

CAREER DEVELOPMENT GUIDE 2021-2022

Prepare for career success as a public
health student.



SCHOOL OF
PUBLIC HEALTH
UNIVERSITY OF MINNESOTA

TABLE OF CONTENTS

JOB SEARCH GUIDE	3
JOB SEARCH RESOURCES	5
FINDING GRADUATE ASSISTANTSHIPS	6
INTERNATIONAL STUDENT JOB SEARCH TIPS	7
RESUME WRITING TIPS	12
RESUME CHECKLIST	13
FEDERAL RESUME WRITING TIPS	
FEDERAL RESUME EXAMPLE	19
ACTION VERBS	25
CURRICULUM VITAE (CV) WRITING TIPS	22
CURRICULUM VITAE (CV) EXAMPLE	24
PERSONAL STATEMENT WRITING TIPS	26
STATEMENT OF PURPOSE EXAMPLE	25
COVER LETTER WRITING TIPS	26
LETTER OF APPLICATION EXAMPLE	28
LETTER OF INQUIRY EXAMPLE	29
PORTFOLIOS	30
NETWORKING GUIDE	31
INTROVERTED NETWORKING	32
THE “BUMPER STICKER”	33

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

INFORMATIONAL INTERVIEWS	36
SAMPLE INFORMATIONAL INTERVIEW QUESTIONS	38
SOCIAL MEDIA GUIDE	40
INTERVIEWING GUIDE	43
BEHAVIORAL INTERVIEW QUESTIONS	47
USING THE “STAR” RESPONSE TO SELL YOURSELF IN INTERVIEWS	48
FREQUENTLY ASKED INTERVIEW QUESTIONS	49
QUESTIONS TO ASK AT THE END OF THE INTERVIEW	52
TELEPHONE INTERVIEWS	54
ACE YOUR SKYPE/ZOOM INTERVIEW	55
THANK YOU COMMUNICATIONS	56
THE ART OF NEGOTIATION	58

JOB SEARCHING

JOB SEARCH GUIDE

Conducting a job search takes time, commitment, and organization. This guide will help you get started on a successful job search journey!

Start Your Job Search

Many public health organizations begin recruiting for spring graduates and summer interns during the **fall** semester, so get started early! Here are a few suggestions to help you:

- 1. Assess your own values**

Be certain you know your own values, skills, strengths, and work criteria. One resource for self-assessment tools is [iSeek Careers](#). Additional resources may include the MBTI (commonly called the Myers-Briggs), the DiSC personality profile, and the Gallup's StrengthsFinder assessment.

- 2. Create your own marketing materials**

[Write a resume](#), [cover letter](#), or [CV](#) and script a Bumper Sticker (see The "Bumper Sticker") as a response to the question "tell me about yourself" during job interviews.

- 3. Gather information**

Network in professional associations. Consider [the Minnesota Public Health Association](#), [the American Public Health Association](#) or another association specific to your area of interest. "Try on" a position through conducting informational interviews, volunteering, job shadowing, or part-time employment.

- 4. Apply for positions that match your qualifications**

Apply for positions where you possess *most* of the required qualifications - even if you don't possess *all* of the skills listed in the job description. If you possess at least 60% of the required qualifications, consider applying. As long as you meet the "essential qualifications" you may be invited to interview, during which you can sell yourself and begin to network into the employer community.

- 5. Interview**

Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

Start preparing, even before you are invited to an interview. Think about and practice your responses to the most frequently asked questions (see Frequently Asked Interview Questions). Sharpen your interviewing skills using [Interview Stream](#), an online practice tool.

6. Career development is a lifelong process

After you land a position, continue to network, be active in professional associations, and consider becoming a mentor and signing up for the [alumni networking directory](#). Discover how rewarding it is to help new public health professionals begin their own career development process!

The Career and Professional Development Center counselors can help you with the job search process (from finding opportunities, reviewing a cover letter or resume, practicing interviewing to evaluating a job offer.) Contact the SPH Career and Professional Development Center to set up an appointment with a counselor: <http://sphcareers.appointments.umn.edu/>

JOB SEARCH RESOURCES

The following websites offer public health-related career information and postings. The School of Public Health does not necessarily endorse or promote the content of these sites. We recommend discretion whenever you convey personal information electronically.



Local

- [Public Health Job Postings](#) - SPH job and internship postings specific to public health.
- [Handshake](#) – The University of Minnesota’s Job and Internship database.
- [U of MN Graduate Assistantships](#) – Competitive GA positions with the University.
- [University of Minnesota Employment](#) – Job opportunities with the University of Minnesota.

Government Job Links

- [USAJobs](#) – “the” federal job board.
- [State and Federal Government Job Sites](#) - State and federal government jobs.
- [City and County Government Job Sites](#) - Links to populated cities and counties for all fifty states.
- [State of Minnesota Jobs](#) – The #1 Minnesota state government job site (including MDH).
- [Minnesota Department of Health \(MDH\)](#) – Job opportunities with MDH.

International

- [Overseas Job Opportunities](#) – Indeed job postings for overseas jobs. Use the keyword “Overseas”.
- [International Careers & Jobs](#)
- [Going Global](#) –Handshake (the University of Minnesota’s Job and Internship database allows students free access to country guides, employment opportunities, visa guidelines, and much more. Once you have logged in to Handshake, click on the “Going Global” banner.

Other Job Links

- [Public Health, Academic, and Research Jobs](#) - National and international public health related career information and information specific to jobs in education and research.
- [Diversity and Disability Resources](#) - Diversity job resources.
- [LinkedIn internship and entry level job search](#)
- [Nonprofit Jobs](#) - Links for local and national nonprofit organizations and job boards.
- [Non-US citizen CDC Positions](#) - Information about CDC positions for non-US citizens.
- [International Student Resources](#)
- [Tip sheets](#) - Review these tips on resume writing, informational interviews, and more.
- Reference the [U of MN Libraries - Careers & Jobs Development Resources](#) for information on researching companies, salary guides, and more.
- [Twitter](#) – Students can follow job leads around the world.



Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

FINDING GRADUATE ASSISTANTSHIPS

1. Create a resume that can be easily read by someone in 6-10 seconds.
2. Be proactive: students must find their own assistantship positions.
 - Contact SPH (and other) professors who are conducting research on topics that intrigue you and ask if they need help. Send an email with your resume attached or go to classrooms/offices and introduce yourself.
 - To learn about current faculty research projects, visit: <https://directory.sph.umn.edu/>
 - Each faculty member has a web page with information about their academic background, courses taught, research projects, and recent publications. Read through these web pages to find those of interest.
 - Departmental newsletters and email messages may also have job announcements.
 - Speak to your academic advisor and major coordinator about possible opportunities.
 - Talk to students who have assistantships. Many graduate assistant positions are part of a team, and students often know when other Research Assistant or Teaching Assistant positions are available.
3. Search for assistantships on the SPH job postings [website](#).
4. Contact the departments that house your other degree(s). For example, if you have a B.S. in biology, contact the biology department at UMN for possible assistantships.
5. Check the assistantships available [University-wide](#) and also other University of Minnesota [job postings](#) (these other postings may not have the same tuition benefits as assistantships, but they are another opportunity for employment.) The University of Minnesota Human Resources and Graduate Assistant Office is located in the Donhowe Building at 319 15th Ave. SE. The telephone number is (612) 624-8647.
6. Look at the postings for positions outside the UMN. For instance, Minnesota Department of Health jobs are posted on <https://www.health.state.mn.us/about/jobs.html>. This website requests that you submit a skills-based, online resume, and allows you to enter your job search criteria to receive emails of job postings that match your keywords.
7. Persevere! Many assistantships require that you have taken one or more of the core classes. If you don't get an assistantship during your first semester, try again when you have proven yourself.

INTERNATIONAL STUDENT JOB SEARCH TIPS

THINGS TO THINK ABOUT

As an international student, there are some important considerations as you search for internships and full-time employment. Making time to gain experience is equally important as your studies. You can start on campus through involvement in student groups, doing research with professors, volunteering, on campus jobs, or internships.

Before you begin your job or internship search you need to get information on work permission regulations and immigration requirements. This information can be found at ISSS, located in 190 Hubert H. Humphrey Center (612-626-7100, iss@tc.umn.edu, or www.iss.umn.edu). Give at least four months to get a petition for internship approval approved. Below are some ways international students get experience:

Student Employment: In general, international students in F-1 and J-1 status can work up to 20 hours a week on campus without a change in visa status. Working on campus can be a great opportunity to build experience and skills. Use this [website](#) to search for student jobs on campus.

Internship/Field Experience: A field experience or internship is an individualized, experiential learning opportunity where students apply their knowledge and skills in a non-classroom setting. Several field experience sites will sponsor international students as field experience interns. For more information about field experiences, please visit: <http://www.sph.umn.edu/careers/fel/>.

Research/Teaching Assistantship: These awards are typically in the form of graduate teaching or research assistantships, which carry a salary, full tuition benefit, and the option to participate in a health insurance plan for which the University covers 95 percent of the premium. About 10 to 15 graduate assistantships are awarded to new students each year and are extremely competitive. For tips on finding graduate assistantships in SPH, please visit:

<https://www.sph.umn.edu/current/careers/students/resources/job-searching/finding-graduate-assistantships>.

OFF-CAMPUS WORK AUTHORIZATION

Before working in any position off campus, F-1 and J-1 students need to get work authorization. Below are descriptions of different types of authorizations. Visit International Student Scholar Services (ISSS) for more information and/or if you have any questions about work authorization. To find out more about CPT, OPT, and Academic Training, go to the ISSS website: <https://iss.umn.edu/students/support-services/career>. Do not begin any off campus job before you have the required work authorization.

F-1 Curricular Practical Training (CPT): CPT is work authorization allowing an F-1 student to work in a job directly related to the student's major area of study before degree completion. The internship must be for credit and part of your academic program. CPT authorization is provided by ISSS and can be granted within 7 business days of application submission.

F-1 Optional Practical Training (OPT): OPT is work authorization allowing an F-1 student to work up to 12 months in a job directly related to the student's major area of study either before or after degree completion. The large majority of students use OPT to work after degree completion. OPT authorization is provided by USCIS and is usually granted within 2-3 months after the student submits an application.

J-1 Academic Training: Academic Training is work authorization allowing a J-1 student to work up to 18 months (36 months for doctoral students in postdoc positions) in a job directly related to the student's major field of study. It can be used before and/or after graduation. The J-1 student's program sponsor authorizes the work on the DS-2019. If UMN is your J-1 program sponsor, submit your Academic Training application to an ISSS adviser at least two weeks before the employment start date.

H-1B Visa: The H1B Visa is the primary U.S. work visa available to international professionals. The job must require a minimum of a Bachelor's degree and the prospective employee must have the required degree in the required field of study. The process to obtain an H1B visa is to first find a job with a US employer and then to have your employer file an H-1B petition with US Citizenship and Immigration Services on your behalf. It is the employer's choice to sponsor or not.

HOW TO MARKET YOURSELF

When it comes to marketing yourself to employers, here are a few benefits of hiring international students:

- The ability to speak two or more languages and embody diverse cultural backgrounds is especially appealing to companies planning to globalize their business.
- Living and studying abroad enables international students to demonstrate a number of skills such as tenacity, problem solving, responsible risk taking, decision making, and resourcefulness.
- Communicate how you have overcome some of the challenges you have faced; as these types of skills can be directly linked to the skills desired for the position you are seeking.

WHEN TO DISCUSS VISA STATUS WITH AN EMPLOYER

If the position is short term and you are using F-1 CPT or OPT or J-1 Academic Training, it is not much of an issue for the employer. If asked, inform your employer of your status. Often an employer will ask verbally or on an application if you are eligible to work in the U.S. If the employer requests the information, you should inform them of your visa status. For example, "my visa allows 12 months of work." If they do not ask and you are seeking long-term employment, mention it before an offer of employment is made, possibly during second/third round interviews. Make your employer aware so they can decide whether they will ultimately sponsor your H-1B visa petition.

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

JOB SEARCH RESOURCES

Going Global: Going Global is a great resource for international students looking for information or work opportunities in the US, check out the H-1B database, the employer directory, and city guides. To access Going Global, log on to <http://handshake.umn.edu/>, the U of M's database of jobs and internships.

Directories: "The Directory of American Firms Operating in Foreign Countries" and "The Directory of Foreign Firms Operating in the United States" can be found in the Wilson Library Reference Room along with many other resources to help you research organizations.

Other Resources:

www.internationalstudent.com (Resume posting site; job search information; employment opportunities)

https://www.myvisajobs.com/Search_Visa_Sponsor.aspx (H1 Visa jobs sponsors)

<http://www.naceweb.org/> (international virtual job fair)

Connect with Professionals and Peers

Meeting with professionals working in your career area of interest, especially people who once worked with previous international students, can be a great way to get career advice. Approximately **80%** of jobs are found through networking (*U.S. Bureau of Labor Statistics*). Learn more about networking at:

<https://www.sph.umn.edu/current/careers/students/resources/networking/>.

Calling a stranger and asking for advice makes most students nervous. To get help, simply visit <http://www.sph.umn.edu/careers/> and make an appointment with a career counselor.

We will help you prepare what to say when you call a professional, what kinds of questions to ask, and how to make the best impression. For information about Informational Interviewing, please visit:

<http://sph.umn.edu/site/docs/careers/tipsheets/Networking/Informational%20Interviews.pdf>.

YOUR LEGAL RIGHTS

As an international student, you may have concerns about experiencing discrimination within your job search or career and how to handle this should it arise. Below, you will find some resources to help you understand your rights if you encounter discrimination in a job interview or in the workplace.

To learn what constitutes an illegal interview question and how to handle an illegal interview question in a job interview, read the article titled [Answering Improper Interview Questions](#), written by career experts from the National Association of Colleges and Employers. If you experience discrimination once you are in a job, check out Dealing with Discrimination: Tips for Employees (<http://employment.findlaw.com/>).

Global Health Non-Government Organizations, Foundations, Non-Profits, For-Profits

Abt Associates	http://www.abtassociates.com/
American Public Health Association	https://www.apha.org/
AMFAR	http://www.amfar.org/
AMREF, Kenya	http://amref.org/
Baylor	https://www.texaschildrensglobalhealth.org/globalhealthcorps
Bill and Melinda Gates Foundation	http://www.gatesfoundation.org/
CAMRIS Intl.	http://www.camris.com/
CARE USA	http://www.care.org/
Catholic Relief Services	http://www.crs.org/
CDC Foundation	http://www.cdcfoundation.org/
Center for Strategic and International Studies (CSIS)	http://csis.org/
Centre for Infectious Disease Research in Zambia (CIDRZ)	http://www.cidrz.org/
Chemonics	http://www.chemonics.com/OurJobs/JoinOurTeam/Pages/default.aspx
Clinton Health Access Initiative	http://www.clintonhealthaccess.org/
Department of Health and Mental Hygiene, New York City	http://www.nyc.gov/html/doh/html/home/home.shtml
Department of Health, District of Columbia	http://doh.dc.gov/
Elizabeth Glaser Pediatric AIDS Foundation	www.pedaids.org
Engender Health	www.engenderhealth.org
Family Health International 360 (FHI 360)	http://www.fhi360.org/
Futures Group	http://www.futuresgroup.com/
Global Health Council	http://www.globalhealth.org/
Global Health Task Force	http://www.taskforce.org/
Gynuity	http://gynuity.org/
International AIDS Vaccine Initiative (IAVI)	http://www.iavi.org/
Institute for Health Metrics and Evaluation (IHME)	http://www.healthdata.org/get-involved/careers
ICF International	http://www.icfi.com/
International Center for AIDS Programs (ICAP); Columbia University	http://icap.columbia.edu/
International Center for Research on Women	http://www.icrw.org/
International Committee of the Red Cross (ICRC)	https://www.icrc.org/en

Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

International Rescue Committee (IRC)	http://www.rescue.org/
IntraHealth	http://www.intrahealth.org/
JHPIEGO	http://www.jhpiego.org/
John Snow International (JSI)	http://www.jsi.com/
Kaiser Family Foundation	www.kff.org
MSI Reproductive Choices	https://www.msichoice.org/
Medecins Sans Frontieres	http://www.msf.org/
Management Sciences for Health (MSH)	http://www.msh.org/
Oxfam International	http://www.oxfam.org/
Partners in Health	www.pih.org
PATH	www.path.org
Pathfinder	http://www.pathfinder-health.com/
Population Council	http://www.popcouncil.org/
Population Services International	http://www.psi.org/
Research Triangle Institute (RTI)	http://www.rti.org/
Sabin Vaccine Institute	http://www.sabin.org/
Save the Children – US	www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.6153159/k.C8D5/USA.htm
Save the Children - UK	http://www.savethechildren.org.uk/
Society for Family Health, South Africa	http://www.sfh.co.za/
The Earth Institute; Columbia University	http://www.earthinstitute.columbia.edu/sections/view/9
University of California at San Francisco (UCSF)	http://globalhealthsciences.ucsf.edu/
University Research Corporation, LLC (URC)	http://www.urc-chs.com/

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

JOB SEARCH MATERIALS

RESUME WRITING TIPS

A **Resume** is a required marketing tool in most professions. Generally, resumes are one to two pages in length and give the reader a summary of how the applicant can benefit the company or organization. You must decide which style of resume is best for your particular job search. The styles range from the **traditional reverse chronological resume** to a more **contemporary functional or combination resume**. The style should remain consistent throughout the resume. Resumes focus on the last 10 years of work history or the five most recent job positions. There are two types of resumes:

- o **Functional:** A functional resume focuses on your skills and experience, rather than on your chronological work history. It is used most often by people who are changing careers or who have gaps in their employment history.
- o **Chronological:** A chronological resume starts by listing your work history, with the most recent position listed first. Your jobs are listed in reverse chronological order with your current, or most recent job, first. Employers typically prefer this type of resume because it's easy to see what jobs you have held and when you have worked at them. This type of resume works well for job seekers with a strong, solid work history.

Do you need a Resume or a Curriculum Vitae (CV)?

- Most students need a resume when seeking assistantships or field experiences.
- Most MPHs will need a resume for their careers; MS or PhD may require a CV.
- If you are seeking a position in medicine, academia, or a scientific profession, you will need a CV.

Reminders:

- Your needs may change as your career progresses. Revisit your resume annually. Make the necessary updates so you always have a current resume.
- Target your resume to each particular job. Read the job description carefully.
- List the most important and relevant information, based on the job description, first on your resume.
- Resume screening software scans for specific terminology or keywords. For positions requiring specific skills, use the same language from the position description, mirroring those keywords, to list your skills on your resume.

To Get Started

1. Make a list of experiences you've had: education and training, jobs, internships, research, projects, volunteer, leadership, student organization, etc.
2. Think about what you contributed, what skills you used and developed, and your significant achievements.
3. Begin to craft your resume by organizing these experiences into sections. Combine the complete list of all your experiences and all your achievements as your "Master Resume" (referenced in our CV guide)

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

RESUME CHECKLIST

Keep in mind that the resume you use to apply for a particular position must address the skills and qualifications outlined in the job description; therefore your resume is a fluid document needing to continually change. *A prospective employer may decide whether to interview you based on spending only 10-30 seconds reading your resume!*

- ☐ **Contact Information** – Are your name, address, phone number(s) with area code, email address, and LinkedIn URL centered at the top of your resume?
- ☐ **Summary or Profile of Qualifications** – Generally, employers prefer a summary instead of an objective statement. A good summary highlights your accomplishments and qualifications in relation to the position for which you are applying. Use words from the position description if they accurately describe skills and/or experience that you possess or are learning. Choose either style: a brief paragraph OR three to five bulleted statements. Summarize your experiences, achievements, and skills – do not use complete sentences. Include computer skills and list individual software (i.e., “proficient in Microsoft Word, Excel, and Access”, “familiar with SAS”).
- ☐ **Education** – As a current or recently graduated student, list your education before your professional experience. If you are a current student, list your education including your proposed graduation date (“Master of Public Health, anticipated/expected date of graduation May 2014”). After gaining two to four years of experience in your professional field, list “Professional Experience” before the “Education”.
- ☐ **Professional Experience** –
List name of the organization, city, state, (or country, if international); title; and month and years you held the position. *You may reverse the order if the title gives a stronger impression than the name of the company but this order should be consistent across your resume.*
Use bullet points to give a brief description of your responsibilities, followed by specific accomplishments. Start your sentences or phrases with strong action verbs (see Action Verbs). Instead of listing responsibilities that you had, tell your reader what your accomplishments were, what the outcome was. The prospective employer wants to see that *you* know what your value was to the organization where you worked previously. Be as specific as possible.

Use the “STAR” method (see Using the “Star” Response to Sell Yourself in Interviews) : think of a Situation or Task you faced, the Action you took, and the Result: i.e., “Designed and implemented _____, reducing errors by 27%”.

- ☐ **Honors, Awards, Professional Associations** – Include these if relevant for the position for which you are applying.
- ☐ **Community Involvement, Leadership Experience** – Often, employers seek candidates who demonstrate leadership qualities. List student leadership roles and/or other volunteer experiences that relate to the position. Note: Be cautious about listing political or what might be perceived as controversial organizations, so as not to be eliminated on that basis.
- ☐ **Visually Appealing** – Hold your resume at arm's length. Is there plenty of white space? Did you use a standard font? (Arial, Cambria, or Calibri?) If it's more than one page, *is your name and page number on the second page?*
- ☐ **Proofread** – Did you proofread your resume? Did you ask someone else to proofread?
- ☐ **Review** – Have you had the Career and Professional Development Center review your resume?

YOUR NAME

Street Address

City, State ZIP Code

One email address, UMN while still in school/One phone number

Linkedin URL

SUMMARY OF QUALIFICATIONS

- Use the position description to guide your summary - this will help you capture the keywords
- Skills customized to position description
- Skill

EDUCATION

University of Minnesota School of Public Health, Minneapolis, MN

Master of Public Health, Nutrition, Expected month, year

University of St. Thomas, Minneapolis, MN

Bachelor of Arts, Natural Science; Spanish minor, Month, year

EXPERIENCE

Organization 1, city, state (*Tip: use parallel structure. List organization before position title, include location for each position*)

Position Title, Date-date

- Researched...
- Analyzed...
- Collaborated...
- Developed...

Organization 2, city, state

Position Title, Date-date

- Taught...
- Planned...
- Evaluated...

**TIP: Other sections might include "Awards", "Military", "International Experience" or "Professional Affiliations"*

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

COMMUNITY SERVICE

Organization, Volunteer Position 1

Organization, Volunteer Position 2

Organization, Volunteer Position 3

RELEVANT COURSEWORK

**TIP: Relevant coursework is useful to include if you have limited relevant experience*

**TIP: If you must go to a second page, your name should be in the upper left hand corner with "Page 2". Fill the entire second page with relevant content.*

GOLDY GOPHER

1111 Golden Gopher Avenue, Minneapolis, MN 55455

goldygopher@umn.edu; (111) 111-1111; <http://www.linkedin.com/in/goldygopher>

PROFILE

This is where you will include a statement of two describing your unique qualifications for each residency site.

EDUCATION

University of Minnesota School of Public Health, Minneapolis, MN

Master of Healthcare Administration, Expected May 2014

- Graduate Assistant – Division of Health Policy Management (Executive MHA Program)

University of Michigan, Ann Arbor, MI

Bachelor of Arts, Organizational Studies and Economics (University Honors), April 2012

- University of Michigan Semester Abroad in Sesto Fiorentino, Italy in Winter 2011

RELEVANT EXPERIENCE

CLARION, Minneapolis, MN

Event Coordination Chair, September 2012 – Present

- Organize CLARION events to progress interprofessionalism in health care
- Plan and transform the national case competition into a weekend-long symposium with workshops and speakers as well as a new format to the competition due to rising school participation

Insight Consulting-Group Healthcare, Chicago, IL

Market Research Intern, June 2011 – August 2011

- Recruited, screened, and assisted in interviewing medical professionals and consumers for IBD diagnostic test, analyzed qualitative and quantitative data and delivered results to clients using PowerPoint
- Researched pharmaceutical and healthcare market to develop customized proposals in small teams to target new clients for business development

RESEARCH EXPERIENCE

University of Michigan, Department of Organizational Studies, Ann Arbor, MI

Research Assistant, September 2010 – July 2012

- Coded SEC filings to research how networks affect innovation in knowledge-based organizations in combination with a literature review of organizational structure and functions of these organizations
- Collaborated with a team of five to write a case study documenting the effects of networks on stem cell research

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

GOLDY GOPHER

2

University of Michigan, Community Based Research Fellowship, Ann Arbor, MI

Research Fellow, June 2010 – September 2010

- Organized and improved an event of a festival with a 54% increase in vendor participation
- Wrote and administered a survey to assess opportunities for future improvement, analyzed data using STATA, and presented recommendations to the Downtown Development Authority and at a research symposium

LEADERSHIP EXPERIENCE

University of Michigan, Undergraduate Research Opportunities Program, Ann Arbor, MI

Peer Research Instructor, August 2011 – May 2012

- Led biweekly seminars and designed a year-long syllabus for 40 students to help them acquire research project, learn research concepts, and improve on academic writing and presentation skills
- Resolved student conflicts and met monthly with students to track and grade students' progress

Girls on the Run, Ann Arbor, MI

Coach and Mentor, September 2010 – June 2012

- Guided a group of 20 elementary school girls in an experiential learning and running program designed to empower girls and prevent the display of at-risk behaviors during bi-weekly practices and a 5K run
- Designed lessons with an interactive curriculum and communicated with girls to resolve personal conflicts

FEDERAL RESUME WRITING TIPS

Choose the Right Format

Before delving into the content of your federal resume, you first need to think format. Avoid submitting a standard one-page resume. Properly composed federal resumes need to be detailed and lengthy. Many job seekers, especially those switching careers, create functional resumes that eliminate timelines and focus on skill sets. This style is not appropriate for federal resumes.

When preparing your resume, **put work experience and education in reverse chronological order, complete with exact dates (to the day)**. This format helps hiring managers determine length of your experience and your eligible level.

Some resumes do not come into contact with actual humans until vetted by electronic scanning software. Therefore, **avoid colored fonts, charts or graphs, italics, underlining, two- or three-column formats, parentheses, tabs or bullet points**.

Read Carefully

Read through the job posting carefully. **Make a list of keywords you find in the job description** to identify the knowledge, skills and abilities (KSAs) the hiring agency is seeking – but may no longer list out in KSA format. Do not repeat the keywords in the job posting exactly as this tactic does not give the hiring agency any real information about your qualifications. Instead, **tailor your resume for the specific job posted**.

Use Examples

Applicants are encouraged to **go into detail** about their experiences in their federal resumes. Examples illustrate your experience in a way that a recitation of facts cannot. The more precise your example, the better your chances of being hired. If you are conveying that communication is one of your skills, you can write, “I am an excellent communicator in both written and verbal formats.” However, it’s much more effective to add, “For example, I initiated a weekly interoffice newsletter that informed our 50-person staff about the week’s deadlines, production schedules and team-building events such as office picnics”.

Numbers Talk

The best way to quantify your KSAs is with numbers and percentages backing your claims:

- **Dollars:** Your ability to save company money is a huge selling point. So, include how your actions or knowledge resulted in cost savings for former employers. Be specific: 20%, \$15,000 annually, etc.
- **Time:** Implementing strategies that saved an organization time is an equally desirable quality because it often results in savings as well. “I computerized the company’s records system, eliminating manual filing and saving 5 hours each work week” creates a more meaningful impact than listing the system itself. Working within deadlines also qualifies as “time-saving”, i.e.: “I met publishing deadlines every month of my five-year employment.”
- **Quantity:** If you indicate that you designed websites – without additional context – the employer will not know if you created one web site a year or one a day. “I designed three web sites each week consisting of all graphics and text for the landing page and five additional tabs.” This detail sounds a lot more impressive than once a year.

Adapted with written permission from Jason Kay (author) and FedSmith Inc.

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

FEDERAL RESUME EXAMPLE

GOLDY M. GOPHER

1111 Minnesota Avenue

Minneapolis, Minnesota 11111

111.111.1111

goldymgopher@gmail.com

www.linkedin.com/in/goldymgopher/

SSN: XXX-XX-XXX

National Agency Check with Inquires (NACI) attained 05/2012

RESEARCH EXPERIENCE

Nutrition Coordinator Center (NCC), University of Minnesota, Minneapolis, Minnesota

Junior Scientist

06/2015 – Present

Supervisor: Name (Email; Phone)

Hours Per Week: 10 hours

Hourly Wage: \$15.16

- The Nutrition Coordinating Center (NCC) is a part of the School of Public Health Division of Epidemiology and provides valuable nutrition research services to investigators from within the University of Minnesota as well as external organizations in the United States and worldwide.
- The NCC creates and maintains the Nutrition Data System for Research (NDSR), which is a software program that contains an extensive database of over 18,000 foods that allows for simultaneous dietary intake data collection and data entry.
- Conduct data collection and entry of 24 hour dietary recalls from study participants via phone and/or in-person using NDSR software.
- Utilize the multiple-pass interviewing approach, which requires much patience on the part of the interviewer and allows several opportunities for the participant or respondent to recall what they consumed the previous day.
- Follow Service Center guidelines for when to probe for certain additions to food and inquire about long time gaps between reported meals/snacks.
- Attend meetings and communicate as needs with NCC Research Service Lead.
- Assist with other administrative tasks to support the daily function of the NCC Service Center.
- Skills Attained: Nutrition Data System for Research (NDSR) Certified, research skills, FileMaker, communication skills, interpersonal skills, and data management skills.

Minnesota Department of Education (MDE), Roseville, Minnesota

Research Consultant and Principle Investigator – USDA 2013 Nutrition Training Grant

09/2014 – 06/2015

Study: Smarter Lunchroom Movement

Supervisor: Name (Email; Phone)

Hours Per Week: 10 hours

Hourly Wage: \$25.00

- Assessed current cafeteria behavioral economic efforts and fruit and vegetable consumption at Columbia Academy Middle School located in Columbia Heights, Minnesota.
- Designed research methodology and interventions based off of behavioral economics and the Smarter Lunchroom Movement to increase fruit and vegetable consumption and reimbursable meal rates.
- Implemented research methodology and Smarter Lunchroom Movement interventions that included daily fruit and vegetables menus and fruit and vegetable labels on tray line.

© 2017 Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity educator and employer. Printed on recycled and recyclable paper with at least 10 percent postconsumer waste material. This publication/material is available in alternative formats upon request to 612-624-6669.

To view the rest of example pages, visit:

<https://www.sph.umn.edu/sph-2018/wp-content/uploads/2018/08/federal-resume-example.pdf>

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

ACTION VERBS

Communication/ People Skills

Addressed
Advertised
Arbitrated
Arranged
Articulated
Authored
Clarified
Collaborated
Communicated
Composed
Condensed
Conferred
Consulted
Contacted
Conveyed
Convinced
Corresponded
Debated
Defined
Developed
Directed
Discussed
Drafted
Edited
Elicited
Enlisted
Explained
Expressed
Formulated
Furnished
Incorporated
Influenced
Interacted
Interpreted
Interviewed
Involved
Joined
Judged
Lectured
Listened

Marketed
Mediated
Moderated
Negotiated
Observed
Outlined
Participated
Persuaded
Presented
Promoted
Proposed
Publicized
Reconciled
Recruited
Referred
Reinforced
Reported
Resolved
Responded
Solicited
Specified
Spoke
Suggested
Summarized
Synthesized
Translated
Wrote

Creative Skills

Acted
Adapted
Began
Combined
Composed
Conceptualized
Condensed
Created
Customized
Designed
Developed
Directed
Displayed

Drew
Entertained
Established
Fashioned
Formulated
Founded
Illustrated
Initiated
Instituted
Integrated
Introduced
Invented
Modeled
Modified
Originated
Performed
Photographed
Planned
Revised
Revitalized
Shaped
Solved

Data/Financial Skills

Administered
Adjusted
Allocated
Analyzed
Appraised
Assessed
Audited
Balanced
Budgeted
Calculated
Computed
Conserved
Corrected
Determined
Developed
Estimated
Forecasted
Managed

Marketed
Measured
Netted
Planned
Prepared
Programmed
Projected
Qualified
Reconciled
Reduced
Researched
Retrieved
Slashed
Sliced

Helping Skills

Adapted
Advocated
Aided
Answered
Arranged
Assessed
Clarified
Coached
Collaborated
Contributed
Cooperated
Counseled
Demonstrated
Diagnosed
Educated
Encouraged
Ensured
Expedited
Facilitated
Familiarized
Furthered
Guided
Insured
Intervened
Motivated
Prevented

Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

Provided
Referred
Rehabilitated
Represented
Resolved
Simplified
Supplied

**Management/
Leadership Skills**

Administered
Analyzed
Appointed
Approved
Assigned
Authorized
Chaired
Considered
Consolidated
Contracted
Controlled
Converted
Coordinated
Decided
Delegated
Developed
Directed
Eliminated
Emphasized
Enforced
Enhanced
Established
Executed
Generated
Handled
Headed
Hosted
Improved
Incorporated
Increased
Initiated
Inspected
Instituted
Led

Orlando Haynes

Managed
Merged
Motivated
Navigated
Organized
Originated
Overhauled
Oversaw
Planned
Presided
Prioritized
Produced
Recommended
Reorganized
Replaced
Restored
Reviewed
Scheduled
Secured
Selected
Streamlined
Strengthened
Supervised
Terminated

Organizational Skills

Approved
Arranged
Catalogued
Categorized
Charted
Classified
Coded
Collected
Compiled
Corrected
Corresponded
Distributed
Executed
Filed
Generated
Incorporated
Inspected
Logged

Maintained
Monitored
Obtained
Operated
Ordered
Organized
Prepared
Processed
Provided
Purchased
Recorded
Registered
Reserved
Responded
Reviewed
Routed
Scheduled
Screened
Submitted
Supplied
Standardized
Systematized
Updated
Validated
Verified

Research Skills

Analyzed
Clarified
Collected
Compared
Critiqued
Detected
Determined
Diagnosed
Evaluated
Examined
Experimented
Explored
Extracted
Formulated
Gathered
Inspected
Interviewed

Invented
Investigated
Located
Measured
Organized
Researched
Reviewed
Searched
Solved
Summarized
Surveyed
Systematized
Tested

Teaching Skills

Adapted
Advised
Clarified
Coached
Communicated
Coordinated
Critiqued
Developed
Enabled
Encouraged
Evaluated
Explained
Facilitated
Focused
Guided
Individualized
Informed
Instilled
Instructed
Motivated
Persuaded
Simulated
Stimulated
Taught
Tested
Trained
Transmitted
Tutored

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

CURRICULUM VITAE (CV) WRITING TIPS

If you are seeking a position in an academic, scientific, or medical field, use a **Curriculum Vitae** in place of a resume. Pattern your CV after reverse chronological resumes, with the addition of more detailed information. A CV does not have a page limit, so continuously add accomplishments you gain experience.

Reminders:

- Create a master resume or CV that you update on an annual basis, at the very least. Include all your accomplishments, dates of significant projects and transitions, supervisor names and your salary for previous positions. This document is a good way for you to track your career milestones. There are some organizations that will require this level of specificity, as well.
- Customize your document to each position for which you are applying. Base your customized version on keywords from the position description. Use the same terminology to help your document pass the screening software that checks for specific terminology or keywords.
- List the most important and relevant information, based on the position description, first on your resume or CV.

To Get Started

1. Make a list of experiences: education and training, previous or current jobs, internships, research, projects, volunteer, leadership, student organization, etc.
2. Think about your significant achievements, what skills you used and developed, and what you contributed to organizations.
3. Combine a list of your experiences and accomplishments: education and training, jobs, internships, research, projects, volunteer and leadership activities, student and professional organizations, presentations and publications, awards and honors.
4. Begin to craft your CV by organizing these experiences into sections (see below).

CURRICULUM VITAE CATEGORIES

The following are possible categories and headings for a Curriculum Vitae. Not all must be used; some overlap. The categories depend on the focus of the CV.

- Academic Experience
- Biographical Statement
- Committees (or Academic Service)
- Dissertation
- Computer Skills
- Courses Taught
- Professional Activities
- Education and Training
- Employment History
- Honors Awards and Fellowships
- Presentations
- Publications
- Grants
- Language Skills
- References

Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

CURRICULUM VITAE (CV) EXAMPLE

CAREER & PROFESSIONAL
DEVELOPMENT CENTER



CV Example

JANE P. HEALTH, PhD(C)

1234 Public Health St., Minneapolis, MN 55105

651.123.4567 / jhealth@umn.edu / www.linkedin.com/in/janehealth

Project Management | Infectious Disease | Data Analysis | Global Health

SUMMARY OF QUALIFICATIONS

- Domestic and global public health experience in developing, launching, and managing complex public health projects; teaching and training
- Collaborative leadership style demonstrated in professional and service settings
- Skilled at developing and communicating a shared vision that engages stakeholders and partners
- Adept at identifying and solving problems, and efficiency in project management
- Able to communicate effectively to varied audiences and across cultures
- French speaker

RESEARCH EXPERIENCE

Development Media International (DMI), Ouagadougou, Burkina Faso

Country Director/Directrice Pays – Health Media Project (Projet Media Sante)

March 2021 – Present

Set up, staff, and lead country office for \$12 million cluster-randomized trial to reduce child mortality using radio messages developed from community research.

- Established U.K.-based non-governmental organization in Burkina Faso, including administrative, political, and budget management; managing priorities; establishing effective work processes; mitigating security problems and project risks; and leading strategic planning. Ensured compliance with United Kingdom and Burkina regulations, including research protocols.
- Recruit, hire, train, and led workforce of more than 30 people in French.
- Advocate for Burkina team's needs with London office, as well as externally with project stakeholders.

University of Minnesota, Center for Infectious Disease Research and Policy (CIDRAP), Minneapolis, MN

Project Director/Co-Investigator

July 2016 – February 2021

Planned, developed, implemented, and evaluated three projects (contracts exceeding \$1.75 million), including building internal and external partnerships, managing staff, and budgeting. Part of CIDRAP management group throughout strategic planning process.

- *At-Risk Populations Project (2018 – 2021)*
 - Led planning and outreach for community engagement meetings with American Indian tribes and other at-risk populations that allowed them to shape national policy on pandemic influenza.
 - Led team in drafting Centers for Disease Control-funded national guidance on planning for at-risk groups in a pandemic, including researching, writing, editing, and convening advisory teams.
- *Promising Practices: Pandemic Influenza Preparedness Tools (2016 – 2021)*
 - Created web-based collection of promising practices to strengthen public health preparedness, including building advisory committee and reviewers group, and reviewing practices. Developed benchmarks for monitoring/continuous quality improvement process.
- *Big 10+2 Universities projects (2016, 2020)*
 - Developed interactive online conferences for pandemic preparedness/H1N1 lessons learned, including reporting on the higher education experience.

© 2017 Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity educator and employer. Printed on recycled and recyclable paper with at least 10 percent postconsumer waste material. This publication/material is available in alternative formats upon request to 612-624-6669.

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

CURRICULUM VITAE (CV) EXAMPLE (cont.)

National Emergency Management Agency of Mongolia, Ulaanbaatar, Mongolia
Monitoring and Evaluation (M&E) Consultant
May – July 2019
• Developed M&E plan for World Bank-funded avian/pandemic influenza grant, including training and fostering collaboration among four agencies.

Jane P. Health – CV, Page 2

Open Arms of Minnesota (non-profit nutrition agency), Minneapolis, MN
Pandemic Planner
January – July 2016
• Analyzed operations, client needs, and supply chain, and created customized emergency response plan.
• Trained staff, developed recommendations and pandemic plan, and evaluated impact of project.

TEACHING EXPERIENCE

University of Minnesota, School of Public Health, Minneapolis, MN
Instructor (International Project Planning; Pandemic Influenza)
2019 – 2021
• Overhauled and adapted course; received strong student evaluations.

St. Cloud State University, School of Mass Communications, St. Cloud, MN
Instructor (News Reporting)
2007

Volunteers of America (Adult Night High School), Minneapolis, MN
Teacher (English)
2014

EDUCATION

University of Minnesota, School of Public Health, Minneapolis, MN
Epidemiology PhD candidate
Expected May 2022

University of Minnesota, School of Public Health, Minneapolis, MN
Master of Public Health Administration and Policy, Concentration: Global Health
May 2016

St. Cloud State University, St. Cloud, MN
Bachelor of Science in Mass Communications and French
May 2003

FELLOWSHIPS

American Marshall Memorial Fellow
• Traveled Europe with 17 other young American leaders identified by the German Marshall Fund.
2013

Poynter Institute for Media Studies, "Reporting on Race Relations," St. Petersburg, FL
• Taught journalists to assess personal bias and raise the level of public discourse on race.
2012

AWARDS, COMMUNITY SERVICE AND PROFESSIONAL AFFILIATIONS

Minnesota Public Health Association (MPHA), Minneapolis, MN
2014 – Present
• Secretary - communications, board development, leadership team and strategic planning. (2019-2021)
• Policy and Advocacy Committee - wrote policies on methamphetamine and on influenza. (2014-2018)

Jane P. Health – CV, Page 3

University of Minnesota, Medical Reserve Corps, Minneapolis, MN
2014 – 2021
• Deployed for H1N1 (vaccination clinics) and twice for Hurricane Katrina response in Mississippi, Louisiana.
• Participated on leadership team - helped to guide activities as needed. (2019-2021)

Board member, Raaso Foundation, Raaso, Ethiopia
2018 – 2021
• Traveled to Ethiopia's Somali region, created and conducted on-site community health assessment.
• Focused on building Minnesota board capacity, organizational brand, and fostering collaborations.

University of Minnesota, School of Public Health, Minneapolis, MN
• Served as a mentor for graduate and undergraduate students
2013 – 2015; 2019 – 2021

PRESENTATIONS

1. **"Hearing the Solos in the Orchestra,"** American Public Health Association (APHA) 2020 meeting in Denver, CO (Describing community engagement with underserved populations).
2. **"Community Engagement of American Indian Tribes in Policy Development: A Case Study,"** APHA 2019 meeting in Philadelphia, PA.
3. **"At-Risk Populations Project,"** Annual Public Health Preparedness Summit 2019 in San Diego, CA, and Minnesota Tribal Preparedness Summit 2018.
4. **"Promising Practices,"** Annual Public Health Preparedness Summit in Atlanta, GA. 2018.
5. **"Crisis before a pandemic: When poultry culls imperil human health,"** APHA meeting in Boston, MA. 2016.

PUBLICATIONS

1. Santibanez, S., **Health, P. J.**, Buchanan, A., and Barnhill, C. (2021). A 10-Step Approach for Health Communications with Community- and Faith-Based Organizations During Public Health Emergencies. In Miller and Rubin (Eds.), *Religion and Health Communication*, Hampton Press.
2. Barnhill, C., **Health, P.**, Vestin, N. Buchanan, A. (pending). Use of Public and Stakeholder Engagements to Inform National Guidance on At-Risk Populations and Pandemic Influenza. *Int'l Journal of Public Participation*.
3. **Health, P.**, Vestin, N., Moore, K., Collison, E., McClure, E., & DeBoer, J. (2020). Creating an Online "Promising Practices" Clearinghouse for Pandemic Influenza. *Public Health Reports*, 125, 634-641.
4. Association of State and Territorial Health Officials (ASTHO)-CIDRAP writing team (2018). At-Risk Populations and Pandemic Influenza: Planning Guidance for State, Territorial, Tribal, and Local Health Departments. (A. Buchanan, C. Barnhill, and **P. Health**, Eds.) Retrieved from <http://www.astho.org/Programs/Infectious-Disease/At-Risk-Populations/>

TECHNICAL SKILLS

- R Studio
- Microsoft Suite
- Google Suite

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

PERSONAL STATEMENT WRITING TIPS

Why a Personal Statement is Important

Personal statements are used as part of the application process for many Ph.D. programs, medical schools, fellowship programs, and even, in some cases, jobs. Personal statements help assess an individual's commitment to their chosen area of study or work. In addition to strong writing skills, the admissions committee is also looking for something standardized tests and GPAs cannot quantify — your *personal* story or *sense of purpose* as it relates to the program or position you are seeking. While the importance of the statement in terms of the overall application varies from place to place, it is a key factor in the decision-making process.

Consider two goals when writing your essay: persuading the admissions or hiring committee to admit/hire you and demonstrating that you are far more than a GPA or test score. You are an authentic person who would be an asset to the school or to the organization.

The Three-Step Process to Writing a Personal Statement:

Brainstorming

In this step you engage in self-reflection, research and the development of ideas for your personal statement. Allow yourself time to perform this step, and consider the following questions:

- What events, personal experiences, or difficult situations shaped my character?
- What experiences were most influential in choosing my career path?
- What skills, knowledge, and experiences distinguish me from other candidates?
- What do I find meaningful or purposeful? What is my passion?
- What are my goals or hopes for my future career?

2. Selecting Your Statement Topic

As you begin Step Two, ask yourself: "What impression do I hope to create through my statement?" Select a topic that will allow you to synthesize the information from Step One into a well-written document, giving a positive and memorable impression. Consider some of the following tips as you make your selection:

- Avoid using gimmicks, but select a topic that grabs the reader's attention in the first paragraph
- Provide vivid supporting experiences to your topic
- Avoid repeating information that can be found elsewhere in your application (such as GPA)
- Seek feedback from your professors, advisors, and career counselor(s) about the topic

Tips for Writing Your Personal Statement

As you write your statement, keep in mind that your goal is to convince admissions or the hiring committee that you are the candidate they want.

- Start by creating an outline and journaling your first draft of your statement
- Be yourself - your readers want to learn about who you are as a person

Tips for Writing Your Personal Statement Continued..

- Use imagery and clear, vivid prose – describe your life experiences using graphic images
- Determine if there is a theme to your statement – a common thread.
- Spend the most time on your introduction—you should grab the reader's attention immediately.
 - Don't summarize in your introduction
 - Create curiosity or intrigue in the reader's mind by raising questions. If there is a theme to your statement, introduce your theme at the beginning.
- Relate all paragraphs in the body of essay to the introduction; or to your theme
- Make smooth transitions to preserve the flow of your essay
- Conclusions are crucial; this is your last chance to convince the reader of your qualifications. Do not use phrases such as "in conclusion" "in summary." Consider the following suggestions:
 - Link your conclusion to you introduction; focus on your career goals – where do you see yourself in 5/10 years? How will this position help you get there?
 - Discuss the broader implications of your discussion.
 - Redefine a term previously used in the body of your essay, end with a famous quote that is relevant to your argument.
- Take a break from a draft of your statement – then come back to it with a fresh pair of eyes
- Ask someone else to read a draft of your statement and request feedback. In addition to reading for content and flow, others may spot grammatical errors or typos that you overlooked.

STATEMENT OF PURPOSE EXAMPLE

As I reflect back on my path to health administration, one word defines my journey: perseverance. Whether in my personal or professional life, I have been faced with situations that required a high level of focus, hard work, and maturity to see them through. These experiences first led me to healthcare administration and then more specifically to health system operations. This personal value along with my other skills and experiences will allow me to be a successful fellow at (organization).

I began my college career with interests in science and business. I wanted to be involved in healthcare, but I had yet to decide in what avenue. Unexpectedly, my dad passed away during freshman year. He passed as the result of a heart attack bringing to light the importance of healthcare and the very permanent result of not monitoring your health. Despite the emotional and physical difficulties, I resumed my studies with a new drive to pursue a career in healthcare management where I could use my experience and compassion to keep the patient's voice strong and increase access to quality care. To date this serves as my painful reminder of the human element involved in healthcare, one that I take with me each day.

Following graduation, I worked in a multi-clinic dental practice, where I gained exposure to operations. I began working in the call center and immediately saw the coordination required between departments and clinics as I began my work. I had minimal knowledge of healthcare operations, but I was determined to succeed and pushed myself to constantly learn. My development as a healthcare leader continued as I was promoted to float manager soon after. This position encompassed all I had mastered as a financial coordinator but now required me to also look at the clinic from an overall outpatient facility perspective. These positions were challenging but they gave me an opportunity to experience the daily struggles and successes associated with managing a healthcare clinic, while further developing my leadership skills.

This summer I completed an administrative residency at (organization) in (town). Through (organization)'s affiliation with the (state) Health System, I was exposed to the operations of an integrated health system, as well as the daily operations of a 200 bed community hospital. My main project involved improving financial performance of the neonatal intensive care unit (NICU), with a focus on Medicaid patients (60% of the unit's payor mix). I utilized internal interviews with staff and clinicians, external interviews with other health professionals, statistical analysis of internal and external data, academic research, and in-person site visits to other NICU's in the (state) Health System to develop my recommendations. Through my investigation I identified three primary areas of improvement: coding/billing, length of stay, and reimbursement and discovered many issues that were contributing to the units' poor financial performance. I also looked at the future operations and introduced a NICU collaboration plan between (town), (town), and (name) Children's Hospital in (town) to improve coordination, standardize best practice and share resources.

Additionally, two side projects rounded out my residency experience. I had the opportunity to work with the hospital's infusion center to redesign their check-in process as they transitioned services from the hospital to a new outpatient medical plaza and I worked on a certificate of need application for a cardiac catheterization lab. This experience was largely self-directed; I needed to be proactive and persistent to ensure my projects were completed meticulously and met given deadlines. Along with diligence and responsibility, I left this experience with a much deeper understanding of health system operations and the (town) market. My main project took a comprehensive look at the NICU which required an understanding of not only the clinical operations of the department but also the other clinical and administrative support departments and constant collaboration required to operate efficiently while providing quality care.

Along with an extraordinary passion for stewardship and a patient-centered belief, perseverance will allow me to succeed as a fellow. I will persevere through the challenges by sensitively listening, collaborating with others and applying my knowledge of (organization's) market area to discover new opportunities to improve the bottom line. The wide variety of diverse and innovative activities will allow me to reach my goal of gaining quality operations experience and the frequent communication with the president will foster my development as a leader. My journey up until this point has been filled with challenges and uncertainty but I have met each one with determination and a willingness to work until the solutions became evident. I plan on taking this same approach during my fellowship and beyond as I continue to grow and develop as a leader and reach my goals of obtaining a senior position in operations and promoting the mission of (organization).

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

COVER LETTER WRITING TIPS

A cover letter should accompany your resume every time you apply for a job!

The Purpose

Occasionally, a recruiter will request that no cover letter be sent, but as a general rule, send a one-page cover letter every time you submit a resume. Customize the cover letter for each specific job for which you are applying. Cover letters should intrigue employers into reviewing your resume more carefully (as opposed to the typical 6-10 second review most resumes receive) and offering an interview for the position. Many job searchers make the mistake of using a cover letter to write about their interests. Recruiters want to know how the organization will benefit by hiring you.

Types of Cover Letters

- Letter of Inquiry: Sent to an employer to “inquire” as to the possibility of available positions, or to ask for information about the employer’s organization
- Letter of Application: Sent to “apply” for a position that actually exists and the employer is seeking to fill.

Guidelines

Headings: Use the same heading you have on your resume--center it. Left justify the rest of the letter – date, salutation, paragraphs, and closing.

Inside Address: The full name, title, and address of the person who will review your resume. Take the time to research the name of the person who is the hiring manager. However, it is appropriate to use “Dear Hiring Manager” if research is unsuccessful

Dates: Dates should be placed on the right hand side of the page.

Salutation: Call the company for the name of the person and correct salutation, if not known. Use “Dear Dr., Ms. or Mr.” and the last name of the individual to address your letter. End with the salutation with a colon. (:) Do NOT use “To Whom It May Concern” or “Dear Madam” or “Dear Sir” – those are outdated greetings. It will appear you don’t care enough to find out the name of the person.

Opening paragraph: Set yourself apart from the typical opening: “I am writing to apply for...”. Begin with your skills and qualifications and how they match the needs of the company. For example, “With significant experience as a community health educator, I have precisely the qualifications you are seeking in a ...” After, you can restate the name of the specific position for which you are applying. Mention how you heard about the position – especially if you have a contact inside the organization. Avoid beginning sentences with “I”. Who are, what nature of letter, why writing specifically to orog

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

Middle paragraphs: Point out your more relevant skills, qualifications or accomplishments, highlighting your value to the organization. Be concise. You are not rewriting your resume, just mentioning the skills, accomplishments, and qualifications of interest for the position, providing specific example(s)

Closing paragraph: Suggest some type of action you would like to happen, for example...Say you would welcome the chance to meet in person to further discuss how your background and skills would allow you to bring value to the organization immediately. If you are willing to follow through, you could say that you will call in 4 or 5 working days to schedule a time to meet (caution: some recruiters may find that level of assertion off-putting.)

Salutations: End the letter with “Sincerely” and your signature in blue ink (if you will be sending a hard copy).
Note: You may also choose to insert a picture of your signature underneath your closing paragraph for electronic cover letters.

***Final Tips**

Keep it brief! Write no more than three or four paragraphs and use 11 point font or larger. Long letters in small fonts are less likely than shorter letters in 11 or 12 point fonts to be completely read.

LETTER OF APPLICATION EXAMPLE

GOLDY GOPHER

1111 Golden Gopher Avenue, Minneapolis, MN 55455
goldygopher@umn.edu; (111) 111-1111; <http://www.linkedin.com/in/goldygopher>

John Lee J.D.
875 Summit Avenue
St. Paul, MN 55105

September 22, 2019

Dear Mr. John Lee:

With a strong theoretical background in public health law, as well as practical experience both inside and outside the academic setting, I am excited to apply for the Research Assistant position with the Public Health Law Center. I was informed about this position from my public health law instructor, Anne Barry, who felt I was an exceptional fit for this role. Upon reviewing the position description and having researched more about your Center, I was immediately attracted to the Center's passion for public service, social justice and using law and policy to improve health. As someone who also has a relentless commitment to public health, social justice and institutionalizing health equity I am confident in my ability to bring great value to the Center as a Research Assistant.

This past summer, I had the fortunate opportunity to work as an Executive Pathways Intern at the Minnesota Department of Human Services (DHS) alongside public health policy analysts and lawyers in the Office of the Medical Director. One of the many accomplishments I was able to contribute was leading a legislative supported pilot program research project looking at improving birth outcomes for high risk pregnant women. As part of this project, I developed an operational model and flow charts that broke down the multiple stakeholders and funding streams involved in a state's enhanced maternal care management program. This model was aimed to guide state policy experts through different long-term sustainability efforts for the legislative pilot program.

As an undergraduate student majoring in global studies, with a minor in political science, I had the unique opportunity to study international human rights law at the Rene Cassin International Institute in Strasbourg, France. It was there when I first realized the intersection of law and public health; a concept that I further studied in my public health law and ethics courses as part of my MPH – Administration and Policy degree program at the University of Minnesota School of Public Health. Collectively, these experiences along with my work at DHS have confirmed my passion and interest in public health law and that law can be used positively and effectively to improvement population health.

My education background and experience in public health law and research would enable me to be an immediate contributor to your team in the Public Health Law Center at Mitchell Hamline School of Law. It would be my pleasure to meet with you to further discuss this position. My resume and writing sample are enclosed for your review. Moreover, while I currently do not have work-study status, I remain very much committed and interested in this research opportunity. Thank you for your time and consideration.

Sincerely,

Goldy Gopher

Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

LETTER OF INQUIRY EXAMPLE

GOLDY GOPHER

1111 Golden Gopher Avenue, Minneapolis, MN 55455
goldygopher@umn.edu; (111) 111-1111; <http://www.linkedin.com/in/goldygopher>

Alan Anderson, Ph.D.
Scientist
Biosciences Corp.
123 Science Court
Minneapolis, MN

November 1, 2017

Dear Dr. Anderson:

While researching possible employers in the field of microbiology, I became aware of your company. I will be completing my Bachelor of Science in Microbiology in May and would like to inquire about the possibility of employment as a Research Technician at Biosciences Corp.

I am currently working as an undergraduate Research Assistant at the University of Minnesota Twin Cities campus in the Microbiology Department. The research I am assisting with focuses on the growth and characteristics of microscopic organism bacteria. My assistantship has affirmed my interest in bacterial research and provided me with the opportunity to hone my laboratory and analytical skills. In addition, I have taken several elective courses to further enhance my knowledge and abilities within the field of microbiological research. I believe my research experience combined with classroom knowledge has provided me with an excellent foundation for employment in your lab.

Also, I have participated in several activities and jobs that have strengthened my communication, leadership, and teamwork skills. For example, last fall, I was elected as chair of the publicity committee for the student chapter of the American Institute of Biological Sciences. In this position, I managed two other students, recruited speakers for monthly meetings, and coordinated advertising activities across the University of Minnesota-Twin Cities campus. These group activities reinforced my desire to work as part of a team.

I would like to thank you for your time and consideration of my qualifications. If you have any further questions, please do not hesitate to contact me.

Sincerely,

Goldy Gopher

Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

PORTFOLIOS

What is a Portfolio?

- Portfolios serve as visual aids that add credibility and help set you apart from other candidates. containing your resume, references, transcripts, samples of your work and accomplishments, as well as other career-related information.
- A portfolio organizes your academic and professional documentation and credentials.
- A portfolio increases your confidence during an interview. You can refer to “proof” and support your answers to the interviewer’s questions.
- A portfolio is an especially useful tool for visual communicators.

Typical Elements

Title Page	Transcripts
Table of Contents	Experience and Skills Examples
Confidentiality and Originality Statement	Achievements and Awards
Personal Mission Statement	Community Service
Resume	Professional Affiliations
References	Writing Samples

Types of Portfolios

- **Master Portfolio:** a master portfolio is intended for your eyes only and can be used to create your final interview portfolio. It organizes all academic, professional and personal items in detail.
- **Targeted Portfolio:** a targeted portfolio is intended specifically for a particular position and should be limited to about ten to twenty pages of relevant information.
- **Mini-Portfolio:** a mini-portfolio consists of copies of key pieces that you are willing to leave with a prospective employer.

Benefits

Portfolios help you remember your accomplishments and also make you more prepared to interview. On the job, you can use a portfolio in performance reviews.

Using a Portfolio in an Interview

Refer to specific items to support your answers. You can use your portfolio to show examples of teamwork, creativity, problem-solving, greatest accomplishments, honors, and awards. Have copies of key pages you can leave with the employer (mini-portfolio).

NETWORKING

WHAT IS A NETWORK AND NETWORKING?

A formal network is a web of systematically developed contacts and relationships. Networking provides a way to: exchange information, increase confidence, refine communication skills, get advice and moral support, meet new people, and form ongoing professional relationships.

WHAT ARE THE BENEFITS OF NETWORKING?

The benefits may include

- Learning about job openings
- Increasing interviewing confidence
- Obtaining job search advice
- Gathering pertinent industry information

NETWORKING ACTIVITIES TO HELP BUILD YOUR CONFIDENCE AND YOUR RESUME

- Prepare a self-introduction or “Bumper Sticker,” which informs the listener of your knowledge, skills, and background.
- Conduct informational interviews with professors, alumni, and classmates.
- Join and become involved in professional associations.
- Attend structured networking events (such as the School of Public Health’s Career Connect)
- Make cold calls to professionals in your field of interest.
- Consider your routine social situations as networking opportunities.
- Attend and present at conferences.
- Always have your business cards handy

INTROVERTED NETWORKING

1. **Respect your energy for people-time, whatever it may be.**
 - Plan time before and after the connection to rejuvenate--alone or with a trusted friend. Don't network every day or on days when you can predict your people-contact will be heavy.
2. **Use one-to-one networking strategies as much as possible.**
 - If possible, limit or avoid opportunities for networking in large groups of people you don't know or don't know well. Remember, highly social, opportunistic gatherings are only one of many effective methods of networking.
3. **Use email when possible and appropriate.**
 - You may introduce yourself to someone via email and request a conversation at a later date. However, do not email someone who never uses or doesn't like using email. In *some* cases, your contact may even want to respond to your questions entirely online.
4. **Do as much "reading research" as possible before you network.**
 - Visit departmental web sites, ask for organizational reports or gather other promotional materials if you are exploring a particular job or department. If you are exploring a new career, visit these sites:
 - [Occupational Outlook Handbook](#)
 - [Minnesota Careers](#)
 - [ISEEK](#)
 - [Twitter](#)
 - [LinkedIn](#)
5. **Write down questions and topics you want to cover.**
 - You should write down questions you want to ask and/or topics you want to discuss in advance of the meeting. It's also OK to refer to your notes during the conversation. Just let the person know what you are reading and why.
6. **If possible, plan your networking contacts according to when your personal energy is highest.**
 - Think about when your energy level for communicating is highest and try as much as possible to meet during these times.

THE “BUMPER STICKER”

You never get a second chance to make a good first impression. You need to be able to introduce yourself and answer the question “tell me about yourself” during interviews. You may use the bumper sticker whenever you are networking or interviewing in your job search.

WHEN TO USE

- In response to “tell me about yourself” during job interview
- In any situation when you are making networking connections
- To increase your confidence as you introduce yourself
- As a script when making cold telephone calls
- When requesting informational interviews or advice

Bumper Sticker

Key Components:

- Your personal tagline
- For professional exchange
- Short, benefit-focused statements
- Easier to memorize than an elevator pitch
- More conversational than an elevator pitch
- What you do now or how you can help in 5-10 seconds

Example: (use only as a guide -- create your own, specific to your situation)

“I speak for organizations that want to help their people have better, more profitable conversations”

OR

“I help people chit-chat their way to success”

DEVELOPING YOUR BUMPER STICKER

This box is designed to help you create the first draft of your bumper sticker statement, an essential personal marketing and networking tool.

1. List areas of expertise, relevant experiences, volunteerism, recognition, awards or certifications that distinguish you
2. List relevant projects and work experiences and their results
3. Complete the statement, "I really enjoy working in/with..." (List: industries, team characteristics, etc.)
4. Complete the statement, "I have focused in/on..." (list key skills, capabilities, and strengths)
5. I am interested in (benchmarking, increasing expertise, expanding network, etc.)

VISIONING YOUR BRAND

What is really BIG and IMPORTANT this year? In the next 2-5 years?
What do I really WANT this year? In the next 2-5 years?
What is my VISION for the future (5-10 years)?
Who can support me?
What do I want to be remembered for?
Where do I want to be in my work life in five years?
When I look at my entire life, what part do I want my career to play?
In what type of environment do I want to work?
What type of people do I want to work with?
What daily activities do I see myself doing?
What experiences do I want to have?
In what other ways will I be developing personally and professionally?
What kind of impact do I want to have with my career?

FIVE ADVANTAGES OF THE BUMPER STICKER

1. It lets the listener, rather than the speaker, decide how much information is enough and how much is too much.
2. It keeps the focus on the two people in the conversation (or three, or more) rather than on anyone's job description (which may well be the least interesting thing about you, in any case).
3. It doesn't hijack the conversation and turn it into a sales pitch, or run the risk of appearing to do so.
4. It gives the new acquaintance just enough information to remember.
5. It is polite!

A typical networking conversation tends to flow more like this:

YOU: Hi, I'm Mary – and you?

HIM: I'm Bob. Nice to meet you, Mary. What brought you here tonight?

YOU: Oh, my friend Agnes is one of the organizers. I've never been to a meetup before. How about you?

CARL: I come to this group occasionally, and always have fun when I do. So, are you a marketing person?

YOU: I'm an event planner, so I'm in the same vein. I didn't see any event planning meetups so I tagged along with Agnes at this marketing one.

CARL: So, what sorts of events do you work on? Do you work for yourself?

INFORMATIONAL INTERVIEWS

The best way to gather information about an occupation or an industry is to talk to people working in the field. This process is called *informational* or *research interviewing*. An informational interview is an interview that **you** initiate - you ask the questions. The purpose is to obtain information, not to get a job, though some have obtained jobs as a result of informational interviewing.

Why you should conduct informational interviews:

- to explore careers and clarify your career goal
- to discover employment opportunities that are not advertised
- to expand your professional network
- to build confidence for your job interviews
- to access the most up-to-date career information
- to identify your professional strengths and weaknesses

Steps to follow to conduct an informational interview:

1. Identify the occupation or industry

Assess your own interests, abilities, values, and skills. Evaluate labor conditions and trends to identify the best fields to research.

2. Prepare for the interview

Read all you can about the field prior to the interview. Decide what information you would like to obtain about the occupation/industry. Prepare a list of questions that you would like to have answered. (see *additional preparation tips below*)

3. Identify people to interview

Start with lists of people you already know - friends, relatives, fellow students, present or former co-workers, supervisors, neighbors, etc... Professional organizations, the yellow pages, organizational directories, and public speakers are also good resources. You may also call an organization and ask for the name of the person by job title.

4. Arrange the interview

Contact the person to set up an interview: by telephone, by a letter followed by a telephone call, or by having someone who knows the person make the appointment for you.

5. Conduct the Interview

Dress appropriately, arrive on time, and be polite and professional. Refer to your list of prepared questions; stay on track but allow for spontaneous discussion. Before leaving, ask your contact to suggest names of others who might be helpful to you and ask permission to use your contact's name when contacting these new contacts.

6. Follow Up

Immediately following the interview, record the information gathered. Always send a thank-you note to your contact within one week of the interview.

**For a sample informational interview agenda, you can check out this [one](#) provided by Simmons University*

SAMPLE INFORMATIONAL INTERVIEW QUESTIONS

You are encouraged to prepare your own list of questions for your informational interview. You may use some of the following examples:

About the individual's career journey:

- 1.) What was your major in college?
- 2.) How did you get your job?
- 3.) If you could do things all over again, would you choose the same path for yourself? Why? What would you change?
- 4.) What is your philosophy of work?

About the individual's current role/job:

- 5.) On a typical day in this position, what do you do?
- 6.) What training or education is required for this type of work?
- 7.) What personal qualities or abilities are important to being successful in this job?
- 8.) What part of this job do you find most satisfying? Most challenging?
- 9.) What credentials, degrees, and certifications are needed in your position or for someone starting out in this industry?
- 10.) What are you responsible for, specifically, in your position?
- 11.) What is a typical day like for you in your position?
- 12.) What are the positives about this position and what are some of the negatives?

About the individual's current field:

- 13.) How does one succeed in this industry?
- 14.) What prior experiences are helpful and what is essential for someone in this career?
- 15.) What opportunities for advancement are there in this field?
- 16.) What entry-level jobs are best for learning as much as possible?
- 17.) What are the salary ranges for various levels in this field?
- 18.) How do you see jobs in this field changing in the future?
- 19.) Is there a demand for people in this occupation?
- 20.) What special advice would you give a person entering this field?
- 21.) What types of training do companies offer persons entering this field?
- 22.) What are the basic prerequisites for jobs in this field?
- 23.) Which professional journals and organizations would help me learn more about this field?
- 24.) From your perspective, what are the problems you see working in this field?
- 25.) Tell me about the industry and some of the trends you see emerging.
- 26.) Do companies such as yours view internships as a way of getting into this industry?
- 27.) What skills do you see as essential for someone in this business (definable such as: computer programming, accounting, instructing, public speaking, etc., and less definable such as: organizing, attention to details, flexibility, and multi-task projects).

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

Other questions:

- 28.) What do you think of the experience I've had so far in terms of entering this field?
- 29.) With the information you have about my education, skills, and experience, what other fields or jobs would you suggest I research further before I make a final decision?
- 30.) What do you think of my resume? Do you see any problem areas? How would you suggest I change it?
- 31.) Who do you know that I should talk to next? When I call him/her, may I use your name?
- 32.) What qualities do you look for in employees?
- 33.) What educational backgrounds do you look for when hiring new employees?
- 34.) What professional organizations/associations should I join?
- 35.) What prior experiences are helpful and what is essential for someone in this career?
- 36.) Is there anything I haven't asked that would be helpful for me to know?

SOCIAL MEDIA GUIDE

Online social networking is **one** method for establishing a professional network. Online networking, on sites such as LinkedIn, builds communities with others who share common interests or activities.

Professional online networking:

- Provides access to a large number of experienced professionals as well as resources in your field
- Eases ability to research an organization including its financial “health” and track record
- Gives increased visibility
- Increases chances of finding people with similar educational and work backgrounds
- Can be done 24/7, immediately

Connect with us...

Vic Massaglia – www.linkedin.com/in/massaglia

Darren Kaltved – www.linkedin.com/in/darrenkaltved

SPH Career Blog – <http://sph.umn.edu/category/careers/>

SPH on Twitter - <https://twitter.com/PublicHealthUMN>

SPH Career & Professional Development on Pinterest – www.pinterest.com/sphcsboard

** For more information on how to network online, specifically using LinkedIn, read our blog post: [‘It’s Time to Make Those Important LinkedIn Connections’](#)*

LinkedIn

How to Build a Professional Student LinkedIn Profile:

- **Craft an informative profile headline**
Your profile headline gives people a short, memorable way to understand who you are in a professional context. Think of the headline as the slogan for your professional brand, such as "Student, National University" or "Recent honors grad seeking marketing position". Display an appropriate photo such as a professional, high-quality head shot of you alone. Avoid group photos.
- **Show off your education**
Include information about all institutions you've attended. Include your major and minor, if you have one, as well as highlights of your activities. You should include study abroad programs and summer institutes. Don't be shy; your LinkedIn profile is an appropriate place to show off your strong GPA and any honors or awards you've won. Also, fill your "Skills & Expertise" section with keywords from job listings that appeal to you from LinkedIn profiles.
- **Develop a professional summary statement**
Your summary statement should resemble the first few paragraphs of your best-written cover letter — concise and confident about your goals and qualifications. Remember to include relevant internships, volunteer work, and extracurricular activities. Present your summary statement in short blocks of text for easy reading.
- **Update your status weekly**
A great way to stay on other people's radar screens and enhance your professional image is to update your status at least once a week. Tell people about events you're attending, major projects you've completed, or any other news you have. Also join groups to show your desire to connect with those with matching interests.
- **Share your work**
A final way to enhance your LinkedIn profile is to add examples of your writing, design work, or other accomplishments by displaying URLs or adding files to your experience or education. By including URLs, you can direct people to your website, blog, or Twitter feed. Through adding files, you can share a PowerPoint or showcase writing samples.

Source: *LinkedIn.com*

Twitter

Why use Twitter for networking:

- Twitter allows you to make and maintain quality connections with professionals, as well as follow industry leaders
- Twitter is a good learning tool for your field of interest (e.g. "What are the experts saying?", "What are the current trends in the field?", "What relevant news feeds are coming out regarding my field of interest?", etc.)
- Twitter allows you to share knowledge and interact with others, while also gaining advice. By sharing your knowledge with others, you demonstrate your level of expertise while also maintaining/marketing your personal brand.
- Twitter is an excellent resource to learn about occupations, employers, recruiters and job opportunities. There are thousands of recruiters and employers who continuously tweet job announcements daily, while also providing resources and tips on how to find opportunities related to your field.
- When it comes to Twitter, recruiters are reviewing or following potential candidates to see if the individual does one or more of the following:
 - Tweets often (between 2-10 times per day is considered reasonable)
 - Has developed a "healthy" list of followers balanced with a healthy set of individuals you are following
 - Keeps a healthy balance between personal and professional tweets
 - Doesn't just update, but also responds to others' tweets

For more information on job tweets or who to follow, please visit: <http://tweetmyjob.com>, <http://www.twitjobsearch.com>, <http://tinyurl.com/twitterjobsfollow>, <http://mashable.com/2009/03/13/twitter-jobs/>, or go to <http://search.twitter.com> and follow these trends (#jobsearch, #resume, #jobs, #jobtips, #jobhunting, #employment, #career, #findajob, or #hiring).

Facebook

How to use Facebook for networking:

- **Target.** Follow companies to uncover job openings and stay current on company products, services, initiatives and acquisitions. In addition, follow leaders of career-related organizations (such as Mayo or the American Public Health Association) to have real-time access to employment trends and information.
- **Connect.** Use the Facebook search feature to connect with people in your field or to join groups with a common interest.
- **Be professional.** Avoid slamming your previous employer, boss, ex – or anyone for that matter. Also, keep your profile clean. It's time to go back to pages that do not fit your current brand and leave/"unlike" them.
- **Protect your privacy.** Adjust your privacy settings so you control what you are sharing. Limit your political or controversial viewpoints to your close friends or family. Turn timeline review on in your Facebook privacy settings so that your friends cannot tag you in a post or photo without your approval.
- **Upload a professional photo.** The first and most important step for your brand consistency in your job search is using your professional photo in your social network. We advise to get your professional headshot now and use it on all your profiles.
- **Be thorough in your 'About' copy.** Facebook Graph Search has revolutionized the job search on Facebook. Recruiters can now search for job seekers outside of the immediate network based on pages, music, books, etc., that you like and the keywords in your profile. So, you need to be thorough in your about section by filling in as much education and work experience as you can, loading descriptions with keywords.
- **Like away.** Now you have cleaned up your profile. You are in charge of what others can see. Go ahead and "like" companies and public figures related to your industry. Employers will see how involved you are in your industry, will optimize your profile and rank you higher in Graph Search.
- **Promote yourself.** Facebook is a tool to promote your personal brand. Only post content that builds that brand. Comment appropriately on your Facebook friends' content. When in doubt: Don't post!

Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

INTERVIEWING

QUICK START LINKS:

- *Online Workshop:* <https://umconnect.umn.edu/interviews/>
- *Interview Stream:* This online resource allows you (with the use of a webcam) to record yourself answering interview questions: <http://umn.interviewstream.com>

THE PURPOSE OF THE INTERVIEW

From your (the applicant's) perspective, the purpose of an interview is to:

1. Determine whether the organization, culture, and the job align with your values/goals.
2. Receive a job *offer*.

From an organizational standpoint, the purpose of the interview is to answer:

1. Is the candidate **able** to do the job effectively?
2. Would the candidate **fit** within the culture of the organization?

You and the interviewer each have distinct purposes for the interview. So, interviewing is a two-way street. The interview is as helpful for you in finding out about the employer as it is helpful for the employer to find out about you.

Pre-Interview Research

Before your interview, learn what you can about the format of interview and the people you will be meeting, either by asking the person setting up your interview directly or by researching the organization online.

- Will you first have a telephone screening interview with the recruiter?
- Will you be interviewed on-site or remotely?
- How many people will be questioning you – one, two, or a panel?
- What will be the duration of the interview?
- Will they want you to give a presentation or take an assessment?
- Are you going to be expected to have a meal with the interviewing team?

Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

If possible, find out the interviewers' names and job titles. Most of this information will be available from the person who contacts you to schedule the interview – and don't hesitate to ask if it is not provided. Remember, this is *your* interview, and the more you know beforehand, the more confident you will feel. Keep in mind that many employers require more than one interview as part of their hiring process.

In addition to learning what you can about the interview, research the company itself. During interviews, a common question is "What do you know about our company?" You want to be prepared with information about the organization's mission statement, their products and services, and even about their competition or current challenges.

TYPES OF INTERVIEWS

- **Telephone Interviews:** Typically "screening" interviews to determine whether the company wants to bring you in for an in-person interview. Establish a good phone connection and a quiet place for your interview. The interviewer can't see you, so it is important to speak clearly and to verbally communicate that you are interested in the position and company.
- **Video Interviews:** Ensure that you have a good internet connection, that your background looks professional and uncluttered, that there are no noise distractions, and that you look at the camera rather than the monitor so you are making "eye contact" as opposed to appearing to be looking down.
- **Group/Panel Interviews:** When more than one person is interviewing you, introduce yourself to everyone. Regardless of who is asking you the question, engage each interviewer by making eye contact. Bring copies of your resume for each person.
- **On-Site Interviews:** Interviews occurring at the company, especially if they are second-round interviews, can be often a few hours long. Your visit may include a tour, lunch, the opportunity to meet potential co-workers, and interviews with multiple staff members and supervisors.

Interview Preparation

- Research the organization(s) to learn the mission, philosophy, or products. Determine how your skills, education, and experience would be of value to the organization.
- Research the names of the people on the hiring committee.
- Practice your **Bumper Sticker** as well as answers to the most commonly asked interview questions. Practice out loud. (see "The Bumper Sticker" section)
- Plan a few questions you want to ask the interviewer.
- Plan your schedule and route so that you arrive 10 to 15 minutes before your interview appointment.
- Bring your portfolio, if appropriate, and extra copies of your resume.
- Consider interviewing initially for a high volume of jobs to "practice" and gain confidence. Reflect on each interview afterward. In the best case, you could receive an offer which you can either accept or use for leverage if you get other offers, and in the worst case, you will decline the offer but you will still have expanded your network.

Interview Attire

Dressing appropriately for your interview is essential. Research the organization you are interviewing with to get a sense of employees' normal dress code. However, even if the organization has a more casual dress code, it's always better to be overdressed. You should dress as if you are giving an important presentation to a group of professionals. Remember, you are a professional, so make a professional first impression!

Professional interview attire includes:

Clothing

- Suits
- Button-down dress shirts and dress pants
- Ties
- Dress shoes with matching dress socks
- Dresses
- Knee-length skirts
- Blouses
- Sweater with a blazer
- Flats or low heels

*Always wear clothes that are clean and wrinkle-free.

Avoid:

- Poor personal appearance
- Arriving late
- Displaying a lack of interest
- Over-aggressiveness
- Displaying a lack of career goals
- Vaguely describing skills, experience, education
- Displaying nervous behaviors
 - [crossing arms, tapping feet, biting fingernails, avoiding eye contact, etc.]
- Displaying a lack of self-confidence
- Over-emphasis on salary
- Not following up via thank you communication
- Being rude

Hair

- Trimmed facial hair
- A simple, neat hairstyle

Jewelry should be kept to a minimum. Overall, it is important to project your true self, while not becoming overly distracting.

BEHAVIORAL INTERVIEW QUESTIONS

A behavioral-based interview question examines past behavior as an indication of future job performance. Include detail and use the STAR response to answer these questions successfully.

SAMPLE BEHAVIORAL INTERVIEW QUESTIONS

- Please tell me about a time from a previous job that demonstrated your ability to pay attention to detail.
- Please tell me about a time when you demonstrated your ability to be an effective member of a team.
- Please give an example from previous jobs that demonstrated the quality of the work that you do.
- Please give your most recent example of something you did to improve your job performance.
- Please tell me about a time when you had a conflict with a supervisor, peer/co-worker, or customer/vendor. What was the conflict and how did you handle it? What resulted from it? Would you handle it in a different manner now? Why?
- Please tell me about a time when you manage people effectively.
- Please give examples demonstrating your ability to manage a budget effectively and would demonstrate your ability to perform this job.
- Please tell me about a time when you needed to respond to tight deadlines.
- Please give examples of things you have done in previous jobs that demonstrate your resourcefulness. What did you do and what resulted from your actions?
- Please tell me about a time when you demonstrated your organizational skills.
- When you've held previous jobs, how did you handle confidential information?

USING THE “STAR” RESPONSE TO SELL YOURSELF IN INTERVIEWS

A **STAR** response provides a logical approach to answering any interview question by using specific examples of your past successes.

The four steps are:

1. S = Situation

Describe a specific event/situation and provide enough detail for the interviewer to understand. The situation can be from a previous job, a volunteer experience, or any other relevant experience.

2. T = TASK

Describe the task, project or objective you completed.

3. A = Action

Describe the actions YOU took to complete the task, project or objective. Keep the focus on you, even when you are discussing a group project or effort.

4. R = RESULT

Describe the outcome: what happened, what you accomplished, what you learned.

Sample STAR response to: “Tell about a time you were responsible for a positive outcome.”

Situation: *During my internship last summer, I was responsible for managing various events.*

Task: *I noticed attendance at these events dropped by 30% over the past 3 years and wanted to do something to improve these numbers.*

Action: *I designed a new promotional packet to go out to the local community businesses. I also included a rating sheet to collect feedback on our events and organized internal round table discussions to raise awareness of the issue with our employees.*

Result: *We utilized the wonderful ideas we received from the community, made our internal systems more efficient and visible and raised attendance by 18% the first year.*

FREQUENTLY ASKED INTERVIEW QUESTIONS

Tell me about yourself.

(The employer wants to know if you are prepared, organized and concise)

- Try to put context on your resume. Be careful not to give into a long answer. Two-three minutes should be enough. Touch on these areas:
 - o Highlight those skills you know relate to the position for which you are applying
 - o Education / Work Experience / Military Experience / Accomplishments
 - o Career Goals (mainly short-term)
 - o Two Approaches: Past – Present – Future; or Present – Past – Future

What do you know about our company/organization/department?

(The employer wants to know if you prepared by researching their company)

- If you've done your homework, this will be easy. Be aware of services provided, products offered, department/organization history, reputation (if positive!), mission, vision, values and people. Check to see if they were in the news recently (in a good way). You can always follow up with "But I would love to know more from your point of view. Do we have time to cover that now?"

Why have you chosen this particular field of study?

(The employer wants to know that you are purpose oriented and focused)

- Relate your answers to the mission, products or service of the organization.

How do others describe you?

(The employer wants to know what it is like to work with you)

- Be honest and use words the organization may have used in their position description. Describe 2-3 characteristics.

What do you consider to be the most important accomplishment in your last job? Why?

(The employer wants to know if you are bringing relevant skills to the position)

- Be as specific as possible. Give an example of how you increased profits, increased efficiency, or contributed to the bottom line, in some way.

What are your strengths and weaknesses?

(The employer wants to know if you are self-aware)

- Strengths: present two or three. Relate your strengths to the current position and particular organization.
- Weaknesses: don't say you have none. Mention ONE concrete issue. Avoid personal characteristics such as perfectionism. Deliver your weakness in a positive manner, showing what you are doing and plan on doing to address the issue. For example: "One of the things I am working on is becoming more fluent in Spanish and I am taking a community education class in Spanish to get better."

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

Describe your best/worst boss.

(The employer is really asking two things: What kind of boss do you like to work for? How diplomatic will you be?)

- Best Boss: describe in terms of how you were able to be particularly productive and efficient – relate in terms of the job you did.
- Worst Boss: discuss how you learn something in every situation – and one thing you learned from what might be described as “worst boss” is the importance of open and honest communication (or something similar).

Give an example of a time you showed leadership.

(The employer wants an example of your initiative)

- It is okay to use non-work examples if you need to. Think of study abroad experiences, volunteer work, etc.

Why are you leaving your current job?

(The employer cares about your motivation and values)

- Appropriate answers include looking for growth, challenge provided by this job. If there were difficulties with your previous employer, refer to a difference in style or opinion. Do not personalize; never be negative. Keep it short.

What has your experience been in “x” (when “x” is something you have not done formally)?

(The employer cares how well you match the job criteria)

- If you have not had much experience, say so, but refer to your successes and accomplishments requiring the same skills. Call attention to your ability to learn or to pick things up quickly.

What are your long-term career goals?

(The employer cares about your maturity and how long you may stay with the new position)

- Talk first about the job fits those goals. Then talk about your longer-range goals beyond this position. Keep your goals general and semi-tailored to the industry.

Why should we hire you?

(The employer wonders how you handle stress and how confident you are)

- Relate past experiences that represent success in solving problems and that may be similar to those of the prospective employer.
- Promote strengths

You seem overqualified for this position...

(The employer wants to know why you want this position if it is less than you have done previously OR they wish to know how long you might stay around)

- Possible answers:
 - o A strong organization needs a strong person
 - o I have been looking at this organization for a long time now and I hope this position will be a stepping stone for further growth with you.
- Keep in mind an employer will get a faster return on investment because you have more experience than required.

What salary would you expect?

(The employer wants to know if the salary they offer is acceptable. But if they can get away with paying you less, they probably will!)

DO NOT DISCUSS SALARY/BENEFIT EXPECTATIONS UNTIL AN OFFER IS MADE. If an employer asks,

- Do your research to find the “going rate” for the job.
- If you DO NOT know the market value for this job, return the question by saying that you would expect a fair salary based on the job responsibilities, your experience and skills and the market value of the job. Then ask what salary range has been set for the job.
- If you DO know the market value of the job, you might inquire, “My understanding is that a job like the one you’re describing may be in the range of \$___ to \$___. Is that correct?”
 - o The first value should be what salary figure you would accept; and preferably more.
 - o The second value should be higher than you expect but not too high. You do not want to price yourself out of the running.
- Contact the SPH Career and Professional Development Center for detailed salary data.

QUESTIONS TO ASK AT THE END OF THE INTERVIEW

Questions for your interviewer(s) demonstrate how seriously you are thinking about the interview, the organization, and the job. Your questions measure common sense, your intellectual curiosity, your maturity, and your communication skills including active listening. Write your own questions or select those most appropriate from the following list. Always ask a few questions – remember, the interview is a two-way street!

1. In what ways would you most like to see the person who is hired for this position contribute in the first few months they are here?
2. What are the organization's plans for future growth?
3. What makes this company different from its competitors?
4. What is your corporate culture / management style / leadership style / problem-solving model / decision-making process?
5. Describe the work environment here.
6. What opportunities are there for professional development?
7. What is a typical career path for someone in this position? What is the realistic time frame for advancement?
8. To whom would I report? What are the criteria for evaluation and promotion?
9. Describe a typical week / quarter / first-year assignment.
10. Do you have an initial training program or ongoing programs for professional development?
11. Would this position allow for the opportunity to work on assignments in a team, interdepartmental, or cross-functional setting?
12. What are the characteristics of a successful person in your organization? (What does success look like in this position?)
13. What do you enjoy most about working for this organization?
14. Why did the last person leave this position? How many times has it been open in the past few years?
15. What are the long-term and short-term strategic directions of this department? How do you see this position contributing to those strategic initiatives?
16. What are some potential challenges I would face in this position?

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

TELEPHONE INTERVIEWS

More and more, employers are using telephone interviews for initial employee screening in place of face-to-face encounters. It is cheaper, faster, and easier than in-person interviews. As a job hunter, you need to be ready.

Be Prepared

You do not need to accept an *unexpected, on-the-spot* telephone interview. If a company calls you and asks to do a telephone interview right away, explain that, while you are delighted to hear from them, you want to be able to give them your undivided attention and would prefer to schedule a time, even if it is just an hour later.

Have all the necessary information at your fingertips: your resume, company research notes, and any additional documents. Have your computer booted up and a quiet place to talk.

Things to remember: You can hear a smile at the other end of the phone--it warms your voice, making you sound friendly and more interesting. Dress the part. Telephone interviewing is like broadcasting: your answers should be crisp, clear, and immediate.

Telephone interview basics:

1. **Speak in a normal conversational volume, using more emphasis, excitement, and accentuated punctuation.** Talking loudly on the phone is like emailing someone in all caps --- it's rude and you cannot tell what's most important. *Practice your volume with someone.*
2. **Do your research about the company, in advance, to indicate your enthusiasm and interest in the organization.** Practice your answers. Write down important points to cover with keywords highlighted from your resume and matching the job description.
3. **Stand up or put your interviewing materials at eye level.** Doing so increases your energy level. Standing better supports your diaphragm and your voice. Having the materials in front of you prevents you from looking down, making your voice stronger.
4. **Use a mirror to see yourself smiling.**

Finally, ask the employer questions about the job and the organization to show interest in the job. If you do wish to continue in the hiring process, say so, ask what the next steps are and request a meeting in person. As always, thank the interviewer for their time. Obtain the correct spelling of their name, title, and mailing address (or email) and send a thank you note for the interview.

Adapted from an article by David Singer. David Singer is a Freelance Consultant on Human Resources to Industry and Government.

Career & Professional Development Center – School of Public Health, University of Minnesota
<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

ACE YOUR SKYPE/ZOOM INTERVIEW

14 Tips from executives, career consultants, and tech experts for video interviews (Source: <http://www.cbsnews.com/news/ace-your-skype-job-interview-14-smart-tips/>)

1. Look Into The Camera "During Skype interviews, some people fixate on themselves on the computer screen. This gives the impression that the candidate is not making eye contact with the interviewer on the other end of the video. When an interview starts, take a moment to make sure you look fine on the screen, and then focus on looking into the camera." --Davin Malasarn, Science Writer for the California NanoSystems Institute at the University of California, Los Angeles

2. Get Rid of Distractions "Make sure that [you're] the only living object in view. Let the people in your life know what's happening and insist they stay at the opposite side of the house/apartment." --Rich DeMatteo, Co-Founder of Bad Rhino, a social media marketing firm, and Founder of Corn on the Job, a job search blog, Philadelphia, Pennsylvania

3. Use Your Hands to Communicate "Make sure that the camera on your computer gives a good shot of your head and shoulders, as well as of your hands. Remember that a good portion of understanding comes from body language and other non-verbal cues, so you want to make sure that the upper half of your body is showing." --John Heckers, MA, CPC, BCPC, Heckers Development Group, LTD, Cherry Creek, Colorado

4. Light Yourself Kindly "Lighting [is crucial]. Set up two task lights on either side of the computer/webcam. Test the light so that it is evenly lit and flattering." -- Sarah Cornwell, appbackr, Palo Alto, California

6. Dress For Success "It may seem like a good idea to wear a dressy top, and shorts below where you think the camera might not see it. But you might be surprised how wardrobe malfunctions can happen. Dress the part 100 percent... just like you are going into a real interview, which this is!" --Dawn Rasmussen, CMP, president of Pathfinder Writing and Career Services, Portland, Oregon

7. Avoid Technical Difficulties "It is of utmost importance to ensure that your internet connection works properly during a Skype interview. It is difficult to have a discussion if the interviewer is unable to hear you due to technological difficulties and interruptions. The impression will be that you are unreliable." --Lynda Zugec, Managing Director, The Workforce Consultants, New York, New York

8. Be Clear Clarity is very important. For heaven's sakes, buy a USB [-connected] headset because the microphone jack usually provides a suboptimal experience." --Tadd Rosenfeld, Principal at TeamLauncher.com, Miami/Ft. Lauderdale, Florida

9. Slow It Down "It can be easier to talk over people on a Skype call so wait for the interviewer to stop speaking before you answer. This also gives you a few seconds to think about what you want to say before you speak." --Jessica Silverstein, Esq., Principal, Attorneys Counsel New York, New York

10. Know Proper Web Cam Etiquette "Do not sit too close to the camera. Sit up straight-posture goes a long way. Look at the camera. When you look directly at the camera, it appears to the interviewer that you are looking directly at them/making eye contact." --Kendall Payne Slagle, Public Relations Manager for Offers.com, Austin, Texas

11. Lean In "Sitting forward and leaning toward the camera so you become a talking head, just like on TV. This is the best way for employers to read your facial expression, which can add a great deal of meaning to your words." --Ruth Sherman, founder of Ruth Sherman Associates, LLC Greenwich

12. Be Enthusiastic "Skype interviews tend to dampen one's personality so make an effort to smile and act like your pleasant self as much as possible." --Christy Grimste, Director, Educators Overseas, Tampa, Florida

13. Dress Dark With A Touch Of Color "As in any on-camera scenarios, don't wear stripes or tight woven patterns such as hounds tooth because they'll come across like strobe lights to your interviewer. It's best to wear a darker color with accents of jewel tones in a tie, or for a ladies shirt under a suit jacket, to bring a little color to the image." --Jennifer Johnson, Founder, J. Johnson Executive Search, Inc., New York, New York

14. Choose a Proper Username "Whether it's Skype, an instant-messaging client, or another videoconferencing app, you likely have a user name or "handle" that you sign in with. Make sure it's not something like beerlover2011 or casanova4u. As with your email account, choose something professional -- if you can't use just your name because it's already taken, try your name combined with your industry (jsmith_writer, for instance)." --Charles Purdy, senior editor and career expert, Monster.com, San Francisco, California

THANK YOU COMMUNICATIONS

Sending a thank you note to people who have given you informational interviews, networking time, and job interviews distinguishes you as a courteous and professional person. Thank you notes give you a chance to reiterate skills and strengths that you want to emphasize, as well.

Basic guidelines

- When you send your thank you notes depends to some extent on when your interview is scheduled compared to other candidates. Send your note within 24 hours of the interview.
- Take brief notes during the interview to personalize your note for each person who interviewed you. Ask each interviewer for a business card so you use the proper spelling of each person's name, title, and correct address on the thank you notes.
- Continue to be formal, unless otherwise instructed by the interviewer. For example, say "Dr. Jones" rather than "Jeremy" in your communications.
- State your appreciation of their time and your continued interest in the position. Identify the specific job. Mention something specific from the interview.
- Even if you were turned down for the job, use the thank-you letter to express your appreciation for being considered and your interest in future opportunities. (You never know when and where you may see someone again, so always be respectful.)

Email or hard copy?

- If you choose to use your computer to write your note, use the same format for your contact information as you used for your resume. Have your name be the first thing on the note; it is professional and consistent. Using the same format as a resume makes it easy for the reader to know how to reach you, since your email address and telephone number are right there. You may send it as a hard copy through the postal service, or attach a PDF to an email message. If you opt for email, put your name and thank you in the subject line, e.g., "Thank you for (Position) Interview."
- If you have legible handwriting and prefer to send a handwritten note, you may use pre-printed, formal thank you cards.
- If the interview process will continue for a few weeks, you could send an email thank you immediately after your interview, followed by a hard copy toward the end of the first round of interviews. If you are invited for a second interview, send thank you notes again (usually, email is sufficient for the second round.)

SAMPLE LETTER

SALUTATION:

Dear Ms. Goldy and Ms. Gopher:

OPENING PARAGRAPHS:

Thank you both so much for taking the time out of your busy schedules to interview me yesterday evening (and for taking time away from that 76 degree weather!). Our conversation made me even more excited about the potential opportunity to be your resident at UCLA Health this coming summer.

MIDDLE PARAGRAPHS:

I was very happy to hear that the resident would have the opportunity to work both in the state-of-the-art Ronald Reagan UCLA Medical Center as well as in the newly expanded UCLA Medical Center, Santa Monica. I am thrilled about the unique opportunity to seek projects in both locations at UCLA, as well as in the clinics, in order to gain a wide variety of experiences and build relationships across the vast health system.

OR

The strategic initiatives of your Operations team, such as analyzing barriers to discharge and reducing length of stay in order to address the Emergency Department overcapacity issue, sound fascinating to me. I believe I could bring immediate value to projects like this based on similar, smaller scale projects that I have completed in the past. Your other projects, such as working with your Performance Excellence team to reduce costs using Lean methodology would be a new, exciting challenge and is something that I look forward to learning more about.

OR

The culture that you both described as helping you decide to begin your careers at UCLA sounds like it is exactly what I am looking for. From our conversation, I believe that my relatable and open personality would fit in wonderfully in a culture that encourages exploration and is focused on the importance of cultivating relationships with one another that create the atmosphere that you described at UCLA.

CONCLUDING PARAGRAPH:

I am very interested in working for you and I look forward to hearing from you once the next decisions are made regarding this position. Please feel free to contact me at any time if further information is needed..

Thank you again for your time and consideration.

Sincerely,

Goldy Gopher

THE ART OF NEGOTIATION

Salary negotiation is less intimidating than you may realize. Most employers actually expect you to negotiate. Employers who provide offers tend to shoot low on their salary range. However, the goal with any salary negotiation is ensuring you receive what you are worth, if not more!

THE 3 Ps OF SALARY NEGOTIATION

Preparation: Being prepared for this process is absolutely essential for successful negotiating.

- Research the company and its culture, using annual reports, websites and reference materials. Factor in geographical location (for instance, the standard of living in California is much different than Minnesota) as well as your own market value (your years of relevant experience, education and skills).
- To better understand your market value, compare yourself to an applicant with a similar degree, field-related experience and skills. Determine what aspects (experience, skills, education) make you an “above-average” applicant. These factors solidify your reasoning for a higher salary rate.
- In addition to the research you conduct, assess and reflect on your personal criteria for what you want in an offer package. What are your “must-haves”? What are your “would-like-to-haves”? What are your “can-live-withouts”? For example, your must-haves may include paid holidays, your would-like-to-haves may include profit sharing benefits, and things you would be willing to live without may include some evening hours.

Poise: This section pertains to your ability to remain calm and confident in uncomfortable or frustrating situations.

- Do not reveal your salary requirements too early in the process. The SPH Career and Professional Development Center can assist you in determining when the best time would be.
- Convey confidence throughout the entire process. Remember, you would not have gotten the interview if they didn’t think you could do the job!
- Show enthusiasm and appreciation for any offer they do provide.
- Stay positive!
- DO NOT accept the offer on the spot. If needed, ask for at least a day or two (if not longer) to think about it. Allow the good news to settle in but, more importantly, give yourself the time to “prepare”.

Professional: The way you negotiate is an example of the behavior the employer will expect to see on the job; this is where confidence and realistic expectations come into play.

- Understand the dynamics of the situation (for instance, you may negotiate differently if you have been job searching for a long time vs. if you have several offers to consider).
- Remain focused and positive. You and the employer share a common goal – getting you to feel good about joining the company.

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.

- Ask questions. Hearing how they arrived at their offer may give you clues about alternatives. The more questions you ask, the more clarity you will have throughout the negotiation process.
- Detach yourself from the outcome – it will help you relax AND you won't alienate your future boss.
- Focus on the value of the total compensation package, including salary, benefits package, and, sometimes, signing bonuses or relocation assistance.
- Know where you are willing to compromise
- Know when to quit. If they are not budging...don't push it.

ADDITIONAL TIPS

During the Interview Process:

- Do not be the first one to approach salary; always wait for the employer to bring it up.
- Do not negotiate salaries until a job offer has been made.
- If asked about salary issues before a job offer has been made, you may ask "What is the range for this position?"
- Avoid mentioning past salary or hourly wage rates history or information unless asked.
- Never stop selling yourself. Tell the company how you will benefit them throughout the negotiation process.

Once the Job Offer Has Been Made:

- When first given a salary offer, respond by repeating the figure, then staying silent for about 15-30 seconds, as you think it over.
- Remember, benefits are often (not always) negotiable. Increased or customized benefits packages can equalize the value of employer salary offers with your individual salary goals. If you will not use a specific benefit, ask for another in its place or monetary compensation; substitution may not be an option but it never hurts to ask. Note: benefits cost the company 30-40% in addition to your salary. The addition of these benefits are typically referred to as the "Total Compensation Package."

After the Negotiation:

When you think you have reached a satisfactory agreement:

- Don't accept a job, salary, or benefits offer at the table. Ask for at least 24 hours to think it over before responding.
- Always get the job, salary, and benefits offer in writing before formally accepting.
- If the employer doesn't offer a formal letter, you may write your own. Include details about the job, start date, hours/schedule, salary, and benefits and ask your potential employer to agree to it by signing your letter.
- Finally, not all negotiations go as well as one would hope. Don't be afraid to walk away. You'll be more confident, and, in some cases, may receive higher compensation.

Career & Professional Development Center – School of Public Health, University of Minnesota

<http://www.sph.umn.edu/careers>

The University of Minnesota is an equal opportunity educator and employer.



SCHOOL OF
PUBLIC HEALTH

UNIVERSITY OF MINNESOTA



@UMNSPH



@UMNSPH



@UMNSPH



@PUBLICHEALTHUMN