

C.A.T.S. Career Development

***C.A.T.S.
LIFE SKILLS***



BE A LIFE CHAMPION!

GAME PLAN

C.A.T.S. Life Skills
McKale Center 128C
520 621-5339



THE UNIVERSITY OF ARIZONA INTERCOLLEGIATE ATHLETICS
Leading the way in education, athletics and community service

Dear Wildcat Student-Athlete,

This guide has been developed to help you plan for your future academic and professional career. It is not meant to list every possible thing you should or could be doing. Rather, it is to be used as a guide to help you as you progress toward graduation. Please go to www.career.arizona.edu for much more information. This is a fabulous website with a wealth of information!

The suggestions listed in the 4 year Career/Academic Plan are also not necessarily just for the year they are listed. See where you are in the process – you may get some useful suggestions by looking at earlier topics or if you are further along than most, you may want to look ahead to see what you can be doing now rather than later.

5 things to start (or continue) doing:

1. Get involved – leadership groups, community service, internships, clubs or organizations on campus in your area of interest, etc.
2. Network
3. Find a mentor
4. Practice your interviewing skills (do a mock interview!)
5. Do/update your resume

REMEMBER: You did not become a successful student-athlete overnight. It took lots of time, hard work and commitment to achieving your goals. It is the same thing with career development. With few exceptions, the more time and effort you devote to it earlier, the more results you will see later! Hopefully this guide will give you some ideas and starting points.

Please feel free to make an appointment with Becky Bell in C.A.T.S. Life Skills (520 621.5339; bell@arizona.edu) or with a counselor at Career Services on campus in the student Union, 411 if you have any questions. No excuses, no regrets!

Bear Down,

Becky Bell, M.A.

Associate Athletics Director

C.A.T.S. Life Skills



Edward T. Bell Jr. C.A.T.S. Life Skills Program

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4 Year Academic/Career Plan



Freshman Year

- Choose core courses
- Plan semester by semester courses for major for decided students
- Choose exploratory courses for undecided students
- Attend career/major exploration class offered by department/college
- Explore your interests, values, skills:
 - Counselor in Career Services
 - Advisors and various academic departments
 - Strong Interest Inventory
 - DISCOVER computer program
 - Major exploration/career planning workshops
- Learn about occupations and majors:
 - Career Services Website (Career Options and Web Resources)
 - Career Information Center
 - Attend Meet Your Major Fair
 - UA catalog for list of all majors and minors
 - Academic departments
 - Advising Resource Center
 - Conduct informational interviews
 - Pizza with a Professional
 - Attend Career Fairs to meet employers and see what they are seeking
- Investigate part-time jobs:
 - Wildcat JobLink
 - Academic department
 - On your own
- Meet with mentor and academic advisor.

Summer

- Attend summer school, as needed.
- Obtain a summer job or volunteer experience.
- Obtain work experience and learn to get along with people in a work environment
- Do a resume

Sophomore Year

- Choose core courses
- Plan semester by semester courses for major for decided students
- Choose exploratory courses for undecided students
 - Learn about occupations and majors
 - Career Services Website (Career Options and Web Resources)
 - Career Information Center
 - Attend Meet Your Major Fair
 - UA catalog for list of all majors and minors
 - Academic departments
 - Advising Resource Center
 - Conduct informational interviews
 - Pizza with a Professional
 - Attend Career Fairs to meet employers and see what they are seeking
- Research career options
 - Career Information Center
 - Attend campus Career Fairs
 - Academic departments
 - Conduct informational interviews
 - Attend department seminars
- Decide on a major/career, if not already done
- Set goals
- Assess skills and knowledge
 - See a Counselor in Career Services
 - DISCOVER computer
 - Mentor and/or advisor
 - Academic record
- Investigate opportunities for career-related experience
 - Participate in the Campus Interviewing Program, to assist in finding internships
 - Investigate how internship experience can add to your academic plan
 - Seek positions through Wildcat JobLink
 - Look into opportunities for campus involvement through your academic department or student clubs or organizations
 - Learn employability skills by reviewing information about resumes, interviewing and job search.
- Become familiar with company information
 - Career Information Center
 - Career Search software through Career Services
 - Use the Internet
 - Links to the Web Sites of Employers involved in on-campus recruiting
 - The University of Arizona libraries
- Meet with mentor and advisors

Summer

- Attend summer school, as needed
- Obtain career-related experience
- Obtain skills and experience in your field
- Update your resume

Junior Year

- Pursue major, in depth, through enrollment in key courses
- Select electives from other academic areas to enhance qualifications
- Develop a file of career-related projects and references
- Develop portfolio and audition pieces
- Reassess career goals
 - Develop alternative career plans, as needed
 - Academic advisors
 - Counselor in Career Services
 - Faculty
- Learn employability skills by reviewing information about resumes, interviewing and job search
- Participate in the Campus Interviewing Program (through UA Career Services)
- Attend career fairs to determine
 - What employers are looking for in future employees?
 - What types of occupations are offered by employers?
 - What graduate schools look for in prospective students?
 - What career experiences are available?
- Begin to network with professionals in your chosen field
- Meet with mentor and advisor

Summer

- Attend summer school, as needed
- Obtain career-related experience
- Take graduate school admissions test (GRE, MAT, MCAT, LSAT, PCAT, etc.)
- Update resume

Senior Year

- Plan lighter class work; applying to graduate school and job searching take time!
- Participate in the Campus Interviewing Program through UA Career Services. Register early!
 - Learn about job possibilities
 - Career Information Center
 - Wildcat JobLink
 - Conduct your self-directed job search concentrating on networking
 - Network with faculty
- Research company information
 - Career Information Center
 - Career Search software through Career Services
 - Links to the Websites of employers involved in on-campus recruiting
- Hone employability skills
 - Develop a professional resume
 - Do a Mock Interview
- Attend Career Fairs to determine
 - What employers are looking for in future employees?
 - What types of occupations are offered by employers?
 - What graduate schools look for in perspective students?
 - What professional positions are available?
- Select faculty, administrators and past employers to act as references
 - Discuss interests, skills, and personal strengths as related to positions being sought
- Research graduate school information
 - The Graduate College
 - Career Information Center
 - The University of Arizona libraries
 - Academic departments and faculty
- Apply to graduate school
- Complete course requirements
- Complete file of career-related projects; Complete portfolio and audition pieces
- Meet with mentor and advisor
- Graduate and have placement alternatives
- Keep resume updated throughout your career

NETWORKING

Networking is the active process of developing and maintaining professional contacts through professional, academic and social connections. More than just posting resumes, professional development and job searching requires connecting with professionals in your career field. There are many ways to expand your network of professional colleagues. Always be prepared to introduce yourself to others and talk about what you offer and what you are seeking. Make it easy for others to assist you and respect their time.

- **When job searching, you should always be networking.** You never know who might have or be a contact for you, either now or later. Assess what you want to know before you ask someone for assistance. Practice talking about your skills, background, and what you are looking for; use excellent manners and represent your intentions honestly.
- **Tell people you know that you are looking** for a job, internship or career information. All of the people you already know and people you have yet to meet, are potential members of your professional network.
- **Your network may include** current or past employers, classmates, alumni, friends, relatives, student club colleagues, community associations, faculty, co-workers, advisors, professional organization members, neighbors, and mentors.
- **UA Career Network** of employed alumni provides an opportunity for students and alumni to network with UA alumni in a variety of career fields.

Search for UA alumni by career field, major, degree, industry or location by state:

<http://www.career.arizona.edu/alum/networking/ua-career-network>

- **Social Media:** The benefits of social technology include networking, researching employers, and creating a professional presence employers can view. Consider establishing a professional social media account with LinkedIn to connect with employers and other career professionals in your field. Research the LinkedIn and Facebook pages for all of the employers of interest to you.

Beware; you may be evaluated by what you share. Please keep your social media presence professional and appropriate for current or potential employers to view, including LinkedIn, Facebook, Twitter, blogs, YouTube, etc.

- **Professional associations and organizations** related to your career field offer discounts rates for student memberships. Attend national conferences and regional meetings associated with organizations in your field to meet other professionals and expand your network. Internships and jobs are often found through these organizations.
- **Help other professionals and students as you build your career** and become someone others turn to for networking assistance.
- Even when you are employed and not in the job search mode, maintain your network and keep in touch with your professional contacts. Also, reciprocate and help others when they ask you for assistance.

Job Search Checklist

1. Can you clearly state your career goal?
2. Can you identify 4 or 5 transferable skills?
3. Have you considered the type of environment you would like to work in?
4. Can you name at least 3 fields of employment into which you might fit?
5. Have you thought of your work related values (salary, location, work environment)?
6. Can you list 10 employers with whom you would like to interview?
7. Have you researched the types of jobs you are interest in?
8. Have you done any informational interviewing?
9. Have you let your family and friends know that you are seeking employment?
10. Have you participated in community service or other extracurricular activities?
11. Do you have career related experience or related course work?
12. Are you a member of any organizations or do you receive publications in your chosen career field?
13. Do your resume effectively market your skills and achievements for the job you are applying for?
14. Have you developed an effective cover letter?
15. Have you done a mock interview?
16. Can you effectively discuss and provide stories/examples that support 2 of your strongest skills?
17. Can you clearly state why you want to work for a particular employer and why they should hire you?
18. Have you signed up for Career Services Campus Interviewing program?

TOP 10 THINGS TO DO IF YOU ARE A SENIOR!

1. ____ Sign up with Career Services Campus Interviewing Program
www.career.arizona.edu
- 2a. ____ Sign up with Career Athletes www.careerathletes.com.
- 2b. ____ Sign up/Meet with Athletes to Business: www.athletestobusiness.com
3. ____ Do your resume and cover letter
- 4 ____ Do a mock interview (videotaped)
5. ____ Practice your ONE MINUTE COMMERCIAL
6. ____ Attend the Campus/College Career Fairs – Fall and Spring
7. ____ Pick up a CAREER GAME PLAN - by computer lab
8. ____ Go to the C.A.T.S. website and review pertinent links - Arizona Athletics /Inside Athletics/Student-athlete Services:
www.arizonawildcats.com
9. ____ Schedule an appointment with Becky - 621-5339 or email
bell@arizona.edu
10. ____ NETWORK! Meet with your campus and C.A.T.S. Counselor for more ideas

BONUS TIP

____ GET GOING :)

RESUMES



RESUME GUIDELINES

Resumes, cover letters and other job search documents are important marketing tools designed to present your education, experience, skills, and accomplishments to potential employers looking to fill internships and jobs. Resumes may also be requested with applications for admissions to graduate schools or professional programs.

These guidelines provide an overview of resumes, along with example formats for resumes, cover letters, thank you letters and references. Students and alumni may have Career Services professional staff members review their resumes and cover letters.

The basics to create your resume:

- Begin with a list of your successes, accomplishments and contributions from past and current experiences.
- Identify skills you used in all of your recent experiences, including education, classes, team projects, jobs, internships, campus clubs, student organizations, research, leadership roles, and volunteer or community service.
- Next, think about your intended reader, prioritize your skills and experience, and determine the most relevant information you want them to know.

There are many opinions on resume formatting, yet there is not one preferred style. Choose what you like, but always ask others to proofread and comment on what you have written. Formatting consistency, organization, punctuation, spelling and accuracy are very important. Edit your resume carefully and keep it updated throughout college and during your career.

It is much easier to write your resume and answer interview questions successfully when you have completed a self-assessment, know what kind of opportunity you are seeking and know what skills and qualifications an employer is looking for in a candidate. When creating your resume, emphasize skills employers seek such as academic excellence, written and verbal communication, interpersonal, leadership, teamwork, problem solving and computer skills, in addition to the specific skills and related experience in your career field.

CONTACT INFORMATION

Start with your formal name on the top line followed by your mailing address (if you are near graduation, include college and permanent addresses), telephone numbers and e-mail address.

OBJECTIVE

Objectives **focus on what you can offer an employer**, not on what you hope to gain.

The objective is used to state the job title or type of position you are currently seeking and may include the key skills you offer. Keep objectives short, just one or two lines. *Examples:*

Objective: Seeking museum internship requiring curation, installation and acquisition skills.

Objective: To obtain a public health position in prevention and outreach services with an opportunity to utilize knowledge of epidemiological principles and health education.

EDUCATION

Degrees: List colleges where you have received or will receive a degree, including the degree name, majors, minors, and graduation month and year.

The University of Arizona, Tucson, AZ

Bachelor of Science in Physiology, August 2013

Chemistry and Math Minors

GPA: Physiology 3.58, Chemistry 3.39, Math 3.44, Cumulative 3.49

The University of Arizona, Tucson, Arizona

B. S. in Family Studies and Human Development, 3.8 GPA, December 2013

University of Arizona, Bachelor of Science in Business Administration, May 2014

University of Arizona, Tucson, Arizona

Master of Science, Hydrology and Water Resources, May 2013

Focus: Subsurface hydrology, groundwater flow modeling

GPA: Providing your GPA is optional, although GPAs of 3.0 and higher are generally included. List GPA as: 3.6, 3.67, or 3.6/4.0. Be accurate. You may be asked to verify GPAs.

Math GPA 3.6, Sociology GPA 3.4, Overall GPA 3.5

Courses: You may list a few selected courses related to your career field if you have limited career experience and want to focus on your academic preparation and skills. When you have obtained significant career experience, you might not list courses that are assumed.

Selected Courses: Human Relations, Family Dynamics, Child Development, Statistics and Research Methods, Counseling Theories, Family and Public Policy

Projects: You may include team class projects, individual class projects, academic research, thesis topics and any academic experience that demonstrates your skills and knowledge.

Public Health Project: Conducted research and composed paper on social and cultural determinants of gender disparities in the rates of HIV/AIDS in Chicago.

Engineering Senior Design Team Project: Researched, designed, and constructed a satellite with team of six engineering students. Wrote project technical report. Coordinated team presentation for faculty and NASA engineers. Team won third place on Senior Design Day.

High School: Information from high school may be listed for college **freshmen or sophomores** who excelled academically (GPA, class ranking, academic honors) and to indicate leadership positions and active involvement in school or community organizations related to your career field. By the junior year of college, high school information is usually omitted from resumes.

University of Arizona, Tucson, AZ

Bachelor of Fine Arts in Musical Theatre, May 2016

Wildcat Excellence Scholarship awarded based on academic merit

Sahuaro High School, Class rank 14/268, 3.9 GPA, Senior Class President, Tucson, AZ

RESUME CATEGORIES might include (not an exhaustive list):

Objective	Education	Experience
Community Service	Campus Involvement	Volunteer Experience
Skills	Leadership and Involvement	Publications
Scholarships and Honors	Professional Memberships	Poster Presentations

EXPERIENCE

Focus primarily on your career related experiences including jobs, internships, co-ops and unpaid experience where you gained job skills (e.g., club leader, volunteer and community service).

If your experience is not directly related to your career field, focus on transferable skills that would be useful to any career field. *For example*, if you worked as a restaurant server, the transferable skills include customer service, communication, team work, sales and training employees.

List your experience in reverse chronological order (most recent position first). Include your position title, name of employer, city, state, and dates by month and year, and a description of what you did (focus on tasks, skills and results). Use short phrases, key word nouns and action verbs to describe duties and to highlight your skills and knowledge. Avoid using pronouns (I, me, my).

Use key words to indicate specific skills and knowledge:

project management	feasibility study	technical writer	translate/interpret
customer service	hydrometeorology	econometric modeling	audit
ArcGIS	cryogenics	lean manufacturing	administer
team leader	lesson plans	cost accounting	recruit
market research	strategic planning	press releases	supervise
system analysis	outside sales	conflict resolution	palliative care

Use action words to highlight skills:

achieve	create	excel	maintain	pioneer	serve
advise	customize	expedite	manage	plan	sell
analyze	decrease	explain	marketing	postulate	solve
assemble	delegate	facilitate	maximize	prepare	standardize
assesse	demonstrate	generate	mediate	present	structure
augment	design	guide	mentor	program	streamline
budget	develop	identify	model	promote	support
calculate	distribute	implement	monitor	publicize	systematize
clarify	educate	increase	navigate	reconcile	teach
communicate	elicit	influence	negotiate	recruit	train
complete	enforce	initiate	observe	reinforce	transform
contribute	engage	install	operate	represent	tutor
construct	engineer	instruct	organize	research	upgrade
cooperate	enhance	introduce	oversaw	resolve	utilize
coordinate	enrich	investigate	participate	schedule	validate
counsel	evaluate	launch	perform	screen	verify

EXPERIENCE *examples:*

Tucson Water, Technical Intern, Tucson, Arizona, July 2011-current

- Perform monitoring of groundwater conditions in the Tucson Basin.
- Collect water levels and groundwater samples and observations of well and basin conditions.
- Maintain a network of remote data loggers and pressure transducers.
- Analyze data from artificial recharge basins to help optimize basin management.

Pima County Attorney's Office, Violent Crimes Division, Intern, Tucson, AZ, January-May 2011

- Prepared case summaries for attorneys by compiling witness, defendant, and victim statements to police and police reports for pending court cases.

Preceptor for Physiology 202 Course, University of Arizona, August to December 2011

- Utilized knowledge of physiology with teaching and communication skills to provide clinical presentations and assist students with laboratory and class assignments.

Admissions Student Recruiter, August 2010 - June 2011

Office of Admissions, University of Arizona, Tucson, Arizona

- Assisted high school seniors with university application and admission process.
- Conducted assembly presentations for high school students about importance of college.
- Efficiently accomplished tasks to manage data utilizing multiple University of Arizona operating systems including SIS, COSMOS, Matrix, and UAccess.

Waterfront Insurance Inc., Actuarial Trainee, Seattle, Washington, November 2010 - current

- Conduct analyses of mortality and expenses for underwriting division.
- Member of team on development of underwriting rules and dividend scales.
- Successfully passed four actuarial exams of the Society of Actuaries.

Valley Corporation, Human Resources Generalist, Death Valley, CA, January 2009-present

- Support key HR functional areas including compensation analysis, recruiting and selection
- Design curriculum and teach staff development training programs
- Identify candidates, coordinate interview teams and conduct thorough reference checks

Marketing Assistant, Cactus Media Flagstaff, AZ, March - June 2011

- Compiled market research and media value reports in order to produce prospect sheets.
- Compiled statistical data and created spreadsheets for analysis.

Honeywell Aerospace: Engineering Intern, Tempe, AZ May-August 2012

- Supported redesign of pneumatic actuator rotor to meet updated specifications.
- Created design concept for new Air Turbine Starter test cell gearbox.
- Generated design concept and used Pro/E to create 3D model of gearbox assembly.
- Learned and utilized elements of Six Sigma Plus and Design for Six Sigma (DSFF).

LEADERSHIP AND INVOLVEMENT *examples:*

Many career related skills can be developed and demonstrated through involvement with campus and community organizations. Identify your leadership roles, committee service, or participation as an active member through attending meetings and events of each organization. Describe your role within the club/organization: member, project lead, volunteer, advocate, captain, coach, mentor, facilitator, chair, coordinator, event planner, president, treasurer, etc., focusing on your tasks, skills and results.

Ambassador, University of Arizona, College of Agriculture and Life Sciences, April 2010 - May 2012

- Represented the college at events hosted by university and community organizations
- Presented information about the college and university to students, parents, faculty and alumni
- Demonstrated skills in team work, event planning, communication and public speaking

Appropriations Board Director, Associated Students of University of Arizona (ASUA), 2009-2011

- Oversaw student government board to ensure standards of fairness were met when evaluating funding requests from 350 student organizations and campus clubs.
- Allocated \$150,000 budget. Adhered to all university policies and state laws.

ASUA Student Health Advisory Committee, Chair, University of Arizona, February-May 2010

- Coordinated health and wellness promotion and prevention activities for students.
- Assisted Campus Health with conducting surveys of student behaviors and trends.
- Participated in coordinating a campaign promoting sun safety to prevent skin cancer.
- Demonstrated marketing and leadership skills with a commitment to health.

Safe Zone Internship, LGBTQ Affairs, University of Arizona, Tucson, AZ, January-May 2011

- Oversaw workshop requests and registrations for over 25 Safe Zone training workshops.
- Served on Pride Alliance Programming Board and participated in weekly board meetings.
- Managed mailings, database and web page content updates.

COMMUNITY SERVICE AND VOLUNTEER *examples:*

Global Impact Corps, Global Impact Fellow, Accra and Kumasi Regions, Ghana, June-July 2011

- Developed knowledge about eye health and healthcare infrastructure in a developing country.
- Assisted with patient education, visual acuity screening, and patient intake in a rural clinic.
- Observed surgeries and supported work performed by local physicians.

Member, Engineers Without Borders, University of Arizona, August 2010 - May 2011

- Compiled background research theories used for multiple projects including Water Supply and Purification Project along with The Rainwater Catchment System.

Flying Samaritans, Member, Tucson, AZ, January 2010 - present

- Travel to monthly medical clinics in Agua Prieta to help an underserved community.
- Take vitals in triage and utilize Spanish fluency to translate for patients and doctors during exams.

Alpha Phi Omega Service Fraternity, University of Arizona, Member, August 2009-May 2011

- Dedicated member committed to promoting leadership and providing community service.

ASSESS YOUR SKILLS

Identifying the skills you have demonstrated through your education and experience is important when writing resumes, in addition to preparing for interviews. Emphasize the skills you have which employers seek from all college student candidates: academic knowledge, written and verbal communication, interpersonal relationship skills, leadership, working on teams, critical thinking, problem solving, computer skills, initiative, flexibility...

To create your resume, begin with a list of your successes, accomplishments and contributions from past and current experiences. Use various situations to describe your experiences from college and identify the skills you used in your experiences, including education, classes, team projects, jobs, internships, campus involvement, student organizations, research, committees, leadership roles, and volunteer or community service.

Determine the skills, strengths, competencies, knowledge and personal characteristics you demonstrated during your various experiences. Focus on measurable skills using the STAR approach to demonstrate how you were effective by describing the situation, tasks, actions and results of your experiences.

- Situation:** challenges, concerns, issues, problems, conflicts
- Tasks:** your role and responsibilities
- Actions:** your behaviors, focusing on skills you used and your competencies
- Results:** outcomes, accomplishments, what you contributed and learned

List experiences and identify what you did that contributed to your success.

Experience Examples

education
team project
individual class project
student club
student government
internship or job
community service
research

What did I accomplish?

achieved educational goals and received academic merit scholarship
led team in senior project designing a weather satellite
analyzed love and betrayal themes in 18th century Italian opera
planned meetings, managed budgets, served on social committee
coordinated marketing campaign to register students to vote
demonstrated customer service and merchandising skills
trained staff of volunteers to teach AIDS prevention workshops
assisted professor in research on aging process of fruit flies

SKILLS *examples:*

Speech-Language Pathology: Proficient skills in administering and scoring standardized tests including Kaufman Assessment Battery for Children, Peabody Picture Vocabulary Test, Goldman Fristoe Test of Articulation, Clinical Evaluation of Language Fundamentals, SALT transcription.

Public Health: knowledge of epidemiological principles, data analysis, infectious diseases, social and behavioral determinants of disease, health education models, technical writing.

Languages: Fluent Spanish, Intermediate Japanese ability at JPLT N2 Level.

SKILLS *examples:*

Scientific and Laboratory Skills: laboratory safety, aseptic techniques, bioinformatics, thin layer and column chromatography, atomic absorption spectrophotometers, oscilloscopes, thermal stability assays, NMR X-ray Crystallography, PCR, gel electrophoresis.

Hydrology: Subsurface Hydrology and Fluid Dynamics, Hydrologic Transport Processes, MATLAB, MT3D, MODPATH, AQTESOLV, LoggerNet, Linux, ArcGIS.

Fieldwork: genomic plant experiment techniques, data collection and data analysis techniques, remote sensing applications, tree ring chronologies, technical writing, experiment documentation.

Marketing: marketing research, statistical analysis, brand development, copywriting, writing marketing proposals and press releases, use of social media for promotions, print design, logos.

Film Production: writing scripts, two camera shoots, linear and non-linear editing, directing voice overs, estimating costs and managing budgets, utilizing AVID and Adobe Creative Suite.

Nursing Skills: therapeutic communication, documentation, delegation, supervision, safety, patient and family advocacy, medication administration, palliative care, teamwork.

Certifications: First Aid, CPR, Collaborative Institutional Training Initiative (CITI), Health Insurance Portability and Accountability Act (HIPAA), Arizona Fingerprint Clearance.

Computers: ArcGIS, Final Cut Pro, Final Cut Express, Final Draft, Photoshop Elements 8, Quattro Pro, Corel Graphics, Macromedia Dreamweaver, MS Word, Excel, PowerPoint, Access.

Technical Skills: Cadence and Allegro Design Tools, Pro/E, Visual Basic, Unix, LINDO API, AIX, Perl, GAMS, C++, Java Object Databases, Computer Architecture, Digital Logic Design.

Manufacturing Project Management: budget and strategic planning; technical, cost, and timing management; project documentation; lean manufacturing and continuous improvement.

Accounting and Finance: knowledge of financial accounting, tax, audit, financial analysis, financial decision modeling, security valuations, capital budgeting, DCF, CAPM, DTA.

Professional: interpersonal skills, written and verbal communication, leadership, teamwork, customer service, logical and critical analysis, project management.

Example format for listing skills on resume:

SKILLS

Teaching: Classroom management, lesson plan design, communication and presentation skills

Computers: Adobe Photoshop, FrontPage, Microsoft Word, PowerPoint, Access

Languages: Fluent Spanish, Advanced Vietnamese, Intermediate French

Certifications: First Aid, CPR, HIPPA, Arizona Dept. of Public Service Fingerprint Clearance

Word Power

Here's the story...

You are ready to take that next step into the big world of dress shoes and paychecks. You make all the right moves: submit your resume on Wildcat Job Link, sign-up for campus interviewing, attend the career fairs and employer presentations, make contact with the company's recruiters and prepare thoroughly for the interview.

On interview day, you dress to impress. You say all the right things and shake all the right hands. After the interview, you place the stamp on your personalized thank-you card, drop it in the mail and congratulate yourself on a job well done.

Fast-forward two weeks

Anxiously preparing your notes for the follow-up interview, you go to check the mail. Among the letters is a one from your dream employer you interviewed with a few weeks back. After tearing back the envelope, you read the first line, "While we were impressed with you... etc." Rejection! As disappointed as you were in the moment, nothing could prepare you for the frustration you would feel the next day when you learned that your classmate (someone who you had to practically "tutor" through that certain class last semester) received an offer from the same employer.

What in the name of all that is fair and decent, happened?

Welcome to the world of the professional job search, where the most qualified candidate isn't always chosen for the job, and your qualifications can be less important than your ability to sell yourself. How did he or she do it? Most likely, this less gifted classmate realized that he or she was not a strong candidate in terms of qualifications, so he or she honed and polished their **professional vocabulary**. Here it is.. *you were beat not on qualifications, but on presentation. You were simply out sold! What can you do next time?*

Learn the Lingo

1. Every profession has a language (jargon, phrases, and buzz words). LEARN them and USE them in your resume, cover letter, interview or other networking situation (i.e. Career Fairs).
2. Look in professional associations, trade journals, textbooks in the field, related magazines and websites.

Learn how to SELL IT

Know what the employers are looking for in future employees and how to articulate them. The following examples of words and phrases can be incorporated into your resume, cover letter and interviews.

- ***Dependability, attention to detail, multitasking***
 1. "Dependable, well organized, self-starter, eager to exceed all expectations in a project based environment."
 2. "Able to meet tight deadlines in a timely fashion while managing multiple priorities simultaneously."

3. "Stable and dependable with the highest level of integrity in protecting sensitive company and client information."
 4. "Able to meet multiple deadlines and effectively manage diverse projects simultaneously."
 5. "Demonstrated ability to meet deadlines while assuring accuracy and attention to detail."
 6. "Detail-oriented and dependable in meeting expectations of all project stakeholders."
 7. "Enjoy working in a fast-paced, challenging environment."
 8. ***Provide Examples***
- ***Communication, interpersonal skills, customer service***
 1. "Accomplished customer service and interpersonal skills with the ability to establish instant rapport with clients and team members."
 2. "Recognized as an effective leader and team player with proven strengths in communication, organization, and planning."
 3. "Customer service oriented with an ability to focus efforts on discovering and meeting clients' needs."
 4. "Ability to consistently service a customer base while building sales through product and service knowledge."
 5. "Able to meet sales objectives through up-selling, seasonal suggestive selling and networking with current and future clients."
 6. ***Provide Examples***
 - ***Teamwork, leadership, achievement***
 1. "Driven to successfully meet and exceed all expectations in a team-oriented environment."
 2. "Proven leadership skills demonstrated through involvement with my community and my profession."
 3. "Eager and motivated to achieve personal and company goals and objectives."
 4. "Team player willing to go the extra mile in identifying goals and achieving results."
 5. "Seeking a place to contribute my excellent leadership and teamwork skills in a project based environment."
 6. ***Provide Examples***

What Employers Want in a Resume

- ***Show how you can contribute to the bottom line***
 - How can your skills save them money or increase income?

- ***Tailor your resume to each specific job to which you apply***
 - Get the job description from the company or the job advertisement
 - What set of skills does the company want its employees to have?
 - What current problems might the company be dealing with based on the job description?
 - If the ad says that the company is looking for dependable workers, you can infer that it has a problem with someone being late to work.
 - You can then include your perfect attendance record in your resume to prove you are a dependable employee.

- ***Know your skills***
 - How do your skills match what the company is looking for in employees?
 - Describe your skills that fit the job and *provide examples*
 - See the list of *24 Traits Gained Through Athletics* for help defining what you can bring to the department

- ***Make it eye-catching!***
 - Place your best qualities first. Don't make it hard for the company to find why you are valuable to them
 - Under each experience, list your successes *** 20 words or less***
 - What did you do?
 - How did you do it?
 - What proof can you offer that it was successful?
 - List the responsibilities you took on without being asked
 - Describe your training, whether through school or work experiences
 - List valuable skills that set you apart and attributed to your success

Resume Do's and Don'ts

Do:

1. *Emphasis skills you have used and problems you have solved* - Use action words!
2. *Use numbers to describe your work*
 - a. "increased sales by "10%" during a three month campaign"
 - b. "Gained 20 new customers"
3. *Describe your internship or work experiences (often more impressive than your GPA)*
4. *Tailor your resume to the job which you are applying*
5. *Use the company lingo: Do they use "customers" or "patrons"*
6. *Make it easy to read: Use bullet points and simple fonts*
7. *Follow-up!:* An email or phone call within three days of submitting your resume

Don't:

1. *Write in paragraphs*
2. *Say "responsible for."*
 - a. Use descriptive words
3. *Refer to your internship as a job.*
 - a. You were an intern, so don't claim to have been a staff member
4. *Send in a resume without someone proof reading it first!*
5. *Hand in messy resumes*
 - a. NO typos, smeared ink, wrinkled pages or formatting/spacing issues
6. *Make negative comments about your previous employer*

24 Traits Gained Through Athletics:

Sometimes, when student-athletes lack experience they can emphasize transferable skills on their resume. Use these traits to your advantage when you are writing your resume or doing an interview. Don't forget to include EXAMPLES!

Results Oriented	Has overcome adversity
Focused	Able to handle multiple tasks at once
Competitive nature	Knows how to execute a game plan
Show initiative	Strong work ethic
Mentally tough	Able to learn from constructive criticism
Strong character	Self-motivated
Handles pressure well	Always striving to improve
Coachable and willing to learn	Confident
Understands the importance of preparation	Understands accountability
Seeks and loves a challenge	Ability to work in teams
Able to manage time and prioritize tasks	High Energy Level
Great Discipline	Assertive

Resume Preparation Worksheet:

READ the job description: Look very carefully at the job description and identify what the employer is looking for in applicants. Assess your skills and experiences that relate to the expectations outlined.

Sample job description: (or choose one that interests you)

Accountant:

The Financial Services Office Operating Group is responsible for performing reviews of financial transactions and controls within company units. Performs a wide range of detailed/complex accounting and advisory functions pertaining to assigned fund area, accounts or department and assures day-to-day operations are carried out in accordance with established accounting principles, policies and objectives. The Operating Fund Team Accountant is responsible for reviewing account activity; preparing reports and reconciliations; advising departments on financial policies and procedures; and assisting senior accounting staff in the performance of their duties; records and assists with other special projects and daily office operations including answering phones and fielding departmental inquiries as needed

Successful candidates will be required to have knowledge of spreadsheet and database applications, the ability to exercise discretion and creativity on assignments of a varied and diverse nature, embrace FSO's values and demonstrate a willingness to apply these values in their work and their interactions with others.

The Financial Services Office (FSO) is responsible for institutional cash receiving, disbursing and accounting/reporting functions. We are a team of over 150 who work to support FSO's mission of providing quality financial services to the institution. These services are provided in an enjoyable team-oriented environment with an emphasis on excellence, strong team values, customer service and eBusiness.

HIGHLIGHT 5 words or phrases that relate to your skills and abilities for the job

IDENTIFY 5 characteristics or skills that will help employees be successful in the job (these may or may not be similar to the words you highlighted).

1.

2.

3.

4.

5.

LIST and DESCRIBE. Educational accomplishments which relate to the skills/characteristics that will define a successful employee in the job:

Title	Name/Location/Details	Date
1.		
2.		
3.		

LIST and DESCRIBE. Work or Volunteer accomplishments which relate to the skills/characteristics that will define a successful employee in the job:

Title	STAR- Situation, Tasks, Actions, Results	Date
1.		
2.		
3.		

LIST and DESCRIBE. General accomplishments/honors/leadership that relate to the skills/characteristics that will define a successful employee in the job:

Title	STAR- Situation, Tasks, Actions, Results	Date
1.		
2.		
3.		

TRANSFERABLE SKILLS: CIRCLE words that can be used to define most athletes, but you feel *specifically* relate to you (and that apply to the job for which you are applying).

Results Oriented	Overcome Adversity	Focused	Multi-Task	Competitive
Execute and follow-through	Aggressive	Work Ethic	Mental Toughness	Coachable
Strong Character	Self-Motivated	Handle Pressure	Strive to Improve	Willing to Learn
Confident	Time Management	Discipline	Proactive	Teamwork
Enthusiasm	Responsible	Ambitious	Loyal	Organized

From the notes you formulated, WRITE a short statement as to why you would be appropriate for this position? Use action words!

Putting It All Together!

1. Resume Preparation Worksheet

- i. Look very carefully at the job description and identify what the employer is looking for in applicants
- ii. Assess your skills and experiences that relate to the expectations outlined.

2. Resume RULES

- i. Look and see what the job description is and make sure your resume reflects the skills, qualification and experience FOR THAT JOB!
- ii. List categories in order of importance FOR THAT JOB
- iii. Look at the examples to find a style that you like and is best FOR THAT JOB
 - a. Look at use of bold, italics, bullets, use of descriptive words, etc.
- iv. DO NOT use a template

3. Get someone to proof read it

**Now you are ready to put your resume together!
See the following examples to choose one that will work best for you....**

JOHN WILDCAT
wilburwildcat@email.arizona.edu

Current Address:
800 E. 22nd #124
Tucson, Arizona 85719
(520) 555-2505

Permanent Address:
5000 W. Roger Road
Los Angeles, CA 90035
(310) 555-1234

EDUCATION:

The University of Arizona Tucson, AZ
Bachelor of Science in Business Administration, May 2009
Major: Pre-Business
GPA: 3.2

EXPERIENCE:

- 08/06 – present **The University of Arizona Department of Residence Life** Tucson, AZ
Resident Assistant, Coronado Residence Hall
- Supervise 35 students by promoting safety and security within the residence hall
 - Motivate students to connect with others and challenge them to seek learning opportunities and be active players in the world around them
 - Facilitate intentional learning opportunities for students to grow and develop
- 1/06 – 08/06 **USA Softball – Executive Office** Los Angeles, CA
Junior Olympic Intern/Coordinator
- Coordinated baseball tournaments for up to 64 teams for the selection of athletes that will eventually represent the nation in international competition
 - Trained and supervised 15 volunteers
 - Directed day to day office operations while executive staff were out of town
- 08/05 – 12/05 **Canyon Ranch Health Resort and Spa** Tucson, AZ
Server, Dining Room
- Performed normal restaurant tasks associated with breakfast, lunch and dinner shifts
 - Maintained, extensive menu knowledge associated with Canyon Ranch Health and Fitness plans, which included the memorization of ingredients and nutritional values of all items served

ACTIVITIES:

- Captain – Arizona Intramural Speed Soccer; October 2006 - present
- Coordinator – Programming Initiatives Team; October 2006 - present
- Business Staff – University of Arizona Spring Fling; January 2007 – May 2007
- Representative – Coronado Residence Hall Government; August 2006 – May 2007

AWARDS:

- Hughes Employees Association – Tucson Scholarship Recipient, May 2007
- Minority Student Achievement Scholarship Award, May 2007
- Residence Assistant of Month, November 2006
- Traditions of Excellence Scholarship Award, December 2006

SKILLS:

- Proficient in Windows and Office XP
- Excel Specialist Certification, December 2006
- Fluent in Spanish

Jean Basson

527 N Stewart Ave | Tucson AZ, 85716 | 520-288-5355 | jeanwaterborn@gmail.com

OBJECTIVE

To gain experience through Vanguard's excellent training program and use my finance background as well as my personal skills to provide the highest quality service to Vanguard's clients and prospective clients.

CORE STRENGTHS

Highly competitive; focused; passionate; committed; coachable; independent worker; experienced as a leader; adaptive; responsible; curious and self-aware.

EDUCATION

The University of Arizona

Bachelor of Science in Business Administration

Major: Finance

05/11

Tucson, AZ

Selected Courses

- **FIN422**, International Finance; **FIN460**, Real Estate Finance and Investing; **FIN422**, Risk Management and Derivatives; **FIN412**, Corporate Financial Problems; **FIN421**, Investments.

RELEVANT SKILLS

Discipline

- Persistent and able to meet tight deadlines on time while managing multiple priorities.

Performing under pressure

- Experienced at excelling in high-pressure situations.

Excellent communication skills

- Proficient written and verbal communicator with additional experience as a public speaker.

Results oriented approach to tasks

- Methodical goal-setter utilizing both short and long-term goals to keep track of progress and complete tasks efficiently and on time.

ACADEMIC AWARDS AND ACHIEVEMENTS

The University of Arizona

- Sapphire Award Winner 2010: awarded to the top student-athlete in the fields of athletics, leadership, academics, personal development and community service
- Honorable mention 2007, 2011.
- Dean's list 2006

ATHLETIC AWARDS AND ACHIEVEMENTS

United States

- Green Card recipient granting permanent residence. Awarded under the basis of extraordinary athletic achievement.

The University of Arizona

- Tom Hansen PAC10 Conference Medal Winner 2010: awarded to each member institution's outstanding male and female student-athlete based on achievements in scholarship, leadership and athletics
- Four-time NCAA Champion; fourteen-time NCAA All American; five-time Pac-10 Champion
- University of Arizona swimming team captain 2009 and 2010
- University of Arizona junior student-athlete of the year 2009
- Full University of Arizona athletic scholarship recipient 2007 - 2011

World Swimming

- Olympic Games: two-time representative for South Africa 2008 and 2012. Three-time Olympic finalist.
- World Championships: five-time South African representative 2004 - 2011. Five-time finalist.
- Commonwealth Games: two-time South African representative 2006 and 2010. Two-time Commonwealth Games medalist.

SCOTT KOENIG

3604 E Calle Alarcon
Tucson, AZ 86716

(520) 403-5624
srkoenig@hotmail.com

OBJECTIVE To obtain the Head Diving Coach position at The University of Wisconsin.

EDUCATION **THE UNIVERSITY OF ARIZONA** Tucson, AZ
May 2003 Bachelor of Arts degree in Social and Behavioral Sciences
Major in Psychology with minor in Family Studies
3.5 GPA

SUMMARY OF QUALIFICATIONS

- Nine years competing at the national level
- Coaching experience with elite age-group divers
- Sports Psychology Research Knowledge and Application
- Coached by a diverse group of renowned coaches
- Knowledge and understanding of Head Coach responsibilities
- Hard working, loyal, honest, and dedicated to excellence

RELATED EXPERIENCE

Dec. 2001-Aug. 2002 **Tucson Diving Team** Tucson, AZ
Assistant Diving Coach

- Coached divers that compete at the junior national level.
- Communicated with divers instructions on technique and form.
- Provided divers with strength, conditioning, and stretching programs.

Summers 1997-2001 **Laurel Hill Swim Club** Toledo, OH
Head Diving Coach

- Taught nearly 50 divers each year how to dive ranging in age from 6-18 years old.
- Communicated with parents of divers about rules and regulations of diving.
- Team won the league championships all five years.

Lifeguard

- Responsible for protecting the safety of the members while swimming.
- Supervised the activity of children around the pool area.

Oct. 1998-Jan. 1999 **Wood County (OH) Special Olympics** Bowling Green, OH
Volunteer Head Swim Coach

- Coached nearly 30 athletes nightly ranging in age from 12-40 and with varying disabilities.
- Traveled with team throughout the state to three meets, including the State Championship.
- Learned about communication skills with people with disabilities.

RELATED RESEARCH EXPERIENCE

Dec. 2001-Present **University of Arizona Sport and Exercise Psychology Lab** Tucson, AZ
Research Assistant

- Recruited volunteer student-athletes throughout athletic department.
- Analyzed freshmen and sophomore student-athletes' self-talk in performance situations.
- Conducted qualitative data analysis.
- Entered data, searched research articles, and conducted library research.

SCOTT KOENIG

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OTHER EXPERIENCE

Aug. 2002-Present

OUR TOWN Family Center

Tucson, AZ

Service Learning Program through UA Institute for Children Youth and Families

Crisis Interventionist – Volunteer

- Responsible for answering 24-hour crisis hotline, stabilizing current situations.
- Use Rogerian and Brief Solution Focused techniques in 3 intervention sessions with staff.
- Write-up case notes and file reports following each session.

Assistant in Development Department – Part-time employee

- Redesigned agency brochures for individual departments.
- Coordinated Annual Christmas Giving Tree Project with Development Director.
- Solicited local business to participate and adopt a child to give a gift for the project.

ACADEMIC HONORS AND AWARDS

- Nominee for Distinguished Senior Award. 2003.
- Academic Distinction Award from Dean for maintaining 3.5-3.9 for 30 units. 2002.
- Pac-10 All Academic First Team. 2002.
- Mary-Roby Award for Academic Achievement 2000, 2001, 2002, 2003.
- Dean's List. 2001, 2002.
- Pac-10 All Academic Second Team. 2001.

LEADERSHIP EXPERIENCE

- Member of the Student-Athlete Advisory Board (SAAB). 2001-2003.
- President SAAB. 2002-2003.
- Captain of the University of Arizona Diving Team 2002, 2003.
- Arizona Dean of Student's Emerging Leader Award: Honorable Mention 2002.
- Representative for Arizona at the Pac-10 Leadership Conference 2001.

ACTIVITIES

- Master of Ceremonies and Keynote Speaker at Senior Awards Banquet - 2003
- Volunteer speaker for the Smith Project Speaker's Bureau 1999-Present.
- Member of the University of Arizona diving team. 1999-Present.
- Member of a national level diving or swimming team for the past 8 years.
- Only nominee by Arizona Athletics for Homecoming King –Semifinalist. 2002.

REFERENCES

Available Upon Request

Jill L. Malina

Current Address:

2265 W. Painted Sunset Circle

Tucson, Arizona 85745

(602) 689-4662

jmalina@email.arizona.edu

Permanent Address:

5240 E. Bluefield Ave.

Scottsdale, Arizona 85254

(602) 482-3200

CAREER PROFILE

Committed to helping children develop physically, socially, mentally, and intellectually; by learning the importance of physical activity.

CORE STRENGTHS

Teaching; motivating; assessing student needs; creating innovative lesson plans; working with diverse populations; partnering with parents; applying in depth knowledge of athletics and team dynamics; reliability, trustworthiness and integrity.

TEACHING EXPERIENCE

HIGH SCHOOL

Canyon Del Oro High School

Oro Valley, Arizona

Physical Education Student Teacher

8/09-10/09

- Educated students about the target heart rate range needed for physical activities to impact the body.
- Emphasized the benefits of physical activity by engaging students in multiple fitness assessments.
- Discussed health-related consequences of poor exercise choices.

Rincon High School

Tucson, Arizona

Assistant Physical Education Teacher

8/08-12/08

- Taught fundamental sports-related skills.
- Analyzed performance so students understood the correlation to results and could make proper modifications.

JUNIOR HIGH

Flowing Wells Junior High School

Tucson, Arizona

Assistant Physical Education Teacher

1/08-5/08

- Accentuated the significance of having a positive self image by discussing the impact mental health and emotional health have on the body.

ELEMENTARY

Prince Elementary School

Tucson, Arizona

Physical Education Student Teacher

10/09-12/09

- Expanded the students' understanding of physical education with lessons that incorporated fun filled activities.
- Taught the five fitness components needed to live a healthy lifestyle.

Sam Hughes Elementary School

Tucson, Arizona

Temporary Physical Education Teacher

8/07-12/07

- Supervised the class using various management strategies.
- Emphasized the importance of cooperative learning by participation in partner and group activities that required team work to achieve a common goal.

RELEVANT SKILLS

Instills a passion for learning and motivates students to do their best

- A student's passion for learning and desire to perform his/her best starts with a positive self image. Make each child feel he/she can accomplish anything with effort. If children feel good about themselves, good things will follow.

Recognizes the value of diversity

- Every child needs some individualized instruction. There is a wide range of abilities, as well as different learning styles, in the classroom. Lessons need to be modified so each student gains the most knowledge and practice possible.

Relates well with students

- Express an active interest in each child both inside and outside the classroom. Attend students' extracurricular activities to reinforce that their interests are important. Lessons should be based not only on the state standards but also the students' hobbies and interests. Students will work harder and get better grades when the material relates and applies to their lives.

Creates a positive learning environment

- Being outgoing and energetic makes the classroom a safe and positive environment. Energy is contagious and essential for a good attitude and dedication. Students should constantly be motivated and given positive feedback to succeed.

EDUCATION

The University of Arizona

Bachelor of Science in Education

Major: Physical Education Minor: Psychology

GPA: 3.741

Tucson, Arizona

May 2010

ACADEMIC HONORS AND AWARDS

- | | |
|----------------------------------|--------------|
| • Dean's List | 2007-Present |
| • First Team Academic All Pac-10 | 2009 |
| • Academic Champion | 2006-2009 |
| • Honorable Mention | 2005-2007 |

ATHLETIC HONORS AND AWARDS

- | | |
|---|-----------|
| • C.A.T.S. Community Service Award | 2008-2009 |
| ◦ Awarded to the one female with the most community service hours | |
| • Two NCAA Softball National Championships | 2006-2007 |

LEADERSHIP

- | | |
|--|--------------|
| • The University of Arizona Softball Undergraduate Assistant | 2009-Present |
| • Arizona Letterwinners Club | 2009-Present |
| • Desert Thunder 12U Softball Coach | 2009-Present |
| • Pi Lambda Theta International Honor Society | 2008-Present |
| • Phi Eta Sigma National Honor Society | 2006-Present |
| • Member of The University of Arizona Softball Team | 2006-2009 |
| • Peer Athletic Leader | 2006-2009 |
| • Certified in Bystander Intervention Program | 2006-2009 |
| • College of Education Peer Mentor | 2007 |

CAREER PROFILE

Sports marketing and events management professional with expertise in developing and executing promotional campaigns. Detail oriented and extremely passionate about the game of basketball with over 6 years of experience including at the elite collegiate level. Creative, hard working, individual with superior communication skills.

CORE STRENGTHS

Working with and leading a team; in depth knowledge of athletics culture and team dynamics; identifying, organizing and presenting information for strategic planning; building consensus.

EDUCATION

The University of Arizona, Eller College of Management
Bachelor of Science in Business Administration
Major: Marketing
Cumulative GPA: 3.45

05/10
Tucson, AZ

BRAND & CONSUMER MANAGEMENT

Nike, Inc. – World Headquarters
Sports Marketing Intern, Nike Internship Program

06/09 – 08/09
Beaverton, OR

- Effectively worked in a matrix environment while utilizing internal and external resources
- Interviewed 36 Nike employees from different faucets to gain brand awareness
- Collaborated with 6 EKINS across North America to acquire consumer macro-trends
- Conducted a focus group of 9 Nike Interns to gain consumer insight surrounding key Nike product
- Learned, utilized and presented NPD Marketing POS Software information
- Incorporated key marketing tools such as SWOTT Analysis, CDI, BDI, and market share within formal reports
- Validated the Marketplace Mapping Door Tool by reconciling 13,000 doors or 80% of Nike's total business
- Devised a deliberate and sustainable strategy for the \$200 million annual Air Force One business
- Directed a comprehensive Basketball Market Review for Nike Basketball and Footwear Sales
- Presented findings and recommendations to relevant VP's and Leadership Teams
- Captain for the Nike Internship Rebranding Competition

BRAND MARKETING

Sterling Athletics
Marketing Associate & Sales Representative

08/07 – Present
Sumner, WA

- Marketed and promoted sports training videos throughout North America
- Managed institutional sales to private label marketing companies
- Coordinated the creation of new video content and product development
- Helped implement and execute a national softball marketing campaign targeting 980 collegiate programs
- Initiated contact with Division-I and II Coaches to promote product lines

SPORTS MARKETING

Special Olympics of Oregon
Marketing & Team Recruitment Director, Trail Blazers Street Jam

05/07 – 08/08
Portland, OR

- Trained and supervised 10 interns while guiding 24 marketing and promotional events
- Implemented and restructured team recruitment strategies via a concise marketing plan
- Surpassed marketing objective, resulting in over 400 teams each summer
- Increased total earnings by \$81,000 in the first summer
- Experienced tracking six-figure budget expenditures and providing budgetary control

EVENT MANAGEMENT

University of Arizona Men's Basketball Team

Senior Team Manager

08/05 – Present
Tucson, AZ

- Assisted 4 head coaches, 10 assistant coaches and 30 staff members in 5 seasons
- Managed 35 players and organized daily communication messages
- Led cross-functional team of 11 managers and delegated daily projects during senior season
- Directed court operations for shooting workouts, practices and home games
- Monitored electronic recruitment database for coaching staffs
- Administered and managed statistical numbers for Head Coach Miller and Olson
- Supervised the distribution of player tickets for home and away games
- Facilitated team apparel and equipment on team road trips
- Handled and scheduled ball boy assignments for home games

Nike, Inc. – World Headquarters

International Team Host, Nike Global Challenge

Summer 2007, 2009
Beaverton, OR

- Developed excellent cross-cultural communication skills
- Multitasked numerous projects during the event for Team Senegal and Brazil
- Networked and built relationships within the basketball community

PUBLIC RELATIONS & SPONSORSHIP

American Honda Motor Company

Public Relations & Sponsorship Coordinator, Honda Insight Marketing Competition

08/09 – 12/09
Tucson, AZ

- Collaborated with 53 student agency members to implement advertising campaign
- Created and presented 8 Custom Sponsorship Programs to local business managers
- Managed \$2,500 budget, generated \$20,000 in added value and received coverage from 4 media outlets
- Placed 1st in the nation after agency directors presented at Honda Headquarters

PRESENTATIONS & REPORTS

- Compiled an 84 page formal report detailing primary and secondary recommendations for the Vice President of Nike Sportswear and Leadership Team pertaining to the iconic Nike Air Force One footwear business
- Submitted a comprehensive 55 page market review detailing the U.S. macro markets for basketball within the United States while utilizing the newly acquired NPD - U.S. Market Footwear POS
- Delivered two interactive PowerPoint presentations on findings and recommendations surrounding the Nike Air Force One Report and Nike Basketball U.S. Market Review
- Collaborated with advertising agency members to create a 31 page formal report for Honda Motor Company detailing a 4 month long advertising campaign for the Honda Insight hybrid vehicle
- Knowledgeable and proficient with all Microsoft Office applications

AWARDS

- University of Arizona Men's Basketball Scholarship Award; August 2006 – present
- Presidential Achievement Scholarship Award; August 2005 – May 2009
- Glaser Family Foundation Scholarship Award; November 2008 – January 2009
- Dean's List Honorable Mention; Spring 2006; Fall 2006, Fall 2007, Fall 2009
- 2nd Place - Business Communication Mattel Case Competition; November 2008

LEADERSHIP ACTIVITIES

- Club Member – Sports Marketing Association; August 2008 – present
- Volunteer – Arizona Athletics Community Service Program; August 2005 – present
- Teammate – University of Arizona Intramurals, basketball and softball; August 2005 – present

Your Current Street Address
City, State, Zip Code

Month day, year

Ms. /Mr. /Dr. Name (or Director of Human Resources)
Job Title of Individual
Organization Name
Street Address
City, State, Zip Code

Dear Ms. ___/Mr. ___/Dr. ___/Director of Human Resources:

State the position you are applying for and support your qualifications in the rest of the letter. Write in a conversational style and keep the letter to one page. Review the job description and individualize each letter. Emphasize what you offer the employer related to the job you are seeking (not what you want the employer to offer to you).

In your letter, mention the most significant contents of your resume relevant to each specific job you are seeking. Highlight your education, qualifications and skills. Describe your education, selected courses, team or individual class projects, research, thesis and academic experiences which demonstrate your career skills and knowledge.

Describe your career experiences (jobs, internships, campus and community activities) which demonstrate specific skills that are required in the employer's job description. Provide specific examples of situations where you demonstrated the skills or work characteristics required for the position you are seeking.

Close with a summary sentence about your qualifications and interest in the position. State that you would appreciate an opportunity for an interview. Indicate that you may be reached by telephone at (xxx) xxx-xxxx and through e-mail xxxxxx@zzzzzzzzzzzz. End by thanking the employer for their consideration.

Sincerely,

your signature in black ink

Your typed name

Enclosures: Resume, Transcript, Application

527 N Stewart Ave
Tucson, AZ, 85716

January 4, 2013

Mr. Kurt Styers
Vanguard, University Relations Lead, Human Resources
14321 North Northsight Boulevard
Scottsdale, AZ 85260

Dear Mr. Styers,

I am writing to apply for the Client Relationship Specialist position at Vanguard. I am extremely passionate about entering the financial services industry and the excellent education and mentoring opportunities that Vanguard offers its new employees are also extremely attractive to me.

My background is in professional sports, more specifically professional swimming, which has been my passion since I was six years old. The many years of hard work that I have devoted to the sport have been extremely rewarding. This dedication has ingrained in me that an unwavering work ethic accompanied with great discipline will bring great success. I have been fortunate enough to compete at two Olympic Games, receive a full scholarship to the University of Arizona, be crowned a national champion and, most recently, be awarded a green card thanks to the commitment I gave my sport.

I have recently retired from professional swimming and I am very excited about achieving an even greater level of success in my new career. I truly believe that my previous occupation has prepared me to be a very successful Client Relationship Specialist. I meet the necessary qualifications as follows:

- **Bachelor of Science in Business Administration, Finance Major:** Finance classes were my escape from swimming and provided a great balance in my life. Since my graduation I have continuously engaged in self-study of the financial services industry and this is becoming my new passion. In addition, I received an A letter grade in business communication and I also have experience in giving motivational speeches to other swimmers or high school students.
- **Unmatched level of competitiveness:** I spent an average of twenty-five hours per week training as hard as possible, and therefore losing was simply not an option. Moreover I learned to keep pushing myself harder and working on different areas of my training in order to keep improving. The threat of not being the best ensured that I learned how to be extremely self-motivated and I will never take this skill for granted.
- **Experience as a leader and a member of a highly successful team:** Professional swimming is an individual sport but college swimming is not. Through professional swimming I have learned to be very independent. However, through college swimming I learned how to be a great teammate on a National Championship team. I also learned how to be a great leader as captain of the University of Arizona swimming team for two years.
- **Experienced at performing under pressure:** I have competed in three Olympic Games finals, arguably the biggest sporting stage on earth. On each of these occasions I have delivered my best performance of the season. In addition, as a student-athlete, I had to manage my time extremely well in order to be successful.

I truly believe that my experiences and skill set will ensure that I am a very productive member of the incredible team at Vanguard. My South African upbringing and athletic background will enhance the diverse crew that makes Vanguard so special. I welcome the opportunity to discuss this in more detail with you. I can be reached at 520-288-5355 or jeanwaterborn@gmail.com.

Sincerely,

Jean Basson

INTERVIEWING



DRESS PROFESSIONALLY FOR INTERVIEWS!

Professional appearance counts when you are trying to make a good impression during interviews! It is always better to be over-dressed than under-dressed in interviews. When in doubt, you will always be safe in a professional suit! Classic cut matching suits and shined shoes are recommended for men and women, unless an employer specifies business casual attire.

- ✓ Dress conservatively in dark colors such as navy blue and dark gray.
- ✓ Choose natural suit fabrics that don't wrinkle – preferably wool gabardine.
- ✓ Wear minimal jewelry - be conservative. Watches should be plain and simple.
- ✓ Prepare in advance – avoid last minute shopping in case you need time for alterations.
- ✓ Try on your suit before the interview to be sure it fits and makes you look professional.
- ✓ Avoid sandals, spiked heels, scruffy shoes, tank tops, bare legs, white socks...
- ✓ Be clean, use deodorant but not cologne or perfume. Avoid garlic. Carry breath mints.
- ✓ Bring resumes, transcripts, lists of references, applications and any other documents related to this job in a dark leather portfolio with paper for notes and a nice pen.
- ✓ Examples of work or portfolios might also be requested in some career fields such as advertising, architecture, graphic design, MIS, teaching, art, Web design, journalism, public relations, engineering, science and creative writing.

WOMEN

- Wear a navy blue or dark gray matching suit that complements your body type.
- Pantsuits are accepted for most professions but skirted suits are considered more formal.
- Skirts should be about knee length (not too short – no thigh showing when you're sitting).
- Wear long sleeved, ironed blouse in white or neutral color.
- Sleeveless and low necklines are not professional - no armpits or cleavage please!
- Wear low heeled, closed-toe and closed-heel leather pumps and hose with skirted suits.
- Wear flat or low-heeled, closed-toe leather shoes with a pantsuit.
- Black, navy blue, brown, or dark gray polished shoes to match your suit color.
- Do not wear open toe/heel shoes, sandals, spiked heels, or bare legs with a suit.
- Wear hose neutral in color or matching the color of your suit, free of runs or snags.
- Only use light make-up. Make sure fingernails are clean - avoid bright polish.
- Have well groomed hair pulled back from your face so you won't touch it when you talk.

MEN

- Wear dark suits in navy blue or dark gray solid color or thin pinstripes. Single-breasted jackets more common than double-breasted. A great fit complements your body type.
- Long-sleeved, ironed white cotton shirts, with cuff extending $\frac{1}{4}$ " below the jacket sleeve.
- Wear a plain white t-shirt under your dress shirt - especially if you tend to sweat.
- Conservative silk ties should complement suit and be as wide as your lapels ($2\frac{3}{4}$ " to $3\frac{1}{2}$ ").
- Bottom tip of your tie should land in the middle of your belt when you are standing.
- Black or dark brown shined leather shoes with leather belt of the same color.
- Dark socks long enough that your leg skin does not show when sitting with legs crossed.
- Well-groomed hair that is away from your face. Make sure your fingernails are clean.
- Be clean shaven, or make sure your beard and/or mustache are neatly trimmed.

PROFESSIONAL APPEARANCE COUNTS! DRESS UP!

It is always better to be over-dressed than under-dressed in interviews. When in doubt, you will always be safe in a professional suit! Classic cut matching suits and shined shoes are recommended for men and women unless an employer specifies business casual attire.

- ✓ Dress conservatively in dark colors such as navy blue and dark gray.
- ✓ Choose natural suit fabrics that don't wrinkle – preferably wool gabardine.
- ✓ Wear minimal jewelry - be conservative. Watches should be plain and simple.
- ✓ Prepare in advance – avoid last minute shopping in case you need time for alterations.
- ✓ Try on your suit before the interview to be sure it fits and makes you look professional.
- ✓ Avoid sandals, spiked heels, tank tops, bare legs, white socks...
- ✓ Be clean, use deodorant but not cologne or perfume. Avoid garlic. Carry breath mints.
- ✓ Bring resumes, transcripts, lists of references, applications and any other documents related to this job in a dark leather portfolio with paper for notes and a nice pen.
- ✓ Examples of work or portfolios might also be requested in some career fields such as advertising, architecture, graphic design, MIS, teaching, art, Web design, journalism, public relations, engineering, science and creative writing.

WOMEN

- Wear a navy blue or dark gray matching suit that complements your body type.
- Skirted suits are considered the most formal, but pantsuits are accepted for most professions.
- Find a great fitting suit that complements your body type.
- Skirts should be about knee length (not too short – no thigh showing when sitting).
- Wear long sleeved, ironed blouse in white or neutral color.
- Sleeveless and low necklines are not professional - no armpits or cleavage please!
- Wear low heeled, closed-toe and closed-heel leather pumps and hose with skirted suits.
- Wear flat or low-heeled, closed-toe leather shoes with a pantsuit.
- Black, navy blue, brown, or dark gray polished shoes to match your suit color.
- Do not wear open toe/heel shoes, sandals, spiked heels, or bare legs with a suit.
- Wear hose neutral in color or matching the color of your suit, free of runs or snags.
- Only use light make-up. Make sure fingernails are clean - avoid flashy polish colors.
- Have well groomed hair pulled back from your face so you won't touch it when you talk.

MEN

- Wear dark suits in navy blue or dark gray solid color or thin pinstripes. Single-breasted jackets are more common than double-breasted. Find a great fit that complements your body type.
- Long-sleeved, ironed white cotton shirts, with cuff extending ¼" below the jacket sleeve.
- Wear a plain white t-shirt under your dress shirt - especially if you tend to sweat.
- Conservative silk ties should complement suit and be as wide as your lapels (2¾" to 3½").
- Bottom tip of your tie should land in the middle of your belt when you are standing.
- Black or dark brown shined leather shoes with leather belt of the same color.
- Dark socks long enough that skin does not show when sitting with legs crossed.
- Well-groomed hair. Make sure your nails are clean and manicured.
- Be clean shaven or have your beard and mustache neatly trimmed.

WHAT WILL INTERVIEWERS ASK YOU?

Interviewers ask questions to assess your educational preparation, relevant skills, work experience, campus involvement and personal characteristics. No two interviews will be the same, although preparing for common interview questions may help you to learn to focus your answers on the information most important for you to convey. Practice describing in detail the situations where you demonstrated the competencies required for the job you seek.

Topics, skills and competencies interviewers often question students about:

education (classes, projects, grades)	leadership and strategic decision making
knowledge in academic discipline	goal orientation and achievement
career experience (jobs, internships)	flexibility and adaptability
group/team project experience	teamwork and team building
community service and campus involvement	logic, analytical thinking, problem solving
communication skills (verbal and written)	time, stress and change management
interpersonal skills	presentation skills
integrity and ethical behavior	computer and technical skills
conflict resolution	initiative and perseverance

ASSESS YOUR SKILLS

Identifying your skills will help in preparation for writing your resume and for the questions interviewers might ask. Describe your experiences, skills, knowledge and qualifications as they relate to the position you are interviewing for now. Review the employer's job description to identify their specific skill requirements.

STAR: skills focused approach to answering interview questions

- Recall 10 successful experiences where you liked what you did and you did it well.
- Identify 10 challenging experiences where things did not go as planned or you were not pleased with your performance or the outcome.
- Use various situations to describe your experiences from college, jobs, internships, campus activities, student involvement, class projects, teamwork, research, labs, volunteer roles, leadership roles, committees, community service, etc...
- Evaluate skills you used and how you were effective during each experience.
- A strong story demonstrates use of multiple skills in one situation.
- Practice telling detailed stories about your experiences, describing:

Situation: challenges, problems, concerns, issues, conflicts

Tasks: your responsibilities and role in the situation

Actions: your behaviors, focusing on skills and competencies you used

Results: outcomes, accomplishments, what you contributed, how you were effective

TOP FIVE SKILLS method

- Analyze the skills and qualifications for the positions you are seeking.
- Identify 10-20 skills, strengths, competencies and characteristics you have demonstrated through your education and experiences. Rank order your skills and identify your top five.
- Develop examples of two situations for each of your top five skills where you used or demonstrated your competencies. Now you have ten stories to tell.
- Focus on measurable skills and specific examples where you can cite evidence of your related skills and knowledge that you demonstrated in an experience.
- Use the STAR approach to describe the situation, tasks, actions and results.
- Practice telling your stories until you can determine your best examples.

BEFORE EVERY INTERVIEW: Prepare and Practice

Preparing for interviews will help you perform with more confidence. There are actions you can take to improve your interview performance through preparation and practice. Practice describing your experiences, characteristics, skills and qualifications related to the position. Research employers and carefully review their job descriptions to help you choose the employer most suited for you.

- Schedule plenty of time to practice and prepare before every interview.
- Research employers and review job descriptions to prepare questions you will ask.
- Interviewers ask questions to measure your experience, knowledge, and skills to determine your suitability with an organization – anticipate potential questions.
- Think about your education, experience, skills, personal attributes and career goals.
- Identify your top 5-10 skills, traits, characteristics, experiences and qualifications as they relate to each position you are interviewing for now.
- For each skill, prepare detailed examples of two situations where you used the skill.
- Practice describing your education, experience, accomplishments, and skills.
- Practice answering questions out loud with someone else or in front of a mirror.
- Your answers should flow easily and not sound memorized or too rehearsed.

DURING THE INTERVIEW: Presentation and Performance

You must effectively distinguish yourself so the interviewer easily recognizes your value!

Dress professionally. Arrive early and check in 10 minutes before your interview.

- Turn your cell phone off – do not wait in the lobby and talk or text on your cell phone.
- Greet interviewers by name and say your name when you shake hands.
- Smile and maintain eye contact. Nod your head appropriately. Be poised and expressive.
- Use an open seating position (unfold your arms, uncross your legs, lean slightly forward).
- Bring resumes, transcripts, lists of references, applications and documents related to this job in a dark leather portfolio with paper for notes and a nice ink pen.

Listen attentively. Focus and answer the questions that are being asked.

- Demonstrate knowledge of yourself, interest in their organization and skills for the job.
- Give specific examples of past situations where you demonstrated the job skills and desired behavioral competencies required for the position you are seeking.
- Be confident, honest, friendly, cooperative, enthusiastic, positive and professional.

Ask questions about what you want to know about the job and the organization.

- Topics to ask about might include the job, management, training, and staff.
- Prepare at least 10 questions before every interview. Rank them and ask your best first.

Thank the interviewer, express interest in the position, shake hands and leave.

- Ask about the next steps in the interviewing process and their hiring timeline.
- When and how should you contact the employer next? Ask for a business card.
- Send a thank you letter within 24-48 hours. Write down what was discussed.

BEHAVIORAL-BASED INTERVIEW QUESTIONS

Behavioral-based interviews involve questions asking you for examples of past situations demonstrating you have the skills, competencies and work behaviors the employer wants to find in the “ideal” candidate. This popular questioning style focuses on using your past behaviors to predict future behaviors. Analyze the skills and qualifications required for the job you are seeking as outlined in the employer’s job description. Identify specific situations where you demonstrated the required competencies. Interviewers ask for *examples of past situations with positive or negative results* and want you to describe the situation, what you did, the challenges you faced, and the outcome.

Give examples using the **STAR Approach** to tell your story by describing the:

Situation: challenges, problems, concerns, issues, conflicts
Tasks: your responsibilities and role in the situation
Actions: focusing on your behavior and the skills you used
Results: outcomes, accomplishments, what you contributed, how you were effective

- Describe a time you were pleased (or not pleased) with your performance.
- Describe an accomplishment. What specifically did you do to make that happen?
- Describe your experience and role on a team project. What was your contribution?
- Tell me about a situation when you were part of a team and a team member was not performing their role as expected. What did you do? What were the results?
- Describe a time you successfully managed multiple tasks. How did you prioritize?
- Describe a recent problem you attempted to solve using a systematic and logical process.
- Tell me how you handled a conflict with a co-worker. What did you learn from that?
- Tell me about a weakness you used to have. What did you do to improve that skill?
- Describe a time when you did (or did not) perform well in a stressful situation.
- Tell me about the most creative and persuasive presentation you have given.
- Tell me about a time when you made suggestions for improving a process or procedure on a job. Tell me what you did and what results you accomplished.
- Describe a time when you had a deadline. How did you determine your priorities?
- Describe a time when you influenced the actions of others positively (or negatively).
- Tell me what you did in your internship to be effective? What did you contribute? What challenges did you have to overcome to be successful in your internship?
- Tell me about a time when you took the initiative and went beyond what was expected of you in order to complete a work project or class assignment.
- Describe a time when you influenced the performance of another person.
- When you began your internship, how did you effectively develop relationships with your co-workers and supervisors? How were you successful as an intern? Be specific.
- Describe a popular decision you made. Describe an unpopular decision you had to make.
- Tell me about a time when you mentored someone. What did you do to guide that person?
- Tell me about a successful presentation you gave. What steps did you take to prepare?

Think of other possible interview questions by evaluating the job descriptions to identify the knowledge, experience and competencies that each employer is seeking.

TRADITIONAL INTERVIEW QUESTIONS

- Tell me how you meet the qualifications for this position.
- How has your college experience prepared you for this job?
- What career related skills have you developed through your education and experience?
- What are your immediate career goals? What are your long term career plans?
- Why are you interested in working for us? What do you know about us?
- What involvement have you had with campus or community organizations?
- How would this job fit into your career plans?
- Tell me about yourself. (related to your interest and qualifications for the job)
- How do you believe you could make a contribution to this organization?
- What criteria are you looking for the most in a job?
- What have you learned from your work experience during college?
- Describe the two accomplishments that gave you the most satisfaction in college.
- What classes did you enjoy the most (or the least) during college?
- What process did you go through to select your college major? This career field?
- What are your top five strengths? Provide examples of each.
- Name three of your weaknesses (or skills and qualities you need to improve).
- What motivates you to put forth your best effort? What frustrates you?
- How do you measure success? How do you handle disappointments?
- Are your grades an accurate reflection of your academic ability and knowledge?
- What is your experience contributing to a team or group environment?
- Do you plan to go to graduate school? If yes, for what degree and subject?
- What would be an ideal job for you? An ideal employer? An ideal supervisor?
- What do you think about the quality of education you received at your college?
- Describe the three most important events during your education and related experiences.
- What other employers or jobs are you currently considering?
- What questions did you hope I would not ask you?
- Is there anything else you want to tell me?
- What questions do you have for me?
- Why should I hire you?

Examples of Career Specific Questions

- Engineering: What factors need to be considered when building a traffic signal system?
- Teaching: What is your experience and knowledge of standards-based education?
- Nursing: What procedures would you follow for a patient with fall precautions?
- Marketing: What process would you use to develop a marketing strategy for our products?
- Film and Television: What is your experience working on production teams?

Your Street Address
City, State, Zip Code

Month day, year

Mr. /Ms. /Dr. Name of Interviewer
Job Title
Name of Organization
Street Address
City, State, Zip Code

Dear Mr./Ms./Dr. _____:

State your appreciation for the opportunity to have been interviewed on _____ (interview date) for the _____ position. You might mention something that was discussed during your interview. Keep the thank you letter short (generally one or two paragraphs).

State your interest in the position and the employer. Highlight your strongest skills and qualifications for the position in a few sentences. Write that you look forward to hearing their decision soon. Close with a thank you.

Sincerely,

your signature in black ink

Your typed name

INTERVIEW MATRIX

	Class	Job	Sport	Volunteer	Life		
Leadership							
Discipline							
Work Ethic							
Teamwork							
Ability to Multitask							
Handles pressure well							
High energy							
Loves Challenges							
Strong Character							
Self Motivated							
Competitive							
Coachable							
Driven							
Focused							
Has overcome adversity							
Passion							
Creativity							

After the Interview

Students should make each interview a learning experience. After the interview is over, ask yourself the following questions:

1. How did the interview go?
2. Did I feel at ease with the interviewer after my initial nervousness?
3. Did I highlight how my experience and skills meet the job requirements?
4. Did I highlight my strengths and apply them to the job?
5. Was I positive and enthusiastic?
6. What points did I make that seemed to interest the interviewer?
7. Did I talk too much? Too little? Was I assertive? Not assertive enough?
8. How did I make myself stand out?
9. What did I learn that I can apply in my next interview?
10. How can I improve on my next interview?
11. Did I send a thank you note?

