



# 2021 GRADUATE STUDENT CAREER GUIDE



AUBURN  
Office of the Provost  
*University Career Center*

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## INTRODUCTION

*The University Career Center (UCC) is pleased to provide you with the Graduate Student Career Guide! We developed this handbook to guide prospective and current graduate students in all aspects of your career development. From researching programs to negotiating a job offer, we can help you navigate this exciting journey of graduate school effectively and confidently. We encourage you to refer to this guide throughout your time in graduate school, and remember, you are encouraged to meet with career counselors regularly to develop a strategic and comprehensive career plan.*

-Anna Claire Stinson, Career Counselor

# UNIVERSITY CAREER CENTER RESOURCES



## 1. University Career Center Website: [career.auburn.edu](https://career.auburn.edu)

Our website has all the resources you will need for researching jobs/graduate programs, preparing your marketing documents, networking, finding opportunities, becoming an outstanding interviewee, negotiating your salary, and transitioning from college to your career.



## 2. Career Counseling: [handshake.auburn.edu](https://handshake.auburn.edu)

Career Counselors in the University Career Center are available for free one-on-one appointments to assist you with all aspects of your career development. In addition to appointments, our drop-in times are Monday-Friday between 10:00 a.m. until 3:00 p.m. This allows you to get assistance without an appointment.



## 3. Quinncia: [aub.ie/resume](https://aub.ie/resume)

This resource will allow you to submit your résumé/CV for review and will give you suggestions for improvement. In addition, Quinncia will allow you to have a virtual mock interview conducted by Quinn, your AI assistant. When submitting a multi-page CV, disregard the feedback regarding page length.



## 4. Mock Interviews: [handshake.auburn.edu](https://handshake.auburn.edu)

Career Counselors are available to conduct mock interviews to help you ease your nerves and build your confidence before your upcoming interview. During this process, you will be asked questions relevant to your actual interview so that you can practice your responses. After the interview, you will receive valuable feedback that tells you what you did well and what you could improve.



## 5. CareerShift: [aub.ie/CareerShift](https://aub.ie/CareerShift)

This is a comprehensive job search and networking site of nearly every “public” job posting on the Internet. It also allows you to search for contacts in your field and provides you with their contact information.



## 6. Career Fairs: [aub.ie/fairs](https://aub.ie/fairs)

Career fairs are held throughout the year to give you the opportunity to meet employers and talk to them about their organizations and how your skills could benefit their companies.



## 7. Résumé, CV, Cover Letter, and Personal Statement Reviews: [aub.ie/resume](https://aub.ie/resume)

There are several ways to have your documents reviewed. Quinncia can review résumés. Drop-ins are a great way to have any of your documents reviewed by one of our Peer Career Advisors. In addition to that, Career Counselors are available by appointment to review your documents and offer guidance.



## 8. Campus Career Closet: [aub.ie/ccc](https://aub.ie/ccc)

The Campus Career Closet is available if you need professional clothing for interviews, career fairs, or any professional event. Through this service, you can take up to four items of professional clothing per academic year for free. These items are yours to keep.



## 9. Salary Research and Negotiation: [handshake.auburn.edu](https://handshake.auburn.edu)

Counselors can assist you in researching salaries in your field and in the area where you intend to work. After determining a target range, Career Counselors can give you guidance on how and when to negotiate to get the best possible starting salary.

## CAMPUS RESOURCES

### **AUBURN UNIVERSITY GRADUATE SCHOOL**

[graduate.auburn.edu](http://graduate.auburn.edu)

The Graduate School caters to prospective, current, and postdoctoral graduate students and gives students access to the most current degree and academic information. Additionally, it houses numerous resources, ranging from fellowships to academic policies, as well as networking events such as Dean's Café which gives students the opportunity to meet with Dean Flowers and other graduate school staff on a monthly basis. The main campus office location is 106B Hargis Hall.

### **THE MILLER WRITING CENTER**

[auburn.edu/writing](http://auburn.edu/writing)

University Writing offers many resources for graduate students, including writing tutors who are trained in graduate-level writing. Additionally, the University Writing offers the Graduate Writing Partners program, which pairs graduate students with a Miller Writing Center consultant to work one-on-one with graduate students in order to help them improve their writing abilities and become more effective communicators in their respective disciplines.

### **STUDENT COUNSELING & PSYCHOLOGICAL SERVICES**

[auburn.edu/scs](http://auburn.edu/scs)

The journey to complete your graduate degree is exciting, but can also be mentally taxing. A department in Student Affairs, SCPS is the primary mental health counseling center for Auburn University's undergraduate and graduate student community. SCPS provides services such as individual therapy, group therapy, workshops, drop-in groups, and psychiatric services. SCPS is also able to provide Animal Assisted Therapy and Executive Function Screening services. Currently enrolled Auburn University graduate students are eligible for an initial appointment with SCPS to help determine the best treatment options, whether it be at SCPS or a community provider.



## PROSPECTIVE GRADUATE STUDENTS

Many students make the decision to attend graduate and/or professional school upon completing their undergraduate studies. For some career choices (i.e.: becoming a doctor, lawyer or psychologist), graduate/professional school is the only route to receive training for that field. For other industries, graduate studies might be helpful but not necessarily needed. Overall, there are many factors one should consider before deciding if graduate school is the right decision for them.

### IS GRADUATE SCHOOL RIGHT FOR ME?

When deciding whether graduate school is the right decision for you, there are several factors you should consider.

**1**

First, if you are considering graduate school as the next option because you are unsure of next steps, consider taking one of our Career Assessments.

These assessments will provide more information regarding your interests, skills and possible careers that align with both. While a career assessment cannot determine your “perfect career” it can serve as a roadmap for you as you navigate your path after graduation.

**2**

Second, be sure to research your possible career options based on your field(s) of interest. While graduate/professional school is required

for some industries, that is not always the case. Using the University Career Center resources such as What Can I Do With This Major, Occupational Outlook Handbook, and O\*Net will provide you with more information regarding the type of education that is required to access a specific career.

**3**

It is important to note that some students might not find graduate school appealing because of their undergraduate academic experience.

One of the biggest differences between undergraduate and graduate studies is that graduate school is often (although not always) much more focused on a specific topic.

**4**

It is not advised for students to attend graduate school to simply delay entering the “real world.” Consider the implications of how these 2+ years

in a program may delay your personal, professional, and/or financial goals. Make sure that obtaining this degree will help you achieve your desired career and goals rather than hinder you in those pursuits.

## APPLYING TO GRADUATE SCHOOL

Before making the decision to apply to graduate school, students must research various programs and determine the type of program that would be best for them. Many graduate programs often require students to take a standardized assessment and submit the scores along with their application. Additionally, applications often require personal statements, letters of recommendation and other supporting materials. Lastly, as students research and apply to programs, they should also consider options for funding!

### **There are two types of graduate study: professional school and graduate school**

**Professional schools:** Includes dental, medical, veterinarian, law, paralegal and business schools. Professional schools evaluate applicants according to responses to application essay questions or personal statements. These are often ethical, philosophical and scenario based.

These schools are interested in seeing community service, leadership, organizational involvement and work experience.

They also look closely at the scores on tests such as the LSAT, MCAT, and DAT along with the rigor of coursework a student has taken.

**Graduate schools:** Most other industries have graduate coursework. In graduate school, determining your specialty area is important.

Graduate schools are also interested in seeing community service, leadership, organizational involvement, and work experience.

Many graduate programs require the Graduate Record Examination (GRE) general test. Some programs might require the subject test.

### **When looking at a program, here are some criteria you can use to evaluate if it would be a good fit for you:**

- **Funding:** Is funding important to you? Does the program have funding? What does being funded look like for the entire time you are in the program?
- **Location**
- **Type of Degree:** MA, Specialist, PhD, MS, etc. Thesis vs. non-thesis
- **Program Structure:** How long is the program supposed to be? How long does it usually take students to complete it?
- **Faculty** Areas of research, advising/mentorship style
- **Program's reputation in your prospective career field:** Licensure fulfillment, research and placement opportunities, etc.

Consider your strengths when applying to graduate programs. Most often, programs will indicate on their websites which aspects of the application are more important. You can categorize the schools you apply to into three categories:

1. **LONG-SHOT**—You are unsure about your chance of being accepted
2. **YOUR AVERAGE CHANCES**—Somewhat confident in your chances
3. **YOUR SHOE-INS**—You are confident in your chance of being accepted

Additionally, applying to graduate school successfully requires organization!  
Here are some helpful tips:

1. Create timelines using Excel spreadsheets to keep track of all your due dates.
2. Schedule your Graduate Admissions Test. Make sure that you take it far enough in advance to receive your scores before the application is due.
3. Identify your letter of recommendation writers and ask them EARLY for a positive recommendation. It is important to 1) Have someone write your letter who really knows you, think familiarity over prestige, 2) Make it convenient for them by providing timelines and links where they should submit, and 3) Send friendly reminders and a thank you note once it is completed.
4. Order all transcripts and test scores.
5. Write drafts of your application materials and have someone review them. The University Career Center or the Miller Writing Center are great resources for personal statement review.

## PERSONAL STATEMENT TIPS

- Review the prompt first. Not all of your programs will require the same personal statement style.
- Consider what makes you unique and use that to craft your story about why the program you are applying to is the best fit for you.
- It can be helpful to consider outlining your content to a theme while highlighting specifically how the program elements align with your qualifications.

### Different Types of Funding Options:

- **Fellowship:** This is typically a merit-based fund. There are national fellowships and university fellowships.
- **Graduate Assistantship:** This typically consists of an opportunity for students to work, receive a stipend, and possibly have their tuition fully or partially waived.
- **Teaching Assistantship:** This typically consists of an opportunity for students to teach, receive a stipend, and possibly have their tuition fully or partially waived.
- **Research Assistantship:** This typically consists of an opportunity for students to help conduct research, receive a stipend, and possibly have their tuition fully or partially waived.
- **Residence Assistantship:** This typically consists of an opportunity for students to serve in a live-in role on campus, receive a stipend, and possibly have their tuition fully or partially waived.
- **Private Scholarships:** These are often found through or given by professional organizations in the field.
- **Grants:** Travel and research grants offer opportunities for students to support their research and attend conferences in their field.

## EVALUATING ACCEPTANCES

Congratulations! You have been accepted to multiple schools and now you have to make a decision on which school would be a best fit. When evaluating acceptance letters, the ultimate goal is to consider the pros and cons of each program. Here are some factors you may consider about the institution/program of choice:



**Goals** – How does this program fit into my personal and professional plans? Are the classes offered (both required and elective) aligned with my professional/research interests? What is the program’s mission and vision for their students?



**Cost of Attendance** – What is the cost of attendance at each institution? Tuition and fees, books, software, workshops, conferences, etc. Do you qualify for financial aid? How much of your cost will it cover? Are there fellowships, grant opportunities, or teaching research/graduate assistantships to help reduce the cost of attendance? Make sure that you understand all of the financial costs associated with each program.



**Time Requirements** – What is required to complete the program? How many credit hours? Does the program require a thesis, dissertation, capstone, etc.? Are there professional development requirements? Be sure to ask the program coordinator about the commitments that your program may require for you to graduate.



**Resources** – What are some of the resources provided by the university to support you? What does the department or respective college provide for their students to feel supported and welcomed? What support systems will you have available as you relocate to a new environment?

These are just a few things to consider when evaluating what institution will meet your needs. Remember to prioritize what you want and what is best for you to obtain a career. Make a priority list and check to see if the school’s program meets your requirements.

**Remember** all of the connections and resources you have access to serve a purpose. Whether accepting or rejecting an offer, be sure to reach out to your point of contact in the program informing them of your decision. You can use that opportunity to stay connected and be notified of any opportunities to work with them in the future!

## MAKING THE MOST OF GRADUATE SCHOOL

*Graduate school is a great opportunity to learn specialized information, training and skills on a designated topic or set of topics. To make the most of graduate school, you should consider early what you are hoping to gain from the experience, be honest with your advisor about your goals and advocate for yourself. Unlike many undergraduate programs, graduate school gives students the opportunity to specialize in a particular field of study.*

*Additionally, networking is critical while you are attending graduate school. You can separate your networks into three categories: 1) academic/research, 2) professional, and 3) personal. As you navigate graduate school, you might find yourself turning to people in each of these networks for varying levels of support. The advice I would give to prospective graduate students is to recognize that the process of conducting research, teaching, and completing graduate school is just as important as what you achieve.*

*- Kareema M. Smith, Career Counselor Graduate Assistant  
and Counseling Psychology PhD Student*



# GENERAL PATHWAYS FOR MASTERS STUDENTS (2 YEARS) AND DOCTORAL STUDENTS (5+ YEARS)

## MASTER'S PATHWAY GUIDE

Obtaining a master's degree provides you with the opportunity to implement all of the knowledge and skills you learned in your undergraduate studies. Traditionally, most masters programs are two years, and they typically require comprehensive exams or a thesis, capstone, and/or practicum experience in order to measure your competency-based learning. Because there is only a limited amount of time, it is imperative that you are intentional with your plans after your program. This Master's Pathway Guide may assist you in navigating the next two years of your academic journey and obtaining a satisfying career.

### Getting Started – **FIRST YEAR**

- Start building relationships with your professors and learning your cohort to build networks of support and resources. Some of your requirements may include team-building activities or collaborative efforts to succeed.
- Use the resources available in the department to plan your classes for the next two years. This may include a curriculum guide, course rotation schedule, and meeting with your advisor to ensure that you are on track to graduate.
- If your program requires a subspecialty or concentration, be sure to use your first year to determine what you would like to select. Look at the elective courses offered and refer to your professional goals to choose the best fit.
- If your program requires a thesis or capstone project to culminate your program, begin thinking about possible research topics and ideas that interest you and potential professors who may assist you in completing your project.
- Start preparing for any practicum or service-learning projects you may be required to complete. Research opportunities in the program and the surrounding area that may interest you.

### Finish Strong – **SECOND YEAR**

- Check in with your advisor to ensure you are on track to complete your program. Be sure to utilize your online platforms that allow you to see completed courses, in-progress courses, remaining credit hours, GPA, and remaining requirements that must be completed.
- Be intentional with the opportunities you participate in. Make sure that they strengthen your skills and enhance your resume/CV to obtain a satisfying career.
- Utilize any professional development resources the university has to offer for graduate students. This can include the University Career Center, Miller Writing Center, Academic Support, Research Workshops, etc.
- Assemble your portfolio to apply for jobs that interest you several months before graduation. Utilize your networks throughout the program to find job openings and positions that fit your experiences.
- Be mindful of all the steps required to complete your graduation checklist. Ensure all holds, assignments, and projects are completed ahead of time.

## DOCTORAL PATHWAY GUIDE

A terminal degree helps you specialize all of the knowledge and training you have received by making you the expert in a chosen area within your discipline. As the highest level of education, this degree will help you refine your abilities to create, disseminate, and investigate knowledge that can be implemented in real-world applications.

Traditionally, most doctoral programs are four to five years and they require a dissertation to culminate all of your knowledge, skills, and abilities. Because these programs require a lot of time-intensive activities and investment, it is imperative that you are intentional with your career plans throughout your program. This Doctoral Pathway Guide may assist you in navigating the next four to five years of your academic journey to obtain a satisfying career.

### Getting Started – **FIRST YEAR**

- Begin acclimating to your program by getting to know the faculty, staff, and your colleagues in the department.
- Recognize the accomplishment of being a doctoral student and enjoy the learning process as you learn new skills and new processes in a new program.
- Begin thinking about possible research ideas and dissertation topics.
- Seek faculty members to work under to gain research experience. Be sure to investigate if they share the same research or professional goals to help you grow in the program.
- Start building a tentative schedule for the next three and four years of your program

### Build Knowledge, Skills, and Experiences – **SECOND YEAR**

- Build networks within and outside of the department to help support your endeavors. Seek out a mentor for your program.
- Meet with your advisor to discuss career options to start thinking about plans for your dissertation and post-graduation. Determine your career track (professor or professional) early so that you can prepare for obtaining a career. If you are still unsure which direction you would like to go in your career, make sure to network with others in your field to gain a better understanding of your options.
- Start orienting yourself to the graduation process by learning about learning objectives, requirements, and processes for matriculation within the department
- Participate in professional development opportunities like research symposiums, conferences, workshops, etc. and get involved in committee work.

### Leverage Networks and Resources – **THIRD YEAR**

- Continue to increase your skills respective to your program – computational/statistical thinking, research and clinical, professional development, analytical writing, etc.
- Start researching the job market to explore career opportunities available after graduation.
- Review your career plan to ensure all requirements are being met in preparation for the dissertation phase of your program. Research and prepare for comprehensive exams, oral defense, dissertation proposal and phases, etc. Communicate with your advisor every step of the way.

### Finish Strong – **JOURNEY TO GRADUATION**

- After your dissertation topic has been approved, continue to work on completing the research sampling and results part of your dissertation.
- Understand the program's requirement for dissertation hours to graduate.
- Make sure that you have met with the chair of your dissertation committee to complete all requirements for graduation.

Remember a doctoral program is a marathon, not a sprint! Take your time to see what is going to best meet your needs in the program and provide you with the experiences to enrich your academic journey. Prioritize your mental and physical health by establishing and maintaining support systems who can guide you through your program. Reach out to one of the Career Counselors in the University Career Center to speak more about diversifying your graduate experience.





## Developing Career Readiness Competencies + Transferable Skills

The National Association of Colleges and Employers (NACE) has identified eight competencies for being considered Career Ready through a task force of college Career Services and Human Resources/ Staffing Professionals. As you progress through graduate school, consider the NACE competencies. What experiences do you have that allow you to market these skills to a future employer or search committee?

**TEAMWORK** – Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

**Skills developed through:** Group projects, student organizations, and intramural sports, work/research/ internship experiences.

**COMMUNICATION** – Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

**Skills developed through:** Writing lab reports, having emails proofread, writing dissertation, writing grants, classroom presentations, visiting Miller Writing Center, conference presentations, and teaching assistantships

**CRITICAL THINKING** – Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

**Skills developed through:** Weighing graduate school options, developing research projects, event planning, classroom projects, and developing personal brand

**TECHNOLOGY** – Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

**Skills developed through:** Social media, website development or design, portfolio development, programming languages, lab equipment, and specialized certifications

**LEADERSHIP** – Recognize and capitalize on personal and team strengths to achieve organizational goals.

**Skills developed through:** Class projects, student organizations, development of new initiatives for your department.

**EQUITY & INCLUSION** – Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

**Skills developed through:** Involvement in campus organizations, attend events hosted by Office of International Programs and Office of Inclusion and Diversity, complete study abroad opportunity, complete DEI trainings

**PROFESSIONALISM** – Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

**Skills developed through:** Engagement with the University Career Center, forming strong relationships with faculty, staff, and graduate school colleagues, and internships and work experience

**CAREER & SELF-DEVELOPMENT** – Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

**Skills developed through:** Attending guest lectures, participating in conferences, attending webinars/ presentations, conducting informational interviews, taking strengths assessments, scheduling mock interviews.

## GAINING & MAXIMIZING EXPERIENCE

As you start the planning process of your life after your undergraduate career, it is important that you evaluate your skills and experiences. Experience does not have to be glamorous to be valuable. Throughout your academic career, you've gained skills that are relevant to you and your job search. Thinking about and identifying how the skills you have developed as a student transfer into your next chapter is crucial. Your goal is to articulate these skills on your résumé/CV, in your cover letter, and in an interview. The University Career Center has an array of resources to assist you with gaining and maximizing your experiences.

### Ways to maximize experience:

- Meet with a career counselor in the UCC
- Attend UCC career events across campus
- Research career options using websites like CareerShift, O\*Net, What Can I Do With This Major, etc.
- Attend career fairs and conferences within your area of study
- Join professional associations related to your chosen field
- Shadow professionals in a chosen field of interest
- Conduct informational interviews with people in potential careers to learn about options
- Work with your academic advisor/major professor to select electives to complement your interests
- Become a leader in a graduate student organization
- Complete an internship or secure a career-related part-time job
- Strengthen your interviewing skills
- Find an assistantship or graduate fellowship program (graduate/teaching/research assistantships)

## NETWORKING

Harvey Mackay said, "My Golden Rule of Networking is simple: Don't keep score." Networking is the most effective way to enhance your job search and it is more about giving than receiving. We will wind up receiving plenty, but we must be focused on giving to our network partners. This will cultivate relationships with others and will result in (hopefully!) people liking us. And in the end, we want to work with people we like.

It has been estimated that 65% to 80% of all jobs are found through networking. If that is the case, can you afford to leave this tool out of your job search toolbox?

### Who should be in my network?

When it comes to networking, you should network with anyone. The key is to find people with whom you can cultivate a relationship. These relationships are like those in other areas of your life. Sometimes they will be fulfilling and sometimes they will be draining. Work to find those fulfilling relationships and pour into your network partners.

One mistake students make is leaving certain people out of their networks. They forget about their parents, professors, and classmates. Since you do not know everyone these people know, you should include them in your network. Consider the following people for inclusion in your network:

- Family
- Friends
- Mentors
- Professors
- Advisors
- Classmates
- Conference Attendees
- Alumni
- Corporate Recruiters
- Internship/Co-op Supervisors
- Industry Professionals

### **Where should I network?**

The short answer is anywhere. You never know where you are going to meet someone with whom you can cultivate a networking relationship. You may meet someone at the grocery store, at a restaurant, or while volunteering at a food bank or the animal shelter. In addition, look online to find networking meetings in your area. Conferences and seminars for continuing education in your field are also good places to network because everyone there has their field in common.

### **What tools should I use to network?**

There are several different tools that can help you in your networking efforts. In addition to the aforementioned networking meetings, conferences, and seminars; career fairs, social media, CareerShift, and informational interviews all should be used to build your network.

### **Career Fairs**

Career fairs are events at which company representatives will gather in one place and will speak to many potential employees. Career fairs are typically for people who are engaged in the job search process, including graduate students. Use it as an opportunity to connect with people from different companies and begin to cultivate relationships. In navigating a career fair, there are some things you will want to remember.

#### **Before the Career Fair**

Update your résumé/CV and have it reviewed by the University Career Center. You must have a flawless résumé/CV to share with company representatives. Print out multiple copies on résumé paper to bring with you inside a padfolio.

Be sure to research the companies attending the career fair. Learn about what they do, where they are located, and the types of positions for which they recruit. Also, research to uncover anything of interest to you about these companies.

Dress in business professional attire. Treat this the same way that you would a job interview. After all, this could be your future employer. Inspect your attire a few days before the career fair to make sure that it is clean, free from wrinkles, and in good condition. Utilize the Campus Career Closet to receive up to 4 free items each academic year.

#### **During the Career Fair**

Approach the table and make eye contact with the company representative. Introduce yourself and shake their hand.

Next, give your elevator pitch. The elevator pitch consists of what you are studying/your research, the type of position in which you are interested, and the skills and qualifications you can offer to the company. Your elevator pitch should last from 30 to 45 seconds and should make the company representative want to learn more about you.

As the conversation progresses, ask thoughtful questions about the company. These should be questions related to challenges being faced by the company or new projects in which they are involved. Do not ask what the company does.

When the conversation winds down, ask the company representative for their business card and move on to the next company.

After leaving one company representative, stop and take notes on what you learned during that interaction. Those notes should include any next steps you want to take to cultivate the relationship with that company representative.

Send thank you notes to the company representatives. Let them know that you appreciate them for coming to speak to the students here. Add something in your thank you note that you discussed with the company representative to show your enthusiasm for the company/ position. Also, make a plan of action outlining how you will follow-up with that company representative in order to cultivate that relationship.



### **Social Media**

Social media can be your best friend or your worst enemy. Many of us use social media to keep up with family and friends, give our opinions, tell our stories, and share information. We must realize that employers are using social media as well. If they are considering hiring you, you can rest assured that they will Google you and look at your LinkedIn, Facebook, Instagram, and Twitter accounts. Anything on any of these platforms that portrays you in a negative way may give employers doubts about your professionalism and may make them reluctant to hire you. Because of this, you must keep your platforms clean by being vigilant about what you allow to be posted on your platforms.



### **LinkedIn**

Since LinkedIn is the most widely used platform for networking, let us take a closer look at this platform. Do you have a LinkedIn profile? If not, you need to make one. LinkedIn is an online platform where prospective employees, recruiters, and currently employed professionals can interact with each other in a collegial way. Using LinkedIn for networking can allow you to connect with people in any part of the world.

According to the 2018 Jobvite recruiter nation survey, 77% of recruiters surveyed indicated that they use LinkedIn to actively search for candidates.

## LinkedIn Tips

- 1** Get your profile to 100%. LinkedIn will let you know what you need to do to complete this. The closer your profile is to 100%, the more useful it will be to recruiters who are looking for people with certain skills.
- 2** Have a professional picture. Your picture should portray you in a professional way. A picture of you and your friends may be great for Facebook, but it is not appropriate for LinkedIn. Also get a background picture that gives insight into who you are, what you do, or what your research entails.
- 3** Join a group. You want to be an active participant on LinkedIn. Joining a group is a helpful way to find people with whom you have something in common. Once you do, participate in discussions and post items that are relevant to that group. This allows you to display your knowledge and expertise to the group.
- 4** Be professional. LinkedIn is a platform for professionals. Pictures of you and your family at the beach may not be appropriate for a LinkedIn post. Likewise, political rants may not be appropriate on LinkedIn either. Make sure that you are always portraying yourself in your best professional light.
- 5** Use [LinkedIn.com/university](https://www.linkedin.com/university). There are so many people using LinkedIn that the number of potential contacts can be overwhelming for a new user. Use the tutorials found there to help you get started.
- 6** Use [aub.ie/AUAlum](https://aub.ie/AUAlum). This site will give you a way to reach out to members of the Auburn Family as you begin networking. Auburn alumni may be more likely to help you since you attended the same school as your prospective contact. Also check out the Alumni section of your undergraduate institution to find additional contacts.

## CareerShift

CareerShift is a job search/networking website that lives on the University Career Center website ([career.auburn.edu](https://career.auburn.edu)). CareerShift is similar to LinkedIn in that it allows you to find contacts in order to build your network.

You can access CareerShift at [aub.ie/CareerShift](https://aub.ie/CareerShift)

When you access CareerShift for the first time, you will need to create an account. Do not worry, the account is free! Fill out the information with your Auburn University credentials and you will be ready to go.

After clicking "Contacts" you can add any search parameters you would like, including company, position title, location, institution, management level, etc. and gain access to information such as email, phone number, articles written about them, and a link to their LinkedIn profile.

**Career Shift is  
a powerful tool  
that will give you  
the information  
necessary to  
further build  
your network.**

Informational interviewing is not necessarily a job search method; however, it is an important part of networking. It allows you to establish relationships with people currently in your career field and gives you an opportunity to gain insights into what it is like to work in a certain career field.

### **How do I arrange for an informational interview?**

- Ask if the professional would be willing to meet with you for 20-30 minutes to discuss their profession.
- Briefly tell them about your academic background including your major, minor, research/career interests, etc.
- Arrange a mutually agreeable date, time, modality, and location for the informational interview.
- Give them your phone number and email in case they need to contact you.
- If in person, ask if there are any parking instructions and what attire would be most appropriate.

### **What do I say when contacting the professional?**

Introduce yourself and explain the purpose of your call/email. The following script may be helpful.

“Hello, Dr./Mr./Ms.\_\_\_\_\_. My name is \_\_\_\_\_, and I am a graduate student at Auburn University studying/researching \_\_\_\_\_. I am interested in exploring the field of \_\_\_\_\_. [ \_\_\_\_\_ gave me your contact information and thought you might be willing to help] OR [ I came across your profile and was interested in your professional background/your area of research]. I was hoping you would be willing to meet with me to discuss your career and to give me some advice about entering this field. Would you be open to having a 20-30 minute meeting via phone, Zoom, or in person at a time that is convenient for you? Thank you for your time.”

If you send an email, be sure to include a subject line, greeting, and salutation, and use proper grammar and spelling. Always have someone read over your email before you send it in order to avoid potential problems.

## **HOW DO I CONDUCT A SUCCESSFUL INFORMATIONAL INTERVIEW?**

### **Preparation:**

- Research your career field of choice by utilizing the University Career Center resources in-person or at [career.auburn.edu](https://career.auburn.edu).
- Develop a list of questions.
- Start with people with whom you are familiar and practice.
- Contact the professional well in advance to schedule the appointment.
- Be prepared to respond to questions from the professional about your studies/ research/career goals.

**During:**

- Dress professionally and arrive 5-10 minutes early.
- Refer to your list of questions as needed. This shows that you are prepared.
- Make a positive first impression with your appearance, interpersonal skills, and punctuality.
- Observe the work environment, the people, how they are dressed, etc.
- Thank everyone who helps you for their time and assistance.
- Ask for business cards and for two or three other contacts.

**After:**

- Summarize the information you gathered.
- Send thank you notes via email or handwritten note within 24 hours.
- Keep your contact informed if they expressed interest.
- Contact the new leads you obtained.

**What questions do I ask in an informational interview?**

- How did you get started in this industry/discipline?
- What is your educational background and what previous experience have you had?
- What short and long-term trends affect your industry/discipline?
- What are the positive and negative aspects of your position and this industry/discipline as a whole?
- What are the major frustrations you encounter on your job? How do you deal with them?
- What professional associations represent this industry/discipline?
- What are some other good sources of information about this industry/discipline –articles, reports, journals, or people?
- In this industry/discipline, is it more likely that I will be hired through a direct application or through a referral from a current employee?
- What skills, experience, or other qualifications are sought by employers in this industry/discipline from entry-level employees?
- What is the typical career path for entry-level employees in this industry/discipline?
- Of your organization's new hires over the last three years, what qualities, backgrounds, or achievements made them attractive candidates?
- Is the training at this organization usually formal or on-the-job training?
- May I contact you later if I have further questions?
- Is there anyone else you know who might be willing to speak with me about this industry/discipline?

## JOB SEARCH STRATEGIES

Whether you are in the second year of a master's program or finishing up your dissertation, one thing is likely on your mind: what's next? The window of starting your job search and signing the offer letter can be a long one (several months long, in fact!), and takes a hefty dose of diligence, patience, and strategy. But don't fear; between the University Career Center and your professional support system, we are all here to take the mystery out of the process and boost your confidence as you embark on this exciting adventure: finding, securing, and starting your first job out of graduate school!

The timelines and strategies for academia vs. industry tend to look quite different. Perhaps you are seeking an Assistant Professor position at a small college after completing your postdoc, or maybe you are looking to use your MBA to land a management role at a large company. Whatever path you would like to pursue, starting the process earlier rather than later and reflecting on your interests, values, goals, and strengths can bring clarity to this process.

You are juggling many responsibilities as a graduate student, so be sure to devote some time each month for your job search, and to make self-care a priority as well. All of this may feel like a full-time job itself, but when you accept a job you are truly excited about, you will know it was all worth it!

-Anna Claire Stinson, Career Counselor



### ACADEMIA JOB SEARCH TIMELINE

For most positions at colleges and universities, the hiring cycle takes place between early fall to late spring. Depending on the completion date of your dissertation, your timeline might look a bit different. Work closely with your professors/advisor to determine a timeline that works for you.



#### **SUMMER: Prepare and Strategize**

- Determine your ideal location(s)/institutional type(s)/role
- Discuss a job search strategy with a career counselor and your professors
- Update your marketing materials (CV, cover letter, teaching philosophy, research statement, etc.)
- Ask professors, advisors, supervisors, etc. for letters of recommendation
- Update your social media profiles and continue networking



#### **FALL: Apply and Network**

- Create an organizational system for job applications
- Start applying for positions
- Continue to build your network and attend conferences (you might have the opportunity to interview at some conferences)
- Practice your interviewing skills and job talk by setting up mock interviews with faculty and career counselors



#### **Spring: Interview and Evaluate**

- Interview for positions
- Keep applying for positions that interest you
- Update your professional support system on the status of your job search/interviews
- Continue attending conferences in your discipline
- Evaluate and negotiate offers





## INDUSTRY JOB SEARCH TIMELINE

The hiring cycle for industry can be year-round depending on the specific area. Ask faculty or professional contacts about the typical hiring cycle for your industry so you can best prepare. This timeline can be adjusted as needed, but remember that it is usually best to start thinking about the job search earlier rather than later.

### **During Graduate School:**

- Consistently build your network and conduct informational interviews
- Set a monthly reminder to update your master résumé/CV
- Update/clean up your social media profiles and make sure your LinkedIn profile includes details about your career goals
- Take note of where and when graduates in your program are getting hired (and keep in touch with them!)
- Look at job postings of interest and take note of gaps in your experience/knowledge that you can fill while in graduate school
- Clarify your personal brand; ask yourself, “what comes to mind when people think of me?”
- Develop a rough job search strategy for yourself and set small, actionable goals to increase your marketability

### **One Year Prior to Graduation:**

- Get your master résumé/CV reviewed by a career counselor and faculty in your department and learn how to tailor it for applications
- Meet with a career counselor to learn how to write a strong cover letter and create a rough draft to be tailored for applications
- Attend conferences and network with internal and external contacts
- Take the CliftonStrengths assessment through the University Career Center to identify and maximize your top strengths
- Narrow your career options by conducting informational interviews and online research
- Create an organizational system for tracking job applications

### **1-2 Semesters Prior to Graduation:**

- Start applying for positions and tailor each marketing document towards the specific position/company
- Attend career fairs on campus and events hosted by professional associations/your department
- Schedule a mock interview with a career counselor to practice interviewing skills
- Reflect on how your graduate education and transferable skills can benefit the organizations to which you are applying
- Research cost of living and identify your target salary range
- Interview with companies and evaluate/negotiate offers
- Graduate and start your new job!

## REBRANDING YOUR ACADEMIC SKILLS FOR PROFESSIONAL CAREERS

Whereas a Ph.D. or a master's degree is required for even entry-level teaching jobs at most higher education institutions, employers outside of the academy are interested in the skills and knowledge you've gained through relevant work experience. You want to think of the value of your degree in broader terms, such as, what have you gained in terms of business or human capital during the years you spent doing your graduate work? What energizes me about the work I'm doing now? What will employers pay me to do? Asking these questions will help start the process of translating your experiences into leveraging skills and abilities for your future employer. Below are a few quick tips to help you reimagine the work you do so you can communicate it to a larger audience.

**Speak the language** - As part of your graduate training, you have learned how to present yourself professionally in the academe. Now it's time to apply those amazing research skills to the language and professional style appropriate for your target job sector.

- Search keywords on LinkedIn. Study profiles that interest you and take note of the job titles, skills, and experiences listed.
- Create your own profile on LinkedIn. You can participate in discussions and striking conversations that help you learn the profession.

**Reframe work experience** - Reframing previous work experience can be a challenging part of rebranding your academic skills. The reality is earning your graduate degree is full-time employment and needs to be articulated in your cover letters and your résumé.

- Job titles such as teaching assistant, research assistant, instructor, etc. do not do justice to the skill set you've gained over the years. You have to reframe your skills for a non-academic audience.
- Translate knowledge into work experience - i.e. thinking of your dissertation topic as a long-term research project you delivered as part of a wider research program. Be practical and support your claims that you are an asset to the company.

- Instead of "My dissertation examined...", try "Researched and wrote a dissertation. Identified a distinct problem and designed evaluative criteria to test a working hypothesis. Developed a timeline.... Presented findings..."

**Focus on Soft Skills** - Employers value technical skills, but they also look for soft skills in new hires, HR managers, recruiters, and CEOs. Two examples are:

**Focus** - Your graduate degree requires the kind of deep thinking and problem solving that's in high demand.

**Agility** - Your graduate training also makes you capable of adapting to rapidly changing environments. Innovation and creative thinking are highly prioritized in professional settings, so give some thought to how your future employers expand into new markets or develop new products.

You will benefit from being able to confidently articulate your wealth of skills and experience both in technical and non-academic terms. Always communicate your value. Search for resources like Beyond the Professoriate website and the like to assist in exploring careers outside of higher education.

## EVALUATING YOUR INTERESTS, VALUES, AND STRENGTHS

In order to determine what type of position would be best suited for you, it is helpful to evaluate your skills, interests, personality, and values. Career assessments, available in the University Career Center, are a great way to gain insights into these factors and find patterns. Career assessments can offer insight to career choices, interpersonal skills, personal branding, learning styles, career interests, and developing strengths. You should also think about your past experiences and accomplishments that are listed on your résumé/CV. Which experiences were the most enjoyable and rewarding? Which situations were especially stressful or unenjoyable? Think about the setting: conducting your research in a lab, presenting to a class, meeting 1:1 with clients, writing grants, traveling to a conference, etc. Now think about how those favorite parts of your experience could translate to a full-time position. Start tailoring your search based on these insights, and take ownership of this process. While it is unlikely that the position you end up accepting will be perfect in every way, you can reflect on these experiences to further focus your job search on positions for which you are particularly well-suited. As you are reflecting, update your résumé/CV and be sure to infuse these achievements, tasks, and outcomes into your accomplishment statements.

## RESEARCHING COMPANIES AND INSTITUTIONS

The first step of applying for positions is conducting thorough research of the companies/institutions to which you are considering applying. You may start by browsing through their website and taking note of any projects, services, initiatives, and/or research that catch your eye. Also identify any mission/vision/value/diversity statements and try to get a sense of the overall company/institutional culture. Then think about how you do (or don't) align. Additional considerations when researching companies/institutions are location, cost of living, parent companies/subsidiaries, housing market, political climate, advancement potential, etc. All of these factors can play a role in your eventual job satisfaction, so it is important to research on the front end rather than after the fact.

## FINDING ONLINE JOB POSTINGS

When searching for jobs it is important to review each position description carefully and make sure your marketing materials highlight the key skills and qualifications requested by the employer.

Here are some of the platforms you can use to identify job postings, and remember, not all jobs are posted online! Devote plenty of time to networking, as it is a key part of the job search process.

Visit the University Career Center if you need assistance navigating any of these platforms:	
• Handshake	• Academic360
• LinkedIn	• The Chronicle of Higher Education
• CareerShift	• Higher Education Recruitment Consortium (HERC)
• GoinGlobal	• Inside Higher Ed
• USAJobs.gov	• American Association of Community Colleges
• Company websites	• HigherEd Jobs

## STAYING ORGANIZED

A crucial aspect of the job search process is staying organized. Using the platforms mentioned above can aid with organization, as they allow you to create job lists and store materials.

Additionally, you can choose to stay organized in the following ways:

1

During the job search process, you might apply to dozens of positions. This can make it challenging to stay on top of the status of each. Use a platform like Excel or Word to keep a running list of positions you plan to apply to, have already applied to and even the jobs that you do not get. Include contact information, notes about the application, and any deadlines.

2

Create individual folders for each position on a platform such as Box or Google Drive where you can choose to save the documents submitted to each role. As you begin to hear back from employers, you will have access to the exact information you submitted.

3

If your schedule is constantly packed, set a calendar reminder for at least once a week to update this spreadsheet.



## MARKETING MATERIALS

*You have done your networking. You are sure about the career field you want to pursue. You have looked at job postings and have found some positions that have caught your eye. Now what?*

*There are several tools that you will need as you start applying for jobs. Most everyone knows that they need a cover letter and a résumé/CV. These are the main documents that will tell your story to prospective employers/institutions. In addition to these documents, you can design a portfolio/ePortfolio to house your résumé/CV, examples of your work, and contact information. You can also use your presence on social media to tell your story. Regardless of which tools you decide to use, you must make sure that each of them is exceptional.*

*When you are creating any of the tools you intend to use in applying for jobs, think like an employer or search committee. Ask yourself, "If I were the hiring manager, what would I want to see in an applicant?" You can also take the job posting and ask yourself, "What can I put in my application materials to prove that I meet the qualifications listed in the job posting?" If you answer these questions effectively, you will have outstanding application materials.*

*Not many of us enjoy writing résumés, CV's, and cover letters, but they are vital tools when it comes to applying for jobs. These documents must be tailored to each position for which you apply and tell your story in a way that engages the hiring manager/search committee. In addition, you cannot afford to have any misspelled words, typos, or grammatical errors in these documents. Proofreading and editing are essential skills that you should master. You should also ask career counselors and faculty to proofread your documents.*

*Many employers are online and are looking for information on applicants. If an employer Googled you, what would they find? Would it be flattering? Or, would it make the employer think twice about hiring you? What is revealed about you in your Facebook, Instagram, LinkedIn, and Twitter pages? Take the time to look at these platforms as a hiring manager would. Clean up anything that could harm you during a job search. In spite of the pitfalls of these online platforms, don't be afraid to use them to promote yourself throughout your career. Having a well-developed LinkedIn profile with many followers and endorsements can make a big difference in your career.*

*You may be thinking that this is a lot of work. If so, you are correct! However, this work is worth it because it can take your career further than you think. Remember that the University Career Center is here to assist you as you do the work necessary to effectively market yourself to potential employers.*

*-Derek Taunton, Career Counselor*

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### REQUIRED APPLICATION MATERIALS AND DOCUMENTS

These vary from application to application. However, these documents serve as a summary of your accomplishments and skills that are relevant to the world of academia and/or industry. These materials will assist you in evaluating the skills, values, and past experiences that are directly related to the field. Once you have evaluated and clarified your career pursuits, it will be easier for you to be flexible about what you will search for and accept in a position.

### RÉSUMÉ VS. CV

It is important to recognize the difference between a résumé and a curriculum vitae (CV) in order to create and submit marketing materials that are appropriate for the type of job in which you are applying.

## WHAT IS A CURRICULUM VITAE (CV)?

A CV is a comprehensive document used particularly in the world of academia that outlines accomplishments, experiences and information pertaining to your career. A CV is primarily used when applying to academic, educational, scientific, or research positions. It can also be used to apply to PhD programs, fellowships or research grants. A CV dives extensively into your educational and academic background covering areas such as teaching and research experience, publications, presentations, grants, honors and awards.

## WHAT IS A RÉSUMÉ?

A résumé is a document that is primarily used when applying to industry job postings, internships, part-time jobs, or nonacademic jobs. A résumé is a targeted marketing document that includes only relevant information that is **specifically tailored** to highlight the necessary skills, experiences and education that are described in the job posting. Yes, that means you will want to tailor your résumé with each position for which you apply. We encourage you to create a “master résumé” which can house all of your information. Then when you apply for a specific position, make a copy of the document and keep only the relevant information and update the verbiage based on the job posting.

## WHAT IS THE DIFFERENCE BETWEEN AN INTERNATIONAL CV AND A U.S.A. CV?

In many other countries a “CV” is equivalent to what the United States refers to as a résumé. Make sure when applying to jobs that you consider the type of document an employer is requesting.

CURRICULUM VITAE	RÉSUMÉ
<input type="checkbox"/> <b>Font</b> 12 point font for standard text 14-16 point font for your name	<input type="checkbox"/> <b>Font</b> 11-12 point font for standard text 18-22 point font for your name
<input type="checkbox"/> <b>Margins</b> 1.0” top, bottom, left, and right	<input type="checkbox"/> <b>Margins</b> 0.75”-1.0” top, bottom, left and right
<input type="checkbox"/> <b>Length</b> At least 2-3 pages but can be longer depending on how far you are into your career. CVs tend to be longer in research fields.	<input type="checkbox"/> <b>Length</b> Most of the time one page is ideal unless you have an extensive work history. Once you have completed another degree, you can consider adding another page.
<input type="checkbox"/> <b>Content</b> CVs include every accomplishment you have experienced in academia. Examples of categories: education/academic background, teaching/research experience, publications, presentations, awards, honors, professional affiliations, grants, and other scholarly categories.	<input type="checkbox"/> <b>Content</b> Résumés should include any relevant experience that pertains to the position you are seeking. Examples of categories - education, work experience, leadership experience, campus involvement, and skills.
<input type="checkbox"/> <b>Name/Contact Information</b> Place your name at the top, and make sure to center all of your information.	<input type="checkbox"/> <b>Name/Contact Information</b> Place name at the top. Right, left, and center justified are all acceptable
<input type="checkbox"/> <b>Education</b> Always list education as the first category in the CV and include your dissertation/thesis title.	<input type="checkbox"/> <b>Education</b> List education first for the very first job, then once you have a professional job move it down under experience.

## RÉSUMÉ/CV EXAMPLES AND SECTIONS

### Resume Examples

#### Formatting Guidelines

- Fill the page – no empty space
- Master level students can go up to two pages and PhD level students can have up to a three-page resume
- Margins:
  - 1/2" to 1" - Top, bottom, left, right
- Font Size:
  - Name – 18-22pt. font size
  - All other font – 11-12pt size
- **Typefaces**
  - Arial, Times New Roman, Calibri, Garamond, Cambria

#### Header

- Your heading should include your full name, mailing address (optional), phone number, and email.
- Your name should be 18-22pt font and bolded so it can be the most prominent thing on the page.
- Your email address should be appropriate and indicate who you are by including your last name. Use a school or personal email address, never one from a current position.
- You can include your LinkedIn page URL or an URL for a personal portfolio or website

#### Zhang Wei

Auburn, AL  
222-444-9999  
zwei@auburn.edu  
aub.ie/zhangwei

#### Christina Smith

345 Lakeview Plaza, Detroit, MI 36832 | (334) 555-9999 | cms0000@auburn.edu

#### John W. Johnson, M.S.

334-444-8888 | johndoe@auburn.edu

#### Education

- Education should be listed in reverse chronological order (i.e., most recent to oldest).
- GPA does not have to be listed for a PhD-level degree.
- Include information about your dissertation.
- If you include your GPA, remember to include the GPA scale (e.g., 3.42/4.00).
- You can bold / italicize either the institutions you attended, or the degrees received.

- For any current positions, use present tense verbs when describing your experiences.
- For past positions, use past tense verbs to describe your experiences.
- Remember to include numbers, percentages, and monetary amounts when describing your responsibilities in numerical form.
- Use language and terms included on the job description.
- Your dissertation can be placed under research experience or education.
- Remember to be consistent with your dates. You should either use seasonal terms (i.e. fall, summer, spring) or list dates by what month you started and ended that experience.
- Formula for a strong accomplishment statement: Action Verb + Description + Result/Reason/How

#### EXAMPLES:

##### UNIVERSITY EXPERIENCE

University Career Center | Auburn, AL

Career Development Graduate Assistant | Aug. 2020-Present

- Provide professional development services for 500+ Auburn students and alumni that promote NACE competencies and career satisfaction
- Develop three new programs that promote diversity and inclusion by addressing student needs and concerns regarding career development
- Create and facilitate 2 new workshops that integrate mental health and financial well-being into career services
- Evaluate six specific workshops and make recommendations to improve program outcomes, resulting in 20% increase in student attendance over the course of a year

##### WORK EXPERIENCE

Alabama Department of Transportation | Auburn, AL

Transportation Department Intern | Aug. 2020-Dec. 2020

- Initiated design for improved water drainage of local roadways
- Reviewed final roadway designs and developed material quantities list
- Performed topographic surveys, construction staking, and construction surveys
- Inspected 12 freeway interchange and bridge rehabilitation projects, receiving additional on-site training from contractors
- Drew and revised 24 site plans using MicroStation and AutoCAD

##### TEACHING EXPERIENCE

Graduate Teaching Assistant,

January 2020-May 2020

Department of History, Auburn University,

Auburn, AL

- Prepared lectures and class activities for two HIST 2020 sections with 16-20 undergraduates
- Integrated multimedia approaches and used instructional technology to improve student engagement and understanding
- Created and graded course exams to ensure students comprehended course material

- Do not include information from grade school / high school.
- Include title / info about thesis / dissertation if applicable

#### EXAMPLES:

##### EDUCATION

**Auburn University** | Auburn, AL May 20xx  
*Doctor of Philosophy, Educational Psychology*  
Specialization: Higher Ed. Administration  
Program Evaluation Certificate  
GPA: 4.0/4.0

**Clark Atlanta University** | Atlanta, GA May 20xx  
*Master of Social Work, Social Work*  
Concentration: Health/ Mental Health  
GPA: 3.95/4.00

**Alabama State University** | Montgomery, AL May 20xx  
*Bachelor of Science, Psychology*  
Minor: Biology  
GPA: 3.67/4.00

##### EDUCATION

**M.S. in Plant Pathology**, May 2021

*Auburn University*, Auburn, AL

- Thesis: "Simulating the Spatial and Temporal Effects of a Rust Epidemic Under Organic Management Strategies"

**B.S. in Microbial Biology**, May 2019

*Clemson University*, Clemson, SC

- Overall GPA: 3.6/4.0 | Major GPA: 3.9/4.0
- Minor: Sustainability

##### Experience

- Experiences should be listed in reverse chronological order.
- You can have separate experience sections for teaching, research, work/professional, university, academic, involvement, additional, and/or relevant experience listed in order of relevance/importance
- Include your position title, date range, name of the institution/company, and location (city and state, country (optional))
- and the dates.
- Your position title should be bolded or italicized.

##### RELEVANT EXPERIENCE

**Graduate Research Assistant, Particle Technology Lab** | Aug. 20xx-Present

*Samuel Ginn College of Engineering; Auburn University* | Auburn, AL

- Administer experimental and theoretical studies on the filtration of fractal aggregates
- Sustain NSF funded research on real-time structure and mass measurements for agglomerated nanoparticles
- Collaborate with Donaldson Company and 3M through Center for Filtration Research (CFR) to study mass loading and pressure drop on Nanofiber filters
- Develop new modules for and maintaining a web-based software on filter performance evaluation, dust cake loading and filter pleating design
- Conduct numerical study on diffusion-limited aggregation of nanoparticles in laminar shear and found the relation between velocity gradient and aggregate fractal dimension

##### Skills

- Only include technical/hard skills in a skills section, not soft skills such as team player, punctual, effective communicator, etc.
- You can include computer, language, laboratory, or technical skills and include proficiency level: basic, intermediate, or advanced.
- In a language skills section, you need to indicate your level of communication: beginner, intermediate, or fluent.
- Skills should be ranked in order of pertinence to the job (i.e. most to least).

#### EXAMPLES:

##### KEY SKILLS

**Modeling Software:** intermediate proficiency in SolidEdge and AutoCAD

**Programming Languages:** basic proficiency in Matlab

**Equipment:** Mills, Lathes, CNC

**Operating Systems:** Windows and Mac OS

##### RELEVANT SKILLS

- Intermediate proficiency in McAllister Software Systems AVImark, IDEXX Laboratories, Vetport, and InformaVet ALIS-VET
- Advanced proficiency in Microsoft Office (Word, Excel, PowerPoint, SharePoint, Teams, Outlook)
- Fluent in Spanish

### CV Section Examples

The following examples are sections that can be included on your curriculum vitae to convey your strengths and expertise in research and academic endeavors.

## RÉSUMÉ/CV EXAMPLES AND SECTIONS

### Publications and Presentations, and Professional Affiliations

- Address which publications are pending, and which ones have been presented or published.
- Format this section based on the format used within your field. (i.e. APA, MLA, Chicago, etc.).
- Always bold your name to indicate your level of involvement when there is more than one author.
- List professional affiliations with date ranges in reverse chronological order

#### EXAMPLES:

#### PUBLICATIONS

Jacoby, W. G. (1994). Public Attitudes Toward Government Spending. *American Journal of Political Science*, 38(2), 336-361. <https://doi.org/10.2307/2111407>

#### MLA Style Journal Publication

Harlow, Alexander. "The Origin of Life on Mars." *International Journal of Astrobiology*, vol. 30, no. 2, 2012, pp. 100-106.

#### CONFERENCES AND PRESENTATIONS

**Southeastern Universities Graduate Research Symposium** | April 20xx  
*Centered Experiences: Utilizing Anti-Deficit Achievement Framework to Support First Generation African American Students*

- Presented in a roundtable discussion for new conceptual frameworks about supportive measures for underrepresented students in higher education.

#### PUBLICATIONS

##### Journal Publications

- **MacErnery, Mark**, John Author, Anne Gineer. Journal article title. *International Journal of Mechanical Engineering*, 2020; Under review.
- **MacErnery, Mark**, Aubie Article, Grant Riter. Journal article title. *International Journal of Mechanical Engineering*, 2012; 126 (56-70): 1020-1056.
- **MacErnery, Mark**, Rita Journal, Andy Mann. Journal article title. *International Journal of Mechanical Engineering*, 2011; 122 (43-52): 894-906.

### PRESENTATIONS

- "Numerical Study of Natural Convection in Solar Thermal Storage Vessels" at the Alabama Society of Professional Engineers Conference 2011, Huntsville, AL, September 19-22, 2013
- "Numerical Study of Natural Convection in Solar Thermal Storage Vessels" at the American Society of Mechanical Engineers Conference 2011, St. Louis, MO, June 4-7, 2013
- "Real-Time Automotive Slip Angle Estimation with Nonlinear Observer" at American Control Conference 2011, Atlanta, GA, January 12-15, 2011
- "Low Pressure Plasma Synthesis of Crystalline Silicon Nanoparticles" at Auburn University Master Thesis Event 2009, Auburn, AL, May 2, 2009
- Auburn University Robot Show Fall 2005, Auburn, AL, December 8, 2005

### PROFESSIONAL AFFILIATIONS

American Chemical Society | March 2020-Present  
American Association for the Advancement of Science | July 2019-Present  
Association of Laboratory Managers | May 2019-June 2020

### Courses Taught and Trainings

- Include name of course, credit hours, and semester(s) taught
- Include name of training/certification, organization, and date

#### EXAMPLES:

#### INSTRUCTIONAL EXPERIENCE AND CURRICULUM DEVELOPMENT

**Auburn University**  
*Navigate Your Career Pathway – UNIV 1150* (2 credit hours) | Fall 2020  
*Your Major, Your Decision – UNIV 1150* (2 credit hours) | Fall 2019  
*Success Strategies – UNIV 1050* (1 credit hour) | Fall 2018

#### SELECTED SPECIALTY TRAINING

**Ethical and Professional Practice in Coaching**; NACE | August 2020  
**FERPA Training**; Auburn University-Office of the Registrar | August 2020  
**Implicit Bias Training**; Auburn University-Office of Inclusion and Diversity | August 2020  
**Course ReDesign**; Auburn University-Biggio Center | July 2020  
**QPR Training**; Auburn University-Health Promotion and Wellness Services | September 2019  
**SafeZone**; Auburn University-Student Counseling and Psychological Services | May 2019

### Additional Optional Sections

Below are some additional sections that you can add to you to your resume/CV based on your experiences.

- Objective statement
- Summary of Qualifications
- Awards/Honors/Grants
- Community Service
- Committee Involvement
- Military Service
- Leadership/Involvement Experience
- Certifications

#### LEADERSHIP AND INVOLVEMENT

Trammell Mentoring Scholarship 20xx-20xx  
*Founder*

- Provide mentorship and professional development opportunities for undergraduate students to matriculate and prepare for graduate education.

Black Graduate Professional Student Association 20xx-Present

Black Women in Mental Health 20xx-Present

Quantitative Measurement in Educational Research 20xx-Present

##### Program Development Officer

- Create and develop programs to increase students' clinical skills such as statistical thinking, computational thinking, analytic writing, and critical evaluation.
- Translate ideas into programs to obtain grant funding and collaborate with academic and external stakeholders.

#### AWARDS AND HONORS

Dean's Fellows Award Ambassador 20xx-20xx

W.E.B. DuBois Honor Program 20xx-20xx

Presidential Scholarship Recipient 20xx-20xx

#### HONORS, AWARDS, & GRANTS

AU Quarterly Research Grant (\$2,500), December 2020  
AU Curriculum Ambassadorship Grant (\$5,000), October 2020  
Senior Honors Research Grant (\$1,700), August 2020  
Phi Eta Sigma Honor Society, May 2019-Present  
AU Research Symposium Winner, April 2018  
Junior Honors Research Grant, January 2018  
Dean's List, Fall 2018, 2019, 2020 and Spring 2019, 2020, 2021  
Auburn University Honor's College, August 2018-May 2020



## RÉSUMÉ LAYOUT

### Name

Phone | Email | LinkedIn URL

#### EDUCATION

**Institution** | City, ST

*Master of Science/Art in Degree* | Graduation Month/Year

Thesis Title

- GPA

**Institution** | City, ST

*Bachelor of Science/Art in Degree* | Graduation Month/Year

- Minor/Concentration
- GPA

#### RELEVANT EXPERIENCE

**Company Name** | City, ST

*Position Title* | Date range (Month/Year-Month/Year)

- Use this formula to create your accomplishment statements: Action Verb + Description of Task + Result/Reason/How
- Include most relevant co-op, internship, research, teaching, and other paid work experiences in this section in reverse chronological order
- Remove all personal pronouns and excessive articles
- There is not a set number of bullet points you must have, although 3-5 is a good range
- Target each accomplishment statement/skill set towards the NEW position
- Avoid writing long lists of tasks

#### INVOLVEMENT EXPERIENCE

**Department Name, Institution** | City, ST

*Position Title* | Date range (Month/Year-Month/Year)

- If you were involved in unpaid involvement or volunteer experiences, you can include it in this section.
- Focus on the transferable skills you demonstrated/obtained and how your involvement benefitted the organization

#### SKILLS/LANGUAGES

**Computer Software:** List each type and proficiency level

**Language(s):** Language & Fluency level

**Equipment:** List each type and experience level

**Programming Languages:** List each type and proficiency level

#### HONORS & AWARDS

**Name of Honor/Award** | Date/Date range

\*Depending on what you are applying for, you may reorder these sections, omit sections, and/or include additional sections. Always remember to tailor your resume each time you apply for a position.

## CV LAYOUT

### Name

Phone | Email | Online Portfolio URL

#### EDUCATION

**Institution** | City, ST

*Doctor of Philosophy in Degree* | Expected Graduation Month/Year

Dissertation Title

Chair Name and Department (Optional)

**Institution** | City, ST

*Master of Science/Art in Degree* | Graduation Month/Year

Thesis Title

- GPA

**Institution** | City, ST

*Bachelor of Science/Art in Degree* | Graduation Month/Year

- Minor/Concentration
- GPA

#### TEACHING EXPERIENCE

**Department Name, Institution** | City, ST

*Position Title* | Date range (Month/Year-Month/Year)

- Mention pedagogical methods, topics you covered, number of sections taught, number of students, classification of students, and tasks you performed (created handouts and exams, graded assignments, led discussion groups, etc.)
- For your experience sections, paragraphs or bullet points are acceptable

#### RESEARCH EXPERIENCE

**Department Name, Institution** | City, ST

*Position Title* | Date range (Month/Year-Month/Year)

- Use industry terminology and include technical skills (lab equipment, software, computer programs, etc.)
- Quantify as much information as possible (#, %, \$)
- For each accomplishment statement, identify a main skill/action verb and center the statement around that skill

#### WORK EXPERIENCE

**Company Name** | City, ST

*Position Title* | Date range (Month/Year-Month/Year)

- Use this formula to create your accomplishment statements: Action Verb + Description of Task + Result/Reason/How
- Include co-op, internship, and other paid work experiences in this section
- Remove all personal pronouns and excessive articles

- There is not a set number of bullet points you must have, although 3-5 is a good range

#### SELECTED PUBLICATIONS/PRESENTATIONS

Format this section according to the specific citation style of your discipline (MLA, Chicago, APA, etc.). List in reverse chronological order.

#### PROFESSIONAL ASSOCIATIONS

**Association Name** | *Leadership Position* (if applicable) | Month/Year-Month/Year

#### HONORS, AWARDS, & GRANTS

**Name of Honor/Award/Grant** | Date/Date range

#### SKILLS/LANGUAGES

**Skill(s)** | Proficiency/fluency level

#### COMMUNITY/CAMPUS SERVICE

**Organization Name** | *Position Title* | Month/Year-Month/Year

#### CERTIFICATIONS

**Title of Certification** | *Association* | Month/Year Awarded

\*Depending on what you are applying for, you may reorder these sections, omit sections, and/or include additional sections.

## COVER LETTER SAMPLE

### **JOHNNY APPLESEED**

334-555-1234 | jappleseed@auburn.edu

May 20, 20XX

Ms. Samantha Smith  
Lead Engineer  
R&D Engineering Co.  
1455 Main Street NE  
Aubieville, AL 36999

Dear Ms. Smith:

During my recent search of the Auburn University recruiting database, Handshake, I found the posting for a Research and Development Engineer with R&D Engineering Company and am writing to express my interest in the position. I will be graduating in May 20XX with a master's degree in Mechanical Engineering and believe that my coursework coupled with my solid co-op experience have provided me with the design and development skills needed to solve advanced engineering problems and to be successful in this role.

Throughout my education at Auburn and my co-op experience, I have specifically sought opportunities to exercise my strength in the area of advanced product technology development and worked with a team of experts in Mechanical Engineering. As part of an ongoing project for my master's degree, I designed and developed two new one-way clutch technologies for the two-wheeler industry. Through my co-op experience, I served on a team that designed and developed a new seal mechanism which provides zero grease leakage and a longer running life. This practical experience in engineering design and development will allow me to contribute effectively in this position.

Beyond my education in mechanical engineering, I have pursued opportunities to volunteer with local civic organizations, such as IMPACT, to enhance my leadership and teamwork skills. My passion for working in an environment dedicated to improving products combined with my leaderships and teamwork skills will give me the opportunity to make a positive impact on the customers of R&D Engineering. Thank you for your time and consideration and I look forward to speaking with you further about this position.

Sincerely,

Johnny Appleseed

## COVER LETTER SECTIONS

**FirstName LastName**  
123-456-7890 | name@domain.com

Header should match your resume/CV

June 10, 20XX

Date followed by 1-2 blank lines

Mr. / Ms. FirstName LastName  
Director Human Resources  
Organization Name  
City, ST 12345

Dear Mr. / Ms. Last Name (always address to a specific person):

Salutation followed by a colon and 1 blank line

**First Paragraph:** State why you are writing. Name the position for which you are applying and where you found it. Catch the reader's attention by sharing a friend's name who works for the organization (if you have the person's permission to share), personal traits that match the job description, or your excitement about the job and the company.

**Second Paragraph:** This is your sales pitch. Explain your interest in the position and why the organization should hire you. This is done not by rehashing your résumé, but by taking information from your résumé and showing how those skills match the employer's job posting. Show your knowledge of the company and the issues they face that you learned while doing your research. This shows the employer that you have done your homework and are interested in the organization and in what they do.

**Third Paragraph:** This paragraph should be brief and should outline what you would like to happen next. The Passive Approach gives the responsibility to the employer for making contact with you. "I would appreciate you calling me at your earliest convenience so that we can discuss a mutually beneficial relationship." The Active Approach gives you the responsibility for contacting the employer. If you take the Active Approach, make sure that you follow through so the employer won't see you as someone who doesn't keep their word. "I will contact you on \_\_\_\_\_ (a date you set) to confirm that you received my résumé and to answer any questions you may have regarding my qualifications." Finally, thank the reader for their time and consideration.

Body single-spaced and left-justified  
with one blank line between each paragraph

Sincerely,

Close using "Sincerely" followed by 3 blank lines

Sign your name in blue or black ink

Your Name

Type name followed by 1-2 blank lines

## ACADEMIA APPLICATION MATERIALS



### Letters of Recommendation

While most industry positions require 3-5 references, academia applications may ask for 2-5 letters of recommendation written by professionals who can speak to your skills, abilities, and experiences. Choose individuals who know you well: professors, advisors, mentors, supervisors, etc. Ask them via email or in person if they would be willing to write you a letter of recommendation. If they agree, provide them with your CV, the position description, and any other documents you think would be helpful for them to review. Make sure to give them plenty of time to write the letter, and keep them updated throughout the process. Writing thank-you notes to them after accepting the job offer is an excellent way of showing your appreciation.



### Research Statement

Most applications will ask you to produce a document stating your current research interests and findings as well as plans for future research. Include details about how your research contributes to the field as a whole and any recognition you have received (grants, publications, awards, etc.). This statement should clearly articulate the value you would bring to the department as a researcher. You can use field-specific terminology, but keep in mind that this may be read by individuals outside of your discipline and should be clear and comprehensible. Aim for around 2-4 pages and single-spaced, but consult with faculty in your department for norms in your discipline.



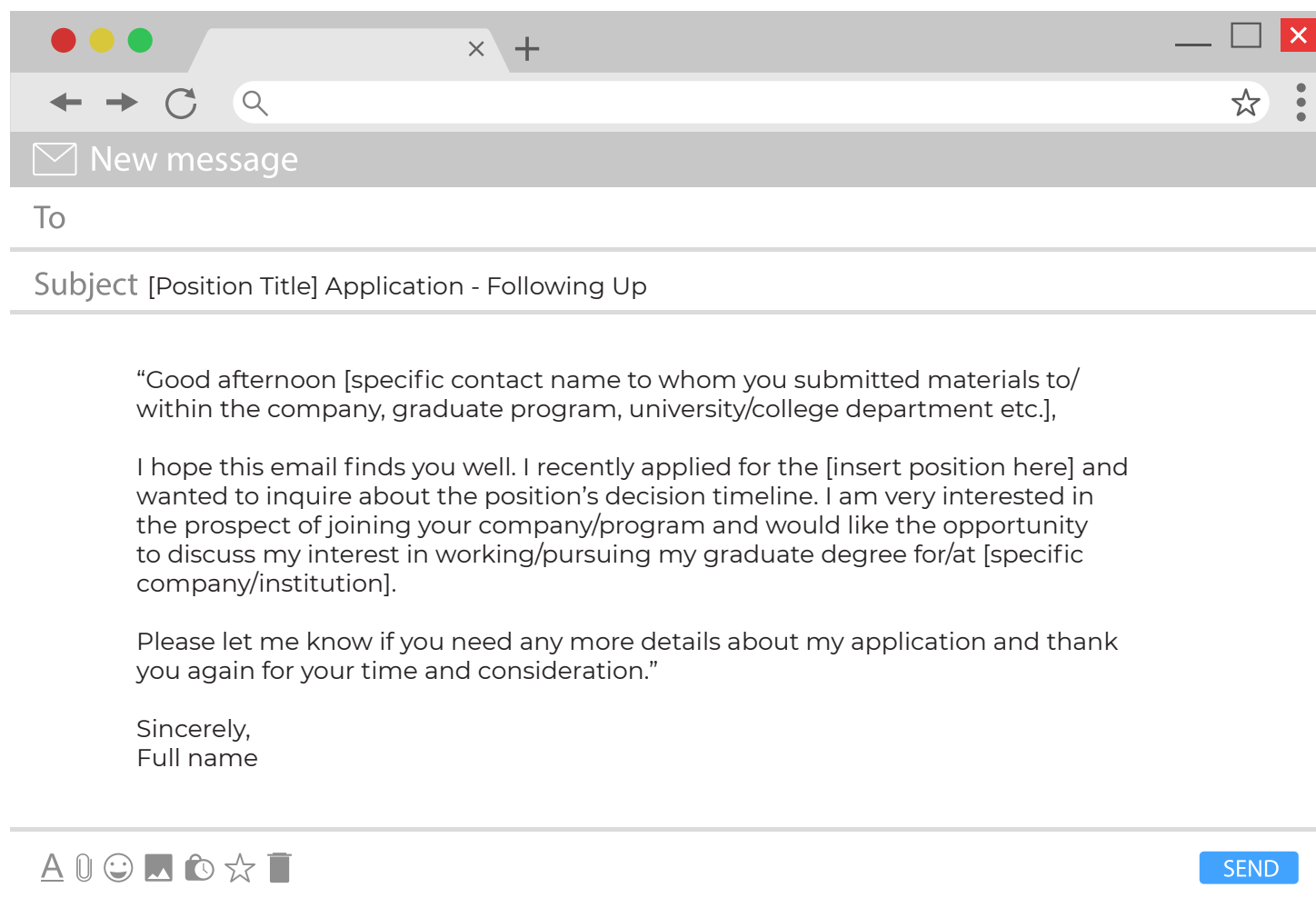
### Teaching Philosophy/Portfolio

Why are you passionate about teaching? What approach do you take to teaching? How do you motivate and engage students in the learning process? What are your expectations for yourself and for your students? These are some of the questions you should ask yourself when writing your teaching philosophy statement. Take time to reflect on your values, beliefs, motivations, and goals as an instructor and have a trusted faculty member review this document. This document is typically 1-2 pages and single-spaced. You may also be asked to include a teaching portfolio which provides examples and outlines of your teaching.

## FOLLOWING UP

After submitting job materials, we might feel as if we do not have the right to follow up to check on the status of the process. It is important to recognize that the hiring process does often take a lengthy amount of time, however, if you have submitted your materials, it has been an appropriate amount of time and you have not heard back, you can certainly reach out. While you are advised to do so only once, following up is a great way to show your continued interest in the role. Below is a sample email on how you could follow up to inquire about a submitted application:

## EXAMPLE EMAIL



The image shows a screenshot of an email client interface. At the top, there is a browser-like window with a tab labeled 'x +'. Below the browser window is a search bar with a magnifying glass icon and a star icon. The main content area is titled 'New message' and contains the following text:

To

---

Subject [Position Title] Application - Following Up

---

“Good afternoon [specific contact name to whom you submitted materials to/ within the company, graduate program, university/college department etc.],

I hope this email finds you well. I recently applied for the [insert position here] and wanted to inquire about the position’s decision timeline. I am very interested in the prospect of joining your company/program and would like the opportunity to discuss my interest in working/pursuing my graduate degree for/at [specific company/institution].

Please let me know if you need any more details about my application and thank you again for your time and consideration.”

Sincerely,  
Full name

---

At the bottom of the form, there is a toolbar with icons for text formatting (A), link (U), emoji (😊), image (🖼️), video (📺), star (★), and trash (🗑️). A blue 'SEND' button is located in the bottom right corner.

## EFFECTIVE INTERVIEWING

*Congratulations! You've submitted your application and have piqued the interest of the hiring committee with your stellar qualifications and excellent marketing materials. Now, it's time to complete an interview.*

*We recognize that the thought of interviewing can often induce feelings of stress or intimidation as we all want to make a great impression. While it's true that the act of interviewing may be nerve-racking for some, instead of viewing this negatively, we encourage you to shift your perspective. First, a little bit of nerves is good- it means you care! Envision yourself succeeding beforehand and use the adrenaline that kicks in during this time to energize and motivate you to do your best. Second, try to view this entire experience as more a conversation between parties to determine fit. You are evaluating the company/ organization/institution as much as they are evaluating you- you want to ensure, if offered the position, that accepting would be mutually beneficial for both parties. Lastly, the best way to feel confident and prepared during the interview is to practice! Utilize the resources within the University Career Center, such as mock interviews and Quinnia, to help you prepare.*

*-Christina Bevilacqua, Career Counselor*

### Interviewing Tips

Interviewing is the ultimate trial for securing a job. Many applicants mistakenly believe that résumés/CVs will get them jobs, but nothing could be further from the truth. Interviewing is your chance to showcase and flesh-out those skills and abilities you alluded to in your résumé/CV and cover letter. In addition, this is the employer's opportunity to ensure that you are a good fit for their organization and corporate culture. This is where your research about culture, organizational attributes, and work-type become very important.

Like any other activity, interviewing is something you should practice ahead of time. Be sure that your first interview is NOT before your potential employer. When preparing for the interview, consider the following:



## CHECKLIST

- Do your research
- Demonstrate during the interview, don't state. Use facts, examples, and meaningful stories to showcase skills, not merely rely on the employer trusting you to have them.
- Take your outfit to the cleaners one week prior to the interview. Furthermore, ensure that your shoes match your belt and you are dressed in a manner becoming to a prospective employer, not about to commence a night at an upscale bar. Visit the Campus Career Closet if you need help with your interview outfit.
- Be sure to answer all questions asked. Does a question have three parts? Your response should as well.
- Bring something to write with and on, such as a padfolio or notebook, during the interview for complicated questions
- Bring copies of your résumé/CV and cover letter, printed on quality paper
- Do NOT talk about salary and benefits during the interview, unless the employer brings it up first
- Arrive 10-15 minutes early, check yourself in a mirror (fly away hair, lipstick on teeth, missed buttons, etc.) and take a deep breath. You will be fine!

At some point in the interview process, you will be asked the question, “Tell me about yourself.” Before you start launching into the short autobiographical narrative in which you catalogue the name of your brothers, sisters, household pets and favorite color, be sure to note that this **isn’t** what they want to know.

The “Tell me about yourself” question, asked most often in the beginning of the interview, serves as your opportunity to describe **why** the employer should talk to you for the rest of the interview. “Tell me about yourself **in relation to this position**” – that is the question you should actually be answering.

Many interviews will take place across a day, ranging anywhere from one to eight hours, with several different employers/faculty/staff participating in the process. Please note that you are **always being evaluated**. Though your interview itinerary may include meetings with certain team members in a more casual setting, be aware that those persons will report back on what you said and how you said it.



## TYPES OF INTERVIEWS



**VIDEO CONFERENCE**- As the world of work evolves and transitions over time, virtual interviewing is becoming more commonplace amongst companies/institutions, especially those seeking to fill remote or “work from home” positions.

### **Control the environment**

Do your best to control the noise and visual distractions. Interview in front of a blank, neutral background, sending roommates and household pets away.

### **Look into the camera**

As tempting as it may be to look at the screen while talking, looking into the camera lens creates the illusion of eye contact with the interviewer. Eye contact, in turn, can help increase the connection between you and the interviewer, something that is often impacted in a virtual environment.

### **Use an ethernet cable**

Avoid conducting over Wi-Fi if possible. Temperamental connection issues might reflect poorly upon you.

### **Use an interview room in the University Career Center.**

Unable to find a quiet space free of distraction or do not own a webcam? Reserve a room within our offices to conduct your interview. Call (334)-844-4744 to take advantage of the resource.





## IN PERSON

### **Make eye contact.**

This act helps create connection with the interviewer. It is the best way to showcase that you are engaged in the conversation when they are speaking as well as when you are speaking.

### **Be prepared for a panel of interviewers.**

Panel interviews are not uncommon; be ready to actively engage with all the people in the room. Direct most of your eye contact toward the person who asked the question, but be sure to make eye contact with other panelists as well.

### **Seeing the interviewer take notes is not a bad thing.**

Their notes are often innocuous, instead of sinister, and mostly help them remember something you said for a later conversation.

### **Be overdressed vs. underdressed.**

It is much easier to scale back an outfit than to upscale it. Confirm dress expectations in advance.



**TELEPHONE-** Telephone interviews present their own particular challenges, namely the lack of visible feedback and body language. Pay especially close attention to your tone and rate of speech.

### **Smile while talking.**

As contrived as it may sound, smiling while talking will help to charge your language with positivity that you would otherwise give in person.

### **Silence is ok**

When you're on the phone, silence seems to stretch forever. When you're in person, you can see the interviewer writing, being distracted, etc., but over the phone you get none of that. When you're finished with your response, be ok with seemingly infinite silence that follows.

### **Use a landline, if possible.**

Cell phones have the uncanny ability to go out when you need them most. The University Career Center will allow you to use one of ours, free of charge.

### **Be in a quiet environment.**

Encourage your roommates to leave and take pets with them. You need it to be as silent as possible, especially to cut down on distractions.

## BEHAVIORAL INTERVIEWING

Increasingly, employers are utilizing a method of interviewing known as behavioral-based interviewing. Behavioral-based interviewing operates under the notion that past behavior predicts future performance. Meaning, your actions/reactions to previous professional experiences are strong indicators of your ability to perform in the present, should you be hired. To ensure your responses are thorough and memorable, you may consider infusing the STAR method into your responses. STAR is a great way to effectively answer the posed question and to guide your responses.

### Example Questions:

"Tell me about a time you've worked with a difficult person."

**S**

**Situation:** Set the scenario

"I completed an internship at a university counseling center. During my time there, my fellow interns and I were asked to plan and execute an outreach event to promote our services.

**T**

**Task:** Describe the specific challenge or task that relates to the question.

"As a collective group, we developed a plan of action for divvying and distributing the various tasks associated with planning the event. It became apparent that one intern on the team was not equally contributing. We decided to meet with the student."



**Action:** Talk about the actions that you took to accomplish the task

"I elected to set the meeting up with the student and discuss the issues we were having as a group. We discussed what sort of tasks would be better suited to their particular skills and shifted responsibilities better suited to the student."

**R**

**Result:** Present the results that followed because of the plan of action

"After realigning the tasks to better suit the particular skills of all interns, we were able to more effectively perform and complete our assigned roles. As a result of our work, we were able to successfully plan and execute our outreach event.

## ACADEMIC INTERVIEWS

### THE OVERALL PROCESS

The academic interview process can be challenging as it is often longer and poses different requirements than interviewing for non-academic jobs. The interview process will actually consist of several interviews, the first typically being held via phone or video conferencing, or in-person if attending a conference. From there, a second interview is conducted and is also likely to take place over phone or video conferencing. The last interview occurs on-campus, which may last one or multiple days, where you will interact with a number of people and departments on campus. You may meet with the search committee, students, faculty, administrators and other campus departments. Parts of the interview may include: an academic presentation(s), dining with the search committee, and a campus and residential tour.

### THE ACADEMIC "JOB-TALK"

The on-campus interview may also include one or multiple presentations. Some departments may ask that you present a class lesson to faculty and students. In addition to the lesson, you will also present a job-talk. In the job-talk, you will present your research. The most important things to do to prepare for the job-talk are to practice and to find out what to expect. Find out who will be in the audience - faculty, students, staff, or a combination. Confirm the length of the presentation and the topic. In the job-talk you will typically give a brief overview of the research you have conducted, but do not make the mistake of making your talk too technical with unnecessary jargon. There may be members on the search committee that are unfamiliar with your area of expertise and come from other outside departments. This talk is simply designed to showcase your teaching style. Be sure to define technical terminology that may not be familiar to some of your audience members.

## ACADEMIA JOB INTERVIEW QUESTIONS

The description of academic positions will differ based on the type of institution to which you are applying. This is also the case for the types of questions that will be asked during the interview. Is the institution you've applied to primarily an academic or research institution? Research institutions will highlight research experience and focus on questions about your research plans. Teaching institutions will focus more on your teaching philosophy and experience. Below is a list of commonly asked questions unique to interviews for positions within academia.



## COMMONLY ASKED QUESTIONS

- Please discuss your dissertation research with the committee.
- Be prepared to answer direct questions about your research, as well as how it will fit into the departmental plans for the long run.
- Will you have your dissertation completed by the start of the next academic year?
- What direction do you expect to see your research to take in the future?
- Describe your research plan and potential funding sources?
- What are your short-term and long-term professional goals?
- What areas of teaching do you want to work in and what could you handle if you had to?
- What is your teaching philosophy?
- Which of our courses would you be most comfortable teaching?
- Describe a challenging situation with a colleague, professor or student. How did you handle it?
- How interested are you in collaborating with other faculty in other disciplines?
- With the courses you would be teaching in this role, what textbooks would you use to teach those subjects?
- Do you plan to apply for any funding? Do you have grant writing experience?
- How do you address culture, language, ethnicity, and race in your courses?
- Why are you interested in our school/department?
- Would you be able to take on a student immediately?
- How do you integrate technology in your teaching/lab activities?
- How would you balance research and teaching?
- Do you have any questions for us?

Be sure to prepare your own questions! You can address curriculum, duties, research, promotion and tenure or future plans and trends for the department. Use your padfolio to write your questions down and keep them with you during the interview; this will not only demonstrate your preparation, but will also prevent any potential memory lapses.

# INDUSTRY INTERVIEWS

## ON-CAMPUS INTERVIEWS

The University Career Center allows students to reserve rooms so that they may interview with employers on-campus. All on-campus interviews are scheduled through Handshake.

On-campus interviews give the employer the opportunity to meet a series of candidates and determine initial fit. Often, on-campus interviews occur in the coming days after a career fair, which allows the student to briefly introduce themselves and share their résumé/CV with employers in attendance. Based on this interaction and the qualifications of the student, the employer may invite the student to participate in an on-campus interview. Likely, the interview will be around 30-45 minutes long, and will be one of the first steps in the interview process.

### Typical 30-Minute On-Campus Interview

- Small talk- 5 minutes.
- Mutual discussion of your experience as it relates to the needs of the employer- 15 minutes.
- Candidate questions- 5 minutes.

## ON-SITE INDUSTRY INTERVIEWS

An on-site interview in an employer's office gives the opportunity for both the employer and candidate to thoroughly evaluate each other. The employer has an opportunity to make a more in-depth assessment of the candidate; the candidate has a chance to observe the work environment, interact with staff, and gain perspective about the organization's services and location. Depending on the company/organization, this could last from an hour to a full day. Be prepared to discuss how your graduate education translates to a career in industry and how you can specifically benefit the organization with your skill set and knowledge base.

## ACCEPTING THE INVITATION

Acknowledge or decline an invitation to visit an employer in a timely manner. You should only accept an invitation if you are genuinely interested in the position and have not accepted another job offer. Be sure to have a voicemail message that is clear and professional, should you miss an expected call from an employer. Remember, employers are forming an impression of you from their first initial interactions with you to their last; this includes communication through voicemail and email! Confirm your plans with your professors and supervisors. Avoid conflicts with exams or project deadlines. Because interviews vary among organizations, ask for an interview schedule, including names of interviewers, when you agree to a site visit.

## PLANNING YOUR TRIP

Confirm who is responsible for expenses and travel arrangements before accepting an invitation for an on-site interview. Some employers will reimburse for legitimate expenses associated with the interview, such as flights, hotel, and food, while some may not pay any expenses. Be sure to get directions well ahead of time. Plan for unforeseen delays, such as traffic, road construction, getting lost, etc.

## INTERVIEW DAY SNAPSHOT

Begin the morning by checking your email and voicemail to ensure no changes have been made to the time or location of the interview. Remember, an interview can last up to eight hours and may include multiple interviews, information sessions, presentations, tours, meals and other activities. Most on-site interviews incorporate some combination of one-on-one, behavior-based, and group interview formats. Some employers/institutions may invite many candidates to visit at one time so they can observe interactions in a group or team setting.

You typically meet with many people and may answer the same question more than once. Do not be surprised if you are asked questions you were already asked in a previous on-campus or phone interview. Remember to respond thoroughly and enthusiastically, as if it were your first time hearing the question. Before leaving, find out the hiring timeline and when you should expect to hear back. Collect business cards, or at least the name and title, from everyone you meet so that you can send thank-you notes!

## DRESS FOR SUCCESS

### GENERAL TIPS

- Use cologne/perfume sparingly- antiperspirant is often sufficient for odor control.
- Think “less is more” when accessorizing your outfit
- As a rule, the later in the evening an event takes place, the more formal the occasion. The more formal the event, the darker and longer the outfit should be (e.g. tuxedo black and evening gowns, respectively).
- For day-to-day clothing expectations, be sure to read your employee handbook, and always use sound judgement when making selections.

### BUSINESS CASUAL

- Business Casual is often the go-to clothing standard for many offices on a day-to-day basis. However, unlike business professional dress, which has very clear guidelines, business casual is varying and highly particular to the specific culture present. You can look for more opportunity to express personal style and preferences, within reason. Remember it is, after all, dressing for professional engagement, not leisure. Because standards can fluctuate from office to office, when in doubt, ask someone familiar with your workplace guidelines. Below are some general guidelines:
  - Khaki pants or similar fabrics may be allowed. However, be mindful of blue jeans or denim which may only be allowed on certain occasions such as “casual Friday”
  - Loafers, flats, boots, and even tennis shoes may be worn
  - Collared or polo shirt
  - Tie optional
  - Embrace color & patterned tops within reason. In some instances, golf shirts may be appropriate for everyday wear.

### BUSINESS PROFESSIONAL

- Business-professional attire is a staple of the interview room and more traditional workplace settings. **You should assume, unless otherwise stated, that business-professional is the go-to attire for your interview.** With that being said, you will want to begin your investment in appropriate clothes early. Simply stated, business-professional is expensive and you will want to invest in quality clothes to get the maximum wear and use.
  - Invest in a dark-colored suit. When selecting a suit, make sure it is a matching set (tops and bottom) in a dark color such as charcoal, dark grey, or black
  - Dress shirts/blouses should complement your suit, solid or muted color).
  - Skirts or nice dress is also acceptable
  - Tie required
  - Shoes should be closed toed and coordinated with your outfit. Modest heels are acceptable. Be sure to polish your shoes for an extra touch.
  - Socks/stockings/hosiery should match your outfit accordingly
  - Hair should be clean and tidy

### **Campus Career Closet**

Housed within the University Career Center is the Campus Career Closet- a resource which gives students access to FREE professional clothes appropriate for career fairs, interviews, networking, and on-the-job. These items do not need to be returned or exchanged, so come check out the closet and begin building your professional wardrobe! To make an appointment, use Handshake.

- Students are allowed to take up to FOUR items per academic year. Suits count as two items. There is a limit of one suit per student.

## **INTERVIEWING RESOURCES**

Do not go into your interview ill prepared; we can help. Here are some of our most popular resources for your interview preparation:

### **Mock interview**

303 Mary Martin Hall

334-844-4744 | [handshake.auburn.edu](http://handshake.auburn.edu)

Call or schedule an appointment with a career counselor for one-on-one practice before your interview.

### **Quinnia** | [aub.ie/quinnia](http://aub.ie/quinnia)

Practice interviewing anytime through our virtual platform, Quinnia. Quinnia's software uses AI (artificial intelligence) to provide feedback on the content of your answers, as well as nonverbal behavior such as body language and facial expressions.

### **Glassdoor** | [Glassdoor.com](http://Glassdoor.com)

Great for researching prospective companies. View a growing database of millions of company reviews, CEO approval ratings, salary reports, benefits reviews, office photos and more.

### **CareerShift** | [aub.ie/CareerShift](http://aub.ie/CareerShift)

An additional research tool for more comprehensive data gathering as well as job hunting.

### **Ready Prep Interview** | [Jobinterviewquestions.com](http://Jobinterviewquestions.com)

Easy to use question generator for practicing those difficult interview questions specific to different industries.

## **ILLEGAL QUESTIONS**

Employers are eager to obtain as much information about a potential candidate as they possibly can in order to make the best decision possible for their organizations. Sometimes in their zeal to know more about a candidate, an employer may accidentally, or intentionally, ask illegal questions during the interview.

There are regulations at the federal, state and local level as to what questions an employer may ask of you for your protection. However, that does not mean you should not prepare for your response. You have three options:

1. Answer the question. Bear in mind you take responsibility for the information you provide and could be giving the "wrong" answer that might hinder your chances.
2. Refuse to answer which is legally well within your rights. Depending on your phrasing, you run the risk of sounding confrontations and/or uncooperative.
3. Assess for what the intent behind the question is and how it might apply to the job. Depending on the intent, you may choose to assure the interviewer that you are capable of performing the necessary duties of the job.

### ILLEGAL QUESTIONS EXAMPLES:

- Are you a U.S. citizen?
- What is your “native tongue?”
- What is your relationship status?
- Do you have/want children?
- How much do you weigh?
- Do you have any disabilities?
- I see you were in the military. Were you honorably discharged?

For additional assistance, speak with a career counselor in 303 Mary Martin Hall.

## FOLLOWING UP

Congratulations! You have managed to complete your interview. But you’re not done quite yet. Now comes the easiest part of the entire process – thanking the interviewers for their time.

In a world of instant written communication, attention to small details like a hand-written thank-you letter goes a long way in helping you obtain a coveted position. IF, and that is a big if, your handwriting is legible enough, write a thank-you letter to the interviewer(s). Let them know that you value the time they took in considering you and that you look forward to hearing from them in the future. If your handwriting is not up to par, send an email.

### EXAMPLE LETTER

“Good afternoon [specific contact name to whom you have been communicating with within the company, graduate program, university/college department etc.],

Thank you for taking the time to meet with me during my interview for the [specific position or admittance into specific graduate program] at [specific company/institution]. I thoroughly enjoyed my time with you and your team and appreciate the information provided regarding the role of [specific position/graduate program.] I am interested to learn more about [specific responsibility or specific conversation had during the interview] and would like the opportunity to discuss my continued interest in working/pursuing my graduate degree for/at [specific company/institution].

I look forward to continuing our communication regarding my candidacy for the [specific position/graduate program] at [specific company/institution] and thank you again for your time and consideration.”

Sincerely,  
Full name



## EVALUATING JOB OFFERS AND NEGOTIATING

*Show me the money! Okay, now that you are done rolling your eyes at the completely dated movie quote, let's get down to talking about what we all want to know; how can I get the highest pay available? It is no secret that salary negotiations are part of the world of work and an expectation by employers. However, most students report not knowing how to negotiate or feel confident enough in their abilities to even attempt this when applying for their first professional job. This reluctance, however, could cost you thousands of dollars over the course of your career. In addition, women are still earning on average \$.80 per dollar earned by men, making it even more essential to speak up and make talking about salary commonplace. Your compensation package will include a salary and a variety of benefits. For this reason, not all offers are created equal and therefore benefits should be included when planning your negotiation. I guess, "show me the compensation package with competitive benefits!" does not sound quite as catchy.*

*-Addye Buckley-Burnell, Associate Director, Career Development*

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## SALARY AND COST OF LIVING RESEARCH

The first step in planning your negotiation is getting a full understanding of realistic salary expectations for the position you are interested in holding, with your unique qualifications, and in the specific city/state. This can be a little tricky since we are usually accustomed to simply seeing a national median salary listed when doing career exploration. However, this number can vary dramatically depending on the cost of living in the location and based on your education and experience level. Getting a variety of reports of what to expect is the best way to determine a realistic range for your situation.

### **Favorite websites to research salary:**

- [career.auburn.edu/students](http://career.auburn.edu/students) - Scroll down to Launch Your Career to find:
  - Salary Calculator - See realistic salary for jobs based on your experience, education, and location
  - Cost of Living Calculator - Helps translate salary in one location to another based on cost of living
- [LinkedIn.com](https://www.linkedin.com) - Find salary data for specific job titles based on location and experience level
- [Glassdoor.com](https://www.glassdoor.com) - Find salary information for specific companies reported by current or former employees
- [Salary.com](https://www.salary.com) - Salary data based on location which includes benefit information



## ESTABLISH A TARGET SALARY RANGE

Now that we know what a realistic salary expectation is for our ideal job, we need to make sure we are able to live on that salary. Use resources found on [aub.ie/money](http://aub.ie/money) to help identify what it costs to live the lifestyle to which you are accustomed. Are we accounting for taxes and automatic deductions from the paycheck? Does the salary we found fit the lifestyle we envision? If not, we need to adjust our spending to not overextend OR look for jobs that may be less ideal but pay more...the choice is yours.

**TIP: Establish a sustainable budget for yourself using the tools at [aub.ie/money](http://aub.ie/money) to ensure you are setting yourself up for financial success.**

Once we establish a salary number that is in line with the research we conducted and we can live with, you can use that number as the base of your target salary range. Now, go up no more than 20% to establish a range that we can offer as our ideal range or use for negotiation.

For example, if I establish that \$40,000 is a realistic salary for a position, I will state my target range as \$40,000-\$48,000.

## CRAFT A VALUE STATEMENT

A value statement is your way of expressing an evidence-based statement to support your target salary. This might be used when asked about your desired salary, when counter offering a salary offer, or when requesting a promotion or raise. You will always begin with expressing a value you give to an organization or evidence of your worth prior to mentioning any numbers.

For example:

"Based on my experience increasing social media followers by 25% at my last internship and my research of other new graduates with degrees in public relations are making, I am looking to earn between \$40,000-\$48,000."

OR

"As a result of my effort to increase the number of social media followers during my internship, I created an innovative marketing plan and launched a campaign on Instagram and TikTok. This effort increased followers by 25% and resulted in an increase in sales by \$10,000 last quarter. I know I can make an impact for your organization and am looking to earn \$40,000-\$48,000."

Resist the temptation of pitting offers against each other or making it a comparison to another person.

**DON'T SAY:**

1. I have an offer from your competitor for \$45,000. What can you offer me?
2. I know Karen is making \$2,000 more than me and I do more work and should get a raise.

**INSTEAD:**

1. I am very impressed by your organization and think the mission very much aligns with my core values and goals. I know I can make an impact for your organization and will continue to surpass sales quotas for you just like I did during my internship with XYZ. I would very much like to work for you but have just been offered a higher salary at another organization. Would it be possible to increase the salary for this position to allow me to accept?
2. I have been working in this position for two years and have received exceptional reviews each year in addition to surpassing my sales goals each quarter. Due to my dedication and achievement in this role, I would like a 10% raise so that my salary better reflects the caliber of my contributions.

## POINTS OF NEGOTIATION

Salary is only one area that may be negotiated and often the employer will have less flexibility in your salary offer than you would like. In these situations, it is important to consider the rest of the compensation package may be more flexible for negotiating.

Some common benefits and if they may be negotiable:

### Possibly negotiable

- Flexible work schedule/work from home
- Relocation costs
- Professional development opportunities
- Organization membership costs
- Tuition reimbursement
- Company phone
- Stock options
- Company supplied car
- Parking spot

### Not typically negotiable:

- Health insurance
- Retirement accounts
- Vacation day/ annual leave
- Maternity/paternity leave



**Determine what benefits would be most helpful for you to negotiate if the salary is not an area that can be adjusted.**

Look at these benefits and learn as much as you can about each of them to determine their value to you in this process. For some of you, parking spots are not important, but in cities, this could be a large expense. Health insurance and retirement may not be at the forefront of your mind now, but can be a huge difference in your life over the next few years. Unfortunately, insurance and retirement are not typically able to be negotiated because they are standardized and packaged in bulk for organizations. Determine what benefits would be most helpful for you to negotiate if the salary is not an area that can be adjusted. Often costs associated with these benefits come from a different account in an organization and there is more flexibility in the spending making it easier for an employer to agree.

## SAMPLE CONVERSATIONS

Now that you have a plan, you must wait for an offer to begin the negotiation. NEVER bring up money prior to an offer being made. Once an offer is made verbally, ask for all of the details. Express interest and appreciation but NEVER accept or decline right away. Instead, ask for a specific amount of time to consider the offer fully (typically a week or so). Weigh your options during this deliberation time and craft some responses to possible counters. Here are a few possible conversations that could occur:

**Employer:** “We enjoyed meeting with you and are excited to make you an offer for the position of a specialist. The salary will be \$38,000 with a start date of July 1. Included in your compensation is health insurance, a 401K account, vacation days that accrue at 3/month, tuition reimbursement, and a variety of discounts that are detailed on our HR site.”

**Riley:** “Thank you, this is very exciting. May I ask more about the tuition reimbursement; when does this begin?”

**Employer:** “The tuition reimbursement starts once you hit the one-year mark and covers 15 credit hours of university credit per calendar year.”

**Riley:** “I appreciate this offer and have enjoyed meeting with you about this position. I would like some time to think this over; can I give you a response by next Wednesday?”

**Employer:** “Wednesday will be fine. You can visit our HR site for additional benefits questions or contact them directly. I look forward to hearing from you then.”

*Wednesday- Riley calls employer in the morning*

**Riley:** [states value statement]- “Based on my experience increasing social media followers by 25% at my last internship and my research of other new graduates with degrees in public relations are making, I am looking to earn between \$40,000-\$48,000. Would it be possible to discuss a higher salary?”

**Employer:** “Unfortunately, we don’t have any room to negotiate a higher salary.”

**Riley:** [Once you’ve decided what benefit you’d like to focus on]- “I understand that at this point, salary isn’t negotiable. I see that you have a tuition reimbursement program, and I want to get my project management certification. Would you consider sponsoring my certification beginning in the first few months of my start date?”

**Employer:** “Yes I think that can be arranged and beneficial in this role. Also know there will be opportunities for growth and raises after your annual review.”

**Riley:** “Because this number is a little lower than I feel comfortable with, I’d love to discuss my opportunities for the future. I know that one of the most important things in this role is [key metric here]. If I’m able to deliver that in the first 6 months, would you be open to raising my compensation to \$40,000 then?”

**Employer:** “If you are able to deliver in 6 months, we are happy to discuss a raise at that time.”

**Riley:** “Thank you. I would like to accept this role and look forward to working for your organization.”

Understand that this may take multiple phone calls to get approval and there may not be an opportunity to negotiate anything extra. It is up to you to determine your turning away point.

## ACCEPTING OR DECLINING

Remember not all offers should be created equal and you do not have to say, “yes,” if you do not feel comfortable with an employer or an offer. However, even if the position is not your dream job, it may be a great stepping stone to get there. Weigh your options and determine if this is a position and employer that will help you grow and develop skills that will help you in the future.

- Do they invest in their employees?
- Take a look on LinkedIn and see how long people stick around or do they leave within the first year?
- Do they promote from within?
- Is the location one in which I might be happy with my life outside of work?

These are just a few things to consider. If you feel the salary and benefits are sufficient and the organization is one you will enjoy, accept verbally and in writing. Be sure to outline all things that were negotiated and include anything agreed upon in this letter.

If not, you will decline confidently verbally and in writing, in a polite way. You will want to show appreciation for their time so as not to eliminate future opportunities.

DO NOT accept a position and then withdraw your acceptance! This is a great way to eliminate options in the future and possibly hurt other applicants.

### Sample

**RILEY SMITH**  
334-555-1234 | rsmith23@auburn.edu

August 15, 20xx

Mr. Timothy Employer  
Communications Director  
(company/organization)  
1455 Main Street NE  
Martinsville, AL 36999

Dear Mr. Employer

I am writing to formally accept the position of Specialist with (company/organization name). After reviewing the position responsibilities and offer letter, I am excited to commit to the position starting at \$38,000 annually and look forward to being a member of the (company/organization) team. As we discussed, the company will sponsor my project management certification beginning in month three of my employment. Also, if the key metric of XYZ is met by month six, a raise will be discussed. I will report for my new employee orientation on September 15 at 9:00 am CST.

Please let me know if you need any additional information and I look forward to starting with (company/organization).

Sincerely,

Riley Smith

**Be confident.  
Know your  
worth. Do  
not accept  
less than you  
deserve.**

## START YOUR CAREER

*You did it! After many years of navigating the demands of coursework, research, and possibly even teaching and/or clinical hours in graduate school, you are done and have landed your first position. While starting a new position can feel quite different from navigating the multiple roles required while being a graduate student, many of the skills are similar. While sometimes the adjustment might feel challenging, graduate school has adequately prepared you for this next phase. As you transition to your position/postdoc, remember to continuously rely on your various networks of support. Some of your academic/professional connections have been where you are and can provide insight on how to navigate this next step! The UCC is always rooting for you!*

*-Kareema Smith,  
Career Counselor Graduate Assistant and Counseling Psychology PhD Student*

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## FIRST FEW YEARS ON THE JOB

When navigating your first few years on the job, there are some tips to remember for success!

### **1. Understand the company/institutional culture**

You might have asked some of these questions in the interview, however, a true understanding of the organization's culture will happen after you become a part of it!

### **2. Be adaptable in both your abilities and expectations**

Adaptability will take you a long way as you navigate a new work environment. Remaining flexible in both your abilities and expectations will lead to a more open mind as you transition into your role.

### **3. Build effective relationships**

What is a company/organization/program without the people? In a professional manner, get to know those you are working with. To gain a better understanding of others and the way your role can help support them, you might even inquire about a brief introductory meeting where you can ask questions about ways to collaborate and support one another in the future.

### **4. Recognize the importance of your perspective**

In a new position, it might be challenging to see your perspective as valuable, however, it is! Being thoughtful in the way you suggest a new idea is how you can share your perspective without presenting as someone who "knows-it-all."

### **5. Master the tasks of your role**

You have been selected for this role because you are capable! Just as you would navigate an unfamiliar subject or research question, approach the dynamics of your role with that same level of inquisitiveness. You have spent the last few years in graduate school working to become knowledgeable in a specific discipline and your role now is to become all-knowing about your position and ways it can advance the goals and mission of your organization!

## FINANCIAL HEALTH

While balancing your academic and professional life in graduate school, it is important to also consider your financial health and what it looks like throughout the duration of your program. There is an assumption that graduate students are more prepared to adapt to the cost of living and financial requirements to survive but that is not always the case. Here are some strategies that may help you increase your financial capability and prepare for life after your program and your first year on the job.

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**Financial Goals** – Create financial goals. This could include becoming a first-time homeowner, buying a car, going on vacation, or monthly self-care. Start with envisioning what financial freedom means to you. Incorporate your values, needs, and wants so that you can create a comprehensive plan.



**Budget** – As the costs associated with rent, utilities, loans, food, and other necessities increase, you need to be able to assess your income and expenses in order to meet your needs. Remember to account for miscellaneous fees such as Netflix, Apple music, iCloud storage, and gym memberships. Create a monthly budget to stay on top of your finances and build good financial habits.



**Savings** – Creating a savings plan may seem far fetched as expenses and income fluctuate, but building good savings habits is the primary goal. Whether it's \$20, \$5, or \$1, being consistent with putting away money can help you plan for the future. As your income increases, you will be able to add more money into your savings plan and plan for rainy days or vacations. Establishing an emergency savings can help you anticipate emergencies as they arise.



**Credit** – Purchasing/leasing a car, buying a home, renting an apartment these are all realities that require credit, and most people expect you to have amazing credit straight out of school. Building credit takes time and diligence with careful planning and management. Start researching secure credit cards with your bank, start making small purchases monthly, and educate yourself on how to maintain your credit score and credit history.



**Bank Account** – Being knowledgeable about your banking options can also help you be financially savvy with your saving and budgeting options. While banks are universal and provide higher interests and sometimes dividends on your savings, credit unions are local and provide lower interest rates and consumer friendly financial products to help you with your financial literacy. Research banking institutions that can best meet your needs.

## POSTDOCTORAL RESEARCH

A postdoc is a doctoral graduate who has decided to engage in full-time research training under the direction or supervision of a mentor. The postdoc is often funded by the mentor's grant or an individual fellowship or support. Many postdoc positions are located in a university or in an industry, however, some postdoc positions are at nonprofits and in the government.

A postdoc is an opportunity for you to further strengthen your skills as a researcher. This is an opportunity for an individual to focus only on research without the other demands of graduate school. Here are some tips to be successful during your postdoc experience:

- 1 Use this as an additional opportunity to seek out guidance and mentorship.
- 2 Work intensely and intelligently. For the length of your postdoc, this is your full-time role.
- 3 Since you are doing research, there will be a certain aspect of exploration. Be sure to balance this with a level of focus to contribute to productivity.
- 4 Present your work often. As a postdoc this is your opportunity to receive feedback not only about your research, but also your approach.
- 5 While your primary focus is research, you can still use your postdoc to help strengthen your skills as a mentor, communicator, and teacher.

## ADVANCE YOUR CAREER

When transitioning into any new professional position, there are important key items you will need to keep in mind. You will be learning a new role, getting to know your new co-workers/classmates, and stepping into a new environment that can be both challenging and exciting. Making the best impression is always important and also the best decision for your new career path. Therefore, finding ways to continuously advance your career and gain skills will allow you to explore all career options and set yourself up for success.

- Attend professional conferences
- Conduct informational interviews
- Career Shadow different professionals
- Expand your network
- Volunteer to serve on a committee
- Adjust expectations
- Read journals, magazines, and articles to become familiar with career trends
- Visit the University Career Center up to 5 years after graduation

## WE'RE HERE TO HELP!

As you are working on your graduate degree there may be several questions that cross through your mind. For example, maybe you are wondering exactly what are all the avenues that you can pursue with your degree. Or maybe you are wondering how to gain valuable work experience while here at Auburn. You may even be in the process of applying to or interviewing for jobs and feel you need some practice. The University Career Center can help you with all your career needs, including

- Cover letter writing
- Résumé/CV writing
- Networking
- Gaining Work Experience
- Salary Negotiations
- Interviewing Skills
- Personal Branding
- Job Searching
- Developing an Online Presence
- Defining Career Goals
- Campus Career Closet



The University Career Center is a valuable resource that can help you along your journey. To get started with utilizing our services you can schedule an appointment on Handshake or visit drop-in hours.

We look forward to assisting you in your professional journey while you are a graduate student at Auburn University and up to 5 years post-graduation.



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