MOC LEAD
LEADERS ENCOURAGING A DIFFERENCE

INVEST IN YOU WITH MOC LEAD!

A semester-long cohort-based experience, Moc LEAD is designed to help students develop their individual and organizational leadership skills.

For more information, visit utc.edu/leadership, the Moc LEAD MocSync page, email Daniel Grzesik at Daniel-Grzesik@utc.edu or stop by UC Room 317.
Student Career Guide
2019-2020

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Talent, Meet Opportunity.

- Access Handshake and complete your profile
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- Browse collections of jobs based on your interests
- Connect with Center for Career and Leadership Development

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The University of Tennessee at Chattanooga is a comprehensive, community-engaged campus of the University of Tennessee System. UTC is an EEO/AA/Title VI & IV/Section 504/ADA/ADEA institution. E040445-006-20
CAREER AND LEADERSHIP EVENTS

Be sure to refer to the calendar in the back of this guide for special career events designed just for UTC students.

utccareer

utcleadership

Follow us for tips, opportunities and additional events.
Welcome to the 2019-2020 Student Career Guide offered by Center for Career and Leadership Development!

The Center for Career and Leadership Development provides UTC students and alumni with the confidence and skills to find their purpose, thrive in their career and contribute to their communities. Through a wide array of services and resources designed to explore interests, enhance networking connections and provide personalized guidance, students are empowered to pursue their goals, chart their own path to success and build a satisfying, rewarding career.

The activities of our Center are anchored in four themes:

EXPLORE  DISCOVER  CONNECT  ACHIEVE

• We cultivate self-awareness and critical skills for career readiness through coaching and programming – empowering students to take intentional steps that will impact their education and life.

• We simplify the process of students finding opportunity through leadership experiences, career fairs, networking events and Handshake.

• We ensure students are able to ‘get their foot in the door’ with professional development preparation that gives them every opportunity to impact their communities through ethical, inclusive leadership.

• We help create a strong first impression by offering our Suit-Up event and by providing personally tailored mock interviews to grow the student’s interview skillset.

• We continue to offer our alumni career and leadership services indefinitely after their graduation – fostering positive relations between graduates, the University and the community.

Looking for your next inspiration, coffee chat, mentor, internship, opportunity, job, career path, or mission? The Center for Career and Leadership Development is here to help you FIND YOUR NEXT.

In partnership,

Rob
Utilizing and seeking advice from the Center for Career and Leadership Development office was monumental in finding my first job after graduating. Entering the professional workforce can be overwhelming; because you are competing with a vast pool of candidates, some of whom are well experienced. Center for Career and Leadership Development job fair events narrowed down specific positions and companies that were looking for candidates like me. With their services, I was able to strengthen my resume, practice interviewing and set up interviews with multiple companies; one of which hired me two weeks before graduation. Most likely my career path would have been drastically different if I hadn’t had assistance from the Center for Career and Leadership Development.

Christopher Sherbesman  
B.S. Business Administration - 2007  
B.S. Human Resources - 2007  
M.B.A. - 2012

The Center for Career and Leadership Development helped me develop professionally throughout my academic career in three ways. First, I enhanced my career education by attending various professional development workshops. Second, I strengthened my career readiness through resume assistance and mock interview appointments. Third, I gained beneficial career connections by networking at the numerous career fairs. These development opportunities prepared me to be a successful professional during my time at UTC and beyond. Thanks, CCLD!

Danielle Bragg  
M.S. Industrial-Organizational Psychology - 2018

The Center for Career and Leadership Development can help you a lot in terms of finding a career path. Through them, I have been connected to several employers and job opportunities. They have various services that help fine-tune your skills in order to better prepare you for the professional world. These services range from helping you perfect your resume, to walking you through mock interviews.

Kaine Wilson  
B.S. Criminal Justice - 2019
The Center for Career and Leadership Development offers a variety of services for undergraduate and graduate students as well as alumni.

**Appointments**
Individual appointments are available to assist students and alumni with career exploration and planning, personal branding, job search strategies, networking and interview skills (including mock interviews), as well as other topics related to career success.

**Review of Professional Documents**
Visit the center in UC 317 for assistance with your resume, curriculum vitae, cover letter or essay for graduate school. Bring your rough draft to receive a critique from a peer or schedule an appointment for more in-depth conversation.

**Job & Internship Listings**
The Handshake system is the best place to find postings for part-time and full-time positions, internships and other opportunities. You have free access to this system. Use it to discover opportunities and create a profile allowing employers to find you as well. Visit our website for details.

**Career Fairs & Networking Events**
Representatives from a variety of employers attend career events on campus each semester to interact with students and to discuss career opportunities within their industry and organization.

**On-Campus Interviewing**
Employers visit the UTC campus to conduct interviews for part-time and full-time employment as well as internships. Sign up for on-campus interviews using the Handshake system on our website.

**Leadership Development**
Experiences are devoted to career readiness that empower participants to impact others by inspiring engagement and intellectual curiosity. Discover individual core values; identify and apply behavioral strengths; form mutually beneficial relationships; and evolve personal understanding of leadership.

**Professional Development**
Take advantage of opportunities to develop your professional skills. The center can help you understand how the things you already do on campus shape you as a professional and identify the areas you should strengthen. Learn how to articulate these abilities when networking with potential employers.
Alumni Affairs
Alumni Affairs is focused on keeping UTC alumni connected with the campus. Resources made available to alumni include access to the library, continuing education, career services, alumni networking opportunities and special events on campus. Alumni Affairs also provides access for UTC alumni to update their information in the database as well as make donations to the University. For more information, please visit alumni.utc.edu.

Center for Academic Support and Advisement
The Center for Academic Support and Advisement provides academic advising to first-year freshmen and students who have an undecided major. Our advisors help students to develop educational plans that will meet their academic, career and personal goals. A free career assessment is available to all UTC students through the center website, and a University Studies course is offered for undecided or re-deciding students that focuses on major and career exploration. Pre-health advising is also available for students interested in graduate healthcare programs such as medical, pharmacy or dental school. To contact the center, visit the office in Library 335, call (423) 425-4573 or email advise@utc.edu.

Center for Global Education
CGE is a centralized division consisting of the Office of International Student Services, Office of International Scholar Services, Office of Study Abroad Programs and English as a Second Language Institute. It is dedicated to providing globally focused education by developing and managing quality international initiatives for the University of Tennessee at Chattanooga in the region. The Center connects the campus to the world, enabling UTC students to graduate as globally competent citizens. To schedule a meeting with CGE staff, stop by the main office at Hooper Hall 203, call (423) 425-4759 or email GoGlobal@utc.edu. For more details, please visit utc.edu/global and facebook.com/UTCglobal.

Counseling Center
Counseling helps a person gain a better self-understanding and learn effective ways to approach challenges. The Counseling Center offers individual counseling sessions to assist with stress management, depression, sleep, attention/concentration, relationship issues, grief/loss, past or current trauma, suicidal thoughts, selfharm, alcohol/drug abuse and much more. In addition, workshops are hosted on topics such as art therapy, trauma recovery, multicultural issues, de-stress/refocus and LGBT issues. Medication management is also available. For more information, visit utc.edu/counseling-center or call (423) 425-4438.
**Disability Resource Center**

The Disability Resource Center (DRC) is committed to ensuring equal access for individuals with disabilities in all courses, programs and facilities. DRC staff discusses barriers to access and determines reasonable accommodations. The DRC collaborates with campus partners to promote a welcoming culture of access, inclusion and celebration as part of a diverse campus community. On a case-by-case basis, DRC staff may consult with individuals with disabilities as they work to self-advocate and seek accommodations related to their efforts to obtain and maintain employment. To schedule a meeting with DRC staff, visit University Center 108, call (423) 425-4006 or email drc@utc.edu.

**Financial Wellness**

The Financial Wellness Center is a campus-wide financial literacy program, funded by the Office of Financial Aid and Scholarships. Offerings include money management events, workshops, guest lectures and confidential one-on-one financial coaching to students. The Center’s mission is to equip students with knowledge, tools and techniques to increase their overall financial literacy, capability, satisfaction and wellness. The Center helps with overcoming debt; money management and budgeting; understanding credit and credit cards; building better credit; saving and investing; avoiding financial pitfalls. For additional details, please visit utc.edu/financial-wellness.

**Graduate School**

The UTC Graduate School offers a variety of accredited programs housed in four colleges: Arts and Sciences; Business; Engineering and Computer Science; and Health, Education, and Professional Studies. Students in graduate programs at UTC have received regional and national recognition for their graduate work. The faculty of UTC are dedicated and passionate about providing a focused, yet comprehensive educational experience for graduate students. Students have the opportunity to interact with faculty on a one-to-one basis to gain the most from their educational experiences. Students completing graduate degrees at UTC are prepared to handle workplace challenges, are problem solvers, and provide leadership in the communities where they reside. Visit utc.edu/graduate-school or call (423) 425-4666 for details.

**Mocs One Center**

The Mocs One Center is a centralized location available to assist students with enrollment related needs, particularly in the areas of Bursar, Financial Aid, Scholarships and Records. The Center’s experienced staff can help with submitting Financial Aid and Record forms, registration issues, understanding Financial Aid award and Bursar’s bill or any other administrative process. The priority of the Mocs One Center is to make the enrollment process at UTC go quickly and smoothly. Stop by University Center 124 or visit utc.edu/mocs-one-center for more information.

**ThinkAchieve**

ThinkAchieve: Beyond the Classroom is a platform for experiential learning at UTC. Students participate in and reflect on experience-based learning. ThinkAchieve opportunities include some of the most remarkable experiences offered at UTC, in the Chattanooga area and around the world. As students participate and reflect, they gain points toward university awards and recognition while simultaneously acquiring vital experience for life. More information can be found at utc.edu/think-achieve.

**Veteran Student Services**

Veteran Student Services assists UTC’s veterans and active military by providing a single access point for a number of resources across campus including the enrollment process; Reconnect Program; ROTC Military Science and Leadership Program; Veterans Entrepreneurship Program. Additional information is available by calling (423) 425-4663 or online at utc.edu/veterans.
The National Association of Colleges and Employers (NACE) has identified eight primary competencies employers find necessary in a new hire.

- Critical Thinking and Problem Solving
- Teamwork and Collaboration
- Professionalism and Work Ethic
- Oral and Written Communications
- Leadership
- Digital Technology
- Career Management
- Global and Multi-cultural Fluency

With these skills in mind, what do you have to offer an employer? Take some time to brainstorm and identify your strongest skill sets, along with a few examples of how you have displayed them in the classroom or on the job. Use the space below to chart out your ideas.
Transferable Skills

What are transferable skills? These are skills and abilities which are helpful and relevant in social, professional and academic aspects of your life. Also known as soft skills, every person has a unique and specific set of these transferable talents. Your skills develop daily at home, school and work. The key is being able to identify your skills and clearly explain them on your resume. Successfully communicating your transferable skills on your resume and cover letter is important, especially when your work history does not directly align with the new position you seek. A strong set of transferable skills can open the door to the career you wish to have!

Examples of Transferable Skills

There are numerous transferable skills. Examples include:

- Flexibility
- Interpersonal
- Business Strategy
- Leadership
- Time Management
- Problem Solving
- Teamwork
- Data Analysis
- Communication
- Diversity & Inclusion
- Work Ethic
- Creative Thinking

Presenting Transferable Skills on Your Resume

Focus on your skills as they relate to the position you now seek. Carefully examine the position description to understand the exact needs and expectations of your potential future employer. This information will give you an idea of the traits the hiring manager will be looking for in a candidate. Think about your own set of skills and develop phrasing that aligns your abilities with the details of the position description. This will demonstrate how your transferable skills meet the needs of the employer. Based on the list in the previous section, review the following bulleted list and decide which transferable skills are being described.

- Innovative problem-solver who can generate workable solutions and resolve problems
- Accomplish tasks with minimal director or supervision, yet work equally as well in a team environment
- Collaborated with team members to create a social media brand for business to bring in $150,000 in additional revenue in a year
- Exceptional listener and communicator who effectively conveys information verbally and in writing
- Establish clear goals and objectives while inspiring team spirit and achievement
- Strong computer and data knowledge for analyzing reports and for building PowerPoint presentation as well as MS Word documents

The key is being able to identify your skills and clearly explain them on your resume.
Assessments
Taking a self-assessment test is one way to determine how your specific skills and abilities might fit into a successful career path. While there are many assessments available today, the Center for Career and Leadership Development primarily utilizes two of these tests to help you explore your options.

Focus2
This is a web based college major and career exploration tool that you may use throughout your college years and after. Focus2 can be used in different ways during all stages of your education and career planning according to your personal needs.

Focus2 can help you:
- Understand the career planning process
- Learn about yourself through the assessments
- Explore majors at UTC that match your interests and support your career goals
- Explore career fields and occupations that appeal to you
- Develop an action plan
- Make informed decisions about your major and career
- Plan for advanced education and training
- Explore future options for transitioning into specialized occupations

(https://mnstate.edu)

Myers-Briggs Type Indicator (MBTI)*
The purpose of the Myers-Briggs Type Indicator® (MBTI®) personality inventory is to make the theory of psychological types described by C. G. Jung understandable and useful in people’s lives. The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment. (https://myersbriggs.org)

*Students who wish to take the MBTI personality inventory will be assessed a nominal fee.
What Can I Do With This Major?
This is a resource located on the Center for Career and Leadership Development website. Whether you’re exploring majors or searching for information about your chosen field, this website will help you connect majors to careers. Learn about typical career areas and types of employers that hire people with each major, as well as strategies to make you a more marketable candidate.

O*Net Resource Center
Among its other resources, the O*Net database contains hundreds of standardized and occupation-specific descriptors on almost 1,000 occupations covering the entire U.S. economy. The database is continually updated from input by a broad range of workers in each occupation. The data have proven vital in helping people find the training and jobs they need, and employers the skilled workers necessary to be competitive in the marketplace.

Bureau of Labor Statistics, United States Department of Labor
The Bureau of Labor Statistics (BLS) of the U.S. Department of Labor is the principal federal agency responsible for measuring labor market activity, working conditions and price changes in the economy. Its mission is to collect, analyze and disseminate essential economic information to support public and private decision making. As an independent statistical agency, BLS serves its diverse user communities by providing products and services that are accurate, objective, relevant, timely, and accessible.

Visit utc.edu/career for additional exploration resources.
Career Advising

In addition to meeting with your academic advisor, you should plan to visit the Center for Career and Leadership Development once or twice per year for career advising. As a student, meeting with a Career Counselor provides an opportunity for you to discuss results of personality and skill assessments in addition to mapping out a potential academic and career path. A Career Counselor can assist you in your pursuit of career-related experiences, developing resumes and interview skills, as well as searching for full-time employment.

As an alum, meeting with a Career Counselor gives you a chance to update all professional documents as well as refresh your interview skills. This should give you an extra boost of confidence as you prepare for your next position. It is never too early or too late to work on your professional development plan, so schedule an appointment to meet with your Career Counselor today!

Career Mapping

No matter where you are in the process, it is never too early or late to make a plan. Career mapping allows you to identify your long-term goals and create a path to reach them. This may be broken down by academic year, but remember it is not always a linear process. As a Freshman, Senior, Graduate Student or Alumni, continuing to develop and update career maps is critical because twists and turns are part of the journey.

The best way to begin the career mapping process is to:

- Explore your interests and strengths and where they may align with an employment environment.
- Engage experienced people who will point out the best practices and potholes.
- Dedicate considerable energy to equipping yourself with the key skill, knowledge and ability you’ll need to be successful.

Visit the Center for Career and Leadership Development website at utc.edu/career and make an appointment with your Career Counselor for assistance with the mapping process.
Goal Setting

It is important to set goals in order to achieve success. Reaching these benchmarks creates a sense of accomplishment while working toward a larger objective. Some of these goals may be simple, such as completing an assessment or making an appointment for academic or career advisement. Some goals may be larger, such as securing an internship or other type of experience relevant to your career path. There are a variety of small successes along your professional path. Identify the ones you think will best motivate you to achieve your goals.

Take some time to brainstorm and identify some of your professional goals and what steps should be taken to achieve them. Use the space below to chart out your ideas.
Ideas and skills obtained in the classroom are put into practice through your experiences. These experiences come in a variety of forms, each of which can be used strategically to aid you in achieving success on your career path.

Experiential Learning
Experiential learning is a hands-on way to practice and further develop professional skills. While many apply this term to traditional internship and cooperative education experiences, it also applies to opportunities such as job shadowing, volunteer work, and extracurricular involvement. The ThinkAchieve program, for example, helps students go beyond the classroom and learn by doing. This is considered experiential learning.

Job Shadowing
College students preparing to embark on careers can try on jobs by visiting workplaces and observing what goes on. The experience can be just as valuable for established job-seekers considering changing careers. If you know you want to change careers but are not sure what career is right for you, job shadowing can give you a taste of what various careers are like. By experiencing a workplace first-hand, you can learn a great deal more about a career than you can through research in print publications and online. (experience.com)

Internships
An internship is a professional learning experience that offers meaningful, practical work related to a student’s field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills. It offers the employer the opportunity to bring new ideas and energy into the workplace, develop talent and potentially build a pipeline for future full-time employees. (umbc.edu)

Cooperative Education (Co-op)
Cooperative Education (Co-op) is a structured method program that offers students the opportunity to alternate periods of academic study with periods of work closely related to their major field of study. The combination of academic study and work produces an overall learning experience that gives greater meaning to students’ studies and more direction to career development. (ncat.edu)

Volunteering
Volunteer work, whether in addition to a current job or an activity in between jobs, shows an employer that you are willing to try new experiences, be involved in your community and generally demonstrates a willingness to take initiative and make things happen. (monster.com)

Extracurricular Involvement
Your job titles, education and credentials may not provide employers with enough evidence of your skill set. Listing your extracurricular activities on a resume can round out your qualifications and distinguish you among the other applicants, giving you an edge in the hiring process. (careertrend.com)

By experiencing a workplace first-hand, you can learn a great deal more about a career then you can through research in print publications and online.
Developing Professional Habits

While participating in these experiences, it is important to develop good professional habits and maintain them through your career. Take a look at these helpful tips:

1. Arrive at work on time and avoid absences.
2. Identify the objectives of your position and how they fit into the mission of the organization.
3. Treat all staff with respect regardless of position.
4. Be aware of office politics and be careful about choosing sides.
5. Learn the spoken and unspoken rules regarding punctuality, phone usage, lunch hour, etc.
6. Communicate with your supervisor and consistently seek feedback.
7. Find a tactful way to avoid colleagues who have a negative attitude.
8. Network with everyone. A bigger network equals more opportunities.
9. Make yourself visible. Get away from your desk and make connections.
10. Participate in professional development and continued education.
11. Use your interpersonal skills to connect with colleagues.
12. Be a good team player.
13. Become familiar with and follow the office dress code.

(kennesaw.edu)
Developing a Strategy
Most candidates get their interviews through relationships and connections. Your chances of having your resume reviewed or being invited to interview improve dramatically if recruiters recognize your name. Another way to tilt the odds in your favor is to have a shared acquaintance or colleague recommend that they look at your resume and qualifications.

Building Connections
There are several ways to build and leverage connections as a part of your successful job or internship search. First, decide that your motivation to build connections or a professional network is to gather information. Second, look for ways to add value or express your genuine appreciation to your connections. There isn’t a third step. Your networking efforts will sour if you begin viewing others as transactional.

Be intentional about the professional relationships you develop. Seek connections with people who share your career interests and utilize your existing network. Fellow UTC students, alumni, faculty and staff may serve as a link to your next job.

Informational Interviewing
This is one of the absolute best ways to build a connection, learn about careers of interest and help to figure out the best career options. Identify people in roles that interest you and request a 20-minute conversation where you ask job-related questions. This conversation should be focused on gathering information, narrowing down career options and building your network.
Networking

Develop an opening statement, sometimes referred to as an elevator pitch or 30-second commercial, as a way to start a conversation. It consists of a personal introduction and conveys your interests, unique skills and experiences and what you are looking to learn. Having a well-developed opener enables you to communicate your professional brand and can lead to meaningful professional contacts.

Elements to include in your networking opener include a mix of the following:

- Who are you? (Your name, hometown, your University and your major)
- What is your career goal or next step in your career search?
- What are some of your related achievements and accomplishments?
- What do you know about the industry/area and the company?
- Why are you interested in the industry/area and company?
- What skills, knowledge and experience do you bring to the company?
- Why should a company recruiter be interested in you?

This opener can be used in almost any networking situation including informational interviews, employer events on campus, meeting guest speakers, career fairs and networking events, as well as interviews.

NOTE: Tailor the details of your message to best fit your audience.

Having a well-developed opener enables you to communicate your professional brand and can lead to meaningful professional contacts.
BRANDING

What is Your Brand?
Each interaction you have with others has the opportunity to create a memorable experience, teaching them what they can expect from you. Being consistent in delivering those experiences builds a strong reputation. Delivering your brand clearly across a wide audience helps open doors to opportunities. Your brand becomes your personal calling card—a unique promise of value; a distinct and authentic representation of yourself.

Building a personal brand requires an investment of time and intentional effort. Use the following short exercises to focus your effort.

Report
1. What are the strengths that others acknowledge in me?
______________________________________________________________________________________________
______________________________________________________________________________________________

2. When working on a team, what roles do I seek to fulfill?
______________________________________________________________________________________________
______________________________________________________________________________________________

3. When faced with an overwhelming obstacle, what are my “go to” skills to overcome it?
______________________________________________________________________________________________
______________________________________________________________________________________________

4. What was the most successful project I ever tackled and what made me successful?
______________________________________________________________________________________________
______________________________________________________________________________________________

5. What was the most important team role I ever fulfilled and why?
______________________________________________________________________________________________
______________________________________________________________________________________________

Reflect
1. What strengths and skills came up over and over again?
______________________________________________________________________________________________
______________________________________________________________________________________________

2. Which are my motivating skills—the skills that excite me?
______________________________________________________________________________________________
______________________________________________________________________________________________

3. What are my burnout skills—the skills I’ve mastered but would rather not use every day?
______________________________________________________________________________________________
______________________________________________________________________________________________

4. Which strengths and skills are going to be most helpful in achieving my career goals?
______________________________________________________________________________________________
______________________________________________________________________________________________

5. What skills are missing? What skills would I like to build but have not yet had the opportunity to practice?
______________________________________________________________________________________________
______________________________________________________________________________________________

Reach
Invite friends, professors and others within your community to weigh in on what sets you apart from others. Compare their responses to your self-assessment.
MAKE A POSITIVE IMPRESSION
A recent survey indicated approximately 40% of all employment rejections were based on personal presentation. An important component of that presentation is dress and grooming.

BUSINESS PROFESSIONAL ATTIRE
Business professional attire is typically worn for more formal business events such as interviews.

The Outfit
- Matching, two-piece dark colored suit (black, blue, grey. Solid or light stripes.)
- Tailored shirt/skirt with conservative neckline/length. Mild/neutral color.

Accessories
- Conservative tie or bow tie (no “flashy” designs.)
- Minimal jewelry, fragrance and makeup. Piercing and tattoo coverage should align with company standards.
- Carry a portfolio, professional bag or simple purse.

Shoes
- Polished dress shoes matched to belt color. No sneakers or open-toed shoes.
- Dark or neutral socks or hosiery.

BUSINESS CASUAL ATTIRE

The Outfit
- Top and bottom do not necessarily need to match and more color is acceptable.
- Shirts/skirts still need to be pressed/tailored and have a conservative neckline/length.

Accessories
- Tie/bow tie not necessary, more color and design is acceptable.
- More freedom with jewelry but still wear jewelry, fragrance and makeup in moderation. Piercing and tattoo coverage should align with company standards.
- Carry a portfolio, professional bag or simple purse.

Shoes
- Open-toed shoes acceptable in some settings.

(stetson.edu)
DEVELOPING YOUR RESUME

Four truths about your resume:
1. The purpose of the resume is not to get a job, but an interview.
2. The resume serves as a marketing tool, not a work history.
3. The resume conveys your highlights quickly on a one to two page document.
4. Consists of directly related competencies or clearly transferable skills.

DESIGNING A WINNING DOCUMENT

Format
- Balance the text vs. open white space on the page.
- Keep the important information on the left-hand side toward the top.
- Font size is consistent (between 10-12 pt.); margins from 0.5-1”.
- Within your contact block, your name should be in a larger font.
- Provide only one phone number and e-mail address; including LinkedIn.
- Develop and use a professional e-mail address.
- Check e-mail folders daily to avoid missing an important message.
- Develop and use a professional greeting for your voicemail.

Education
- List most current degree first; including the one you are completing.
- Omit your high school information unless you are a recent HS graduate or if the HS experience is directly related to the position.
- Write out the full name of your degree (i.e., Bachelor of Science).
- Share the correct name of your major/minor/concentration including the month and year the degree was conferred or is expected; Scholarships, achievements and honors can be mentioned in this section.

Experience
- Customize headings and organize sections as they relate to the position.
- Experiences can be both paid and unpaid; included in reverse chronological order within headings.
- Bullet point statements should be focused on your accomplishments and transferable skills.
- The tense is consistent (past tense for past experiences, present tense for current experiences).
- Statements are written without personal pronouns (I, me, my, our, us).

PAIRING WITH ADDITIONAL DOCUMENTS

Cover Letters and Thank-You Letters
- Compose a one-page letter, tailored to the specific organization to whom you are writing.
- Establish your reason for being interested in the position and explain why you are a valuable team member.
- Demonstrate your knowledge of the organization and how your abilities align with its mission.
- These same principles may be applied to thank-you letters.

References
- References should be on a separate page and only provided when requested.
- Provide a list of three or four professional references. Ask permission before including them.
- Include name, job title, company name, mailing address, phone number and email for each reference.
- Notify your references when you apply for a position and provide them with your resume as well as the position description.
DEVELOPING YOUR RESUME

Customize Your Resume: Diagramming a Job Description

Print out a desired job description and complete the following steps. These steps will help you customize your resume to speak directly to what an employer is seeking.

FOLLOW THESE STEPS

1. Highlight the skills you possess that are mentioned on the job posting.

2. Underline the skills mentioned on the job posting that you do not possess.

3. Circle all of the action verbs you find on the job posting (i.e., research, design, create, lead, promote).

WHY?

1. Make sure you include these skills prominently on your resume. If you don’t include them on your resume, employers won’t know you have these desired skills and experiences.

2. If the majority of the job posting is now underlined, chances are you won’t be competitive for the position and you should gain more experiences.

3. This will give you a good idea of what actions you’ll be asked to do. Connect the dots for the employer and use these action verbs to start your bullet points to demonstrate your experience and identify your transferable skills.
DEVELOPING YOUR RESUME
Crafting Your Resume: Describing Your Experience
By utilizing a technique known as PAR you can clearly connect your experiences with what an employer is looking for in the right candidate.

1. Describe a PROJECT (P), task or job you performed.
2. What were your ACTIONS (A) or what specific role did you play? (Think of an action verb)
3. What was the RESULT (R), outcome, achievement or goal in the project?
   (Quantify your result when possible. For example, the amount of dollars saved, number of clients served, percentage increase in productivity, social media percentage for increased reach, etc.)

Transfer the action taken (A) on the project or task (P) and share the result generated (R).

For example: Helped design (A) a survey using ‘Survey Monkey’ (P) to determine members’ needs (R).

PRACTICE
Project (P) __________________________________________
Actions (A) __________________________________________
Result (R) ____________________________________________
**Action Verbs:** Action verbs should be used in present tense for a current position and past tense for previous positions.

| Management and Leadership Skills | Administered | Contracted | Directed | Organized | Reviewed | Analyzed | Consolidated | Evaluated | Oversaw | Scheduled | Assigned | Coordinated | Executed | Planned | Strengthened | Attained | Delegated | Improved | Produced | Supervised | Chaired | Delegated | Developed | Increased | Recommended |
|---------------------------------|--------------|------------|----------|-----------|---------|----------|-------------|-----------|---------|-----------|----------|-------------|----------|---------|-------------|---------|----------|----------|----------|-----------|---------|----------|-----------|
| Communication                   | Administered | Contracted | Developed | Formulated | Moderated | Review | Administered | Consolidated | Evaluated | Oversaw | Assigned | Coordinated | Executed | Planned | Strengthened | Attained | Delegated | Improved | Produced | Supervised | Chaired | Delegated | Developed | Increased | Recommended |
| Research                        | Administered | Contracted | Developed | Formulated | Moderated | Review | Administered | Consolidated | Evaluated | Oversaw | Assigned | Coordinated | Executed | Planned | Strengthened | Attained | Delegated | Improved | Produced | Supervised | Chaired | Delegated | Developed | Increased | Recommended |
| Technical Skills                | Administered | Contracted | Developed | Formulated | Moderated | Review | Administered | Consolidated | Evaluated | Oversaw | Assigned | Coordinated | Executed | Planned | Strengthened | Attained | Delegated | Improved | Produced | Supervised | Chaired | Delegated | Developed | Increased | Recommended |
| Teaching                        | Administered | Contracted | Developed | Formulated | Moderated | Review | Administered | Consolidated | Evaluated | Oversaw | Assigned | Coordinated | Executed | Planned | Strengthened | Attained | Delegated | Improved | Produced | Supervised | Chaired | Delegated | Developed | Increased | Recommended |
| Organizational                  | Administered | Contracted | Developed | Formulated | Moderated | Review | Administered | Consolidated | Evaluated | Oversaw | Assigned | Coordinated | Executed | Planned | Strengthened | Attained | Delegated | Improved | Produced | Supervised | Chaired | Delegated | Developed | Increased | Recommended |
| Financial                       | Administered | Contracted | Developed | Formulated | Moderated | Review | Administered | Consolidated | Evaluated | Oversaw | Assigned | Coordinated | Executed | Planned | Strengthened | Attained | Delegated | Improved | Produced | Supervised | Chaired | Delegated | Developed | Increased | Recommended |
| Creative                        | Administered | Contracted | Developed | Formulated | Moderated | Review | Administered | Consolidated | Evaluated | Oversaw | Assigned | Coordinated | Executed | Planned | Strengthened | Attained | Delegated | Improved | Produced | Supervised | Chaired | Delegated | Developed | Increased | Recommended |
| Helping                         | Administered | Contracted | Developed | Formulated | Moderated | Review | Administered | Consolidated | Evaluated | Oversaw | Assigned | Coordinated | Executed | Planned | Strengthened | Attained | Delegated | Improved | Produced | Supervised | Chaired | Delegated | Developed | Increased | Recommended |

CCLD CAREER GUIDE | 25
Dear Mr./Ms. Last Name:

**1st Paragraph** Identify the position you are applying for or the vocational area of interest. Explain how you heard of the job opening or organization.

**2nd Paragraph** Identify your skills as they relate to the position or area of interest. This is an opportunity to display your knowledge of the organization. Demonstrate the ways you can help the organization meet its goals. Do not simply restate the facts from your resume.

**3rd Paragraph** Explain why you are a good fit for the position. This is an opportunity to prove you are better than any other candidate. Again, avoid repeating facts from your resume. Include interesting and unique details while remaining professional and relevant to the position.

**4th Paragraph** Refer the reader to the enclosed application, resume, etc. Close the letter with a strong interest in pursuing the next step of an interview. Include your telephone number and/or email address for contact purposes.

Sincerely,

Handwritten Signature (optional for electronic submissions)
Typed Name
Name

## Street
Chattanooga, TN 37403
name@mocs.utc.edu
(123) 456-7890

**OBJECTIVE**
Concise statement of career goals, position sought and industry of interest

**EDUCATION**
Name of Current Institution (fully spelled out)
Degree Title (fully spelled out)
• Month/Year of graduation (or expected graduation)
• GPA (if above 3.0 or if required as part of the application)
List similar content for other schools attended and/or Study Abroad experiences
(High school information should not generally be included after completing sophomore year of college)

**RELEVANT COURSEWORK**
Include course titles that support the objective and demonstrate knowledge; Separate by semicolons

**CLASS PROJECTS**
Name of Institution City, State
Course Title Semester/Year
• Use bulleted details similar to those found in the experience section
• Include relevant class projects that support the objective and demonstrate skill development

**EXPERIENCE**
Name of Company/Organization City, State
Job Title Month/Year Date Range
• Use the PAR technique to develop bulleted details
• Explain the skills and achievements from each previous position as they relate to the position currently being pursued
• Include quantified statements when possible

**SKILLS**
List relevant skills: computer software, foreign languages, etc.  
Indicate level of proficiency for each skill listed: beginner, intermediate, expert, etc.

**HONORS & AWARDS**
List college-level or professional awards, honorary societies, recognitions within organization  
Include month/year or date range for each entry

**LICENSES/CERTIFICATIONS**
List relevant licenses and certifications: software training, CPR, etc.  
Include month/year of completion and/or expiration date

**PUBLICATIONS/PRESENTATIONS**
List relevant work which has been published in reputable publications or presented at noteworthy meetings/conferences  
Include month/year of publication or presentation
Preparing for Interviews
Interviews can take place over several different platforms (phone, virtually, or in-person) and some employers may involve numerous rounds of interviewing to identify the ideal candidate.

The Purpose of Interviewing
• To accurately assess competency, fit and motivation for both the applicant and the employer
• To gather information, clarify specific needs and requirements and to establish rapport

Research Yourself
• Think through how your strengths, values, interests as well as personal and academic experiences can be transferred to the position
• If you are unsure about your values, interests, personality, etc., contact the Center for Career and Leadership Development and complete the FOCUS 2, a helpful career assessment

Review Your Achievements
• Create a list, including work products and examples, of all your experiences to date
• In addition to the experience you gained through internships and paid jobs, consider your volunteer service, campus engagement and projects or class assignments

Learn about the Career Field, Company and Position
• Conduct your research by utilizing company websites, LinkedIn, articles, professional associations and online research search engines
• The more you know and understand about a company and career field the better impression you will make
• Ensure that you have a clear understanding of the job description and the required skills

Practice Probable and Potential Interview Questions
• Identify a list of desired skills and qualifications the job states as required and preferred
• For each, develop a strong example from your achievements to reinforce your claim to possess the skill or qualification; craft genuine stories with these details
• Schedule a mock interview with the Center for Career and Leadership Development
• Utilize the Perfect Interview tool on the CCLD website

Develop 5-8 Questions to Ask the Employer
• Move past questions that can be answered with a simple yes or no and those found by looking on the company website
Informational Interviews

Informational interviews allow you to explore the field of your interest through a structured conversation with a professional in the field. It is your responsibility to take the initiative to set up the interview and prepare potential questions.

How to set up an informational interview

• Connect with family, friends, neighbors, alumni and professionals. Call or email them to set up a time to meet or connect over the telephone
• Send an email or LinkedIn message requesting a brief informational interview clearly indicating a few questions and reassure them that you are interested in gathering information and do not have an expectation of a job offer

What to include in your request for an informational interview

• A brief introduction (networking opener) and why you are interested in meeting
• Request their availability to meet (via Skype/Zoom, by phone, or in-person) and give days and times that you are available. Remember to remain flexible

Before the Informational Interview

• Prepare as if it were an actual interview by conducting research on the company and the field of interest
• Bring a portfolio with a tailored resume in the event that they request one. If the meeting goes well you could ask them to review it for you providing input
• Develop three to five well-thought-out questions. These will demonstrate your interest in the other person, the company and the field.

During the Informational Interview

• First impressions count! Depending on your field of interest, dress in business casual or business professional attire.
• Arrive early, make comfortable eye contact, offer a good handshake and take notes
• Clearly show your interest and enthusiasm in the person, company and field
• Don’t waste their time—be prepared by writing out questions before hand

After the Informational Interview

• Evaluate the interview and review your notes. How might the information gathered help you move forward?
• Follow-up on suggestions made including readings, meetings and contacts
• Send a timely, professional thank you letter/email sharing your appreciation for their time and information
You’ve worked hard inside and out of the classroom to develop some real marketable skills. You’ve spent hours developing a winning resume and had it reviewed by peers and Career Services staff. You’ve put yourself out there to network and make some connections in your field of interest. Be sure you are ready to seize an opportunity through solid interviewing!

**Answering Questions during an Interview**

- Give specific responses to the questions asked
- Provide examples with plenty of details and be ready to support your responses
- Be concise in your responses and avoid rambling; keep your responses to two minutes max!
- Master the S.T.A.R. formula when asked behavioral questions (it will keep you on track and enable you to deliver your best talking points)

The **S.T.A.R.** method is a structured manner of responding to a behavioral-based interview question. It is demonstrated when you share a specific situation, task, action and result. It is recommended that you spend 10% of your time describing the specific situation and task, 60% of your time sharing what action you took, and 30% of your time explaining the result of your action.

**S** and **T:**
Describe the situation or task you were involved in 10%

**A:** Explain your role and what action you took 60%

**R:** Illustrate the results you achieved 30%

Example response to a behavioral question using the S.T.A.R. formula:

**S**
The restaurant was having a difficult time attracting new customers to a second location.

**T**
My goal was to generate strategies and incentives to increase awareness of the restaurant and attract new customers.

**A**
I designed a marketing campaign utilizing both flyers and social media to promote the brand. Through these marketing plans, I developed themed events to connect our restaurant to potential customers in the community. Lastly, I persuaded the restaurant owner to co-sponsor a community event where we were able to offer samples and an event-specific incentive card for an item on a pre-selected menu.

**R**
By engaging more community members through these new initiatives, the restaurant was able to increase our new and returning customers by 25% over a 90-day period.
QUESTIONS TO PREPARE

Employers want to know if you possess the skills and competencies needed to perform successfully on the job and contribute positively to their organization. Prepare to respond to the following questions:

Personal

• Tell me about yourself.
• What do you like to do in your spare time?
• Why did you choose to interview with our organization?
• What are your greatest strengths? Weaknesses?
• How do you think your friends would describe you?
• Define success. Failure.
• Share a failure. What did you learn from it?
• Of which achievements are you most proud?
• What motivates you most in a job?
• Talk about getting along with a difficult co-worker, supervisor or professor.
• What do you know about our organization (products or services)?
• Where do you want to be in five years? Ten years?

Education

• Why did you choose your major?
• Why did you choose to attend your university?
• Did you receive a good education? In what ways?
• In which campus activities did you participate? Tell me about your leadership skills.
• Which classes did you like best? Least? Why?
• If you were to start over, what would you change about your education?
• Do your grades accurately reflect your ability? Explain.
• Were you financially responsible for any portion of your college education?

Experience

• What job-related skills have you developed?
• What did you learn from your current and previous work experiences?
• Give an example of a time in which you provided a solution to an employer.
• Give an example of a time in which you worked under deadline pressure.
• Have you ever done any volunteer work?
• How would a former supervisor describe your work?
INTERVIEWS

QUESTIONS TO PREPARE

Behavioral Interview Questions
Many employers ask behavioral-based questions to probe your past behaviors in jobs, classrooms, group projects and activities. As you listen to the question, think about what quality or skill they are evaluating and utilize the S.T.A.R. formula as you respond.

Here are some examples:
• What are the biggest challenges encountered in college?
• Share an example of when you refused to give up.
• When your priorities are changed by someone else, how do you adjust to such situations?
• Tell me about your method for personal organization and time management.
• Tell me about a time you were faced with conflicting priorities.
• Describe a time a presentation went extremely well. How did you know?
• Tell me about a time you were suddenly called on or forced to be a leader.
• Tell me the most unpopular decision you had to make and why you chose to make it. What was the outcome?
• Tell me about a time you inspired someone toward some goal achievement.
• Share a time when you recruited someone to help you with a project.
• Tell me about a time when you were dissatisfied with the performance of someone who worked with you on a project. What did you do?
• Give a specific example of something you did that helped build enthusiasm in others.
• Tell me about a time that you had to handle multiple responsibilities. How did you organize the work you needed to do?
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**Monthly Focus:**

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**Projects:**

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**Monthly Focus:**

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**Projects:**

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UTC SUIT UP

Sunday, September 22, 2019
Sunday, January 26, 2020
6:30-9:30 p.m.
Hamilton Place JCPenney

Up to 60% off professional wardrobe
Professional fitting assistance
Free mini makeover and samples
Free hair consultations
Discounted professional portraits
Prizes and giveaways

Download the JCPenney Mobile App ahead of time and start earning $10 rewards!

#SuitUpUTC
UTC.EDU/CAREER