when interacting with employers. Practice your firm, professional handshake and eye contact in order to greet your prospective employer with confidence. This form of communication gets easier with practice.
Veterans

There are loads of articles and research today that support the hiring of veterans and the value they bring to the civilian sector. The bottom-line is this, veterans are highly skilled, and they bring many sought after competencies that employers seek today in their employees.

Your transferable skills from your military experience include:

- Problem-solving
- Teamwork
- Leadership
- Performing under pressure
- Ability to work with others from diverse backgrounds

Veterans’ possess skills and competences that meet the needs of today’s employers therefore making you a viable candidate in today’s job market.

Additional Resources to Explore

*Feds Hire Vets*: A single site for federal employment information for Veterans, transitioning service members, their families, and federal hiring officials (http://www.fedshirevets.gov/)

*Gold Card Initiative*: Provides unemployed post-9/11 era veterans with the intensive services and dedicated follow-up they need to succeed in today’s job market (http://www.dol.gov/vets/goldcard.html)

*My Next Move for Veterans*: Looking to make the transition from the military to a civilian career? This online tool provides comparable skills, salary information, job listings, and more for over 900 different careers (http://www.mynextmove.org/vets/)

*Veterans Portal on CareerOneStop*: Offers tools to assist veterans with employment, training, career planning, and financial and emotional help after military service (http://www.careeronestop.org/ReEmployment/Veterans/Default.aspx)

*VA for VETS*: The Department of Veterans Affairs is committed to adding and retaining Veterans to our workforce (http://vaforvets.va.gov/)

*eBenefits*: eBenefits a portal - a central location for Veterans, service members, and their families to research, find, access, and, in time, manage their benefits and personal information (https://www.ebenefits.va.gov/ebenefits/homepage)
Students with Disabilities

As a student with a disability, there are important factors for you to consider as you search for internships or employment or apply to graduate school. You may have questions about your rights, disclosure, accommodations, and which laws might apply to you. For rights under the Americans with Disabilities Act (ADA), please visit: http://www.ada.gov/workta.htm. Below are resources to help you in the career exploration and preparation process - this list is in no means exhaustive but will hopefully help you as you develop and achieve your career goals.

What Students Need to Know

Speak about your disability with these goals in mind:
- An understanding that an employer’s accommodations are reasonable and will effectively meet your needs
- Be able to explain the accommodation that they need to do the job concisely, without dwelling on the details of their disability
- Avoid giving too much information or requesting accommodations that are unreasonable

What Students Should Do

- Focus on your abilities to perform the essential functions of the job, not your disabilities
- How you promote yourself in the interview is what will be key in determining if you are the right candidate
- Ask to give a demonstration of how you can complete aspects of the job
- If it’s practical, bring your own equipment (including software, hardware, assistive technology/ adaptive equipment AND do not anticipate being able to install into the employer’s system)
- Utilize references who can testify to your abilities to do the job (previous teachers, employers, supervisors, etc.)
- State that your requirements for the job are minimal and give examples of how your skills will merit the company’s small investment
- Offer to provide some of your own software and equipment - you are not required to do so but the offer shows serious interest in contributing to the company
- Keep in mind that agencies such as the Bureau of Vocational Rehabilitation or Bureau of Services for the Visually Impaired (BSVI) are eager to work with you to provide workplace accommodations such as software, hardware, and environmental modifications to assist you in obtaining and maintaining employment
- Remind employers of the potential tax benefit if they work with an agency
- Provide a list of companies and contact info of places that sell assistive technology and adaptive equipment

Additional Resources to Explore

Workforce Recruitment Program (WRP): Connects undergraduates and graduates to paid internships and full-time jobs - private sector employers and federal agencies (https://wrp.gov/AboutPre.do#Students)

Career Opportunities for Students with Disabilities: COSD assists students and recent graduates in becoming more prepared and competitive with their career searches (http://www.cosdonline.org/)

Lime Connect: This organization assists student with scholarships and professional development webinars along with information about internships and full-time job opportunities (http://www.limeconnect.com/)

Entry Point: American Association for the Advancement of Science program that offers internship opportunities for students with disabilities (http://www.aaas.org/program/entrypoint)

disABLEDperson, Inc.: Resource for job listings and scholarship information (https://www.disabledperson.com/)

The American Association of People with Disabilities: Provides a Congressional Internship Program for College Students with Disabilities for undergraduates, graduate students, and recent grads (http://www.aapd.com/)

Our Ability Connect: A digital profile created to promote future employment for people with disabilities through mentor networking, social engagement, and personal empowerment (https://connect.ourability.com/login)
Networking and LinkedIn

The Class of 2016 and 2015 survey results both noted ‘networking’ as the 2nd most common way students obtained their position.

What does “networking” look like? Networking can come in many different shapes and sizes. No matter how you network, all networking has one thing in common: it is about strategically reaching out and growing mutually beneficial relationships over time. Effective networking includes attending guest lectures on campus, reaching out on LinkedIn, or placing a call to a former supervisor.

Build a great LinkedIn profile – then use it to reach out and network!

With more than 350 million registered users around the world, LinkedIn is a powerful platform for professional networking. It also acts as a master resume and personal branding tool for you as a candidate when searching for internships or jobs.

- Photo: Keep it professional and make sure to smile!
- Headline: Tell people what you’re excited about now and the cool things you want to do in the future.
- Summary: Describe what motivates you, what you’re skilled at, and what’s next.
- Education: List all the educational experiences you’ve had including some important coursework.
- Experience: List the jobs you held, even if they were part-time, along with what you accomplished at each.
- Volunteer Experience: Even if you weren't paid for a job, be sure to list it. It can be very valuable.
- Skills: Add at least 5 key skills – and then your connections can endorse you for the things you're best at.

Recommendations: Ask managers, professors, or classmates who've worked with you closely to write a recommendation. This gives extra credibility to your strengths and skills. You can also post examples of significant class projects. Join groups for your industries of interest, alumni, or personal interests. You can learn a lot about your interest areas by connecting to people and groups in LinkedIn.

TIP: Take advantage of LinkedIn’s education feature and universities search to explore the diverse majors and career paths of alumni. Reach out and make a connection with someone who is now where you want to be.
Prepare Your Elevator Pitch

An elevator pitch is a short summary explanation used to share who you are, what you do, and why someone should want to learn more about you in two minutes or less. It should be thought of as a potential start to a conversation or an introduction to get the listener interested in talking with you longer. The reference to an elevator stems from the scenario of running into a potential employer in an elevator and emphasizes the importance of being able to get your key points across in a short time.

Sample Elevator Pitch

“I am Chelsea Morgan and my career goal is to help engineer affordable, renewable energy because I believe our environment is on a critical path. My environmental resources engineering degree from SUNY-ESF and internship with Halco Energy has prepared me for the toughest of challenges in the field. Being on the forefront of change is exciting and rewarding. The opportunity of discussing needs at your environmentally conscious and progressive company would be greatly appreciated.”

Elevator Pitch Checklist

- Articulate who you are, what you do, and why someone should be interested in learning more.
- Keep your audience and purpose forefront when preparing your pitch.
- Know your purpose.
- Less is more. Be concise.
- Keep word choice and language simple and avoid fancy jargon.
- Prepare and practice your ‘pitch’ to make a good first impression.
  Practice until you are comfortable, but don’t worry too much.
- Preparing multiple, slightly different variations can be a helpful option if you will be applying for different types of positions.
Networking Checklist

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_____ Practice having new conversations.
_____ Prepare an elevator pitch.
_____ Find opportunities to meet professionals in your field.
_____ Connect and introduce yourself.
_____ Request meetings or informational interviews.
_____ Be appreciative and thankful for the time and advice you are given.
_____ Stay in touch.
_____ Join LinkedIn and maintain professional social media profiles.

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Informational Interviews

An informational interview is a relatively informal conversation with someone working in an area of interest to you who is willing to give you information about a job, career field, industry, or work setting. It is not a job interview, and the objective is not to find job openings.

5 STEPS FOR INFORMATIONAL INTERVIEWING

Identify people to interview. Here’s how:
- People you already know, even if they aren’t in fields of interest to you, can lead you to people who are. This includes family, friends, professors, and former employers.
- Use social media tools like LinkedIn or Facebook to find contacts.
- Search organizations on LinkedIn or search their websites for names of people working in your area of interest.
- Read news and magazine articles for possible contacts.

Initiate contact
- Contact the person by phone, letter, or email.
- Mention how you got their name (e.g., let them know if a mutual acquaintance referred you).
- Emphasize that you are looking for information, not a job.

Prepare for the interview
- Conduct research on the career field or employer using the Internet and print resources.
- Develop a 30 second overview to introduce yourself, including your reasons for contacting this person.
- Plan open-ended questions to keep conversation flowing rather than questions that call for yes/no answers.

Conduct the informational interview
- If applicable, dress appropriately (you want to make a positive impression even though this is not a job interview).
- Restate that your objective is to get information and advice, not a job.
- Take notes if you like and always ask for suggestions of other people to talk to.

Follow-up
- Keep records. Write down what you learned, what you still need to learn, and your reactions to how this field or position would “fit” with your lifestyle, interests, skills, and future career plans.
- Send a thank-you note/email within 1-2 days to express your appreciation.
- Keep in touch. Mention that you followed up on their advice and tell them how things are going. This relationship could become an important part of your professional network.
Asking for an Informational Interview

However you make contact, your message should contain the following:

- Give a polite salutation. “Dear so-and-so,” or “Hello what’s-your-name” are safe bets.
- Tell your contact where you know him/her from, or if you have a mutual connection.
- Inform him/her of your objective: to meet, talk via phone, or simply exchange emails.
- Be clear that you want a brief meeting or phone conversation to discuss a specific set of questions, and that you are not inquiring about a job or seeking feedback on your resume.
- Provide a hint of what the questions are about, i.e. you’d like to know more about the inner-workings of XYZ Company, you’re interested in joining ABC association and would like to know about his/her experience, etc.
- Provide two or three options for your meeting/talk so that it is easy for him/her to check his/her calendar and schedule the appointment in his/her return email.

Modify this script to fit your situation. Remember that most people enjoy reflecting on their professional life and giving advice.

Hi Mr. Johnson,

Thanks for taking the time to read my message. I’m trying to figure out what it takes to work as an Environmental Engineer at Arcadis and came cross your profile in a LinkedIn search. It looks like you’ve been successful in turning my dream into your reality, and I’d love to chat with you about how you made it happen.

I know your time is valuable, so I plan to limit this conversation to no longer than 20-30 minutes. I’m available Wednesday and Thursday from 11am to 3pm. Please let me know if any of these time blocks work for you. If you’re not free, I’m happy to chat the following week. I’m also willing to reach out to anybody you think could help me further my career. Thanks again for reading my message, and I look forward to hearing back from you!

Yours,

XXXXX

THANK YOU: INFORMATIONAL INTERVIEW

Dear Mr. Watson:

I appreciate your meeting/talking with me yesterday to talk about your work as the Sustainability Coordinator. I now have a much better understanding of the work you do at the Syracuse Nature Center and the opportunities available within the field of environmental sustainability.

It was helpful to hear that an entry-level position often requires background knowledge and experience in sustainability and economics. I have decided to enroll in an Introduction to Economics class this upcoming spring semester. I have also called your colleague, Cindy Jones, at GrowNYC to make an appointment to talk with her.

I very much appreciate having had the opportunity to talk with you. Thank you again for your time and advice.

Sincerely,

XXXXX

Questions for Informational Interviews

- What educational preparation would you recommend for someone who wants to advance in this field?
- What qualifications do you seek in a new hire?
- How do most people enter this profession?
- What do you think of the experience I’ve had so far? For what types of positions do I qualify?
- What other types of experiences would you recommend I seek out?
- Can you recommend any courses I should take before proceeding further with my job search?
- What companies or industries do you think I should target?
- How did you get this job, and what kinds of experience and preparation helped you most?
- Who has been the most help in your career? How did they help you?
- What organizations would you recommend joining?
- Can you recommend another person I could interview like this?
- Could you describe one of your typical workdays for me?
- What skills are required in your position on a day-to-day basis?
- What parts of your job do you find most challenging?
- What do you find most enjoyable? Are there any negatives to your job?
- How many hours do you work in a typical week?
- Which seasons of the year are toughest in your job?
- How would you describe the company culture?
- Knowing what you know now, what advice do you have for getting into this work?
- What personal qualities or abilities are important for doing well in this kind of work?
- Can you recommend the best entry-level jobs to get started in this line of work?
- What are the rewards/challenges/frustrations of your work?
- What current issues and trends affect your work most?
- Where do you see growth or change in this industry?
Engagement for Your Career

4 Ways VOLUNTEERING Can Help You Land Internships and Jobs

1) **Expand your professional networks**
Volunteering can provide you with valuable career experience. In some fields you can volunteer directly at an organization that does the type of work you are interested in which gives you the opportunity to meet potential mentors and employers!

2) **Learn new and transferrable skills**
Volunteering can provide you with extensive training and can build important skills for the workplace such as public speaking, communication, self-confidence, and teamwork. Some of these trainings and skills can give you a competitive edge over others with less direct experience.

3) **An opportunity for career exploration**
Volunteering allows you to try out a path without investing significant amounts of time. Sometimes volunteering can also reaffirm the path you have chosen is the right fit for you!

4) **Build a track record of working for a specific cause**
Nonprofits value dedication to their issue area. By turning your values into action, you will demonstrate to your potential employer that you are committed to—and educated about—their issue of concern.

**Starting point:** Keep a look out in Oakie's Opps weekly email for the most up to date information.

For more information contact:
Sarah Houck
sbhouck@esf.edu (315) 470-6658

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**Student Organizations and Clubs**

Between SUNY-ESF (33+) and Syracuse University (300+), there is an organization for everyone on campus (and if there isn’t one for you, start one!). Joining a club related to your academic interests or hobbies will not only better your experience at ESF but enhance your resume, too. Joining organizations is also a way to gain leadership experience and meet new people.

**Starting point:** http://www.esf.edu/students/involvement/clubs.htm

**Campus Employment and Federal Work-study**

Earn money and gain experience with an on-campus job.

**4 Reasons to Work on Campus:**
1) Keeps academics a priority
2) Enhances your education
3) Offers unbeatable convenience
4) Helps you engage with the campus
5) Provides great references

**Starting point (federal work-study):** Visit the bulletin board outside of the Financial Aid Office (113 Bray Hall)

**Starting point (on-campus jobs):** Speak with faculty, staff, and current students about on-campus job opportunities and/or visit https://www.sujobopps.com/

**Professional Organizations**

In addition to providing information about your chosen field, professional organizations can enhance your personal and professional development and provide endless networking opportunities. Look around your community—there are bound to be a plethora of organizations (from small local start-ups to national chapters) for you to join.

**Starting point:** Converse with academic advisors and other faculty members, explore organizations related to your degree/career path, and find out if there are national organizations that are connected to on-campus clubs you are part of.
ESF Connections
Bringing Students and Alumni Together

ESF Connections is a program designed to enhance the ESF student experience and prepare you to launch your own professional career. By connecting with alumni, you will gain assistance with career exploration and advice that will aid in the development of your professional persona. Additionally, the program will provide you with some real-world experience to help you explore your interests and increase your marketability within your career field.

Opportunities to connect with ESF alumni include, but are not limited to:

*Job Shadow Program*: Similar to a job shadow, visit an ESF alumni and learn about their profession, industry, and/or organization, gain a tour of their workplace, ask any questions you may have and observe their daily routine. See below for more detail on our Externship Program.

*Informational Interviews*: Speak to an ESF alumni (either via in-person, phone, or the web) about their experiences and skills, gain career advice and industry insight, and ask any questions you may have.

*Mock Interviews*: Connect with an alumni to participate in mock interviews either in-person for planned on-campus events, phone conversations or web-based technology.

*Resume Reviews*: Share your resume with an alumni to seek their feedback either in-person for planned on-campus events or electronically.

**Job Shadow Program Details**

**Student Expectations**

*Eligibility*: Student must be registered as a full-time student and be in good academic and social standing.

*Prior to Job Shadow Experience*

- Host site will be confirmed with student and host
- Attend and participate in a Job Shadow Program Prep workshop
- Schedule initial resume review with Career Advisor via Handshake

Student will contact the host organization to confirm the final details for their job shadow (i.e. start times and dates; directions to the host location; transportation options; security requirements to enter the facility; contact information for the host, and other pertinent information).

*Students During Job Shadow*

- Be prompt arriving at the host site.
- Be prepared to sign confidentiality and or privacy documents if the organization requires these.
- Participate in all the activities that are planned for that day.
- If there are breaks in the planned schedule, use the Sample Questions on the Job Shadow Program Guide to obtain more information about the organization.
- Be professional, courteous, and enthusiastic about this opportunity.

*Completion of Job Shadow*

- Write a thank you note to the host(s): email thank-you is appropriate
- Complete the Student Job Shadow Evaluation Form.
- Consider scheduling a follow-up resume review with Career Advisor via Handshake
Resume DOs AND DON’Ts

DO:
⇒ Tailor your summary qualifications to include elements of the job description for each position you are applying for
⇒ Focus on the specific results of your work, significant achievements, and recognition received
⇒ Use action verbs such as “created” or “coordinated”
⇒ Get feedback from several people, including a Career Advisor
⇒ Have somebody proofread your resume for spelling/grammatical errors
⇒ Describe all related experiences — paid, unpaid, and volunteer
⇒ Use readable and common fonts
⇒ List information in order of importance and relevance to the requirements listed in the job description

DON’T:
X Use phrases such as “Responsibilities included” or “Responsible for”
X Use resume templates
X Include routine job duties such as “making copies”
X Use paragraphs
X Submit the same resume to every employer

Resume Checklist

Heading:
⇒ Name: big and bold
⇒ Address
⇒ Email Address: appropriate and checked often
⇒ Phone #: voicemail activated and appropriate

Qualifications Summary:
⇒ In a generalized way, highlight the most directly related information for the position from your resume
⇒ Use bullets with staring phrases such as Experience with, Proficient in, Familiar with, etc.
⇒ Last bullet can highlight relevant coursework that is specific to the position applying for
⇒ Include skills (computer, technical, research, laboratory, foreign language), certifications, etc. that are relevant
⇒ Tailor to each internship/job posting

Education:
⇒ Institution name: spelled out
⇒ Anticipated graduation date
⇒ Degree and major
⇒ GPA (if above a 3.0)
⇒ Honors: specifically Dean’s or President’s Lists along with the corresponding semesters
⇒ Additional institutions, if applicable

Related Experiences:
⇒ Internships (paid and unpaid)
⇒ Volunteer experiences
⇒ Educational experiences: fieldwork, research assistant

Each position should include:
⇒ Employer/organization
⇒ Title of position
⇒ Location of experience: city and state
⇒ Dates involved: month and year
⇒ Bullet points on what you did in position
⇒ Current position: use present tense
⇒ Old position: use past tense
⇒ Use action verbs to start the bullet point
⇒ Order positions by reverse chronological order

Other sections to consider including:
⇒ Leadership
⇒ Campus Involvement
⇒ Volunteer Experience
⇒ Professional Memberships
⇒ Certifications
⇒ Additional Experience

Edit:
⇒ Have someone proofread your resume
⇒ Easy-to-read font and clear layout
# Key Words for Resumes

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BENJAMIN BRAY
1 Forestry Drive | Syracuse, NY 13210 | 203-470-6900 | bbray@syr.edu | https://www.linkedin.com/in/benjaminbray

QUALIFICATIONS SUMMARY
- Experience with project management, global travel, and communication of scientific results and data collection
- Knowledge of identification of wetland vegetation species, northern freshwater fish species, and coastal habitat protection
- Relevant courses include: Environmental Impact Analysis, Global Health, Environmental Law, Natural Resources Law & Policy, Silviculture, Public Presentation Skills, Writing for Environmental & Science Professionals, Principles of Management, Government & the Environment, and Land Use Law

EDUCATION
State University of New York College of Environmental Science and Forestry (SUNY-ESF) May 2016
Bachelor of Science: Environmental Studies; concentration in Policy, Planning, and Law
GPA: 3.00 (Dean’s List: Fall 2012, 2013)
Awards: SUNY-ESF Presidential Scholarship, Academic Honors Program

RELATED EXPERIENCE
Dendrology, SUNY-ESF September 2015-Present
Undergraduate Teaching Assistant
- Teach undergraduates key identification characteristics and taxonomic relationships of tree species in North America
- Assist faculty member with classroom instruction, exams, record keeping, and other miscellaneous projects
- Return assignments and grades in accordance with established deadlines and correspond with students via email

Student Participant
- Identified key stages of, and participants in, the three alternative assessment tracks used in EIA under the federal NEPA, and the NY State Environmental Quality Review Act
- Demonstrated understanding of the EIA process by analyzing the Cuyahoga Valley National Park Final White-tailed Deer Management Plan and Environmental Impact Statement
- Performed the NY State Environmental Quality Review Act (SEQRA) process on a local parcel of land and hypothesized what the SEQRA declaration would be if a chemical lab was placed on a parcel of private land adjacent to a residential area

Long Island Aquarium & Exhibition Center, Riverhead, NY May-September 2014
Education Intern and Data Collection Assistant
- Assisted and informed groups of approximately twenty individuals on various aquarium exhibits and animals
- Presented on the Atlantis Explorer Tour Boat on Peconic River ecology and the importance of protecting the local habitat
- Collected weather data, water quality, and species sightings along the Peconic River approximately two to three times per day to help understand water quality and effects of our environment on the ecosystem
- Demonstrated to groups how to properly use seine nets and identified key species that were caught in the nets

LEADERSHIP, VOLUNTEER EXPERIENCE, AND CAMPUS INVOLVEMENT
Alpha Xi Sigma (AXS) Honors Society Active Member January 2015-Present
- Participated in leadership and service trip to the Adirondacks where AXS members helped to clear trailheads after the harsh winter
- Organized and led a Dance Marathon team which helped to raise $1,200 towards the local Children’s Miracle Network Hospital and the Upstate Golisano Children’s Hospital

Office of Admissions Student Ambassador September 2014-Present
- Host prospective students and families and lead tours at on-campus events, such as Open Houses, Accepted Student Receptions, College Information Sessions, Transfer Days, and Special Group Visits

Syracuse University Outing Club Active Member August 2013-Present
- Participated in intensive developmental workshops such as identity awareness, conflict resolution, and communication to develop and enhance leadership skills

Emerging Leaders Workshop Participant August 2013-December 2013
- Participated in intensive developmental workshops such as identity awareness, conflict resolution, and communication to develop and enhance leadership skills

Campus Day of Service Student Participant August 2013
- Improved land quality by removing invasive species and cutting down overgrown areas to allow for native species to thrive
Sample 2

Robin Hood

Current: 1 Forestry Drive, Syracuse, NY 13210
Permanent: 123 Sesame Street, Chittenango, NY 13037
(315) 470.6900 rhood@syr.edu

BIOPROCESS ENGINEERING QUALIFICATIONS:
- Experience with paper manufacturing environment, developing and performing original research, and report writing
- Proficient in Matlab, Math CAD, R, and Excel

EDUCATION:
Bachelor of Science: Bioprocess Engineering (ABET accredited) May 2018
State University of New York: College of Environmental Science and Forestry (SUNY-ESF)
GPA: 3.56

RELATED EXPERIENCE:
Process Intern May–August 2017
WestRock, Solvay, NY
- Collected samples of different stock preparation systems and reported results to machine managers or others who requested information for continuation of quality production
- Assisted in mill trials with dry end tests including: Stiffness, Scott Bond, Burst Strength, Flat Crush Resistance, Ring Crush, and other tests correlated to the manufacturing of linerboard and corrugated medium
- Pioneered detailed procedures for intern testing to establish standardized methods mill-wide for a more effective and efficient transition among the flow of interns
- Gained knowledge of trial processes; including evaluating steps before, data and cost analysis, decision making, and writing of presentation and/or report

Research Experience for Undergraduates (REU) Fellow May–July 2016
Auburn University, Auburn, AL
- Performed original research concerning the conversion of biomass to furfural and hydroxymethylfurfural using an acid catalyst in a biphasic reaction system
- Utilized and oversaw UV-Vis analysis and TOC analysis
- Presented scientific findings via PowerPoint and a research poster to university audience

Environmental Permits Intern May–August 2015
New York State Department of Environmental Conservation (NYSDENRC), Albany, NY
- Conducted research by calling/emailing 20 states to discover the chemical parameters involved in discharging water from hydrostatic testing
- Collected and analyzed data from states
- Prepared and presented the collected results to water engineers and permit writers
- Drafted a New York State general permit for hydrostatic testing discharges

Student Participant January–May 2015
ESF Goes to Space, SUNY-ESF
- Worked with fellow students and professors to design an atmospheric weather balloon that collected atmospheric data and recorded video during flight as part of the Global Space Balloon Challenge
- Used computer programming to record atmospheric data and GPS coordinates during flight of the balloon

LEADERSHIP AND CAMPUS INVOLVEMENT:
Paper and Bioprocess Engineering Club (AICHE Chap.) President 2014–Present
Bioprocess Engineering Department Student Recruitment Chair 2014–Present
SUNY-ESF Golf Team Member 2014–Present
SUNY-ESF Science Olympiad Team Captain 2015
- Led team to the state competition for the first time in school history
GHD Engineering Competition Participant 2014

VOLUNTEER EXPERIENCE:
Green Lakes State Park Rescue Mission Montezuma National Wildlife Refuge
Relay for Life Vera House Food Recovery Network
Sample 3

Sally Centennial
1 Forestry Drive, Syracuse, NY 13210 | 315.470.6900 | scentennial@syr.edu

SUMMARY OF QUALIFICATIONS
• Experience with wildlife identification, conducting field research, writing scientific papers, and constructing management plans
• Knowledge of wildlife management techniques, taxidermy, trapping, and population requirements and dynamics

EDUCATION
State University of New York College of Environmental Science and Forestry (SUNY-ESF) May 2015
Bachelor of Science: Wildlife Science Syracuse, NY
Nassau Community College May 2012
Associate of Science: Liberal Arts Garden City, NY

WILDLIFE SCIENCE EXPERIENCE
Operation Wallacea, Cusuco National Park, Honduras June-July 2014
Research Assistant
• Collaborated with 15 individuals to help collect data on the biodiversity of Cusuco National Park
• Conducted daily transects to assess herpetofauna biodiversity
• Processed reptiles and amphibians to record population data including: measuring snout to vent length; tail length; and mass and recording park location
  • For anoles: collected tail clippings to extract genetic information for storage in a gene bank
• Learned proper field protocol for chytrid surveeying using alcohol preserved swabs through hands on experience
• Assisted in bat mist net trapping and collected information on mass, wing and tarsus length, and species richness

Lucky Star Ranch Estate Wildlife Refuge, Chaumont, NY May 2014
Wildlife Field Techniques: Student Participant
• Participated in two weeks of intensive field work and a lecture series focusing on local species identification, wildlife pathology, mammal trapping and tracking, hunting education, and wildlife management
• Conducted field sampling methods for coyotes, birds, plants, small rodents, fish, and bats
• Gained knowledge regarding methods used in wildlife management, such as radio telemetry and orienteeering
• Certifications: Trapper Education, Hunter Education, and Waterfowl ID

Sweetbriar Nature Center, Smithtown, NY June-Aug. 2013
Wildlife Rehabilitation Intern
• Cared for both incoming and resident animals by preparing fresh food and maintaining appropriate enclosures
• Cleaned all rehabilitation areas including surfaces, floors, cages, and dishes
• Handled all social media aspects of the rehabilitation center as well as some clerical duties
• Communicated with people who brought in wildlife to get an accurate understanding of the animal’s condition

Cranberry Lake Biological Station, Cranberry Lake, NY May 2013
Ecological Monitoring & Bio Assessment: Student Participant
• Participated in three weeks of intensive field work and a lecture series focusing on small mammal trapping, herpetology, ornithology, ichthyology, entomology, statistics, botany, and soils
• Conducted an independent group field research project to determine zooplankton Polyphemus pediculus survivorship in insect repellent treated water, and presented results

CAMPUS INVOLVEMENT AND PROFESSIONAL DEVELOPMENT
Member
American Fisheries Society Conference Feb. 2014
Participant

ADDITIONAL EXPERIENCE
Carrier Dome, Syracuse, NY Dec. 2012-Present
Dome Operations
Sample 4

Elsa S. Freeborn
1 Forestry Drive • Syracuse, NY 13210
315.470.6900 • esfreeborn@syr.edu

BIOTECHNOLOGY QUALIFICATIONS

- Knowledge of genetic engineering, PCR, electrophoresis, bioreactors, and chromatography through research experience
- Experience with synthesis, purification, and identification of organic compounds and biopolymers
- Proficient in conducting experiments, analyzing research data, and performing industrial qualifications

EDUCATION

Bachelor of Science: Biotechnology
State University of New York College of Environmental Science and Forestry (SUNY-ESF)
GPA: 3.75 (President’s List: Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015)

RELEVANT EXPERIENCE

Independent Researcher: Honors Thesis
Dr. Christopher Whipp's Laboratory, SUNY-ESF
- Strain typing Mycobacterium marinum from outbreaks at zebrafish research facilities
- Strain typed isolates from fish tissue analyzing variable number tandem repeats (VNTR)
- Prepared media, cultured bacteria, purified gDNA, PCR, performed gel electrophoresis, purified PCR for sequencing
- Prepared well plates for capillary gel electrophoresis, and analyzed results with Peak Scanner™ (Life Technologies®)
- Objectives: Adapt existing VNTR methods using fluorescently labeled primers and fragment analysis, determined epidemiological relatedness of isolates, and evaluated epidemiological linkages to biosecurity and husbandry practices to make recommendations for controlling Mycobacterium marinum

QC Chemistry Intern
Regeneron Pharmaceuticals: Industrial Operations and Product Supply, Rensselaer, NY
- Developed a more efficient identification method for one company product using Raman spectroscopy
- Reprocessed HPLC experiment data for one company product using Empower software
- Performed a qualification of a particulate matter analysis method for another company product
- Participated in intern events and activities, including a Kid’s Day event aimed at teaching science to children
- Presented at my summer projects to the senior leadership team and was in the top 5 of 50+ intern presentations

Organic Chemistry I/II Tutor
Academic Success Center, SUNY-ESF
- Co-tutored a large group of students (20+) once per week on topics covered in organic chemistry
- Studied relevant topics each week and prepared a teaching outline
- Equipped students with the skills to solve exam-level problems and organic chemistry mechanisms

Undergraduate Experience in College Teaching: Student Participant
Dept. of Environmental and Forestry Biology, SUNY-ESF
- Recruited by General Biology Lab professor for outstanding work in lab the previous year
- Taught at least one section or topic of the lab experiment each lab period
- Answered specific questions students had and assisted students with the lab exercises and experiments
- Graded day-to-day assignments and consulted with students over grading when they inquired

POSTER PRESENTATION

April 15, 2015. SUNY-ESF Spotlight on Research, Syracuse, NY. Strain typing Mycobacterium marinum from outbreaks at zebrafish research facilities. Freeborn, E. S., Chang, C.T., Whipp's, C.M.
Oakie Acorn
1 Forestry Drive | Syracuse, NY 13210 | (315) 470-6900 | oacorn@syr.edu

QUALIFICATIONS SUMMARY
- Knowledge of energy systems/technologies, energy markets, energy trends, energy efficiency, and sustainability
- Experience executing greenhouse gas emission inventories and reduction strategies, conducting professional level financial analyses of renewable energy projects, comprehension of energy in building systems, and energy efficiency
- Leading Green LEED training course completion, LEED GA certification expected January 2016

EDUCATION
State University of New York College of Environmental Science and Forestry (SUNY-ESF) May 2016
Bachelor of Science: Sustainable Energy Management | Minor in Economics Syracuse, NY GPA: 3.1
University of Auckland February-June 2013
State University of New York Study Abroad | Environmental Studies Auckland, New Zealand

RELATED EXPERIENCE
Senior Capstone: Ice Chiller, SUNY-ESF August 2015-Present
Senior Researcher
- Examine the feasibility of converting current cooling systems at SUNY-ESF in multiple locations of the main campus to an ice chiller system
- Collect data from an ice chiller system at Jefferson Community College
- Collaborate with a group of engineering students to determine the necessary load of the system

Sustainable Energy Systems in Buildings, SUNY-ESF August 2015-Present
Student Participant
- Study construction management-related matters in creating a more sustainable energy use in commercial and residential buildings
- Determine the feasibility of implementing sustainable energy systems in construction as well as issues related to using energy more efficiently
- Construct reports on different scenarios including calculations and appropriate analysis

Student Participant: Environmental and Energy Auditing
- Inventoried annual CO₂ emissions generated from operation: direct, indirect, and external emissions of a local small business
- Analyzed potential areas of improvement and generated a sustainability plan to reduce emissions
- Developed a financial analysis of emissions reduction measures and presented project for 30+ students and faculty

Peconic Dunes 4-H Camp: Cornell Cooperative Extension, Southold, NY June-August 2014
Environmental Educator and Youth Development Intern
- Trained by DEC in the areas of Garden Science, Great Pond, Long Island Sound and Woodland/Wetlands to develop an environmental science curriculum based off these distinctive ecosystems in Long Island
- Worked with 60+ children to teach basic understanding of agricultural sciences
- Received certifications in Project Wet and Project Wild
- Raised scholarships for inner city children through a DEC partnership providing a parks programs for the general public

LEADERSHIP AND CAMPUS INVOLVEMENT
Orientation Team Orientation Leader/Mentor August 2014-Present
- Fostered a positive transition to campus life for new students by creating an atmosphere in which students can get to know each other and feel comfortable interacting with each other

Plant Propagation Club Vice President, Treasurer August 2014-Present

Sustainable Energy Club Active Member August 2014-Present
Sample 6

Mindy Moon
1 Forestry Drive | Syracuse, NY 13210 | (315) 470-6900 | mmoon@syr.edu

Education
SUNY College of Environmental Science and Forestry (SUNY-ESF) May 2020
Bachelor of Science: Conservation Biology Syracuse, NY

West Genesee High School June 2016
Advanced Regents High School Diploma Syracuse, NY

Related Experience
General Chemistry II Service Learning Track, SUNY-ESF January 2017-Present
Student Participant
- Assist with middle school Science Olympiad competition by setting up, proctoring events, and judging tests to encourage science education in students
- Volunteer at the Martin Luther King Jr Day Celebration at Nottingham High School

General Biology I and II Laboratory, SUNY-ESF August 2016-Present
Student Participant
- Study various organisms under microscopes and identify key features including cell walls, nuclei, chloroplasts, and gametangia
- Acquire extensive phylogenetic knowledge of several taxonomic groups by studying cladograms and observing preserved specimens
- Perform PCR analysis on segments of DNA and investigate results via gel electrophoresis
- Learn how to write laboratory reports in a proficient manner that analyzed experimental outcomes and compared them to other scientific literature

Leadership and Campus Involvement
Food Recovery Network January 2017-Present
Active Member and Volunteer
- Recover leftover food from the Syracuse University and SUNY-ESF dining halls and deliver to food pantries and organizations such as the Salvation Army
- Participate in one of these recoveries at least once a week

Student Environmental Education Coalition (SEEC) October 2016-Present
Active Member
- Increase environmental awareness among through on- and off-campus education
- Educate local youth through collaboration with local elementary schools

Additional Experience
Firehouse Subs, Camillus, NY February 2016-Present
Shift Leader
- Oversee the store 5-6 nights a week and manage the crew members to ensure they are getting their work done efficiently and correctly
- Delegate tasks to coworkers to make sure the place follows the state and federal health codes
- Incorporate new ideas to run the store better and maintain satisfied crew members
- Communicate regularly with customers and assist with cash register role
The Federal resume is not the same as a private industry resume. It averages 4 pages (for experienced professionals); it MUST match a target announcement to stand out and eventually get referred to a supervisor. Federal resumes must include month and year for experiences; list up to 10 years of details about supervisors and salary; education and certifications listed in details (if you have that many year or much experience). You can find information about Federal positions here:

**STUDENTS**
usajobs.gov/StudentsAndGrads

**RECENT GRADS**
opm.gov/HiringReform/Pathways/programs/graduates

*For Best Results:*
- Use the resume builder on usajobs.gov to create your resume; edit your resume before submitting
- Read the vacancy description carefully for all duties and qualifications
- You must show that you have the minimum listed requirements – more is better
- Review specific instruction to any status that may apply to you: student, disability, and veteran

**Items to Include in a Federal Resume**

**Job Information:**
- Announcement number and title and grade(s) of the job you’re applying for

**Personal Information**
- Full name, mailing address (with zip code), and day and evening phone numbers
- Veterans preference (if applicable a 00-214 is required)
- Reinstatement eligibility (if requested, attach SF-50 proof of your career or career-conditional status)
- Country of Citizenship (most federal job require US Citizenship)

**Education**
- College or University: Include name, city and state, majors, and any degrees awarded (only send college transcripts if the position specifies to do so)
- High School: Include name, city and state, and date of diploma or GED

**Work Experience**
- Read the qualifications section of the announcement carefully
- Provide the following information for your paid and non-paid work experience related to the job you are applying for: job titles (include series and grade if a federal job); duties and accomplishments; employer’s name and address; supervisor’s name and phone number; starting and ending dates (month and year); hours per week, and salary. Indicate whether your current supervisor can be contacted.
- Focus on the most recent and relevant positions. Add accomplishments; separate the accomplishments from the duties. Include the duties first, then a short list of accomplishments
- Add the keywords from the duties and qualifications section into your resume
- Highlight key skills in ALL CAPS or bold to improve readability in the builders

**Other Qualifications**
- Job-related training courses (title and year)
- Job-related skills, i.e. languages, computer software/hardware tools, machinery, etc.
- Job-related certifications and licenses (current only)
- List job-related honors, awards, and special accomplishments, for example, publications, memberships in professional or honor societies, leadership activities, public speaking, and performance awards
Writing a CV or Curriculum Vitae

*What is a Curriculum Vitae?* Also called a CV or vita, the curriculum vitae is, as its name suggests, an overview of your life’s accomplishments, most specifically those that are relevant to the academic realm. In the United States, the curriculum vitae is used almost exclusively when one is pursuing an academic job or applying to graduate school. The curriculum vitae is a living document, which will reflect the developments in a scholar/teacher's career, and thus should be updated frequently. (Other countries prefer the C.V. to a resume for a job search - do your research).

*How is a CV Different from a Resume?* The most noticeable difference between most CVs and most resumes is the length. Entry level resumes are usually limited to a page. CVs, however, often run to three or more pages. (Remember, however, that length is not the determinant of a successful CV. You should try to present all the relevant information that you possibly can, but you should also try to present it in as concise a manner as possible.) A more subtle but equally important distinction is that whereas the goal of a resume is to construct a professional identity, the goal of a CV is quite specifically to construct a scholarly identity. Thus, your CV will need to reflect very specifically your abilities as a teacher, researcher, and publishing scholar within your discipline.

*What should be Included?* Your CV should include your name and contact information, an overview of your education, your academic and related employment (especially teaching, editorial, or administrative experience), your research projects (including conference papers and publications), and your departmental and community service. You should also include a reference list, either as part of your CV, or on a separate page.

What comes first depends both on your background and on the job for which you are applying. Typically, the first item on a CV for a job candidate directly out of grad school will start with the candidate's education listed in reverse chronological order. Frequently the title and even a brief description of the dissertation will be included in this portion. After that, you will want to determine both what the jobs that you are interested in require and where your strengths lie. When determining what comes after your educational credentials, remember that the earlier in your document a particular block of information comes, the more emphasis you will be placing on that block of information. Thus, the most important information should come first. If you are applying at a research university, research projects, conference presentations, and especially publications become very important.

If you are applying to a liberal arts college or community college that strongly emphasizes teaching, then showing your teaching background is of paramount importance. In any case, you will want to be sure that the information that will be most helpful in determining your qualifications for the job for which you are employing comes before information that will be less helpful.

*Standard Format?* One of the most important things to remember when working on your curriculum vitae is that there is not one standard format. There are different emphases in each discipline, and a good CV is one that emphasizes the points that are considered to be most important in your discipline and conforms to standard conventions within your discipline.

So how can you find out what these conventions are? A good place to start is to find as many examples as possible of CVs by people in your discipline who have recently been on the job market. You can find these by asking other grad students and junior faculty in your department if you can have a look at their CV's, and you can also make use of the Internet to find CV samples in your discipline.
Writing a CV (continued)

One caveat to remember regarding examples, however, is that they should never be used as models to be followed in every detail. Instead, they should be used as sources of strategies for how to present your own information most effectively. The most effective formatting for you will likely be distinguishable from the most effective formatting for someone else because your experiences and strengths will be different, and you will thus benefit from formatting adapted specifically to your situation.

*How should I Construct my Work Description Entries?*

Short, brief phrases are acceptable in a resume - you do not need to use complete well-constructed sentences. In fact, it is better if you don't because then you can present your information as clearly and concisely as possible. For example, instead of writing, "I taught composition for four years, during which time I planned classes and activities, graded papers, and constructed exams. I also met with students regularly for conferences," you might write, "Composition Instructor (2010-2014). Planned course activities. Graded all assignments. Held regular conferences with students." By using incomplete sentences here, you cut out unnecessary words and allow your reader to see quickly what you have been doing.

Consistency is very important. Generally, you will want to keep the structure of your phrases and/or sentences consistent throughout your document. Thus, if you use verb phrases in one portion of your CV to describe your duties, try to use them throughout your CV. Particularly within entries, make sure that the structure of your phrases is the same so that your reader can understand what you are communicating easily.

One distinction between the work description sections of resumes and CVs is that bullets are very commonly used in resumes and tend to appear somewhat less frequently in CVs. Whether or not you use bullets to separate lines in your CV should depend on how the bullets will affect the appearance of your CV. If you have a number of descriptive statements about your work that all run to about a line in length, bullets can be a good way of separating them. If, however, you have a lot of very short phrases, breaking them up into bulleted lists can leave a lot of white space that could be used more efficiently. Remember that the principles guiding any decision you make should be conciseness and ease of readability.
Eustace B. Nifkin  
1 Forestry Drive, Syracuse, NY 13210  
ebnifkin@syr.edu  
(315) 470-6900

QUALIFICATIONS SUMMARY
Systems scientist interested in the process of solving complex social-ecological problems in domains of conservation biology, ecology, and natural resource management through collaborative team science. Dedicated to the exploration and conservation of ecological systems through instruction and research that provides foundations and field experience to apply systems thinking for more effective approaches to conservation science and practice.

- Significant experience in course design and teaching including Conservation Biology, Systems Ecology, Ecology, and Environmental Studies.
- Skilled at incorporating research and field components into classroom teaching through the use of conceptual and computer modeling as a teaching tool, including scenario analysis.
- Recent research focus on improving the process of interdisciplinary collaboration at scale of individuals, research teams, and institutions.
- Strong leadership skills including organization, communication, and project management.
- Significant experience in the practice and facilitation of interdisciplinary research collaboration.

EDUCATION
M.S. in Conservation Biology  
SUNY-ESF, Syracuse, NY  
Thesis Title: Abundance, Growth, and Reproduction of *Cyrilla racemiflora* as a function of Environmental Gradients in the Luquillo Mountains of Puerto Rico.  
August 2008

B.S. in Biology, Minor: Applied Statistics  
State University of New York at Oswego, Oswego, NY  
May 2006

TEACHING EXPERIENCE
Graduate Teaching Assistant, SUNY-ESF: Dept. of Environmental and Forest Biology  
Aug. 2007-May 2013

- General Biology I Laboratory (EFB 102; Spring 2013): Organized and led laboratory activities and field trips for two lab sections.
- Geographic Modeling (EFB/ENS 519; Fall 2012): Co-led weekly lab sessions in GIS and IDRISI focused on spatial modeling. Advised students on independent research projects.
- Biophysical Economics (EFB 522; Spring 2012): Led discussion groups, managed grading, and occasional lecturer. Advised students on independent research projects.

2008-2009; 2009-2010

- Ecosystems (EFB 522; Spring 2009): Led class discussion sections and assisted with creating and grading assignments. Occasional lecturer.
- Systems Ecology (EFB 519; Fall 2008): Led class discussion sections and co-instructed lab sessions focused on computer modeling. Assisted with creating and grading assignments. Advised students on their final projects. Occasional lecturer.

Graduate Teaching Fellow, SUNY-ESF Outreach Office ESF in the High School Program  
Aug. 2010-May 2012

- Co-instructed in high school classrooms and served as student mentor for carrying out research projects.
- Finalized a curriculum to be distributed across high schools to offer three college credits; developed and led corresponding professional development programs.

RESEARCH EXPERIENCE
Dissertation Research, SUNY-ESF  
Aug. 2011-May 2013

- Designed and conducted a meta-analysis of social-ecological systems research in natural resource management to develop guiding principles for conducting social ecological systems science.

Nifkin 1 of 3
• Investigated response of conservation institutions in Costa Rica to historical socio-economic drivers of conservation policy and environmental conflict.
• Evaluated the evolution of regional, polycentric conservation policy in Costa Rica using institutional and policy analysis.
• Used a scenario analysis to explore future vulnerabilities to the conservation system in Costa Rica with a focus on food security and the tourism industry.

Research Project Assistant, Graduate Mentor, Undergraduate Mentoring in  
Environmental Biology (UMEB) Program, SUNY-ESF Dept. of Environmental and Forest Biology  
• “Understanding Conflicting Values: Invasive Species Management in Adirondacks State Park.” Funded by McIntire-Stennis Cooperative Forestry Research Program.

PROFESSIONAL EXPERIENCE

Executive Director, United States Society for Ecological Economics (January 2014-Present)  
• Execute administrative duties for national organization, including membership management, communication, vision development, and finances.
• Planning committee for the 2015 Joint Conference of the U.S. and Canadian Societies for Ecological Economics in Vancouver, B.C.
• Oversaw 2014 elections of Board of Directors and website redesign.

Professional Facilitation
• SUNY Brain Network of Excellence Collaborative Activity and Workshop (December 2014).
• SUNY Green Composite Network Academic-Industry Partnership, SUNY-ESF Syracuse NY (May 2014) and SUNY Albany, Albany NY (August 2014).
• USSEE Board Meeting and Visioning Workshop, SUNY-ESF Syracuse New York (April 2013).

ADVISING AND MENTORING

Undergraduate  
Herb Brooks, Environmental Studies Major and SUNY Network of Excellence Summer Scholar (May 2015-Present)  
Derek Zoolander, Biology Major, Graduate Mentor for UMEB Program (2010-2011).

PEER-REVIEWED PUBLICATIONS


In review:  

In revision:  

In preparation:  
UNIVERSITY SERVICE AND OUTREACH
Steering Committee, SUNY-ESF in the High School Center (2015).
President, SUNY-ESF Graduate Student Association (2012-2013).
Graduate Student Representative, SUNY-ESF Committee on Research (2012-2013).
Event committee, SUNY-ESF Spotlight on Graduate Student Research (2011-2013).
Chair, Professional Development Committee, SUNY-ESF Graduate Student Association (2009-2012).
Committee Member, SUNY-ESF Middle States Reaccreditation Self-Study (2009-2011).
Graduate Student Representative, SUNY-ESF Committee on Curriculum (2011-2012).

Invited Speaker for a “Gund Tea” at the University of Vermont Gund Institute for Ecological Economics (2015).

CONFERENCE RESEARCH PRESENTATIONS


GRANTS AND AWARDS
Funded:
- SUNY 4E Networks of Excellence Research Grant ($135,000; 2014)
- Randolph G. Pack Environmental Institute Research Travel Grant ($500; 2011; 2012)

SELECTED HONORS
Excellence in Public Service Award, SUNY-ESF Graduate Student Association (2013).
Outstanding Student Presentation, Great Lakes Research Consortium 23rd Annual Student Faculty conference (2012).
Excellence in Teaching Award, SUNY-ESF Graduate Student Association (2010).

CERTIFICATIONS
Research Ethics and Cultural Competence in Environmental Science, Engineering and Related Field (2011)

PROFESSIONAL MEMBERSHIPS
Society for Conservation Biology
Association for Interdisciplinary Studies
Association for Environmental Studies and Sciences

Nikfin 3 of 3
A well-written cover letter should always accompany your resume or application. Its purpose is to introduce you and expand on the experience in your resume. A good cover letter should:

- Include specific information about why you want to work for the employer
- Exemplify clear and concise writing skills
- Demonstrate your knowledge of the position
- Align your experience with the desired qualifications of the employer
- Make your points succinctly; every point should support your readiness to contribute

Cover Letters for Job or Internship Listings
1. Know the employer
   Research the employer’s organization to see how your experience, skills, and abilities meet its needs. In your cover letter, show why you are a good fit. Send the letter to a specific person whenever possible; otherwise, use “Dear Hiring Representative(s):”

2. Analyze the job description
   Review the job responsibilities and qualifications carefully and design your cover letter to match these as much as possible. Sometimes job listings are vague. In these cases, draw from your experience of similar jobs to infer what skills and abilities might be required or research similar positions online.

3. Analyze your background
   Think about your background in relation to the job responsibilities and qualifications. Ask yourself, “What have I done that is similar to what this job entails?” Consider courses taken, classroom projects, work experience, summer jobs, internships, volunteer experience, extracurricular involvement, and travel. Be sure to indicate in the first paragraph what position you’re seeking. If a specific person recommended you for or alerted you about the position, include their name and title up front.

Prospecting Letters

If you are inquiring about possible openings, you are sending an Inquiry or Prospecting Letter. Address your letter to a specific individual, usually the person who supervises the functional area where you’d like to work. Be as specific as possible about the type of position that interests you. Ideally, your research will reveal the job titles used by this employer. If not, use generic job titles commonly understood in the field.

Cover Letter Checklist

**Formatting**
- Address information and date
- Employer/hiring manager contact information
- Name of Hiring Manager
- Title
- Company name
- Address
- Dear Mr./Mrs./Ms./Dr. Last Name

**First Paragraph:**
- Position of interest
- How you found position
- Why you are interested in position
- Why you are interested in the company/organization

**Second Paragraph:**
- 2-3 experiences
- Skills learned
- Position title
- Relatable to position of interest

**Third Paragraph:**
- Summarize skills and personal traits you will bring
- Consider what is not represented in your resume but applicable to the job and/or organization

**Conclusion:**
- Express interest in discussing position further
- Thank for their time and consideration
- Restate contact phone number and email address
- End with closing: Sincerely, Thank You, etc.
- Sign your name: electronic signature if sent through email, actual signature if mailed out

**Edit:**
- Proofread for typos and accuracy of contact information
Sample Cover Letter Format

If you are submitting with your resume, use the same header as what is on your resume.

Month XX, 20XX

Name
Title
Organization
Address
City, State Zip Code

Dear Mr./Ms. LastName:

If you do not have the name/title of who is hiring, start with the Organization.

If you are not sure the hiring individual's gender, address the letter using the first and last name without Mr./Ms. If you do not have a specific name use: Dear Organization Hiring Representative(s):

Your opening paragraph tells why you are writing and notes where you learned about the position or if someone referred you. In this paragraph you want to do four things: 1. Share what positions you are applying for. 2. Where you found/heard of the position. 3. Why you’re interest in the job/position. 4. Why you’re interest in the company/organization. Do some research on the organization so that you can state your genuine interest in this particular employer and why it is a good fit for you, not how it will help you. (3-4 sentences)

Your first middle paragraph should highlight one example that showcases 2-3 qualifications the organization is looking for to show the reader why she/he should consider you as a candidate. You could discuss your degree relevancy and a past example that is on your resume. This paragraph is all about “skill fit” and how you are qualified to do the job. Be sure to connect your experiences and/or education to the position description. By using examples, show the employer that you have the necessary experience they seek. (4-5 sentences)

The second middle paragraph is what else about you as a candidate sets you apart from all other equally qualified candidates. Ideas for this paragraph can include expanding on why you’re interested in working for this organization or discuss the work you would be doing in terms of the “bigger picture”. You may also think about “impact” – what is the impact you want to make and how does this opportunity connect to that. Also consider what is not represented within your resume but applicable/related to the job and/or organization. You can’t do it all – pick one of these to focus on. Remember that the reader will view your letter as an example of your writing skills. (4-5 sentences)

In your closing paragraph, reiterate your interest in the position, thank the employer for his/her consideration, provide your contact information (phone number and email), and indicate the follow-up action. If you are asked to provide salary requirements, start dates, etc., this is an appropriate place to add that additional information. (3-4 sentences)

Sincerely,

Your Name
Cover Letter Sentence Starters

Because knowing what to say in a cover letter can be difficult, we’ve listed a number of “sentence starters” to aid you in matching your unique background, skill set, and qualifications to the needs of the position and employer. Use these sentence starters as examples when drafting the three parts of your cover letter: the introduction, the body, and the closing paragraph.

INTRODUCTION
• It is with great interest that I am applying for the position of______.
• (Name of contact) provided me with your name and suggested I contact you in reference to the______ position.
• As a recent graduate of SUNY-ESF with a degree in______, and an avid (reader, writer, sports enthusiast, etc.), I believe I am a strong applicant for the position of______.
• As a (research, congressional, etc.) intern with (name of organization) I gained valuable experience in______, that makes me an ideal candidate for the position of______.
• I am eager to apply for the position of______, because I have the______ that it takes to be successful in the position.
• Thank you for speaking with me on (date) and discussing the______ position. I am very interested in______.
• Your organization impresses me because of (the performance of your product, the integrity of your support staff, its customer satisfaction, etc.).

BODY
• My experience as a______ will help me to contribute______.
• Throughout my four years of undergraduate studies I have demonstrated skills and abilities that are exactly what the position of______ demands.
• I can contribute to your organization’s effectiveness by______.
• My previous success in______ has proven my ability to______.
• To highlight some of my accomplishments I have______.
• Working with______ has strengthened and improved my (analytical, research, interpersonal, organizational, etc.) and (analytical, research, interpersonal, organizational, etc.) skills.
• I am confident that I can be a valuable asset to your organization because______.

CLOSING
• I am eager to learn more about______ and would like to discuss my qualifications and interests with you.
• I am interested in the position and would appreciate the opportunity to discuss my background and your requirements in greater detail.
• I feel that my______ and______ make me a strong candidate for this position, and therefore look forward to the possibility of employment with (name of organization).
• I would appreciate the opportunity to further discuss my qualifications with you. I can be reached at (phone number) or at (email).
• I will contact you within (10 days, 1 week, etc.) to (verify my application materials are in order, introduce myself, inquire as to the next steps, etc.).

SENTENCES THAT CAN BE USED IN MULTIPLE PARAGRAPHS
• I would like the opportunity to put my skills, drive and enthusiasm to work as a______ for______.
• Being a (team player, results driven, a quick learner, etc.) who loves challenges, I will______.
• My career goal is to______. Therefore I welcome the opportunity to make a contribution to (organization name here).
• The______ position described in______ sounds exactly like the opportunity I’m looking for.
Same Heading as on Resume

In almost all cases, you will NOT submit references with your resume. Instead, bring them to your interviews to provide upon request.

References

Name of Reference
Title
Organization
Organization Address
City, State Zip
Work Phone
Email

Name of Reference
Title
Organization
Organization Address
City, State Zip
Work Phone
Email

Name of Reference
Title
Organization
Organization Address
City, State Zip
Work Phone
Email

To maintain consistency, use the same header for your reference sheet as you have used on your resume and cover letter.

Secure 3-5 references prior to interviews. References should be people who have supervised you in an academic or hands-on setting like a job, internship, or volunteer position. Friends, family, and well-known people who do not know you well are not good references. They can say little about your potential for success.
WHY USE HANDSHAKE?

- Handshake is a new career management tool where students can find all job and internship postings, career fair and event details, employer information sessions, and employer descriptions.
- Students can also book career counseling appointments through Handshake.
- Gain information about SUNY-ESF’s Career Fairs and Syracuse University Career Fairs

TIPS FOR USING HANDSHAKE

⇒ Use Filters under the Jobs tab to find specific positions. This will help you narrow down your search results and find the opportunities most relevant to your interests.
Use the Filter #esf under the "Labeled by Your School" category to find ESF-related internships/jobs!
⇒ Keep your search simple. The more fields you enter data into, the fewer results you will yield.
⇒ Create a Saved Search to automatically email you about jobs or internships in your desired industry or location.
⇒ Click Add to Favorites to save an employer or internship posting. It will be viewable on the right-hand side.

Career Fair

Career fairs give you a chance to explore organizations and career fields. Employers provide information about job and internship opportunities within their organizations.

Before the Fair, research employers using the fair information on Handshake. Review the list of employers and their websites. Be prepared to discuss your relevant skills, interests, background, and career goals at the fair. Think about how to “sell” your qualifications in about 2 to 3 minutes.

During the Fair, create a good first impression in business casual attire. Bring copies of your updated resume for employers. Also be prepared to submit a resume online, as some employers only accept resumes in this format. Ask for business cards of employers for follow up purposes. Ask them about upcoming events and/or next steps. Take a few notes to remind you of key information.

After the Fair, follow up with employers by emailing them. Thank them for their time and inform them of any positions you apply for at their company.

Questions to Ask at a Career Fair

- What types of skills and experience are you seeking?
- What challenges do you see for your organization?
- What do you like most about your organization?
- Are there immediate openings in your organization? What jobs do you anticipate will open?
- Do you have internships or summer jobs?
- Considering my particular career interest, are there additional people in the organization I should contact?
- What are the typical entry-level opportunities?
- What skills are most important for a position in this field?
- Describe the “normal” career path in your organization.
- What type of training is available for entry-level staff?
- What advice would you give to someone who wants to break into this field?
- What is the hiring process like at your organization?
Finding an internship is very similar to finding a job. The research and application process entails a large time commitment that includes researching career fields and organizations, searching for opportunities, creating resumes and cover letters, interviewing, and evaluating internship descriptions and offers. Passion, persistence, patience, early planning, and commitment are your keys to landing a great internship.

**Reasons to Intern**
1. This is your chance to test drive a variety of different fields before choosing a career direction.
2. Experience in a field of interest will help you make more educated career decisions.
3. Hands-on career experience can enhance your academic performance and success.
4. You can develop career-related skills and demonstrate them for future employers; i.e., you become much more marketable!
5. 57% of employers nationally prefer to hire graduate who have experience gained through an internship or co-op (NACE, 2015).
6. Professional contacts in the field can help you get hired and get ahead in your career.
7. Many organizations use internships as extended interviews for full-time employees.
8. Most organizations will hire successful interns over candidates they have just met.
9. Compete for a higher salary. Graduates who participate in an internship will likely earn more than students who did not intern.
10. Many internship positions are paid, and they can be a lot of fun!

Have an out-of-the-box internship idea?
Ask about the ESF Career Fellowship. Monetary awards are given to students who wish to pursue unique or non-traditional internships aligned with their future career goals and passions. For more information and how to apply, visit the following website:

[http://www.esf.edu/career/students/fellowships.htm](http://www.esf.edu/career/students/fellowships.htm)

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### Job and Internship Checklist

#### Research organizations early
- Do they have a formal internship program?
- Does their program match your goals?
- Is there a human resources contact you could connect with?

#### Determine your location and internship focus
- Do you want to intern at home? In Syracuse? The Northeast? Anywhere?
- Do you want to work for the government? A nonprofit? A firm?
- Do you want to do field work? Work in a lab? In an office?

#### Explore internship postings
- Handshake
- Vault.com
- Internships.com
- Idealist.org
- USAJobs.org
- Organizations’ human resources or careers webpage

#### Identify deadlines
- Are deadlines rolling?
- Do they have a set date and time?

#### Connect with professionals and alumni
- Request a list from the Alumni Office of alumni in your geographical area and major
- Become a student member of your field’s professional organization(s)
- Use LinkedIn to identify professionals you can connect with in your field and area

#### Apply
- Generate a resume
- Draft a cover letter
- Prepare references, if requested
- Have Career Services review your application
- Proofread, proofread, proofread!
- Submit your application prior to deadline

#### Follow Up
- Identify who to follow up with based on application instructions
- If no contact exists, attempt to connect with human resources at the organization
Build relationships as a student

⇒ Connect with your professors, TAs, and peers. Go to your professors’ office hours. Graduate students are a good resource too because many of them may have had internships in your field. Most educators are very supportive of students who show interest and initiative, and they often know other professionals in their field.

Broaden your contacts and relationships outside of school

⇒ Network, network, network! Talk to your employers, family and friends, and any other professionals you interact with, such as those you encounter at your volunteer position or in your community.

Before applying for an internship, first think about your own interests and needs

⇒ Do you want to work in a big firm or small organization? What type of work interests you the most—corporate, academic, nonprofit, community-based, etc.? You may not land the ideal internship your first time out, but at least you can have some clarity about what you would prefer. Know what you want and go after it!

Write down what you are good at and what you want to learn

⇒ Ask your friends and former employers to describe your strengths and areas to improve and explore. What are your goals for the internship? What would you like to learn? Include these points in your communication with a potential employer phrased as areas of competence and areas you would like to develop.

Research specific companies and organizations that you would like to work for

⇒ It is often more beneficial to identify specific companies where you would like to intern and then contact them directly than only to respond to posted positions. Many of the best jobs and internships are NEVER publicly posted! So come up with a list of at least 5-10 organizations that catch your eye and that you want to learn more about.

Search for posted internship openings through Handshake and other websites

⇒ Sign up for Handshake to access the Career Services online database of internships and jobs.

Take advantage of Career Services resources and counseling

⇒ Attend our workshops and visit the Career Services website. See a career advisor by making an appointment via Handshake or stopping by 110 Bray Hall.

Start your search early

⇒ If looking for a summer internship, DO NOT WAIT until the first day of summer. Give yourself at least a few months to look for an internship. Some summer internship programs accept applications as early as the fall semester before you will start! If you are looking for an internship during the academic year, begin researching and contacting companies at least one semester in advance.

Use a variety of internship search strategies

⇒ The more places you look and the more strategies you use, the better the chances you have of securing a great internship. Here are the major ways SUNY-ESF students have found internships: 1) Personal contacts and networking, 2) The Internet—Handshake, major internship search engines, etc., 3) SUNY-ESF Career Fairs, and 4) directly targeting companies of interest.

Contact the companies on your list and apply!

⇒ If the internship was posted online, apply within the required time frame with a resume, cover letter, and any other documents requested. If there is not a specific opening listed but you’ve identified a company that interests you, contact the company directly and identify yourself and your situation—state that you have researched the company and would like to speak with someone about the possibility of an internship.
Internship and Job Search Tips

1) Use a combination of search tactics; you never know which one will get you hired.
2) Network with professionals, alumni, fellow students, professors, and family members.
3) Explore Handshake both for internships/jobs and for organizations in your field to approach directly.
4) Be proactive! Target organizations and approach them directly. They may have internship and career opportunities that they are not advertising right now or you may be able to develop your own opportunity.
5) Stay organized! Keep track of all the internships and jobs you find/are interested in via an Excel document. See: Page 36
6) Use this guide to write a draft of your resume. See a career advisor for a critique.
7) Apply to multiple organizations. Internships and jobs are competitive. Give yourself the best chance of succeeding.
8) Be prepared for your interviews.
9) Explore a variety of options and carefully evaluate the opportunities you find so you can pursue an internship or job that will provide you with the best experience.
10) Attend the Internship and Engagement Expo and the Career Fairs!

Additional Sources for Job and Internship Searching

Employer Websites
Many organizations’ websites have a “careers” section featuring job and internship listings. Those that hire college students often have a separate section describing their campus recruiting process for both long-term/career and internship positions.

Professional Associations and Student Organizations
Professional associations often provide job listings for their members; some also allow access for non-members. Student organizations often maintain relationships with employers and hold workshops or student networking events.

Contact Employers Directly
If you know what field and type of organization you’re interested in, a direct approach may be effective. Persistence is the key to using this strategy. Use rejections as opportunities to get more information. Ask questions such as, “How can I find out about future job openings with your firm?” or, “Where do you post your job listings?”

This strategy involves more than just sending a resume to the human resources department:
- Develop a list of 10-20 organizations you want to target. You can use employer directories, organizational literature, and websites like LinkedIn to narrow your choices.

- Identify individuals who have hiring authority. Read magazine and newspaper articles, network with alumni, friends, and coworkers, and search organization websites for names and email addresses. You can send a resume first, and follow up with a call. This familiarizes the employer with your background and gives them an idea of what you have to offer.

Listservs/Email Lists
Professionals often send emails to listservs when job openings become available in their organization.

Newspapers/Professional Journals
Listings in news articles and professional associations’ newsletters often vary from those on websites, so take a look at both media for job listings.

General Employment Agencies
Employment agencies can connect you with employers and jobs. Be an intelligent consumer. As with temp agencies, you should not pay a fee to utilize the services.
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<th>Position Title</th>
<th>Company/Organization</th>
<th>Link to Posting</th>
<th>Unpaid/Paid (or Salary)</th>
<th>Location</th>
<th>Minimum Req.</th>
<th>Materials Needed: resume, CL</th>
<th>App. Due Date</th>
<th>Date Submitted</th>
<th>Follow-up: 1-2 weeks</th>
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*This is only a sampling of things to include, feel free to add additional columns and categories that are also important to you.*
Interview Prep

Congratulations! Getting an interview means that the employer saw something on your resume and wants to get to know you better through an interview. It has been said that your cover letter and resume get you in the door but the interview gets you the job. The more you know about interviewing and the better you prepare, the better you will do.

Before the Interview

What to Expect
Keep in mind throughout the interview that employers want to know four things:
1. Why you want the opportunity?
2. Can you do the job?
3. Will you do the job?
4. Will you fit the company culture?

Do Your Research
You want to be well prepared for your interview, research: the company, the opportunity, and how your experience and skills align with the opportunity.

Prepare and Practice
Pre-interview preparation also includes: preparing questions to ask in advance, your apparel and grooming, practice answering questions aloud, and going through a practice interview to understand your strengths and weaknesses.

During the Interview

Incorporate Your Research
Don’t wait until the interviewer asks about your knowledge of the company. Incorporate your knowledge throughout the interview as you answer questions and ask your questions of the interviewer.

Questions for Interviewer
You are interviewing the employer as much as the interviewer is assessing you! Asking strategic questions about the job, its training, advancement opportunities, its priorities, and the culture could all help you determine your fit in the organization.

Closing the Interview
Use this opportunity to reinforce your interest, your skills and qualifications, and your sense of fit in their organization. In addition, ask what happens next in their process.

After the Interview

Follow Up
As you wrap up the interview, ask your interviewer(s) for their business card(s) to send them a follow-up thank-you email or handwritten note within 24-48 hours. Not many people do, so it will help you stand out amongst the other candidates.

References
Make sure to let your references know to expect a call or email after your interview. Provide details of the position, names of interviewer(s), and any other information that may be helpful to your references.

Interviews take on several different forms and it is important to be prepared for all types. There are different strategies applied to in-person interviews, phone interviews, and Skype interviews.
Interviewing Tips

General Tips
- Understand the position for which you are interviewing. Study the job description and connect your experiences to the skills the employer is looking for.
- Know your resume inside and out. Be able to draw upon your experiences and have relevant examples to answer the interviewer’s questions.
- Research the company. Check out the company’s website, social media accounts, database of articles, and talk to professionals in the industry.
- Formulate questions to ask at the end of the interview. The interviewer will ask you if you have any questions, so be prepared with at least five questions to ask.
- Keep your materials handy. Have your resume, the job description, and any other documents in front of you.

In-Person Interviewing Tips
- Dress for success. Wear clean, neat, business-appropriate attire. Make sure your shirt, pants, and/or dress are ironed and your shoes are clean. Maintain a groomed appearance.
- Make eye contact and shake hands confidently with your interviewer. This makes a good first impression.
- Power off your mobile devices. Answering a call or text mid-interview is never okay.

Phone Interviewing Tips
- Choose a distraction-free, quiet location.
- Get dressed. Although sweatpants seem relaxing, you’ll be in the mindset to have a better interview if you dress the part.
- Remember the three S’s: Speak, Sit, Smile. Speak clearly, sit up straight, and smile when you’re speaking. This will help project confidence to your interviewer.

Skype Interviewing Tips
- Choose a background that’s clean and neat, like a clean blank wall.
- Practice makes perfect! Familiarize yourself with Skype beforehand; make some practice calls to family and friends.
- Keep the webcam at eye level. This ensures that the camera is at a flattering angle.
- Look at the webcam—not yourself. Yes, you look great but keep your eyes on the camera.

Interview Attire

DO
Consider your field. When interviewing at an engineering firm, for example, formal dress will most often be appropriate. However, if your work is in the field and labor intensive, business casual may be more appropriate. This may be khaki pants and polo shirt, versus a suit. Each situation may vary and speaking with a career advisor or faculty member may be appropriate in this situation.

Fuss over your outfit. Iron your clothes prior to your interview. Tuck in your shirt. You want to demonstrate your attention to detail in your own appearance. Also ensure your clothes are well-fitting and all new tags are removed. Consider polishing your shoes.

Clean up nicely. Take a shower. Comb your hair. Showing that you care about your appearance tells the employer you care about how you, and hopefully their organization, are represented. Dress conservatively. A well-ironed button down shirt and dress pants are always appropriate. Also consider a business suit and tie, depending on your field. Ensure everything fits properly and is tailored if necessary.

DON’T
Make a fashion statement. An interview is not the time to experiment with fashion. Formal and traditional attire is a safe and classic way to dress for business. This speaks for accessories as well. Simple and plain jewelry is preferable to eccentric accessories. You want to be remembered for what you say, not what you wear.

Overdo your fragrance. If you wear perfume, cologne, or a scented product, be aware of how powerful the aroma is. You may want to consider no fragrance on the day of an interview to avoid being remembered in a negative way.

Reveal too much. Be aware of how much skin is exposed in your interview attire. Short skirts, low-cut tops, and shirts unbuttoned low are not appropriate. Even open-toed shoes may not be considered appropriate by some.

Professional Dress Specifics
- A well-ironed button down shirt and dress pants are always appropriate.
- Consider a business suit and tie, depending on your field.
- Ensure everything fits properly and is tailored if necessary.
- May include a knee-length skirt or pants, and a combination of a top, button down, sweater, or blazer.
- Avoid heels that are too high. While high heels are appropriate, a lower heel appears more professional.
Types of Interview Questions

Most interviews consist of different types of interview questions that will depend on the position and the organization. Types of interview questions include:

**Qualifications**
These are straight-forward questions about your experience, background, and personal traits. Examples:
What are your greatest strengths and weaknesses?
Tell me about yourself.
Why should I hire you?

**Behavioral**
These very popular questions are based on the premise that past behavior best predicts future behavior. For example, if you have shown initiative in a club or class project, you are likely to show initiative when you are working. Before an interview, each position is assessed by the employer for the skills and traits that relate to job success and related interview questions are developed. Examples:
Describe a situation where you used persuasion to successfully convince someone to see things your way.
Tell me about a time when you had to take on a leadership role.

You should respond to these questions with a specific example where you have demonstrated the skill the interviewer is seeking. It’s helpful to remember “CAR” to compose a thoughtful response. Here’s how it works:

**CONTEXT:** What was the problem, need, or concern? Include obstacles you had to overcome.

**ACTIONS** you took: This does not mean what the group did, but what you did. Practice saying “I” instead of “We.” Assume ownership of your accomplishments.

**RESULTS** you achieved: Quantify the results and relate them, your skills, and your actions to the employer’s needs.

How will you know what skills are important for a particular position so you can prepare targeted examples?
Read the job/internship description and highlight skills, qualifications, and what you will do on the job.
Read occupational information that describes which skills are used in jobs/internships like the ones you want.
Ask questions at employer information sessions or career and internship fairs.
Contact alumni or current students working in the same position or company.

**Technical/Case**
Depending on the industry you want to enter, you may receive questions related to concepts that you learned from your coursework, industry knowledge (e.g., familiarity with environmental trends) or specific skills (e.g., laboratory techniques). Technical/case questions are especially common in business fields such as finance, consulting, and accounting and also in engineering, physical science, and computer science fields.

In order to prepare for these types of questions, it can be helpful to ask employee representatives, alumni, or peers who have had interviews in that field about the types of questions you can expect.
Sample Interview Questions

Beginning of the Interview
1. Tell me about yourself.
2. Tell me about your most rewarding college experience.
3. Tell me what you know about our organization.
4. What do you consider to be your strengths/weaknesses?
5. How do you think others would describe you?

Past Experience
1. How has your education prepared you for this job?
2. In what kind of work environment are you most comfortable?
3. Describe to me your ideal job.
4. Give me an example of a time when you felt under pressure.
5. Tell me about a challenge you have faced and how you overcame it.
6. Tell me about your work experience.
7. What two accomplishments have given you the most satisfaction? Why?
8. What have you learned from your mistakes?
9. What kind of reference do you think your last employer will give you?
10. What have you done that shows initiative and willingness to work?

Philosophy
1. What makes a good employee?
2. What factors are most important to you in a job?
3. What qualities would a successful supervisor/manager possess?
4. What kind of boss do you prefer? Tell me about your best/worst boss.
5. Do you prefer to work in groups or alone?
6. Give me your definition of success.
7. How do you react to criticism?
8. What frustrates you? How do you handle stress?

Future and Goals
1. Do you have plans for further education?
2. What are your long-term goals? Your short-term ones?
3. What do you see yourself doing in 5 years? 10 years?

Conclusion of Interview
1. In what ways do you think you can make a contribution to our company?
2. How do you feel about relocating, traveling, working overtime, and spending weekends in the office?
3. What are your salary expectations/requirements? What do you expect to be making in 5 years?
4. Why do you want to join our organization?
5. Why should I hire you?
6. When could you start work?
7. Is there anything else you would like to tell me?
8. Do you have any questions for us?

Illegal Interview Questions

Asking questions about race, gender, religion, marital status, age, ability, ethnic background, sexual orientation, and other factors is discriminatory and against the law. An employer cannot legally base their decision to hire you or not on such things.

Examples of Illegal Questions
1. Are you married, divorced, separated, or single? Do you have a boyfriend/girlfriend?
2. How old are you?
3. Do you have any children? How many do you have? What child care arrangements have you made?
4. Do you go to church?
5. Do you have any debts?
6. Do you own or rent your home?
7. What social and political groups do you belong to?
8. Are you living with anyone?
9. Have you been arrested?
10. How much do you weigh? How tall are you?
11. Where were you born?
12. Do you have any handicaps or disabilities?

Questions to Ask the Interviewer

It is important to demonstrate your interest and knowledge about the position you are interviewing for. Having questions to ask the interviewer is one way to do this. Preparing some specific questions for the interviewer ahead of time is a good idea. Here are some examples:

1. What might a typical workday in this job be like?
2. What are some typical first-year assignments?
3. How does this position relate to other positions within the organization?
4. What kind of supervision will I receive? How will my performance be evaluated?
5. What opportunities exist for continued training or advancement?
6. What do you think will be some of the challenges entering this position?
7. What are the organization’s short-range and long-range plans for the future?
8. I was reading about _________ in your organization’s literature, and I am interested in learning more about it. Can you tell me more?
9. How would you describe the work environment and culture of your organization?
10. If I became the successful candidate and you could offer me one piece of advice, what would that be?
Evaluating Your Offer

The interview is done, the wait is over, and now you have a job offer! Give yourself a pat on the back BUT don’t sign the dotted line just yet. Read this section to help decide whether or not this is the offer you want to accept.

ASK YOURSELF

Does it fit my requirements and my career goals?
Is it work that allows me to apply my skills?
Is the work environment right for me?
Do I believe in their mission and vision?
Do their expectations fit with my lifestyle?
Does the compensation package meet my needs?
Is the salary level appropriate for the level of responsibility, the industry, and the location?
Is the job located in a city I want to live in?
Is there travel involved? If so, how much?

Salaries, benefits, compensation packages—this stuff can be tough to navigate! Discuss your job offer with parents, advisors, or with us so that you can make the most informed decision possible. Using resources such as Glassdoor.com or Salary.com can also help you decide.

HOW TO RESPOND

Acceptance Letter
Generally, employers make a verbal job offer, and then send a letter. Ask the employer if they are going to send a letter, and if they do not, you may wish to write one to confirm. The letter confirms your acceptance of the offer with confirmation of the details, expresses your appreciation for the opportunity, and positively reinforces the employer's decision to hire you.

Withdrawal Letter
Once you accept a position, you have an obligation to inform all other employers with whom you have had an interview (or have one pending) of your decision and to withdraw your employment application from consideration. Email other employers as soon as you have made your final decision. Express appreciation for the employer's consideration and courtesy. It may be appropriate to state that your decision to go with another organization was based on having better job fit for this stage in your career. If you are applying for an internship, you can state your interest in being considered for a future opportunity. If you prefer, you can instead call the employer by phone to let them know that you are not accepting the offer. Express appreciation for the offer and in case they ask, have a basic response to why you’re not taking the position.

Decline Letter
Employers are not the only ones to send rejection letters. Candidates may have to decline employment offers that do not fit their career objectives and interests. Rejecting an employment offer should be handled professionally, and preferably verbally. If you need to inform the employer in writing, indicate that you have carefully considered the offer and have decided not to accept it. Also, be sure to thank the employer for the offer and for consideration of you as a candidate. This will improve your chances should you later reapply to the employer.
Salary Negotiations

Preparation and Research

Many factors determine salary offers; the type of work you perform (based on your skills, education, and experience level), the industry, company size and the geographical area. Keep in mind that there is more room for negotiation when discussing full-time offers versus internships or short-term employment.

Start by learning what the typical salary range is for the job. Salary range information is available from a variety of sources including trade magazines, the Bureau of Labor Statistics, and the Internet. The Services Office can also provide you with salary information from recent graduates.

Next, determine your salary requirement. Work out a monthly budget incorporating all of your real and anticipated expenses, savings, "fun" money, and a cushion for emergencies. Remember that taxes come off the top of each paycheck.

Salary Discussions

Early in the process the employer may try to find out if the company can afford you by asking your salary requirements. You can choose to do one of the following:

- Ignore the request, which is obviously risky.
- Inquire if there is a set salary range for the position.
- Acknowledge the request and say that you are open and flexible about starting salary.
- Provide your salary requirements, but only after you have done your research. You should provide the employer with a broad range and make sure you are comfortable with the bottom range figure!

Generally, you should wait for the employer to bring up the salary issue. Ideally, this happens near the end of the interview process when you know more about the position. However, if the employer doesn't mention salary, and you are at the point of seriously considering a position with the company, it is appropriate for you to bring up the salary issue.

Factors Beyond Salary

Keep in mind the benefits the company is offering, as well as other perks such as; 401K, relocation expenses, company car, bonus, vacation, holidays, life and medical insurance, tuition assistance, and stock purchase or savings plan. These benefits can add as much as 30-40% to your actual salary.

Sample Negotiation Scripts

Avoid being confrontational; be reasonable in your approach. Reiterate that you are very interested in working for the employer and you want to find a way to work this out.

"At the present time my salary requirements are negotiable within the range of high thirties to low forties."
"Given the responsibilities of this job, I would expect this position to pay in the range of ___ to ___.
"Thank you for the offer. I am very excited about working for you because ABC Company is my first choice. However, knowing the going rate is ________, I was really looking for something in the range of ___ to _____. Is there any possibility of that?"
Graduate School

Graduate school is a big investment of your time and money. As such, it’s important to make sure you invest wisely in your future. It’s important to consider your reasons for going to graduate school, what degree you will pursue, and how to begin your search.

QUESTIONS TO ASK YOURSELF

What are my reasons for going?
Will my career path require a master’s or PhD?
What degree will I pursue? A master’s or a PhD?
Am I ready to pursue this degree?

Talk it out with your advisor, family member, professor, or the Career Services Office.

RESEARCHING SCHOOLS AND PROGRAMS

Not all schools and programs in a given field are the same. To find your fit, you’ll want to research your area of interest and explore what each school and/or program has to offer. Do your research and don’t forget to use your network to help in your decision. A few factors to consider are whether you want a master’s or PhD: accreditation of the school and the program you’re looking into, its ranking, and the faculty teaching in the program. Resources that can help in your research include: U.S. Accreditation, U.S. News and World Report, the Peterson Guide, LinkedIn, alumni, current professors, and us.

WHAT TO LOOK FOR IN A GRADUATE PROGRAM AND SCHOOL

When you are looking at schools and programs, consider some of the following:

- **Career Goals** - What is your goal and will a graduate degree help you?
- **Degree Program** – What courses are taught? What type of research will you conduct?
- **Location** – Where are you willing to live while attending school?
- **Faculty** – Who are the faculty and what are their backgrounds? What kind of research have they done and how many publications do they have?
- **Facilities** – Are the labs, research and computer facilities up to date? What are available to graduate students?
- **Reputation** - Consider the reputation of the program and the faculty at each college.
- **Campus Environment** – What size is the school and the program? Try to visit the campus and speak with faculty, current students, admissions and financial aid representatives. Does the campus environment feel comfortable?
- **Graduate Internships** – Are internships a required part of the degree program? Ask where students have done their internships. Does the school help with finding these opportunities?
- **Application requirements** – Find out the admissions requirements (GPA, test scores, etc.) What is the application deadline? Is a personal statement or essay required?
- **Placement information** - Ask to see the placement information for past graduates of the program to find out the placement rate, the types of jobs and which companies graduates worked at upon graduation, and salaries received.
- **Cost** – Create a budget for each school, including tuition, room & board, books, fees and living expenses and determine if you can afford to attend each college you are considering.
- **Financial Aid** – Check with the Financial Aid Office at every school to learn what they offer to graduate students.

APPLYING AND TESTING

The graduate application process is similar to the process and experience of applying to ESF. In general, you will need to submit:

- An application
- A statement of purpose
- Official college transcripts
- A nonrefundable fee
- A financial aid application
- Test scores (depending on program)
- Letters of recommendation

There are a number of graduate tests - the GRE, GMAT, LSAT, MCAT, and MAT. The test you prepare for depends on the program of study you pursue.

<table>
<thead>
<tr>
<th>Where ESF Alumni Have Continued Their Education</th>
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<tbody>
<tr>
<td>Boston University</td>
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<tr>
<td>Clemson University</td>
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<td>Colorado State University</td>
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<td>Cornell University</td>
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<td>Columbia University</td>
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<td>Duke University</td>
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Typically 16-24% of ESF students each year continue directly to obtain an advanced degree.
PERSONAL STATEMENT ESSAY
Most graduate schools will ask you to write a personal statement or essay as part of the application process. This is an important part of the application which will be read by an admissions committee in the academic department to which you are applying. The committee members will look for your well thought-out goals for pursuing graduate school and your passion for this field of study. They also will look for anything unique about you that will make you a strong graduate school candidate. It can be the deciding factor in whether you are accepted or not, so always understand the importance of this statement/essay.

In your statement, you can:
• Show how well you articulate your thoughts. Are you a clear and logical thinker?
• Demonstrate your writing ability and your communication skills
• Describe your strengths, interests, skills and experience
• Tell your short and long-term goals
• Tell why you are interested in this specific graduate program
• Provide more information about you as a person, which can give you the edge over other candidates
• Be specific about your research interests and how that school’s program of study matches with your interests
• Explain any noticeable weaknesses in your records

Take the time to write your statement well. Make sure you have a professor read your statement and give you feedback before you submit it. The SUNY-ESF Writing Resource Center can assist you with writing and editing your personal statement/essay.

FINANCIAL AID
Graduate school is expensive and financial aid is an important part of the decision making process. Check with the Financial Aid Office at each college to determine the types of funding available for which you are eligible. Funding is often provided by the academic departments.

Assistantships
These typically offer a tuition waiver or reduction and some level of stipend for living expenses.
• Teaching Assistantships: You assist a professor in class or you teach a class of your own. Typically involves working 10 to 20 hours per week.
• Research Assistantships: You assist a professor with some type of research. The work is often related to your own research interests.
• Other Assistantships: There may be graduate assistantships available working in offices such as Financial Aid or Career Services. You may help students, assist with office work or present to groups of students.
• Resident Assistantships: Some colleges offer a stipend, room and board, or both to have graduate students work as assistants in undergraduate residence halls.

Fellowships / Scholarships / Grants
These are cash awards usually given to students with special qualifications, such as academic excellence, athletic or artistic talent. They do not have to be repaid. They typically include a stipend for living expenses and cover the cost of registration fees and tuition. The only requirement is that you typically must keep your grades up and make satisfactory progress towards your degree.

Work-Study
This is not offered at every graduate school. This type of financial aid is for students with financial need. Check with the Financial Aid Office about requirements and to determine if you are eligible if it is available.

Loans
A loan is a form of financial aid that must be repaid with interest. There are several different types of student loans, including Stafford Student Loans, Perkins Loans and Plus Loans. Many private lenders offer loans. These are based on pre-set policies and formulas and on the student’s financial need.

Employer Financed Schooling
Some employers will provide partial or full tuition reimbursement, depending upon the relevance of the course work to the employee’s job and the grades that the person achieves in these courses. If you are employed, check with your employer or human resources department to see if this benefit is offered.