

Visit Early & Often to:



explore
MAJORS & CAREERS



obtain
STUDENT EMPLOYMENT & INTERNSHIPS



prepare
FOR GRAD SCHOOL & HEALTH PROFESSIONS



take
ADMISSION & CERTIFICATION TESTS



succeed
IN YOUR CAREER



CAREER Services

435.797.7777

www.usu.edu/career

University Inn, Ground Level 102

DROP-IN

for a quick edit/chat with a

Career Coach

MONDAY, TUESDAY, & WEDNESDAY:

1:30 pm to 3:30 pm

THURSDAY & FRIDAY:

9:30 am to 11:30 am



Visit Career Services to...

Explore **Majors & Careers**

Learn about majors and career options that fit your skills, values, interests, and personality. Access Focus for online career exploration and have your results interpreted by a Career Coach. Consider enrolling in PSY 1220, Career and Life Planning, to further explore your interests as they relate to major and career choices.

Obtain **Student Employment**

Explore both on-and off-campus student employment opportunities, including Work-Study, via Career AGGIE.

Gain career-related experience with an internship. Earn academic credit and experience employers are looking for. Over 60% of students receive full-time job offers from their internship employers.

Prepare **for Grad School & Health Professions**

Your Career Coach can help in reviewing your options for **graduate school** and your application/personal statement.

Prepare to attend graduate programs in the **health professions** by meeting with the health professions advising staff.

Take **Admission & Certification Tests**

Select testing on the Career Services website for scheduling, tests offered, and additional information.

Succeed **in your Career**

Meet one-on-one with your Career Coach to:

- discuss internship and career search strategies;
- build your network of alumni and employers;
- develop an effective LinkedIn profile and personal brand;
- create customized resumes and cover letters;
- participate in mock interviews;
- negotiate job/salary offers; and
- review graduate school applications.

Interview at Career Services with employers for internships and career employment. Attend employer **information sessions** to learn about opportunities, receive tips for application success, and to meet recruiters.

Access **Career AGGIE**, Career Services' online job posting and networking system to:

- apply for student employment, Work-Study, internship, and career positions;
- create a customized "Search Agent" to receive email alerts for jobs/internships
- network with over 12,700 employer contacts; and
- schedule on-campus interviews.

2015-2016 Fair Dates

Fall

Graduate School Fair - September 22, 2015
STEM Fair - October 7, 2015
Career Fair - October 21, 2015

Spring

Summer Job Fair - January 27, 2016
Career Fair - February 24, 2016
Northern Utah Teacher Fair - March 16, 2016
Sales Job Fair - March 30, 2016

Career Services Staff by Specialty—For Appointments Call 435-797-7777

Career Coaching

Donna Crow

Science & Alumni/Returning Students
donna.crow@usu.edu

Jared Woolstenhulme

Education/Human Services & College of the Arts
jared.woolstenhulme@usu.edu

Maren Stromberg

Business & Agriculture
maren.stromberg@usu.edu

Krystn Clark

CHaSS and Natural Resources
krystn.clark@usu.edu

Suzanne Sumison

Engineering
suzanne.sumision@usu.edu

Health Professions

Yvonne Kobe

yvonne.kobe@usu.edu

Peer Advisors

prehealthpeeradvising@usu.edu

Employer Relations

Kate Broderick

Job Development
kate.broderick@usu.edu

Diana Maughan

Fair Coordinator
diana.maughan@usu.edu

Student Employment

Paula Johnson

paula.johnson@usu.edu

Brenda Bohm

brenda.bohm@usu.edu

Testing Services

Eric Jensen

eric.wj@usu.edu

Matt Smith

matt.smith@usu.edu



Curriculum Vitae

A Curriculum Vitae (CV) is a summary of your educational and academic background. In the United States, a curriculum vitae is used primarily when applying for: academic, administration, scientific, research, and fellowships or grants. Its length can range from 2-4 pages (or more as your career progresses). Please keep in mind each field has a different standard. Ask the faculty in your department for feedback on your CV as well as your career coach at Career Services.

The Differences between a Resume and a Curriculum Vitae

A CV is a longer more detailed synopsis of your background and skills. A CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations, and other details. As with a resume, you may need different versions of a CV for different types of positions.

Often, a briefer one- to two-page document can also be developed as a distillation of the more important points in the CV. If a job announcement requests a resume, you may send the briefer document in an initial response letter, with the notation in your cover letter that the CV can be sent if requested. If you are confused about whether a hiring individual or institution really wants a resume or a vita, simply ask. Often the terms are used interchangeably; however, you should have yours prepared to send.

Points To Consider

As is true with resumes, your CV may get as little as 30-60 seconds of consideration by a potential employer, grant reviewer, or other reader. So, an effective vita must be able to attract (positive) attention, stimulate the reader's interest, create a desire to get to know you better, and generate action. To maximize effectiveness, your CV should be:

Clear -- this means well-organized, logical, readable, and easily understandable.

Concise -- since the CV is typically longer than the resume, there is sometimes a tendency to "pad" -- avoid the temptation! Be absolutely sure that there are no "double entries" -- no item should appear in the CV in more than one place. Present everything that is relevant and necessary, but keep it brief.

Complete -- be sure you have included all of the important and relevant information that the reader needs in order to make an informed decision about your application.

Consistent -- don't use an extensive mix of styles (such as an array of different fonts), and be sure to use the same order in presenting information -- present your experiences from most recent to least recent.

Current -- remember to include dates with all information; it is particularly critical to continually update the information; ideally, the CV should be revised at least once a year.

Finally -- while the content is critical, you should also be conscious of the image you present with this document. Remember that your CV and accompanying letter may be your first contact with a prospective graduate program, employer, or grant reviewer. So, it needs to be visually appealing and should not contain any typographical, grammatical, or spelling errors.

What Is Usually Included In a CV?

The categories listed in the next section are often included in CV's. However, no CV contains all of them, and some CVs will contain other categories that are not listed here. The basic rule is that your own unique educational and work experiences (and how they match the needs of the institution you are applying to) should be carefully considered when deciding

Curriculum Vitae

which categories will be most effective in accomplishing your particular goals. The first step in actually developing your CV is to choose the relevant sections applicable to you and organize into these categories. After

Typical Sections to Include In Your C.V.

Heading: Name, address(es), and phone number(s), and email.

Education: Listing of academic degrees beginning with the degree in progress or most recently earned. Include: name of institution; city and state or city and country; degree type (B.A., B.S., M.A., etc.) and area of concentration; month and year degree was (will be) received. Note: You may wish to include the title (using the format appropriate to your particular academic field) of your thesis. You may also include "Relevant Coursework" under this heading.

Certifications: List all relevant certifications and the year received.

Honors and Awards: Receipt of competitive scholarships, fellowships, and assistantships; names of scholastic honors; teaching or research awards.

Relevant Work Experience: Listing of positions (part-time, full-time, volunteer, temporary and permanent) related to the work sought. Include: job/position title, agency or organization, city and state (or city and country), dates, also include a brief description of your activities/duties, using strong action verbs and nouns of the field. List these in reverse chronological order.

Other Experience: Groupings of other experiences (including volunteer work and/or internships) can enhance your C.V. Your work experience can also be broken into other categories such as: Teaching, Counseling, Administration, Volunteer, Community, Internship, etc.

you have written down all relevant information, you should develop a hierarchy, placing the most important and relevant categories and information first. All other information can be listed in descending order of importance.

Entries within each section should be in reverse chronological order.

Grants Received: Include name of grant; name of granting agency; date received, title or purpose of research project, etc.

Professional Associations: Memberships in international, national, regional, state, and local professional organizations should be listed. Also list significant appointments to positions or committees in these associations. Student memberships in professional associations are also appropriate.

Publications: Give bibliographic citations (using the format appropriate to your particular academic discipline) for articles, pamphlets, chapters in books, research reports, or any other publications that you have authored or co-authored. In fine arts areas, this can include descriptions of recitals and art exhibits.

Presentations: Give titles of professional presentations; name of conference or event; dates and location; if appropriate in your discipline, also include a brief description. Presentations should be listed in reverse chronological order.

Recent/Current Research: Description of research projects recently conducted or in progress. Include the type of research and a brief description of the purpose and results.

Institutional Service: List institutional committees you have served on, including offices held, student groups you have supervised, or special academic projects for which you have assisted.

Curriculum Vitae

Courses Taught: List the names of courses you have taught, institution and dates where taught, and brief course descriptions.

Community Involvement: Appropriate and relevant volunteer work, church work, community service organizations, etc.

Educational Travel: Names of countries, dates, purpose (typically, only include if relevant to the position/grant for which you are applying).

Qualifications or Skills: This section might include a summary of particular or relevant strengths or skills which you want to highlight. Typically, this is not included

as a separate section, but addressed in other sections. It may be appropriate to list special computer, analytical, or language skills.

References: If you are responding to an advertisement that asks for references, include those on a separate sheet. Be sure your name is on the references sheet. Don't forget to ask your contacts if they are comfortable providing a good recommendation.

DO NOT INCLUDE: marital status, age, ethnicity, race, religion, place of birth, or citizenship.

Optional Sections to Include in your CV

- Summary Statement
- Statement of Research and Scholarly Interests
- Statement of Teaching Interests
- Course Lists
- Additional Relevant Skills



Curriculum Vitae

CV Sample Only – Modified to fit.

Your Name

Department of Mathematics and Statistics
Utah State University, Logan, UT-84322-3900
Cell phone: (435) 757-0000
E-mail: unknown@gmail.com
Web: <http://usu.edu/>

EDUCATION

PhD, Statistics Utah State University, Logan, Utah, USA Thesis: "Testing and Estimation for Functional Data with Applications to Magnetometer Data" Adviser: Dr. P. Jones.	May 20xx GPA 3.93
M.S., Statistics Utah State University, Logan, Utah, USA. Thesis: "Wavelet Analysis of Magnetometer Data" Adviser: Dr. P. Jones.	May 20xx GPA 3.88
B.S., Statistics. Cum laude diploma. Madrid University, Madrid , Spain. Thesis: "Asymptotic Properties of H-diffusion Parameter Estimates" Adviser: habil. Dr. B. Lionis.	May 20xx GPA 3.90

RESEARCH INTERESTS

Time series analysis	Wavelet methods
Resampling methods	Functional data analysis

RESEARCH EXPERIENCE

Graduate Student / Research Assistant , Department of Mathematics and Statistics, Utah State University Analyzed the properties of the multivariate canonical correlations and extended them to the functional context. Constructed the improved index of the storm activity using wavelet filtering and functional data analysis techniques. Collaboration with Professors J. Solar, and L. Zen, Physics department, Utah State University. Developed the test of independence for the functional linear model and used it to explore the effects of magnetospheric substorms. Analyzed the properties of the distribution of the wavelet coefficients of magnetometer records. Collaboration with Professor J. Smith, and L. Zen, Physics department, Utah State University.	20xx-present Logan, UT
Professional Practice , Institute of Mathematics and Informatics Analyzed H-diffusion processes. Studied the asymptotic properties of H-diffusion process parameter estimates.	20xx-20xx Madrid, Spain
Student , Department of Mathematics and Informatics, Vilnius University Worked on the improvement of the dynamic mathematical model for "Lialam Strategic Plan 20xx-20xx" contest.	20xx-20xx Madrid, Spain



Curriculum Vitae

Your Name, page 2

CONSULTING EXPERIENCE

Andres Tielavilca, Department of Civil Engineering and Utah Water Research Lab, USU,
Multivariate Relevance Vector Machine for Multiple Reservoir System Operation,
collaboration with Professor MacNamara

TEACHING EXPERIENCE

Instructor , Utah State University, Logan, UT Developed curriculum in all areas including instruction, grading, preparing tests (quizzes, midterms, finals), holding office hours, and assigning final grades <ul style="list-style-type: none">"Statistical Methods" (Stat2000), Spring `0x, Spring `0x"Business Statistics" (Stat2300), Summer `0x"Introduction to Statistics" (Stat1040), Summer `0x, Fall `0x, Spring `0x, Spring `0x, Fall `0x"Intermediate Algebra" (Math1010), Fall `0x, Spring `0x.	August 20xx-present
Tutor / Grader , Utah State University, Logan, UT Tutored Introduction to Statistics, Introduction to Social Statistics, Statistical Methods, Business Statistics, Trigonometry, Calculus (I, II). Graded Introduction to Probability (Math 5700) and Calculus II (Math 1200).	August 20xx-present

PUBLICATIONS

Journals
I. Marion, P. Kostas, J. Smith, and L. Zen, *Removal of nonconstant daily variation by means of wavelet and functional data analysis*, forthcoming, 20xx
P. Kostas, I. Marion J. Smith, L. Zen, *Testing for lack of dependence in the functional linear model*, Canadian Journal of Statistics, Vol. 36, No 2, 20xx
P. Kostas, I. Marion, J. Smith, L. Zen, *Probability tails of wavelet coefficients of magnetometer records*, JGR-Space Physics, Vol. 111, No. A6, A06202, 10.1029/2005JA011486, 20xx

Technical reports
J. Smith, A. Jack, P. Kostas, I. Marion, L. Zen, Z. Xu, *Statistical wavelet analysis of magnetometer data: probability tails and geomagnetic storm index*, forthcoming
M. June, Ch. Lane, I. Marion, M. Winger, J. Walts, *Analysis of biological interaction networks for drug discovery*, CRSC Technical Report (CRSC-TR06-23), 20xx

Book chapters
Chapters 5, 7, 8, 9 in *Inference for functional data* by L. Harth and P. Kostas, in progress

PROFESSIONAL AFFILIATIONS

<u>Memberships</u> American Statistical Association American Mathematical Society American Geophysical Union Association for Women in Mathematics Institute of Mathematical Statistics	<u>Leadership</u> Organized Graduate student seminar, Summer 20xx President, Association for Women in Mathematics Student Chapter at Utah State University, 20xx – 20xx Program Chair, Association for Women in Mathematics Student Chapter at Utah State University, 20xx-20xx
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Curriculum Vitae

Graduate Student Senate Representative, 20xx-20xx

Your Name, page 3

AWARDS AND HONORS

- USU School of Graduate Studies Dissertation Fellowship, 20xx
- USU Department of Mathematics and Statistics Summer Grant, 20xx
- SOA/CAS/CIA Exam P/1, 20xx
- USU Graduate Student Senate Travel Award, 20xx
- Industrial Mathematics and Statistical Modeling workshop participant, 20xx
- USU Graduate Research Writing Award, Department of Mathematics and Statistics, 20xx
- Dean's List Award for Outstanding Scholastic Achievements, 20xx – 20xx
- Teaching Instructor Certificate, Utah State University, 20xx
- B.S. Diploma cum laude, Madrid University, 20xx
- Winner of Undergraduate Projects Contest (Statistics section). "Asymptotic properties of H-diffusion parameter estimates", Madrid University, 20xx
- The Scholarship for outstanding academic achievements, Madrid University, 19xx – 20xx

SKILLS

Languages: English (fluent), Russian (fluent), Spanish (fluent), German (basic).
Computer skills: R\S-plus, SAS, SQL, Maple, Statistica, Pascal, Excel, LaTeX.

PRESENTATIONS AT PROFESSIONAL MEETINGS

Presentations

I. Marion, P. Kostas, J. Smith, and L. Zen, "Removal of Nonconstant Daily Variation by Means of Wavelet and Functional Data Analysis", Graduate Student Seminar, Utah State University, 20xx
I. Marion, P. Kostas, J. Smith, and L. Zen, "Improved Functional Wavelet-Based Index of Magnetic Storm Activity", Joint Assembly Meeting, Fort Lauderdale, 20xx
J. Smith, P. Kostas, L. Zen, and I. Marion, "Wavelet Decomposition of Magnetometer Measurements to Enable Separation of Non-Linear M-I Currents", 20 Years of Nonlinear Dynamics in Geosciences Meeting, Rhodes, Greece, 20xx.
Barnes, M. Jones, C. Long, I. Marion, M. Moloa, J. Wong, Report on "Analysis of biological interaction networks for drug discovery", IMSM 20xx workshop, North Carolina State University, 20xx.
I. Marion and B. Gringels, "Asymptotic properties of H-diffusion parameter estimates", Undergraduate Projects Contest (Statistics section), Madrid University, Spain, 20xx.

Posters

I. Marion, P. Kostas, J. Smith, and L. Zen, "Study of the Effects of Auroral Substorms on the Low-latitude Currents", AGU Fall 20xx Meeting, San Francisco, 20xx.
I. Marion and P. Kostas, "Testing for lack of dependence in functional linear model", Joint Statistical Meeting, Salt Lake City, 20xx.
I. Marion, P. Kostas, L. Zen, and J. Smith, "Probability distributions of wavelet coefficients of the ground – based magnetometer data for storm and quiet times", AGU Fall 20xx Meeting, San Francisco, 20xx.

Willing to Relocate – Available May 20xx



Curriculum Vitae

CV Sample Only – Modified to fit

Your Name
21 Van Day Avenue
Riverdale, NJ 07457
555-839-173
unknown@optonline.net

EDUCATION

The Graduate Center, City University of New York, NY
Ph.D. Military History; emphasis American History, 20xx
Dissertation: "A Winter Campaign: General Philip H. Sheridan's Operations on the Southern Plains, 1868-69" Advisor: Dr. David Smith

Drew University, Madison, NJ
B.A. History; Minor: Philosophy, May 19xx

TEACHING EXPERIENCE

Hunter College, New York, NY
U.S. History to 1877; U.S. History from 1865; The Civil War, 20xx to date

Fashion Institute of Technology, New York, NY
U.S. History from 1865, 20xx-20xx

John Jay College of Criminal Justice, New York, NY
World Civilization I: prehistory - A.D. 1500; World Civilization: from A.D. 1500, 19xx-20xx

Saint Peter's College, Jersey City, NJ
The Civil War; World Perspectives in History II, 20xx-20xx, 20xx

New Jersey City University, Jersey City, NJ
Civilizations I, 20xx

Baruch College, New York, NY
Senior Coordinator, Peer Tutoring Program, History Department, 19xx-19xx
Themes in American History: The Frontier, 20xx

Touro College, New York, NY (Men's and Women's Divisions)
U.S. History from 1865, 20xx
Modern History I: Renaissance to 1815; Modern History II: 1815 to present, 19xx-19xx

New York City Technical College, Brooklyn, NY
U.S. History to 1877; U.S. History from 1865; State and Local Government, 19xx-19xx

PROFESSIONAL AFFILIATIONS

Board of Directors, New York Military Affairs Symposium (NYMAS)
American Historical Association
Western History Association

Your Name, page 2

PUBLICATIONS

Books

Attack at Dawn: Phil Sheridan's Winter Campaign, 1868-1869. In preparation for University of Oklahoma Press.

The Little Bighorn Campaign, March-September, 1876. Revised paperback edition. Conshohocken: Combined Publishing, 20xx.

The Civil War Book of Lists (contributing editor). Conshohocken: Combined Books, 20xx.

The Little Bighorn Campaign, March-September 1876. Conshohocken: Combined Books, 20xx. (Published simultaneously as a Main Selection by the Military Book Club)

God Bless You, Buffalo Bill: A Layman's Guide to History and the Western Film.
New Brunswick: Fairleigh Dickinson University Press and Cornwall Books, 19xx.

Introductions, Published Addresses, and Articles

Introduction to **My Life on the Plains** by George A. Custer (New York: Barnes & Noble, 20xx)

Introduction to **Tenting on the Plains** by Elizabeth B. Custer (New York: Barnes & Noble, 20xx)

Reviews

"Los Diablos Tejanos." Review of **Lone Star Justice: The First Century of the Texas Rangers**, by Robert M. Utley. *Chronicles: A Magazine of American Culture*, November 20xx.

Review of **Ben Nighthorse Campbell: An American Warrior**, by Herman J. Viola. *The American Spectator*, April 20xx.

Review of **The Oregon Trail/The Conspiracy of Pontiac** by Francis Parkman. *The American Spectator*, December 19xx.

"Son of the Morning After." Review of **Cavalier in Buckskin: George Armstrong Custer and the Western Military Frontier**, by Robert M. Utley. *The American Scholar*, Autumn 19xx.

Review of **High Noon in Lincoln: Violence on the Western Frontier**, by Robert M. Utley. *The American Spectator*, March 1989.

"Wings of the Navy." Review of **Flight of the Intruder**, by Stephen Coonts. *Chronicles of Culture*, November 1988.

Review of **Paper Medicine Man: John Gregory Bourke and His American West**, by Joseph C. Porter. *The American Spectator*, April 1988.

"Sterile Prairie." Review of **The Fatal Environment: The Myth of the Frontier in the Age of Industrialization 1800-1900**, by Richard Slotkin. *Chronicles of Culture*, February 1988.

Adapted from Curriculum Vitae Source: jobsearch.about.com/od/cvvsamples/l/blcvvsamp4.htm

LinkedIn is a social networking site used for PROFESSIONAL networking. It is a great way to stay connected to individuals that can support you on your career path. LinkedIn also provides information regarding job opportunities, industry news, company research and much more. To create a great profile see the checklist on the next page.

GETTING STARTED:

Get your profile to 100% Completeness

Your profile is a crucial part of your success on LinkedIn. Profiles that reach 100% completeness are 40 times more likely to receive opportunities through LinkedIn. A complete profile allows you to positively present all of your qualifications and will increase your visibility in search results for potential connections.

A 100% Complete Profile needs:

1. *A profile photo:* Warm – Interesting Angle – Memorable
2. *An up-to-date current position:* Include your job description
3. *Two past positions:* Descriptions not required but preferable
4. *Your education:* List degree along with graduation date
5. *Your skills (minimum of 3):* Allows connections to endorse them
6. *Your industry and location:* Strong nouns maximize search capability
7. *At least 50 connections:* Connect with those you know personally

Make Connections

The last requirement for a complete profile is to have at least 50 connections so start reaching out to people you already know. Connect with your friends, family, previous and current coworkers/supervisors, classmates, religious and community contacts, faculty, advisors, and your **career coach**.

When you ask to connect, it is important to customize your invitations. LinkedIn defaults the invitation to say "I would like to add you to my professional network". This may be okay to use when you are connecting with people you know

well. However, when connecting with people you don't know, customization is important. When customizing your invitation include how you know them or why you would like to connect with them.

Update your Status

LinkedIn allows you to post status updates. Make sure what you post is related to your professional or academic pursuits. Ideas for what you should post include: a related article with a few comments or questions on the subject, a project you have been working on, or a career related event you have attended. Posting regularly (a few times a week) will keep you fresh on the minds of your network.

Join Groups

LinkedIn groups allow you to connect with others that have similar interests or backgrounds. Groups are a great place to share content, have discussions about current issues or trends, post jobs, and add to your network. Use the search box on your homepage to locate groups by entering keywords. For example: "Marketing professionals Utah," filter your results to only include groups. Some groups are closed so you will need to request to join. Once you are connected to a group read and comment on the discussions.

NETWORKING

LinkedIn breaks your connections up into different categories based on your relationship with that contact:

1st degree—People you are directly connected to
2nd degree—People connected to your 1st degree contacts

3rd degree—People connected to your 2nd degree contacts or are members of a group you have joined

Out-of-network—LinkedIn members that don't fall into the previous groups

2nd Degree Contacts

After you have connected with people you know, start identifying 2nd degree contacts by scrolling through your 1st degree connections. These 2nd degree contacts are very powerful because your connection to that person is closer. To connect with a 2nd degree contact send your 1st degree contact a message or reach out directly to the 2nd degree contact with a customized message referencing your mutual contact.

Alumni

Connecting with alumni is a great way to build your network. Start by joining the USU Career Services group and following the Utah State University page. Connect with members of these groups using your connection to USU as a common interest.

LinkedIn also provides an Alumni Tool to view where alumni are working, where they live, what they studied, and much more. To access this tool go to your home page and select alumni under the connections menu at the top or visit www.linkedin.com/alumni. You can search by company or major to identify potential contacts. These contacts can be great resources for informational interviews, job shadowing, or job/internship search advice. When connecting with Alumni you do not want to ask them for a job/internship at first. Ask them for specific advice or to share their experience with you about a certain company.

JOB SEARCHING

LinkedIn is a great job searching tool. The saying, "It isn't what you know but who you know" has some truth to it and LinkedIn helps you organize your contacts in an easy-to-use database that you can use to land the job of your dreams.

Use your Headline

This is prime real estate on your profile because it appears with your name in search results. Don't leave the default of "Student at Utah State University" add something more specific like "Experienced PR major seeking summer internship." This will allow recruiters to know immediately that you are searching for an opportunity.

Search Job Postings

LinkedIn has a special job searching portal for entry-level positions and internships. These positions are perfect for students and recent graduates. To access this database visit www.linkedin.com/studentjobs. Set your criteria and start applying! LinkedIn's main job section can be accessed from your home page and select jobs from the tool bar.

Groups may also have job boards. Some of these positions will be posted on LinkedIn first to allow hiring managers to utilize their networks to find someone. Visit the group page and look for the jobs tab among the menu of choices.

Employer Research

Gathering information about companies you want to work for is a crucial part of job search success. Search for the company you want to work for or are interviewing with and learn everything you can about projects, goals, values, etc. You will also see which contacts work or have worked for the company.

Job Search on LinkedIn in 5-10 minutes a Day:

Using LinkedIn for job searching doesn't need to be overwhelming. You can be very successful by doing a few simple tasks each day.

5 minutes

- Scroll through your homepage, "like" or comment on the status updates of your network or share your own status update
- Update and maintain your own profile by adding/removing skills and relevant information
- Comment or start a discussion in your favorite LinkedIn Group
- Reflect on recent accomplishments and upload visuals to your profile, if possible

10 minutes

- Search for posted positions
- Use the Alumni Tool to expand your network
- Research employers through Company Pages, reach out to any employees you may know through the "Former employees you may know" section to get the inside scoop
- Check your LinkedIn inbox, respond to messages and connection requests



Building a Great Student Profile

Showcase your experience and professional interests on LinkedIn!



1 Write an informative profile headline.

Your headline is a short, memorable professional slogan. For example, "Honors student seeking marketing position." Check out the profiles of students and recent alumni you admire for ideas.



2 Pick an appropriate photo.

LinkedIn isn't Facebook. Upload a high-quality photo (your profile will be 7x more likely to be viewed) of you alone, professionally dressed. No party shots, cartoon avatars, or puppy pics!



3 Show off your education.

Include all your schools, major(s) and minor, courses, and study abroad or summer programs. Don't be shy – LinkedIn is an appropriate place to show off your GPA, test scores, and honors or awards.



4 Develop a professional Summary.

Your Summary statement is like the first few paragraphs of your best-written cover letter – concise and confident about your qualifications and goals. Include relevant work and extracurriculars.


5 Fill "Skills & Expertise" with keywords.

This section is the place to include keywords and phrases that recruiters search for. Find relevant ones in job listings that appeal to you and profiles of people who have the kinds of roles you want.

LinkedIn

Tips & Tricks

6



Update your status regularly.

Posting updates helps you stay on your network's radar and build your professional image. Mention your projects, professional books or articles, or events you're attending. Many recruiters read your feed!


7



Show your connectedness.

Groups you join appear at the bottom of your profile. Joining some shows that you want to engage in professional communities and learn the lingo. Start with your university and industry groups.

8



Collect diverse recommendations.

The best profiles have at least one recommendation for each position a person has held. Recruiters are most impressed by recommendations from people who have directly managed you.

9



Claim your unique LinkedIn URL.

To increase the professional results that appear when people search for you online, set your LinkedIn profile to "public" and create a unique URL (e.g., www.linkedin.com/in/JohnSmith).


10




Share your work.

You can also add actual examples of your writing, design work, or other accomplishments on your profile, where you can share rich media or documents. What better way to sell your skills than to show employers exactly what you can produce?









Get a Great Profile.

Get going at www.linkedin.com

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Doctoral Job Market Analysis

Name	<u>Check if Applicable</u>							
	Could Teach	Plan to teach at USU	Have Taught					
I. College Courses Prepared to Teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Categorical Content Courses (e.g.,)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Research Methods Courses (list titles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
II. Teaching Experience (or equivalent clinical experience)								
_____ 0	_____ 2 years	_____ > 3 years						
_____ 1 year	_____ 3 years							
III. Administrative and/or Management Experience : (if applicable)								
IV. _____								
V. Research and Scholarship								
	<u>Now</u>				<u>At Graduation</u>			
A. Articles	0	1-2	3-4	>4	0	1-2	3-4	>4
1. Number of referred research publications <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>
2. Number of refereed review or position articles <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>
3. Number of refereed program description articles <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>
4. Number of non-refereed articles (excluding dissertation) <input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>
B. Books								
1. Number of Chapters in Books <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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2. Number of Books ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

C. **I have served a reviewer** for one or more standard journal articles
No___Yes___ If Yes, #_____ No___Yes___ If Yes, #_____

D. Conference Presentations

1. Number of national/international Presentations ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

2. Number of regional/state Presentations ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

E. **Do I have a clear line of research?** Yes___ No___ Yes___ No___

Is it evident from my vita? Yes___ No___ Yes___ No___

What is it? _____

F. Declared Areas of Expertise (Based on Discipline)

Research Areas

- 1.
- 2.

Technical Expertise

- 3.
- 4.

Research methodologies

- 5.
- 6.

Training/Supervision/ Hiring

- 7.
- 8.

Other _____

G. Professional Community Service

1. Number of different organizations to which I have consulted 0 1-2 3-4 >4
☐ ☐ ☐ ☐

2. Kinds of organizations I have worked with (e.g., Internships, collaboration, related experience)

3. Types of service (e.g., staff training, program development, evaluation)

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4. Service on community, state boards, organizations.

H. Service to the Discipline

1. Participation in local/state professional organizations

2. Participation in national professional organization.

1. Leadership (officer status, committee memberships) in professional organizations

4. Participation in local, state, or national certification boards, standards committees, etc.

I. External Fund-Getting Experience (e.g., grants, contracts, etc.)

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