We got GPA (Great Positions Available)

Here's the deal. You can do top-notch work for a world-class organization and make a difference in people's lives. It’s that simple. (By the way, we're a 75-year-old investment management organization, and we offer excellent salaries, performance-based bonuses and benefits from day one.)

Full time opportunities in our Scottsdale office are available in Customer Service, IT, Human Resources, Training and Administration.

Explore opportunities at [www.capgroup.com](http://www.capgroup.com)

Equal Opportunity Employer

American Funds®
A Capital Group Company
Welcome to the Career Development Center!

As a member of the BEACH community, you want more than just the education you will receive inside the classroom; you want the experiences outside of the classroom as well that which will guide you to a rewarding and meaningful career. However, getting to that career requires self-awareness and a specific strategy designed to guide you through today’s competitive job market. The Career Development Center (CDC) can help! At the CDC, students, alumni, faculty, staff, and corporate partners find a friendly, professional environment where service and commitment combine to create opportunities and lasting relationships.

How do we do this? We empower students to pursue satisfying careers through the development of individualized career plans. Whether you are just beginning your college experience or approaching graduation, we’re here to help you during every step of the way. Discover the many services that are designed to assist you in achieving your career goals:

• Career/Major Exploration
• One-on-One Career Counseling
• Personality & Career Assessments
• Resume/Cover Letter Development
• On-Campus Interviews
• Practice Interviews
• Job & Internship Search Strategies
• Job & Internship Postings
• Career Fairs
• Employer Presentations
• Career Workshops
• Online Career Guidance (Cyber Career Assistance)
• Graduate & Professional School

I encourage you to take charge of your career path now and as early as possible, since it can often take time to find the right major or career path. Career counseling will help you to integrate information about you with your career ideas. I would also encourage you to make direct contact with a career counselor who specializes in career issues, job search methods, and employment trends from your College of enrollment. Visit our web site at http://careers.csulb.edu and get connected with BeachLINK. BeachLINK provides access to an array of employment opportunities.

We invite you to stop by the Career Development Center and to get to know our staff and resources. We’re committed to your success and we are eager to assist you.

Sincerely,

Manuel Perez, Director
Career Development Center
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Career Development Center’s web site: http://careers.csulb.edu

AFFIRMATIVE ACTION:
CSULB, in compliance with the Civil Rights Act of 1964 (Title VI and Title VII), Title IX of the education Amendments of 1972, the Rehabilitation Act of 1973, The Age Discrimination Act of 1975 and The Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, handicap or age in any of its policies, procedures or practices; nor does CSULB discriminate on the basis of marital status or sexual orientation. This nondiscrimination policy covers all CSULB programs and activities, including employment.

Career SERVICES MANUAL
2006-2007
California State University, Long Beach
Career Development Center
Student Services Division
Brotman Hall 250
(562) 985-4151
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Fr: 8 a.m. - 2 p.m.

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Introduction to the Career Development Center

The Career Development Center (CDC), a department of the Student Services Division, is open to all CSULB students and alumni and is an Equal Opportunity Employer/Educational Institution. The Career Development Center is committed to teaching skills and techniques to enhance student and alumni abilities in setting and obtaining career goals. Our objectives are:

1. **Career Planning:** Assist students in defining their career objectives based on an understanding of what they like and do well, plus factual information from the world of work.

2. **Internships:** Provide students with planned hands-on work experience in part-time or full-time internships that directly relate to their academic major or career goals. Internship positions allow students to explore potential career areas, strengthen skills and increase future employment potential.

3. **Student Employment:** Provide all students, regardless of need, with part-time and summer job opportunities on a self-referral basis. Student Employment positions enable students to develop work skills and earn income to meet the costs of obtaining an education.

4. **Career Placement:** Assist students in implementing a well-focused job search campaign that will lead to post-graduate employment appropriate to their background.

The Career Development Center does not operate as a typical “employment agency” with the sole purpose of securing employment for you. Rather, the staff provides a variety of programs and services which assist you in determining and implementing your career and educational choices.

Career Development Center Services

**CAREER COUNSELING**

Individual counseling is available by appointment to assist students in developing career goals, determining methods of obtaining those goals and implementing a viable job search. Intake Counselors are also available for “drop-in” counseling; no appointment is required.

**ONLINE CAREER GUIDANCE**

Provides students with the opportunity to ask a career counselor a question via the Internet and without the need to physically visit the Career Development Center. The range of questions addressed via this online format include:

- Career planning
- Resume review and preparation
- Interviewing techniques
- Job search strategies

**CAREER RESOURCE LIBRARY**

The Career Resource Library houses an extensive collection of career and employer information. The printed and audio-visual material includes specific career booklets, labor market reports, government and business literature, job search information, current job vacancy notices, and information on graduate and professional schools. Computers are available in the Career Resource Library for students to access career and employment information via the Internet.

**ON-CAMPUS RECRUITING**

Each year, several hundred employers visit the campus to interview students for career positions. Registration information is available the first week of your semester of graduation.

**COMPUTER-ASSISTED CAREER GUIDANCE**

Interactive computer-based programs provide a clear and easily understood individualized approach to career decision making. Vocational testing also is offered. Counselors are available to provide interpretation of test results.

**WORKSHOPS**

A variety of group workshops are offered throughout the year on Career Planning, Career Change, Applying to Graduate School, Resume Writing, Interviewing Techniques, Job Search Techniques, etc. Workshop schedules are available in the reception area or visit the CDC’s web site: http://careers.csulb.edu.

**SPECIAL EVENTS**

More than 130 employers visit the campus each semester to discuss with students and alumni employment opportunities with their organization. This is an excellent way for students and alumni to network with employers.

**STUDENT EMPLOYMENT**

On- and off-campus part-time and summer employment opportunities are available 24 hours a day through the Career Development Center’s web site (http://careers.csulb.edu). The same job information can also be reviewed in printed form in the job binders located in the Career Resource Library during weekday hours when the Career Development Center is open to students.

**INTERNSHIPS**

Students seeking academically related internship experiences, both paid and volunteer, need to speak with an internship advisor in order to learn how to register and participate in the program. Internships are designed to meet the needs of sophomores through first-semester seniors.

**CAREERS AND DISABILITIES/WORKABILITY IV**

These are collaborative programs that link the Career Development Center with CSULB’s Disabled Student Services. Both programs are designed to enhance the skills and success rate of students with disabilities who are seeking career planning, internships and job placement.
You've demonstrated you can learn it in the classroom, now put it into practice at Sherwin-Williams. We're giving career-minded college grads like you the chance to create a solid future with the country's largest independent manufacturer and distributor of coatings. Join our unique Management Trainee program, and you'll be prepared to become a Manager or Sales Representative.

Manager or Sales Representative

In this hands-on, active role, you will sell to and provide services for painters, contractors and builders and manage a six-figure business. Qualified candidates must possess a B/BA degree, preferably in Business, and part-time or summer experience in a sales or customer service environment. You must be a success-driven, proven leader with excellent verbal/written communication skills.

'100 BEST COMPANIES TO WORK FOR' – Fortune Magazine

Please mail/FAX resume to:
THE SHERWIN-WILLIAMS CO.,
2125 Oak Grove Road, Ste. 324
Walmart Creek, CA 94598, FAX:
(925) 930-7118. Equal Opportunity Employer M/F/D/V
# Career Planning Strategies

## FRESHMAN

<table>
<thead>
<tr>
<th>Inquiry and Awareness</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Enroll in courses with help of academic advisors.</td>
<td>• Schedule an appointment with career counselor.</td>
</tr>
<tr>
<td>• Enroll in EdP 191.</td>
<td>• Attend Job Fair.</td>
</tr>
<tr>
<td>• Enroll in University 100.</td>
<td>• Attend a CDC workshop on deciding on a major.</td>
</tr>
<tr>
<td>• Visit Career Development Center to explore major and/or career interests.</td>
<td>• Become familiar with CSULB Catalog and Schedule of Classes.</td>
</tr>
<tr>
<td></td>
<td>• Visit the CDC website for information on services and special events.</td>
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## SUMMER

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<table>
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<th></th>
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<tbody>
<tr>
<td>• Obtain employment and develop skills.</td>
<td>• Attend CDC workshops.</td>
</tr>
<tr>
<td>• Develop a resume.</td>
<td>• Visit the Career Resource Library in the CDC.</td>
</tr>
</tbody>
</table>

## SOPHOMORE

<table>
<thead>
<tr>
<th>Assess: Interests, Skills and Values</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Meet with department and academic advisor.</td>
<td>• Attend internship and job fairs.</td>
</tr>
<tr>
<td>• Discuss education and career interests with career counselor, peers, faculty and family.</td>
<td>• Talk to people in various careers.</td>
</tr>
<tr>
<td></td>
<td>• Join organizations in your interest area(s).</td>
</tr>
<tr>
<td></td>
<td>• Schedule an appointment with a career counselor to discuss interests and other assessments.</td>
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<tr>
<th>Explore Career Interests</th>
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<tr>
<td>• Explore internship possibilities; visit CDC.</td>
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## SUMMER

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<tbody>
<tr>
<td>• Obtain employment and develop skills.</td>
<td>• Meet with career counselor to discuss career options.</td>
</tr>
<tr>
<td></td>
<td>• Use the Career Resource Library to research career options.</td>
</tr>
</tbody>
</table>

*Students can schedule an appointment with a Career Counselor to discuss choosing a major and/or career options.*
## CAREER PLANNING

### JUNIOR

#### Targeting Career Decisions
- Take classes in your major.
- Attend internship and job fairs.
- Attend workshops on resumes, interviewing, and job search.
- Obtain career-related experience.
- Enroll in EdP 360I.
- Narrow career options through further research.
- Assess interests, skills and values.
- Is graduate school in your future?
- Attend workshops on applying to graduate school.
- Attend graduate and professional school fair.
- Take electives in other areas to enhance your qualifications.
- Build a network (contacts).
- Develop/update a resume.
- Visit CDC website.

#### SUMMER
- Obtain a summer internship/related experience.
- Compile inventory of interests, skills and qualifications.
- Meet with career counselor.
- Attend workshop on resumes, interviews, and job search techniques.
- Revise resume.

### SENIOR

#### Job Search Campaign
- Complete the course requirements in your major.
- Continue networking.
- Identify and utilize multiple resources.
- Attend Job Fair.
- Attend workshops on resumes, interviews, and job search techniques.
- Participate in On-Campus Recruiting.
- Attend employer information sessions.

#### Graduate School
- Identify graduate programs.
- Review application process.
- Take entrance exams.
- Research financing graduate school.
- Attend graduate and professional school fairs.

---

To develop an individualized career plan, schedule an appointment with a career counselor:
Call (562) 985-4151 or visit Brotman Hall, Room 250.
http://careers.csulb.edu

The Career Development Center is a Department of the Student Services Division. CSULB is an Equal Opportunity Employer/Educational Institution.
Career Development Center Workshops

Are you graduating soon and searching for the career just right for you? Are you concerned about how employers will view your resume? Do you need guidance for a career change? You may find help in answering these questions by attending one or all of the following workshops offered by the Career Development Center.

Most programs are scheduled for the Conference Room located inside the Career Development Center, Brotman Hall 250. Please check CDC’s web site for the correct location of the workshop in which you may be interested.

CAREER PLANNING WORKSHOPS

These are designed to enable students to better understand themselves in relation to work.

Career Planning Orientation: This workshop will introduce you to the basics of career and life planning. An overview of the career planning process, including techniques for self-assessment, career exploration and career decision-making, will be covered.

Applying to Graduate or Professional School: This workshop will answer the following questions: Is graduate school for you? How do you select a graduate school or program? What do schools look for in selecting candidates?

INTERNSHIP PROGRAM

Internships and Co-Ops provide a bridge between classroom learning and practical, real-world experience. Both are periods of guided work in an employment field related to your major, career interest or chosen career goals. Each is a partnership between students, employers and educators.

As a rule, Co-Op experiences are paid and students are expected to work full time during a semester or academic year. They typically involve multiple experiences, each more challenging than the last.

Internships offer many of the same benefits. They help students gain hands-on experience and provide the opportunity for one to access a career field or particular employer. Internships may involve work in a large corporation, a small independently-owned business or even a non-profit organization.

Both types of experiences offer the opportunity to explore your major and career goals, develop knowledge and key skills, gain practical employment experiences, take responsibility for your own learning and establish a network of professional contacts.

Most positions featured by the Internship Program are generally both paid and unpaid internships in both for-and non-profit industries, lasting one semester or longer, depending on the needs of the student and the employer. The Internship Program provides all students with academic credit.

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The On-Campus Recruiting Program (OCR) is one job search strategy to obtain interviews for full-time entry-level positions. It serves graduating seniors, continuing graduate students and alumni who are pursuing positions in accounting, finance, insurance, engineering, computer science, sales and marketing, retail management, banking, government and general management training programs.

ON-CAMPUS RECRUITING PROGRAM
Registration for this program begins the first week of the semester and continues throughout the semester. OCR registration is facilitated through the Internet at the Career Development Center’s web site. To register online:
1. Log on to our web site: http://careers.csulb.edu
2. Click on Student
3. Click on On-Campus Recruiting
4. Log on to BeachLINK

ARRANGING INTERVIEWS
There are three ways you can link with an employer to arrange an interview:
1. Leave a resume with employers at the CDC Job Fairs.
2. Review company job descriptions on BeachLINK and forward your resume to the companies with which you would like to interview.
3. Attend CDC-sponsored company information sessions where employers describe the company, employment opportunities and accept resumes.

When employers receive your resume they will review it and may contact you to schedule an on-campus interview.

OCR INTERVIEWS
Be prepared! Interviews are held at the Career Development Center. Some helpful hints in making a positive “first impression.”

- Analyze your education, work experience, involvement in organizations and special skills as they relate to the position.
- Research companies. Use the Career Resource Library in the Career Development Center.
- Attend information sessions held by participating companies.
- Refer to Interviewing Techniques section in this Manual.
- Practice interviewing skills (mock interviews) with a Career Counselor.
- Dress for success.
- Arrive at least 15 minutes early for your interview.
- Fill out any employment application (if required).
- Bring an extra copy of your resume.
- Review notes or additional company literature.
- Ask questions of the employer.

Students and alumni have an opportunity to interview for full-time positions with Career Development Center’s Corporate Partner, Enterprise Rent-A-Car.

ELIGIBILITY GUIDELINES
All individuals participating in the OCR program must be available for full-time employment by the end of the semester in which they register for on-campus interviews.

The following are eligibility guidelines to participate in OCR:
1. Graduating Students, both Bachelor’s and Master’s, may participate in OCR. Summer graduates may also participate in the semester they graduate.
2. Continuing Graduate Students may participate during any semester.
3. Alumni who are not currently enrolled may participate with payment of an annual fee.

Attendance at Job Fair is another way to learn about employment opportunities.
FOLLOW-UP TO INTERVIEWS

Every interview you have can be profitable for you no matter what the outcome. Always take the time to evaluate the experience you have gone through soon after the interview. You are strongly encouraged to write a thank-you letter promptly following your interview. The event should still be fresh in your mind so that you can enhance points discussed or provide additional information. Waiting for responses from the interviewer is difficult. Continue to pursue other employment opportunities and interests in the meantime. If you haven’t heard from the organization in two weeks, get in touch with them.

Remember: The On-Campus Recruiting Program may not be the only or best vehicle to use in YOUR job search. Continue working with the Career Development Center and your Counselor to achieve your desired goal. Commitment and persistence pay off!!!
Advice From the Experts
Interviewing Tips From On-Campus Recruiters

Research organizations in advance of interviews—Since most on-campus interviews are relatively short, it is important that you use this time to sell yourself to an employer. Don’t waste this opportunity by spending too much time on issues that could have been answered by surfing the company’s Web site and/or viewing its videotape. Displaying your knowledge about a potential employer will greatly enhance your chances of interview success.

Define your career goals and the opportunities you want—One of the keys to making a successful sale is product knowledge. In the case of job interviews, that product is you. You need to perform a thorough self-evaluation well in advance of your interviews. Know what your strengths, weaknesses, skills and abilities are and be prepared to discuss them in the interview.

Be enthusiastic and sincere during your interviews—It is important for you to convey a genuine sense of interest during the interview. You must appear eager and flexible, but not too rehearsed. Don’t fixate on being nervous. Even seasoned pros can have the “interview jitters.” Above all, be on time for your interview appointment.

Be honest—Don’t claim interest in an employer if you really do not intend to work for that organization. Don’t lie on your resume or during the interview. While you should never draw attention to your weaknesses, don’t attempt to hide a shortcoming by being untruthful. Learn how to deal with perceived (or real) weaknesses before your interviews by talking to a campus career services professional and/or reading books on job interviewing techniques.

Be realistic—Carefully evaluate what an employer has to offer you and what you have to offer the employer. Don’t accept a position that isn’t suited to you “just because you need a job.” Although most entry-level salaries have been on the rise, do not set your starting salary expectations too high. If a starting salary seems inordinately low, but is for a position that you really want, you might be able to arrange for an early salary review.

Some of this material is adapted from Recruiting Trends by L. Patrick Scheetz, Ph.D., Collegiate Employment Research Institute. ©Michigan State University.

Tapping the Hidden Job Market

Your off-campus job search should neither begin nor end with the help wanted ads. Studies have shown that only 15 percent of available jobs are ever advertised. It takes much more than merely perusing the classifieds, By employing a number of methods, you can greatly increase your chances of landing a job. Some techniques you might use:

Networking. Probably the most effective way to meet potential employers and learn about possible jobs is to tap into your personal network of contacts. You might think it’s early to have professional contacts, but think about everyone you know—family members and their friends/co-workers, professors, past employers, neighbors and even your dentist. Don’t be afraid to inform them of your career interests and let them know that you are looking for work. They will likely be happy to help you and refer you to any professionals they think can be of assistance.

Informational interviewing. This approach allows you to learn more about your field by setting up interviews with professionals. The purpose of these interviews is to meet professionals, gather career information and investigate career options, get advice on job search techniques and get referrals to other professionals. When setting up these interviews, either by phone or letter, make it clear to the employer that you have no job expectations and are seeking information only. Interviewing also familiarizes you to employers, and you may be remembered when a company has a vacant position.

Temporary work. As more companies employ the services of temporary or contract workers, new graduates are discovering that such work is a good opportunity to gain experience in their fields. Temporary workers can explore various jobs and get an inside look at different companies without the commitment of a permanent job. Also, if a company decides to make a position permanent, these “temps” already have made good impressions and often are given first consideration.

Electronic job search. One source of jobs may be as close as a personal computer. Various online resume services let you input your resume into a database, which then can be accessed by companies searching for applicants who meet their criteria. Companies also post job listings on Web sites to which students can directly respond by sending their resumes and cover letters.

Persistence is the key to cracking the hidden job market. Attend meetings of professional associations and become an active member. After you begin the above processes, and your network base expands, your search will be made easier. Employers will appreciate your resourcefulness—and view you as a viable candidate.
The Value of Recommendations: A Powerful Tool for Career Success

When interviewing candidates for employment, employers often request references and letters of recommendation. Having good references can elevate a potential candidate to a top choice candidate. Strong letters of recommendation are also keys to your success in applying to graduate school. Supportive and well-written letters of recommendation can help to outweigh deficiencies elsewhere in your application and may serve as a deciding factor in the admissions process. Keep the following in mind when compiling a list of references and letters of recommendation:

WHO: Selecting Your Recomenders
- Think carefully about whom you will ask to write your letters of recommendation for graduate school. You can request letters from professors, university administrators or employers who know you and your quality of work, who are familiar with your major or field of study, and who can evaluate your potential to succeed in an academically demanding program. Most graduate programs will require letters of recommendation from at least two faculty members.
- It is important to take every opportunity to get to know and talk with your professors: go to office hours, ask questions in class, seek advice about your future career or your personal statement for applications, do independent research or study with a professor whose recommendation you want.
- Obtaining letters of recommendation for employment purposes involves selecting recommenders who are able to make a reliable evaluation of your character and your working ability and who are pleased to help you. Good job references are people who are professional and in positions of responsibility. For these purposes, you may also request recommendations from professors, academic advisors, past and present employers, business acquaintances, coworkers, coaches, or community leaders.

WHY: Confidentiality Counts
- Most graduate schools require that your letters of recommendation be confidential, meaning that you waive your right to see the letters. Studies have shown that confidential letters of recommendation carry more weight with admissions committees, because they are perceived to be a more honest reflection of the applicant’s abilities. Letters that are seen by the student tend to be less candid, and, therefore may not be given the same weight value by an admissions committee.
- It is imperative that you obtain permission from an individual before using them as a reference. The best approach is to contact the person directly. Ask them in person or via a telephone call. The other options are to either email or write to the individual. Keep in mind that you want a good reference, so if someone says no, then look for another potential reference.

HOW: Obtaining the Best Letters of Recommendation
Graduate School
- Set up an appointment with your potential recommender. Don’t feel uncomfortable asking professors or others to write your recommendations for graduate school. Be sure to make an appointment with the individual so that you can sit down and discuss your request in person. Be prepared to articulate to this individual your desires and reasons for attending graduate school.

Employment
- Share your strengths with your recommenders. After you have two or three people who have agreed to serve as your references, it is important to speak with them about the image you would like to have portrayed to potential employers; i.e., work ethic, initiative, quality of work, and personality. Be sure to share copies of your resume and copies of the position description with all of your references. Make sure they know what your career goal is and why you will succeed in that position. Discuss your strengths, weaknesses, leadership skills, and communication abilities with all references.

WHEN: Plan Ahead to Get the Best Results
- Ask in advance. Your recommenders are busy people. Be respectful of their time; ask them in advance (at the very least one or two months) of when you will need your letter. Also, give your recommender a deadline to indicate when the letter of recommendation will need to be received by the school and/or employer.
- Don’t assume that your recommender will remember everything about you. Be prepared to assist your professor(s) or other recommender(s) in writing the best letter possible by providing them with enough information about you. This way, instead of a short, general letter of recommendation, your recommender will be able to write a longer letter containing the concrete details and information that admissions committees and employers are seeking. You may want to give your recommender some or all of the following items to assist them in writing a strong letter of recommendation:
  - Current resume
  - Copy of a paper you wrote or a project you completed for their class
  - Copy of your personal statement for graduate school
  - An unofficial transcript
  - Copy of the job announcement for the position in which you are applying

Finally, regardless of whether or not you get the position you want, or gain admission to the graduate program you applied for, you should thank your references for taking the time to help you. Send them a thank-you card a couple of days after you have asked them to serve as a reference or write a letter. If you end up getting the position or a seat in an upcoming graduate school class, send another thank-you note letting them know that you were successful in the next step toward building your career.

Written by Dr. Robin Lee, Associate Director, Career Development Center, California State University, Long Beach
Marketing Your Liberal Arts Degree

As liberal arts graduates enter the job market, their direction may not be as obvious as that of their technically trained counterparts. For the most part, engineering or computer science majors know exactly where to target their efforts.

Liberal arts majors are less fortunate in that regard—such a heading cannot be found in the want ads. Yet if they learn to target their aptitudes, they have as good a chance as anyone to find meaningful work.

Students are no longer necessarily hired just because they have a particular degree. Math and physics majors are getting engineering jobs and liberal arts majors are getting accounting jobs. The reason new graduates are being hired is because they have specific skills that meet the needs of the employer.

No one is more suited to this approach than the liberal arts major. What you need to do, explains one career advisor, is to find out what you really want to do—regardless of your major. "Students often ask, 'What can I do with a major in philosophy?' But that's the wrong question. The real questions are, 'What fascinates me? How can I connect my interests with a job? What do I really want to be doing in 20 years?""

Conduct in-depth research on any companies that appeal to you, and try to match their needs to your wants.

Once you have answered those questions, look at possibilities for matching your interests with a job. There are more options than you might think. Don't get stuck on titles. For instance, if you want to be an autonomous problem-solver, someone with good communication skills who can do a good job of synthesizing sources (as in writing term papers), forget about the titles and look at the job descriptions. Management consultants, career specialists, personnel managers, teachers or trainers within organizations and schools are just a few options.

As a liberal arts major, you have to do much more work in terms of researching different job markets and finding out where there is a demand. Conduct in-depth research on any companies that appeal to you, and try to match their needs to your wants. You must be specific, however. It is possible to be too general, too open and too flexible.

To be successful, you should combine your long-term vision with short-term specificity. Present yourself to your potential employer as someone who both understands the broad goals of the company and has the ability to grow and contribute in the long run. But most importantly, show how you can excel in that specific job. And this, most likely, will involve some specialized skills. If you’ve taken business courses, had work experiences or utilized a computer in your liberal arts work, point out those strengths.

Once you’ve taken the time to determine your real interests and have set some long-term goals, map out a plan—long- and short-term—on how to get there.

Resources are plentiful—from the Occupational Outlook Handbook or Dictionary of Occupational Titles to numerous general job search books, as well as those dealing with specific topics such as What to Do with a Degree in Psychology, The Business of Show Business, etc.

Your liberal arts education has equipped you to take a broad topic and research it. Use those skills to make the connection between what you want and what companies need.

Once you find job descriptions that match your long-term interests, set about shaping your resume and, if need be, getting the additional specific skills, training or certification to get that first job.

Your first job may not match your long-term goal. But it’s the first step. And that, at this point, is the all-important one.

What Liberal Arts Graduates Are Doing

A sampling of the wide range of positions filled by liberal arts graduates:

- Accountant
- Administrative assistant
- Advertising account executive
- Air traffic controller
- Artist
- Auditor
- Bank manager
- Business systems analyst
- Buyer
- Child support enforcement officer
- Claims examiner
- Communications specialist
- Computer specialist
- Copywriter
- Counselor
- Customer service representative
- Editor
- Employee relations specialist
- Engineering planner
- Financial consultant
- Graphic designer
- Hotel manager
- Human resource specialist
- Industrial designer
- Interpreter/translator
- Journalist
- Librarian
- Management consultant
- Marketing representative
- Medical/dental assistant
- Museum coordinator
- Office administrator
- Outpatient therapist
- Paralegal
- Photographer
- Probation officer
- Product specialist
- Psychologist
- Public relations specialist
- Quality engineer
- Recreation administrator
- Research analyst
- Restaurant manager
- Retail manager
- Sales representative
- Social worker
- Speech pathologist
- Stockbroker
- Systems analyst
- Tax consultant
- Teacher
- Technical writer
- Transportation specialist
- Underwriter
- Urban planner
- Writer
The Career Development Center’s (CDC) homepage serves as a gateway to selected web sites where you will find valuable career planning and employment information, job search articles and tips, company profiles and graduate and professional school information. Computers are available in the CDC’s Career Resource Library to access job listings on the Internet.

BeachLINK provides you access to:

- **Internships opportunities**—allows students to explore potential career areas, strengthen skills and increase their future employment potential.
- **Part-time and summer job opportunities**—enables students to develop work skills and earn income to meet the costs of obtaining an education.
- **Career placement** through the On-Campus Recruiting (OCR) Program—assists students in implementing a job search campaign that will lead to postgraduate employment appropriate to their background.
- **Weekly E-Career Newsletter**—Your source for weekly career planning and job search information.

Make the connection to JOBS & INTERNSHIPS

**BeachLINK**

**Student Log on Instructions:**

- **Go To:** [http://careers.csulb.edu](http://careers.csulb.edu)
- **Click On:** Logon-Search for a Job/Students
- **Username:** 9 digit campus ID number
- **Password:** First letter of your last name in uppercase followed by your 9 digit campus ID number.
- **Click On:** Go
You must be a currently enrolled CSULB student to access BeachLINK job listings. CSULB alumni and students of University Colleges and Extension Services must contact the Career Development Center to obtain access to BeachLINK job listings.

The CDC web site is linked to other Internet job search databases. To access other web sites, follow Instructions for BeachLINK steps 1 and 2. Click on Other Job Search Sites. You will be linked to over a dozen job banks.*

CDC is available to help you logon to BeachLINK

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SYMANTEC • GATEHOUSE CAPITAL • FOREST CITY • LEGACY PARTNERS
THE RELATED COMPANIES • INTRACORP • ORACLE • ELECTRONIC ARTS • STARWOOD LODGING
Getting the Most Out of a Career Fair

Many employers use career fairs—both on and off campus—to promote their opportunities and to pre-screen applicants. Career fairs come in all shapes and sizes, from small community-sponsored events to giant regional career expositions held at major convention centers.

Most career fairs consist of booths and/or tables manned by recruiters and other representatives from each organization. For on-campus events, some employers also send alumni representatives. Large corporations and some government agencies have staffs who work the career fair “circuit” nationwide.

An employer’s display area is also subject to wide variance. It could be a simple table with a stack of brochures and business cards and a lone representative or an elaborate multimedia extravaganza with interactive displays, videos, posters and a team of recruiters.

Fashions and Accessories
Generally, the appropriate attire for career fair attendees is more relaxed than what you’d wear to an actual job interview. In most cases, “business casual” is the norm. If you’re unsure of the dress code (particularly for off-campus events), it would be wise to err on the over-dressed side—you’ll make a better impression if you appear professional. Think of it as a dress rehearsal for your real interviews!

Remember to bring copies of your resume (or resumes, if you have several versions tailored to different career choices), a few pens and pencils (have backups—they have a way of disappearing), a folder or portfolio and some sort of note-taking device (a paper or electronic pad). Keep track of the recruiters with whom you speak and send follow-up notes to the ones who interest you. Don’t bring your backpack; it’s cumbersome for you, it gets in the way of others and it screams “student!” instead of “candidate!”

Stop, Look and Listen
Keep your eyes and ears open—there’s nothing wrong with subtly eavesdropping on the questions asked and answers received by your fellow career fair attendees. You might pick up some valuable information, in addition to witnessing some real-life career search “dos and don’ts.”

In order to maximize your career fair experience, you must be an active participant and not just a browser. If all you do is stroll around, take company literature and load up on the ubiquitous freebies, you really haven’t accomplished anything worthwhile (unless you’re a collector of key chains, mousepads and pocket flashlights). It is essential to chat with the company representatives and ask meaningful questions.

Here’s a great bit of career fair advice from Stanford University’s Career Fair ’99 guide:
“Create a one-minute ‘commercial’ as a way to sell yourself to an employer. This is a great way to introduce yourself. The goal is to connect your background to the organization’s need. In one minute or less, you need to introduce yourself, demonstrate your knowledge of the company, express enthusiasm and interest and relate your background to the company’s need.”

You’re a Prospector—Start Digging
The questions you ask at a career fair depend upon your goals. Are you interested in finding out about a particular career field? Then ask generalized questions about working within the industry. If you’re seeking career opportunities with a specific employer, focus your questions on the application and interview process, and ask for specific information about that employer.

Fair Thee Well
By all means, try to attend at least one career fair before beginning your formal job interviewing process. For new entrants into the professional career marketplace, this is a good way to make the transition into “self-marketing mode” without the formality and possible intimidation of a one-on-one job interview. It’s an opportunity that’s too valuable to miss.

A Few Words About Career Fair Etiquette
1. Don’t interrupt the employer reps or your fellow job-seekers. If someone else is monopolizing the employer’s time, try to make eye contact with the rep to let him or her know that you’re interested in speaking. You may be doing a favor by giving the recruiter an out. If all else fails, move to the next exhibit and plan to come back later.

2. If you have a real interest in an employer, find out the procedures required to secure an interview. At some career fairs, initial screening interviews may be done on the spot. Other times, the career fair is used to pre-screen applicants for interviews to be conducted later (either on campus or at the employer’s site).

3. Sincerity always wins. Don’t lay it on too thick, but don’t be too blasé either. Virtually all employers are looking for candidates with good communication skills.

4. Don’t just drop your resume on employers’ display tables. Try to get it into a person’s hands and at least say a few words. If the scene is too busy and you can’t get a word in edgewise, jot a note on your resume to the effect of, “You were so busy that we didn’t get a chance to meet. I’m very interested in talking to you.” Look around the display for the recruiter’s business card (or at the very least, write down his or her name and get some literature with the company’s address) and send a follow-up note and another copy of your resume.

5. If you know ahead of time that one of your “dream companies” is a career fair participant, do some prior research (at minimum, visit their Web site and, if available, view their company videotape). A little advance preparation goes a long way and can make you stand out among the masses of other attendees.
# Personal Job Search Progress Record

Name ______________________________

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<th>INVITATION FOR PLANT/OFFICE VISIT</th>
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Resume

What is a resume? The Cambridge Dictionary of American English defines a resume as “a written statement of your educational and work experience, used esp. when you are trying to get a new job.”

A resume can be used as your marketing tool. Your skills, education and experience are the features of the product YOU. The purpose of the resume is to get you an interview, not a job. Therefore, the resume should be focused on educating an employer as to why s/he should call you for an interview. Your task is to develop a document that is both intriguing and informative to the employer.

An employer may have to sift through or electronically scan 200 resumes to find the most qualified candidates to call for an interview. Each resume is an attempt to get the employer’s attention. How does one develop a resume that will stand out from among the others? Begin by assessing your education, work experience (paid and unpaid) and skills. Focus on what the employer wants by reading the job description and requirements. Examine how your education, work experience and skills match those identified in the job description. Your goal is to have the resume mirror the job description.

Should you need help, Resume Writing workshops are offered throughout the year in the Career Development Center (CDC), located in Brotman Hall, Room 250. In addition, career counselors are available in the Career Development Center to assist you with constructing your resume.

TYPES OF RESUMES

There are many different types and styles of resumes. The two most commonly used resumes are the chronological and combination/functional resumes. This does not mean that other types are not useful or effective. As a matter of fact, given certain situations you may find that you break all of the rules to get your point across.

Chronological Resume: The chronological resume places emphasis on work history. Education and work experience sections are started with the most recent or current education/experience listed first. It works great for those who have had a solid continuous work history. The chronological resume is the most popular and most preferred by employers. See Resume Examples 1-7.

Combination/Functional: The combination/functional resume is designed for the person who has acquired a great deal of experience. This style of resume focuses on the skills and experience you have acquired and not on the work history. The combination/functional resumes are very useful for persons who have a broad range of skills that were acquired over a long period of time in various settings and for individuals making a career change. Although the emphasis is placed on functional skills, the work history is listed at the end of the resume. See Resume Example #8.

DEVELOPING A RESUME

Once you have decided what type of resume you will need, begin with a self-analysis of your skills, education and experience. Your skills are those tasks you have the ability to do at a professional level. Supervising, programming, writing, troubleshooting and drawing are examples of skills that may have been acquired through your education, work experience (paid or volunteer) and involvement in student organizations. Write down your skills. This information will be useful for writing your resume and a cover letter. Now list your most recent education—college(s) attended. If you are a freshman, you may also want to list high school (see Resume Example #1). Include your degrees and/or certificates. Next, list your work experience along with your job duties. This exercise is a way of providing information that can possibly be included in your resume and cover letter; so write down all that you have done. The list of skills, education and experience can now be used to write your resume. Keep in mind that career counselors are available to assist you in this resume writing process.

WRITING THE RESUME

There are some standard sections that should be included on the chronological resume:

Contact/Heading Information. Include your name, address, phone number and email address. Make sure the outgoing message on your phone is professional and that when you answer the phone you are answering in a professional manner. Moreover, you should also have a professional sounding email address. An email address that has “hotmama” in the address would not be appropriate to use during your job search.

Objective. The objective should be a clear statement of what you want. If you know what job you are applying for, then this is your objective. (Example: An entry-level position as an Accountant.) If you do not have a specific position for which you are applying or if you are applying online or attending a job fair, create an objective that reflects your interests as best you can.

Education. List your most recent education first. If you are currently a student at CSULB, then California State University, Long Beach will be listed first. As a freshman you may choose to also list your high school. Included with the educational institution(s) identify your expected or earned degree and date of graduation and a minor if you have one. You can include your GPA if you choose to do so. If you attended a community college and earned a degree or certificate, you will want to list this information, in particular, if it relates to your current objective.

Experience. Include your work experience under this section. You can include paid and unpaid work experience. Each listed experience should include five components: 1) your job title; 2) the dates you were employed; 3) the name of the employer; 4) the location of the employer—list only city and state; and 5) job duties. Use action words to identify your job duties (see “Action Words” example #9). An example might be “prepared various documents using Microsoft Word,” “trained new employees.” You may choose to use bullets to distinguish these points, but it is not necessary.

Skills (e.g., computer, language). The skills section is optional. Information in this section can be used to enhance your marketability. The ability to speak more than one language and or experience in using various computer software applications or the use of special equipment required for the job can be listed in this section. It is important to remember to use terms to clarify your level of competency with a skill. Language is a perfect example. Some people can speak a language but cannot read or write that language. You can use terms like “conversational” or “fluent” to identify the level of competency with the language.

Keep in mind that information on your resume should be honest. You may be asked to expound on information from your resume or you could be given a skills test to determine your level of competency.
Additional information or sections you may want to include on your resume are: Honors and Awards, Hobbies, Publications, Research, Summary of Qualifications or Activities and Leadership. Membership in an on- or off-campus organization and holding an office such as president or secretary, or being a team captain can be listed under activities and leadership.

Developing a resume takes time. You may go through three or four drafts before you are satisfied with its organization and content. Always have someone, such as a career counselor, critique your draft. Writing a resume is an ongoing process. At times, you will discover that your resume will need to be modified based on the job for which you are applying.

TIPS FOR SUBMITTING AN ELECTRONIC RESUME (e-Resume)

A majority of companies now ask that resumes be submitted electronically. Electronic resumes place more emphasis on “keywords” (nouns) that relate to the position. As you read the job description and requirements, look for “keywords” and highlight them. When you define your duties on your resume, make an effort to use “keywords” that specifically relate to the position. The skills section can also be a place where you use specific keywords. An example might be: if the electronic system is looking for someone who has experience using Word, Excel and PowerPoint and you possess these skills; include a Computer Skills section on your resume, then list these specific computer skills (keywords) on your resume.

You can use the standard Microsoft Word format for your resume or you can use the rich text format (.rtf). Either will work with most systems. The most universal is probably the .rtf file, but it isn’t necessary to use that format. The rich text file supports the use of bold characters, underlining and other format enhancements. It is important, though, that you understand and submit the resume as requested by the employer.

RESUME TIPS

- Use 8 ½” x 11”, white, light gray, or cream colored paper (the best color is probably white given the use of scanners).
- No grammatical errors.
- Neat in appearance.
- Font size should be between 10 and 14 point.
- Standard type fonts such as Arial, Courier, Helvetica, Times. Avoid fancy type.
- Be honest. Be truthful. There is a chance you might be questioned or tested on information you provided on your resume.
- Keep resume to one page (preferred).
- Have someone proofread your resume; do not rely solely on spell check.

Examples of chronological and combination/functional resumes are on the following pages.

Co-written by Carol Brown-Elston and Robert Wendt, Career Counselors, California State University, Long Beach Career Development Center.

COVER LETTER

Your resume is typically accompanied by a cover letter. The cover letter gives you an opportunity to discuss topics, not included in your resume, which you feel will be of particular interest to the prospective employer. You can also use the cover letter to highlight your employment objective if you did not state it on your resume.

The cover letter should be typed neatly, using care in sentence structure, spelling, and punctuation. Whenever possible, address your letter to a specific person and always use an appropriate business letter format. Identify the kind of position that you are seeking and why you are applying to the particular organization. See Examples #11 and #12, Cover Letter Examples.
EXAMPLE #1
Chronological Resume for a Freshman

Student’s Name
12345 Grand Avenue
Long Beach, CA 90800
(562) 555-1111
e-mail@aol.com

OBJECTIVE:
To obtain a summer or part-time internship in computer science.

EDUCATION:
California State University, Long Beach
Candidate for Bachelor of Science, Computer Science
Expected graduation date: December 2008

Long Beach Polytechnic High School, Long Beach, CA
Enrolled in Honors Program (PACE)
Graduated with Honors GPA 3.5 June 2004

RELEVANT COURSE WORK:
Calculus I & II Programming and Problem Solving
Computing with Java (spring semester 2005)

COMPUTER SKILLS:
Microsoft Word, Excel, PowerPoint, Java

EXPERIENCE:
Student Assistant. CSULB Mailroom, Long Beach, CA 2004-present
• Weighed packages.
• Sorted mail and sold stamps.
• Answered related questions.

Referee. Long Beach Soccer Association, Long Beach, CA 2003-2004
• Refereed soccer games.
• Maintained sportsmanlike conduct.
• Reviewed rules with team captains.

Camp Counselor. Long Beach Parks and Recreation, Long Beach, CA Summer 2003
• Supervised campers.
• Facilitated group activities.
• Provided a safe environment for campers.
• Coached and participated in camp activities.

ACTIVITIES/LEADERSHIP:
Society of Women Engineers (CSULB) 2004-present
Recipient of Xerox Technical Scholarship 2004
Member, Long Beach Polytechnic H.S. “Jackrabbit” Yearbook 2003-2004
Girls Varsity Basketball, Long Beach Polytechnic H.S. 2001-2004
Co-captain, Girls Varsity Basketball team 2003-2004
Toyota Mentoring Program 2002-2004

EXAMPLE #2
Chronological Resume

Student’s Name
1250 Bellflower Blvd.
Long Beach, CA 90840
email@csulb.edu

OBJECTIVE: Social Worker Associate

EDUCATION:
Bachelor of Arts, Child Development and Family Studies, December 2004
California State University, Long Beach (CSULB)

RELATED COURSES:
Childhood through Adolescence Prenatal Development and Infancy
Parent Education Family Interaction
The Older Child family Stress and Coping

EXPERIENCE:
Assistant Director. Institute of Behavior Resources, Long Beach, CA
Direct youth group program for neglected and abused children, supervise staff of seven full-time case workers and six volunteers. Act as program’s liaison with community and state agencies. Facilitate monthly staff meetings. 2002-present

Loader/Packer. United Parcel Service, Cerritos, CA
Loaded, unloaded and sorted packages on pallets and trucks, opened and repackaged boxes, attached identifying tags or labels to packages. Counted and recorded number of units using scanner. Summer 2001

Lifeguard. City of Long Beach, Long Beach, CA
Created and maintained a safe environment in and around pool area. Performed lifesaving techniques. Enforced pool regulations. Summer 2000

VOLUNTEER:
Assistant Director. Institute of Behavior Resources, Long Beach, CA
Direct youth group program for neglected and abused children, supervise staff of seven full-time case workers and six volunteers. Act as program’s liaison with community and state agencies. Facilitate monthly staff meetings. 2002-present

Loader/Packer. United Parcel Service, Cerritos, CA
Loaded, unloaded and sorted packages on pallets and trucks, opened and repackaged boxes, attached identifying tags or labels to packages. Counted and recorded number of units using scanner. Summer 2001

Lifeguard. City of Long Beach, Long Beach, CA
Created and maintained a safe environment in and around pool area. Performed lifesaving techniques. Enforced pool regulations. Summer 2000

VOLUNTEER:
Los Angeles AIDS Walk, 2003
Long Beach Boys and Girls Club 2002-2003
Mentor, Long Beach Unified School District 2001-2002

ACTIVITIES:
Fundraising Officer, Child and Family Associated Students Intramural Volleyball, CSULB

COMPUTER SKILLS:
Proficient in using Word, Access, Excel, and PowerPoint
**EXAMPLE #3**  
Chronological Resume—Format Sample

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<td>Long Beach, CA 90840</td>
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<td>(562) 555-1111</td>
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<tr>
<td><a href="mailto:email@csulb.edu">email@csulb.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Bachelor of Science in Chemical Engineering California State University, Long Beach GPA: 3.4 Degree conferred: May 2004 E.I.T. Certified (Engineer in Training), State of California, February, 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUMMARY OF QUALIFICATIONS</strong></td>
</tr>
<tr>
<td>• Knowledge of refining processes and hands-on engineering</td>
</tr>
<tr>
<td>• Team leader in Separation Processes Distillation Lab</td>
</tr>
<tr>
<td>• Participated in AIChE National Design Competition</td>
</tr>
<tr>
<td>• Have used licensed third party software such as ChemCad (flash calculations), Crane Companion (hydraulics) and InstruCalc (control valve sizing)</td>
</tr>
<tr>
<td>• Utilized Microsoft Office application software to generate technical reports including process data tables and charts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designed a Heat Exchanger using HTC software</td>
</tr>
<tr>
<td>Designed a Cooling Tower</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern, Summer 2002 Boeing Corp., Huntington Beach, CA</td>
</tr>
<tr>
<td>Assisted engineers in creating test plans of metal finishings such as electropolishing and soldering dipping. Conducted laboratory testing of atomic oxygen. Assisted with developmental tests pertaining to ultrastrategic light effects on surface finishing. Involvement of testing materials of atomic oxygen effects on Multilayer Insulation (MLI) blankets.</td>
</tr>
<tr>
<td>Engineering Technician, Summer 2000 and 2001 US Army Corps of Engineers, Las Vegas, NV</td>
</tr>
<tr>
<td>Calculated preliminary and final performance evaluations on hydraulic turbines for government owned hydroelectric facilities under supervision of project engineer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HONORS AND ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Institute of Chemical Engineers (AIChE)</td>
</tr>
<tr>
<td>Tau Beta Pi (Engineering Honorary Society)</td>
</tr>
<tr>
<td>Awarded Victoria Hall Academic Scholarship, CSULB</td>
</tr>
<tr>
<td>Student Representative: Engineering Department, CSULB</td>
</tr>
</tbody>
</table>

**EXAMPLE #4**  
Chronological Resume—Format Sample

<table>
<thead>
<tr>
<th>Name: Hal Schaffer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1250 Bellflower Blvd.</td>
</tr>
<tr>
<td>Long Beach, CA 90840</td>
</tr>
<tr>
<td>(562) 555-1234</td>
</tr>
<tr>
<td><a href="mailto:xxxx@aol.com">xxxx@aol.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Sales position with an opportunity for future management responsibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
</tr>
<tr>
<td>2004–present California State University, Long Beach (CSULB) Candidate for Bachelor of Arts, Communication Studies GPA: 3.5 Expected graduation: May 2007</td>
</tr>
<tr>
<td>2002–2004 Long Beach City College Associate of Arts, Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004–present Daily 49er Newspaper, CSULB, Long Beach, CA Student Editor</td>
</tr>
<tr>
<td>• Edit articles for campus newspaper</td>
</tr>
<tr>
<td>• Create department newsletters</td>
</tr>
<tr>
<td>• Prepare advertising copy and layout</td>
</tr>
<tr>
<td>• Develop story ideas and angles for publication</td>
</tr>
<tr>
<td>2002–2004 Ralphs, Long Beach, CA Assistant Manager</td>
</tr>
<tr>
<td>• Hired, trained and evaluated new employees</td>
</tr>
<tr>
<td>• Supervised 10 part-time and full-time cashiers</td>
</tr>
<tr>
<td>• Negotiated vendor product purchases</td>
</tr>
<tr>
<td>• Organized all store displays and placement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior to 2002 Worked in a variety of part-time positions concurrent with college:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bartender/Waiter—Friday's, 1998-2000</td>
</tr>
<tr>
<td>• Phone Fundraiser—CSULB, 1999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language: Fluent Japanese, Conversational Spanish</td>
</tr>
<tr>
<td>Computer: MS Office-Word, Excel, PowerPoint, Access, Pagemaker, Photoshop, Illustrator, Filemaker Pro, both Mac &amp; PC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AWARDS/ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean's List</td>
</tr>
<tr>
<td>President, Communication Studies Student Association</td>
</tr>
<tr>
<td>Vice President, Student American Marketing Association</td>
</tr>
<tr>
<td>Member, Community Youth Group</td>
</tr>
</tbody>
</table>
EXAMPLE #5
Chronological Resume—Format Sample

John Avilla
1250 Bellflower Blvd. • Long Beach, CA • 90840 • (562) 555-5555

CAREER OBJECTIVE:
Position as a Research Analyst blending client/subject interaction with statistical analysis

SPECIALIZED SKILLS
* Highly competent in the use of various software programs including dBASE, SPSS, WordPerfect.
* Five years experience collecting and interpreting data in applied and basic research settings.
* Proficient in procedures of statistical analysis including regression analysis and ANOVA.
* Five years experience developing and coordinating database management systems.
* Effectively interview and interact with small to large groups of diversified people.

EDUCATION AND HONORS
MA Research Psychology, Great Distinction, GPA 3.95, 2005, California State University, Long Beach.
Lifetime member of National Psychology Honor Society, Psi Chi
Elected for lifetime membership Golden Key National Honor Society.

EMPLOYMENT HISTORY
Computer Operations Coordinator, Michael Geral Ltd., Compton, CA. Coordinate computer systems for managing 1000+ sample garments and $30 million stock inventory. Form innovative ideas, develop new data tracking methods and modify data management systems for accuracy and efficiency. Train and supervise support staff. 1/2000-present

Market Research Consultant, Research Design Specialists, Cypress, CA. Interviewed and guided clients through research clinics conducted to evaluate cosmetic and performance characteristics of automotive prototypes. 10/2001-4/2002

Assistant Lecturer/Graduate Assistant, Psychology Department, CSU Long Beach. Lectured and assisted professors with instructional responsibilities. Provided support services to students and faculty in the use of computer and software. Summer 2002

Data Manager/Research Assistant, AIDS Research and Education Project, CSULB. Interviewed clients, input and retrieved data, generated reports via dBASE and SPSS, and assisted in the statistical analysis of data collected for several federally funded research projects. 8/2000-

Counselor/Group Facilitator, National Recovery Network of Fountain Valley. Worked with chemically dependent clients individually and in groups on achieving sobriety and learning how to meet the demands of daily living free of mind altering substances. 10/2001-02

Academic Tutor, Athletic Department, CSULB. Receptively tutored and motivated student athletes individually and in groups for undergraduate coursework, emphasizing psychology and related statistics and research methodology classes. 10/2001-02

EXAMPLE #6
Chronological Resume—Format Sample

Carol Brown
1250 Bellflower Blvd.
Long Beach, CA 90840
(562) 985-0000
e-mail: xxx@xxx.com

Objective
Internship in Advertising

Education
California State University, Long Beach
Candidate for Bachelor of Science in Business Administration
Major: Marketing
Minor: Communication Studies
Anticipated graduation: December 2005

Related Courses
Marketing
Essentials of Public Speaking
Language and Behavior
Persuasive Speaking

Experience
Academic Advisor, Center for Student Athlete Services CSULB 2004 – present

- Advise student-athletes on college majors and appropriate courses
- Monitor academic progress to insure compliance with NCAA regulations
- Make appropriate referrals to academic and student services
- Consult with career counselor regarding selection of major

Camp Counselor, City of Long Beach, Long Beach, CA Summer 2003

- Directed and participated in activities for campers ages 5-11
- Planned and supervised field trips
- Enforced camp rules and regulations

Volunteer, Cities and Schools Program, Long Beach Unified School District 2001-2003

- Tutored high school students in math and English
- Critiqued homework assignments

Honors/Awards
Awarded full athletic volleyball scholarship
Dean’s List
Named 1st Team All Big West Conference
Student-Athlete Academic All Star

Organizations
Member, CSULB Women’s Volleyball Team 2001– present
Mentor, Heads UP! Program, CSULB
President, Student-Athlete Advisory Council

Computer Skills
Knowledge of Word, Excel, PowerPoint, and Internet

Language
Fluent in Spanish
EXAMPLE #7
Resume—Format Sample
Chronological Resume with Emphasis on Education

NAME
Street Address  phone:
City, CA  ZIP  email:

OBJECTIVE  Full-time position in the field of  Computer Science/Engineering
EDUCATION  Candidate for Bachelor of Science, Computer Science/Engineering
California State University, Long Beach  Cumulative GPA: 3.1  Graduation date: May 2004

COMPUTER Skills  Languages: C++, C, Java, JSP, PHP, HTML, XML, Oracle, SQL,
Fortran, Verilog, Eiffel, Assembly 80x86 and MIPS Assembly,
Operating Systems: WIN 98/2000/NT/XP, UNIX, Red Hat Linux
MS Office: MS Office 2000/XP Word, Excel, Access, PowerPoint

PROJECTS  Software Engineering: Air Traffic Control System—implement a
program to simulate an airport using software/systems engineering
techniques as a team.
CD Collection Web Application: Using Java Database Connector
(JDBC), JavaBeans, servlets, and JavaServer Pages (JSP)

Computer Architecture: Designed a CPU module, which can read and
write to the RAM and ROM modules that were created in previous
projects.

Web Design: Designed a professional website for a real-life client. This
site connects to a Oracle database for inventory and price information.
PHP used for newsletter, email, and feedback forms. Use of Adobe
Photoshop for design purposes and also use of JavaScript.

Compiler Construction: Designed a complete scanner and a parser from
scratch, which was then implemented with C++ code.

HONORS  Athletics Academic Award of Excellence, Dean’s List
AFFILIATIONS  MESA, MEP, NSBE, and member of CSULB Men’s Basketball team

EXPERIENCE  1999 – 2001
Head of Advertising/Sports Trainer,
CSULB 49er Sports Camp, Long Beach, CA
• Designed and maintained website and designed brochures/flyers
• Trained youth and high school athletes at sports camps

EXAMPLE #8
Combination/Functional Resume—Format Sample

Christina Jones
1250 Bellflower Blvd. • Long Beach, CA 90840
Home/Fax: (562) 555-1234
e-mail: xxx

OBJECTIVE: A position in marketing and/or public relations

SUMMARY OF QUALIFICATIONS
• Excellent communication, facilitation, and presentation skills.
• Highly creative graphic design talents including layout and paste-up.
• Thorough and superior event planning and organizational skills.
• Proficient with IBM and Macintosh computers and their most popular software.
• B.A. degree focusing on media communication.

PROFESSIONAL EXPERIENCE
Written and Verbal Communications
• Wrote policy and procedural manuals for entertainment and academic environments.
• Conducted presentations to groups of 40 to 200 students, academic, and community leaders.
• Assisted in writing and negotiating grant proposals and contracts.
• Communicated with television producers, publicists, photographers, teachers, and administrators.
• Wrote public service announcements, television and feature film scripts, and poetry.

Graphic Design and Desktop Publishing
• Designed logos for social service agencies.
• Created brochures, training manuals, flyers, newsletters, forms, event programs, and print advertising.
• Performed layout and paste-up of university newspaper and related in-house instruments.

Planning and Organization
• Coordinated and planned special events such as conferences, orientations, workshops, and fund-raisers.
• Organized all aspects of marketing and promotions from concept to publication for various organizations.
• Established admission procedures and a 4-hour information line about credentialing process.

WORK HISTORY
Administrative Operations Analyst, California State University, Long Beach, 2000-present
Executive Assistant, County of Orange Alcohol Programs, Santa Ana, CA, 1998-2000
Program Assistant, NBC-TV Burbank, CA, 1996

EDUCATION
B.A., Film and Electronic Arts, California State University, Long Beach, 2002

References and portfolio available upon request.
Power Verbs for Your Resume
Adapted with permission from the Career Resource Manual of the University of California, Davis.

1. Entry-level position in Social Services
2. A position as an Athletic Trainer
3. An entry-level position in Civil Engineering
4. Computer Programmer
5. A position as a sales/marketing representative
6. Seeking a full-time teaching position
7. A position in Human Resources Management
8. MIS Management position
9. A production position with a documentary production house
10. Entry-level position in Accountancy
11. Full-time Health Education position with a Health Maintenance Organization
12. A Clinical Dietitian Specialist position
13. Engineering position with an Industrial Manufacturing Company
14. A position as a Marketing Representative with a pharmaceutical company
15. A position as a Graphic Designer
16. A career in the field of broadcast journalism where I can utilize my experience in writing, editing, and research
17. Director or Administrator position with a government agency
18. Management Trainee
19. An entry level position as a computer programmer in an educational setting
20. A position as an entry level design engineer in the field of digital signal processing
EXAMPLE #11
Cover Letter Example

1250 Bellflower Blvd.
Long Beach, CA 90840
Date of your letter

Mr. James Stevens, Manager
Orange County Board of Supervisors
12345 Main St.
Santa Ana, CA 92400

Dear Mr. Stevens:

The intern position of Staff Aide, recently advertised in the Career Development Center at California State University, Long Beach, has prompted me to forward my resume for your consideration.

The position seems to fit very well with my education, experience, and career interest. I am currently pursuing my Bachelor of Arts in Political Science at CSULB. During my course of study and work experience, I have acquired the ability to conduct research, compile data using various computer applications, and have an understanding of the importance of completing assignments in a timely manner. Recently, my supervisor complimented me on how frequently I complete my projects ahead of schedule. In addition, my active involvement in student organizations has given me the opportunity to strengthen my communication and leadership skills.

It is my hope that my solid academic background and experience will convey to you that I have the qualifications to make a valuable contribution to the Orange County Board of Supervisors. I would be delighted to meet with you in a personal interview. I can be contacted at (562) 985-0000 or by email: xxxxx@csulb.edu.

Sincerely,

(Type your name)

Enclosure

EXAMPLE #12
Cover Letter Example

1250 Bellflower Blvd.
Long Beach, CA 90840
Date of Letter

Ms. Angelina Lee
College Relations Coordinator
Enterprise
1250 Bellflower Blvd.
Long Beach, CA 90840

Dear Ms. Lee:

It is with enthusiasm that I am sending my resume in response to the Human Resources Assistant position with Enterprise, which was advertised in the Career Development Center at California State University, Long Beach. After speaking with an Enterprise representative at the CSULB Job Fair and reviewing your website, I would very much like to become a part of the Enterprise team.

As required in your job description, I have experience working in an office environment processing and maintaining confidential documents, coordinating employees’ work schedules and answering telephones. My computer skills include extensive experience using Word, Excel, and PowerPoint.

As you review my resume, I hope that I have been able to convey to you that I have the qualifications to make a valuable contribution to the Human Resources Assistant position and to discuss my qualifications with you. I can be contacted at (562) 555-1234 or email at abcd3@aol.com.

Sincerely,

(Type your name)

Enclosure
Email Correspondence

For most of us, sending and receiving email is simple and fun. We use it to communicate with friends and family and to converse with our contemporaries in an informal manner. But while we may be unguarded in our tone when we email friends, a professional tone should be maintained when communicating with prospective employers.

Email is a powerful tool in the hands of a knowledgeable job-seeker. Use it wisely and you will shine. Use it improperly, however, and you’ll brand yourself as immature and unprofessional. Dr. Sherry Reasbeck, a San Diego-based career counselor, warns that some email mistakes leave a bad impression. “It’s irritating when the writer doesn’t stay on topic or just rambles,” says Reasbeck. “Try to succinctly get your point across—then end the email.”

Be aware that electronic mail is often the preferred method of communication between job-seeker and employer. There are general guidelines that should be followed when emailing cover letters, thank-you notes and replies to various requests for information. Apply the following advice to every email you write:

• Use a meaningful subject header for your email—one that is appropriate to the topic.
• Always be professional and businesslike in your correspondence. Address the recipient as Mr., Ms., or Mrs., and always verify the correct spelling of the recipient’s name.
• Be brief in your communications. Don’t overload the employer with lots of questions in your email.
• Ditch the emoticons. While a 👋 or an LOL (laughing out loud) may go over well with friends and family, do not use such symbols in your email communications with business people.
• Do not use strange fonts, wallpapers or multicolored backgrounds.
• Sign your email with your full name.
• Avoid using slang.
• Be sure to proofread and spell-check your email before sending it.

Neal Murray, director of the career services center at the University of California, San Diego, sees a lot of email from job-seekers. “You’d be amazed at the number of emails I receive that have spelling errors, grammatical errors, formatting errors—emails that are too informal in tone or just poorly written,” says Murray. Such emails can send the message that you are unprofessional or unqualified.

When you’re dealing with employers, there is no such thing as an inconsequential communication. Your emails say far more about you than you might realize, and it is important to always present a polished, professional image—even if you are just emailing your phone number and a time when you can be contacted. If you are sloppy and careless, a seemingly trivial conversation will stick out like a sore thumb.

Thank-You Notes

If you’ve had an interview with a prospective employer, a thank-you note is a good way to express your appreciation. The note can be emailed a day or two after your interview and only needs to be a few sentences long, as in the following:

Dear Ms. Jones:

I just wanted to send a quick note to thank you for yesterday’s interview. The position we discussed is exactly what I’ve been looking for, and I feel that I will be able to make a positive contribution to your organization. I appreciate the opportunity to be considered for employment at XYZ Corporation. Please don’t hesitate to contact me if you need further information.

Sincerely,

John Doe

Remember, a thank-you note is just that—a simple way to say thank you. In the business world, even these brief notes need to be handled with care.

Cover Letters

A well-crafted cover letter can help “sell” you to an employer. It should accomplish three main things:

1. Introduce yourself to the employer. If you are a recent college graduate, mention your major and how it would apply to the job you are seeking. Discuss the organizations/extracurricular activities you were involved in and the part-time jobs you held while a student, even if they might seem trivial to you. Chances are, you probably picked up some transferable skills that you will be able to use in the work world.

2. Sell yourself. Briefly state your education and the skills that will benefit the employer. Don’t go into a lot of detail here—that’s what your resume is for—but give the employer a sense of your strengths and talents.

3. Request further action. This is where you request the next step, such as an appointment or a phone conversation. Be polite but sincere in your desire for further action.

Tips

In addition to the guidelines stated above, here are a few tips to keep in mind:

• Make sure you spell the recipient’s name correctly. If the person uses initials such as J.A. Smith and you are not certain of the individual’s gender, then begin the email: “Dear J.A. Smith.”
• Stick to a standard font like Times New Roman, 12-point.
• Keep your email brief and businesslike.
• Proofread everything you write before sending it.

While a well-crafted email may not be solely responsible for getting you your dream job, rest assured that an email full of errors will result in your being overlooked. Use these email guidelines and you will give yourself an advantage over other job-seekers who are unaware of how to professionally converse through email.

Written by John Martalo, a freelance writer based in San Diego.
INTERVIEWING TECHNIQUES

Interviewing Techniques

PURPOSE OF THE INTERVIEW
Your objective is to get an offer of a job. The interview is an opportunity to present yourself and your skills to your best advantage. You have something to sell and it is up to you to convince the interviewer that you have what the company is seeking.

Be sure you keep in mind that the interview is a two-way street. The interview is a meeting between two parties for the mutual exchange of information. The employer will try to determine if you have the qualifications necessary to do the job. It is also an opportunity for you to determine whether the company, firm, or agency will give you the opportunity you seek.

I. PREPARING FOR THE INTERVIEW
Being prepared in advance has several advantages for you. If you know what you want to say ahead of time, you can usually articulate better. If you know something about the company to which you are applying, you will have a better idea of how to respond to interview questions and how to develop questions you would like to ask the interviewer. In addition, being prepared will give you more confidence and improve your overall impression. Accentuate the positive. Be positive in your responses.

There are two areas that you should have organized and have prepared answers for: information about yourself and information about the employer.

Information about yourself may be summarized by answering the following questions:
1. What are your strengths and weaknesses?
2. How does your past work experience relate to the position for which you are applying?
3. How does your academic or schooling preparation relate?
4. What are your short-term and long-range career goals?
5. Why should we hire you?

Information about the Employer
• Position that most interests you/career paths.
• Is company a parent organization, subsidiary, branch or division?
• Location, corporate location.
• Product line/services, type of business.
• Employment trends/business trends.
• Philosophy/goals.

The Career Resource Library, located in the Career Development Center, has a collection of employer information (company literature and/or videotapes), particularly related to those organizations participating in the On-Campus Recruiting program. Using the Internet can be a way of accessing information about an organization. A number of employers have a web site address. Check the On-Campus Recruitment (OCR) Interviews Schedule for participating employers’ web site addresses. You may also want to log onto the Career Development Center’s homepage to obtain company profile information. The Career Development Center’s web address is: http://careers.csulb.edu.

Mock Interview
You may want to utilize a videotaped mock interview to assist you in evaluating your interview skills. Seeing how you actually look and come across during the interview situation can be very important for you in order to improve your interviewing skills. Check with the receptionist in the Career Development Center to schedule an appointment.
II. THE INTERVIEW

Accentuate the positive. It is the interviewer’s responsibility to investigate and evaluate your qualifications and suitability for employment with the company. This is your opportunity to shine, to expand on the resume and to mention information about the organization. Here are some interviewing tips:

- Be on time; try to be 10 to 15 minutes early
- Firm handshake and smile at introduction
- Be pleasant, poised and maintain eye contact
- Listen carefully to the question; seek clarification if needed
- Select relevant information for your responses
- Be honest
- Be specific with your response; give examples of past events to support your response
- Be clear and concise with your response
- Be confident and enthusiastic
- Have some questions for the interviewer
- Thank the interviewer at the conclusion of the interview and reiterate your interest in the position

The list of most frequently asked questions during the employment interview (see Example #11, page 25) will assist you in anticipating questions. Read the list carefully and make note of those questions that may be difficult for you to answer. Work on how you would answer those difficult questions, both in writing and in your mind. If you need help, see a Career Counselor.

Nonverbal Communication. You should be aware of the impression you make in nonverbal communication. Body language, eye contact and facial expressions can also assist you in establishing good rapport with the interviewer. In answering questions, the manner in which you speak, as well as your words, convey messages to your interviewer. Pauses, silences, gestures, facial expressions, and the way you sit or stand may all indicate what you mean, understand, or would like to emphasize. Keep tuned in to your nonverbal cues.

III. BEHAVIOR-BASED INTERVIEW

Today, more than ever, employers are conducting behavioral-based interviews to more accurately aid them in their hiring decisions. A behavioral-based interview is based on the premise that “the best way to predict future behavior is to determine past behavior.” This type of interview shifts the emphasis on the applicant’s past actions and behavior in certain types of situations. Behavior-based questions will be structured to determine how you did behave, instead of how would you behave in a particular situation. For example:

“Describe a situation in which you were under great pressure. How did you deal with it?”

“Tell me about a situation where you had to persuade someone to accept your idea or a proposal.”

“Give an example of when you were involved in a team activity. Describe your role?”

“Tell me about a time when your attention to detail really paid off.”

“What was the best and/or hardest decision you made? How did you decide?”

To prepare for behavior-based interviews, recall past experiences or behavioral situations that occurred in the classroom, at work, while involved in organizations, and/or working on group projects. Describe the action you took and the results. Give short descriptions of each situation, be specific, and be concise.

IV. FOLLOW-UP

Send a typed thank-you letter promptly to your interviewer, expressing enthusiasm, interest, and appreciation. The event of the interview should still be fresh in your mind so that you can refer to a particular point discussed. The thank-you letter is an opportunity to add any important information in support of your application and interview that you may have neglected to mention or emphasize. Through your letter, indicate your interest in the position. See Sample Follow-Up Letter, Example #15, page 31.

V. SECOND INTERVIEW

An invitation for a secondary interview indicates that the company is interested in you. Your interview will probably be with the supervisor and others in the department that has the job opening. As with your first interview, continue to communicate your qualifications and skills and what you can do for the company.

The secondary interview can be time consuming, so be prepared for a long day. A typical agenda may include a tour of the facilities, interviews with department heads, and perhaps lunch. It is rare to receive a verbal offer by the end of the day. Most employers write or telephone approximately two weeks later. If you do receive a verbal offer, express your interest and suggest a date when you will make your decision. In any event, ask for written confirmation. A letter of appreciation should be written immediately.

SOURCES OF ADDITIONAL INFORMATION

Interviewing Workshops are offered on a periodic basis by the Career Development Center. See the “Career Development Workshop Calendar” for dates.

Mock Interviews. Practice interviews on videotape. Schedule an appointment at the reception desk in the Career Development Center.

Videotape Library. Several additional videotapes are available in the Career Resource Library to assist in polishing your interviewing technique. Ask the Intake Counselor for assistance.

CDC staff is available in the Career Resource Library to answer questions on resume writing, interviewing and job search tips.
Are You Ready for a Behavioral Interview?

“Tell me about a time when you were on a team, and one of the members wasn’t carrying his or her weight.” If this is one of the leading questions in your job interview, you could be in for a behavioral interview. Based on the premise that the best way to predict future behavior is to determine past behavior, this style of interviewing is gaining popularity among recruiters.

Today, more than ever, each hiring decision is critical. Behavioral interviewing is designed to minimize personal impressions that might cloud the hiring decision. By focusing on the applicant’s actions and behaviors, rather than subjective impressions that can sometimes be misleading, interviewers can make more accurate hiring decisions.

A manager of staff planning and college relations for a major chemical company believes, “Although we have not conducted any formal studies to determine whether retention or success on the job has been affected, I feel our move to behavioral interviewing has been successful. It helps concentrate recruiters’ questions on areas important to our candidates’ success within [our company].” The company introduced behavioral interviewing in the mid-1980s at several sites and has since implemented it companywide.

BEHAVIORAL VS. TRADITIONAL INTERVIEWS

If you have training or experience with traditional interviewing techniques, you may find the behavioral interview quite different in several ways:

✔ Instead of asking how you would behave in a particular situation, the interviewer will ask you to describe how you did behave.

✔ Expect the interviewer to question and probe (think of “peeling the layers from an onion”).

✔ The interviewer will ask you to provide details and will not allow you to theorize or generalize about events.

✔ The interview will be a more structured process that will concentrate on areas that are important to the interviewer, rather than allowing you to concentrate on areas that you may feel are important.

✔ You may not get a chance to deliver any prepared stories.

✔ Most interviewers will be taking notes throughout the interview.

The behavioral interviewer has been trained to objectively collect and evaluate information and works from a profile of desired behaviors that are needed for success on the job. Because the behaviors a candidate has demonstrated in previous positions are likely to be repeated, you will be asked to share situations in which you may or may not have exhibited these behaviors. Your answers will be tested for accuracy and consistency.

If you are an entry-level candidate with no previous related experience, the interviewer will look for behaviors in situations similar to those of the target position:

“Describe a major problem you have faced and how you dealt with it.”

“Give an example of when you had to work with your hands to accomplish a task or project.”

“What class did you like the most? What did you like about it?”

Follow-up questions will test for consistency and determine if you exhibited the desired behavior in that situation:

“Can you give me an example?”

“What did you do?”

“What did you say?”

“What were you thinking?”

“How did you feel?”

“What was your role?”

“What was the result?”

You will notice an absence of such questions as, “Tell me about your strengths and weaknesses.”

HOW TO PREPARE FOR A BEHAVIORAL INTERVIEW

✔ Recall recent situations that show favorable behaviors or actions, especially those involving coursework, work experience, leadership, teamwork, initiative, planning and customer service.

✔ Prepare short descriptions of each situation; be ready to give details if asked.

✔ Be sure each story has a beginning, a middle and an end; i.e., be ready to describe the situation, your action and the outcome or result.

✔ Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).

✔ Be honest. Don’t embellish or omit any part of the story. The interviewer will find out if your story is built on a weak foundation.

✔ Be specific. Don’t generalize about several events; give a detailed accounting of one event.

A possible response to the question, “Tell me about a time when you were on a team and a member wasn’t pulling his or her weight” might go as follows: “I had been assigned to a team to build a canoe out of concrete. One of our team members wasn’t showing up for our lab sessions or doing his assignments. I finally met with him in private, explained the frustration of the rest of the team and asked if there was anything I could do to help. He told me he was preoccupied with another class that he wasn’t passing, so I found someone to help him with the other course. He not only was able to spend more time on our project, but he was also grateful to me for helping him out. We finished our project on time and got a ‘B’ on it.”

The interviewer might then probe: “How did you feel when you confronted this person?” “Exactly what was the nature of the project?” “What was his responsibility as a team member?” “What was your role?” “At what point did you take it upon yourself to confront him?” You can see it is important that you not make up or “shade” information and why you should have a clear memory of the entire incident.

DON’T FORGET THE BASICS

Instead of feeling anxious or threatened by the prospect of a behavioral interview, remember the essential difference between the traditional interview and the behavioral interview: The traditional interviewer may allow you to project what you might or should do in a given situation, whereas the behavioral interviewer is looking for past actions only. It will always be important to put your best foot forward and make a good impression on the interviewer with appropriate attire, good grooming, a firm handshake and direct eye contact. There is no substitute for promptness, courtesy, preparation, enthusiasm and a positive attitude.
**EXAMPLE #13 Questions Asked by Employers**

**Personal**
1. Tell me about yourself.
2. What are your hobbies?
3. Why did you choose to interview with our organization?
4. Describe your ideal job.
5. What can you offer us?
6. What do you consider to be your greatest strengths?
7. Can you name some weaknesses?
9. Have you ever had any failures? What did you learn from them?
10. Of which three accomplishments are you most proud?
11. Who are your role models? Why?
12. How does your college education or work experience relate to this job?
13. What motivates you most in a job?
14. Have you had difficulty getting along with a former professor/supervisor/co-worker and how did you handle it?
15. Have you ever spoken before a group of people? How large?
16. Why should we hire you over another candidate?
17. What do you know about our organization (products or services)?
18. Where do you want to be in five years? Ten years?

**Experience**
19. What job-related skills have you developed?
20. Did you work while going to school? In what positions?
21. What did you learn from these work experiences?
22. What did you enjoy most about your last employment? Least?
23. Have you ever quit a job? Why?
24. Give an example of a situation in which you provided a solution to an employer.
25. Give an example of a time in which you worked under deadline pressure.
26. Have you ever done any volunteer work? What kind?
27. How do you think a former supervisor would describe your work?

**Career Goals**
28. Do you prefer to work under supervision or on your own?
29. What kind of boss do you prefer?
30. Would you be successful working with a team?
31. Do you prefer large or small organizations? Why?
32. What other types of positions are you considering?
33. How do you feel about working in a structured environment?
34. Are you able to work on several assignments at once?
35. How do you feel about working overtime?
36. How do you feel about travel?
37. How do you feel about the possibility of relocating?
38. Are you willing to work flextime?
39. Are you able to communicate clearly, unhesitatingly, and in a tactful manner?
40. Conduct mock interviews and be sure you are able to answer questions clearly, unhesitatingly, and in a tactful manner.

**Education**
41. What job-related skills have you developed?
42. Did you work while going to school? In what positions?
43. What did you learn from these work experiences?
44. What did you enjoy most about your last employment? Least?
45. Have you ever quit a job? Why?
46. Give an example of a situation in which you provided a solution to an employer.
47. Give an example of a time in which you worked under deadline pressure.
48. Have you ever done any volunteer work? What kind?
49. How do you think a former supervisor would describe your work?

**EXAMPLE #14 Questions for Students to Ask During Employment Interviews**

1. Please describe the duties of the job for me.
2. What kinds of assignments might I expect the first six months on the job?
3. Are salary adjustments geared to the cost of living or job performance?
4. Does your company encourage further education?
5. How often are performance reviews given?
6. What products (or services) are in the development stage now?
7. Do you have plans for expansion?
8. What are your growth projections for next year?
9. Have you cut your staff in the last three years?
10. How do you feel about creativity and individuality?
11. Do you offer flextime?
12. Is your company environmentally conscious? In what ways?
13. In what ways is a career with your company better than one with your competitors?
14. Is this a new position or am I replacing someone?
15. What is the largest single problem facing your staff (department) now?
16. May I talk with the last person who held this position?
17. What is the usual promotional time frame?
18. Does your company offer either single or dual career-track programs?
19. What do you like best about your job/company?
20. Once the probation period is completed, how much authority will I have over decisions?
21. Has there been much turnover in this job area?
22. Do you fill positions from the outside or promote from within first?
23. What qualities are you looking for in the candidate who fills this position?
24. What skills are especially important for someone in this position?
25. What characteristics do the achievers in this company seem to share?
26. Is there a lot of team/project work?
27. Will I have the opportunity to work on special projects?
28. Where does this position fit into the organizational structure?
29. How much travel, if any, is involved in this position?
30. What is the next course of action? When should I expect to hear from you or should I contact you?
EXAMPLE #15
Follow-Up Letter (Interview Thank-You Letter)

(immediately after interview)

Date

Interviewer’s Name, Title
Company Name
Street Address
City, State, ZIP Code

Dear ____________________:

1st paragraph: Tell the interviewer why you are writing. Emphasize your continuing interest. Name the position you interviewed for and the date that you interviewed.

2nd paragraph: Remind the interviewer of any important information you want to stress. Mention any information regarding your skills or qualifications you neglected to mention during the interview.

3rd paragraph: Close by giving the interviewer an approximate date when you are available for further interviews and a date when you will contact them to check on the status of your application.

Sincerely,

(your handwritten signature)

Type your name

EXAMPLE #16
Acceptance Letter

The purpose of an acceptance letter is to:
1) Acknowledge the job offer in a professional manner
2) Confirm any details or specifics about the new job
3) Set the stage for a follow-up meeting to settle upon details of the job

Your Present Address
City, State, ZIP Code
Telephone Number
Date of Writing

Jane Smith
Title
Company
Address
City, State, ZIP Code

Dear Ms. Smith:

1st paragraph: State that you are writing in follow-up to a job offer made to you by the company. Refer to the manner in which the offer was made, i.e., over the telephone, in person, or in writing.

2nd paragraph: Restate any details about the job offer such as starting salary or starting date. Confirm any appointments for follow-up meetings to fill out personnel forms. If your follow-up appointment and/or starting date have not been set, state that you will contact the employer to obtain that information.

Final paragraph: Thank the interviewer for his/her help in your job search. Explain that you will make personal contact with the company closer to your starting date.

Sincerely,

(your handwritten signature)

Type your name
Analyzing Your Potential Employer

There are many important areas of preparation to deal with prior to the interview. By thoroughly preparing, you increase your chances of making a positive first impression. One of the most important steps involves researching the company.

It is annoying for a recruiter to talk with a candidate who doesn't have any knowledge about the company. A favorite question asked is, “Why are you interested in our organization?” If you don’t know anything about the employer, you won’t be able to answer the question intelligently.

Researching the organization also helps determine whether your goals will fit the promotional structures defined by that employer. For example, there are some employers who have a reputation for being conservative and if you cannot fit in with this type of work environment, you know that talking to the recruiter would be a waste of time.

ORGANIZATION IS THE KEY TO SUCCESS

It’s wise to begin researching weeks before your interview. You may find reams of information and you must be able to sort out the pertinent information and retain the key facts. Additionally, it may be difficult to find some information and some digging will be required.

If you are interviewing with a number of different employers, it’s smart to keep a file on each one. As you do more research, the file will help you keep facts organized, making the preparation easier.

The information in each file should include articles from periodicals or newspapers, tips and comments from others and annual reports. When it is time to prepare for the interview, you can organize the information in a way that will impress the recruiter during the interview.

It’s a mistake to assume you know enough about the organization without doing any research. For example, you may know that Ralston Purina makes pet food, but are you aware the company also makes batteries and industrial polymers? You may be talking with a subsidiary of a much larger company and not realize it if you don’t do your research.

FACTS TO KNOW ABOUT THE ORGANIZATION

- Size of organization in industry
- Potential growth
- Annual sales growth for past five years
- Complete product line or services
- Potential new products or services
- Competition
- Age of top management and their backgrounds
- Geographical locations
- Location of corporate headquarters
- Number of plants, stores and outlets
- Organizational structure
- Type of training program
- Promotional path
- Recent developments via news stories
- Relocation policies
- Typical career path in your field
- Name and correct spelling of recruiter
- History of organization

INFORMATION SOURCES AVAILABLE

Researching an organization can be done through a variety of sources. The primary source should be annual reports and employment brochures. While this information is prepared by the organization and includes predominantly positive information, it is a good starting place. All publicly held companies are required to report to their stockholders via annual reports. If the library does not have the necessary information, you can contact the organization directly. The Internet is also an excellent source for this information. Hundreds of companies publish their annual reports on their web sites and there are a number of annual report ordering services online as well (e.g., www.prars.com, www.icbinc.com).

The library should also have different business periodicals and newspapers. Robert G. Traxel, author of Manager’s Guide to Successful Job Hunting, suggests using the following publications. These are listed below and should be perused for articles, both about the company in question and also its competition.

1. The Wall Street Journal
2. Barron’s
3. Dun’s Review
4. BusinessWeek
5. Forbes
6. Fortune
7. Trade publications
8. Finance and business section of local newspaper
9. News weeklies

There are also directories available which can be useful sources. If these directories are not available at the library, check with local stockbrokerage firms. The important thing is not to give up if you can’t find the information at the library. Check with the reference department and ask for advice. If the library doesn’t have the information you need, they can often refer you to an alternative source. Useful directories include:

1. Standard and Poor’s corporation records
2. Dun and Bradstreet reference library
3. Moody’s manuals
4. Thomas’ Register of American Manufacturers
5. Million Dollar Directory
7. Specialized single-industry directories
Students With Disabilities: Acing the Interview

The traditional face-to-face interview can be particularly stressful when you have a disability—especially a visible disability. Hiring managers and employers may have had little prior experience with persons with disabilities and may react with discomfort or even shock to the appearance of a wheelchair, cane or an unusual physical trait. When this happens, the interviewer is often so uncomfortable that he or she just wants to “get it over with” and conducts the interview in a hurried manner. But this scenario robs you of the opportunity to present your credentials and could prevent the employer from identifying a suitable, qualified candidate for employment.

It is essential that you understand that interviewing is not a passive process where the interviewer asks all the questions and you simply provide the answers. You, even more than applicants without disabilities, must be skilled in handling each interview in order to put the employer representative at ease. You must also be able to demonstrate your ability to manage your disability and be prepared to provide relevant information about your skills, experiences and educational background. In addition, you may have to inform the employer of the equipment, tools and related resources that you will need to perform the job tasks.

To Disclose or Not to Disclose

To disclose or not to disclose, and when and how to disclose, are decisions that persons with disabilities must make for themselves during the job search process. Under the Americans with Disabilities Act (ADA), you are not legally obligated to disclose your disability unless it is likely to directly affect your job performance. On the other hand, if your disability is visible, it will be evident at the time of the interview so it may be more prudent to acknowledge your disability during the application process to avoid catching the employer representative off guard.

Reasons for Disclosing

You take a risk when you decide to disclose your disability. Some employers may reject your application based on negative, preconceived ideas about persons with disabilities. In addition, you may feel that the issue is too personal to be publicized among strangers. On the other hand, if you provide false answers about your health or disability on an application and the truth is uncovered later, you risk losing your job. You may even be held legally responsible if you failed to inform your employer.

Timing the Disclosure

The employer’s first contact with you will typically be through your cover letter and resume, especially if you initially contacted the organization. There are many differing opinions on whether one should mention the disability on the resume or in the cover letter. If you are comfortable revealing your disability early in the process, then give careful consideration to where the information is placed and how it is stated. The cover letter and resume should primarily outline relevant skills, experiences and education for the position for which you are applying. The reader should have a clear understanding of your suitability for the position. Therefore, if you choose to disclose your disability, the disclosure should be brief and placed near the end of the cover letter and resume. It should never be the first piece of information that the employer sees about you. The information should also reveal your ability to manage your disability while performing required job functions.

When You Get the Interview

As stated earlier, it may not be wise to hide the disability (especially a visible disability) until the time of the interview. The employer representative may be surprised, uncomfortable or assume that you intentionally hid critical information. As a result, more time may be spent asking irrelevant and trivial questions because of nervousness, rather than focusing on your suitability for the position. Get assistance from contacts in human resources, your career center or workers with disabilities about the different ways to prepare the interviewer for your arrival. Take the time to rehearse what you will say before making initial contact. If oral communication is difficult for you, have a career services staff person (or another professional) place the call for you and explain how you plan to handle the interview. If you require support for your interview (such as a sign language interpreter), contact human resources in advance to arrange for this assistance.

Advance preparation puts everyone at ease and shows that you can manage your affairs.

Tips on Managing the Interview

Prior to the Interview
1. Identify a career services staff person to help you prepare employers for their interview with you.
2. Arrange for several taped, mock interview sessions to become more confident in discussing your work-related skills and in putting the employer representative at ease; rehearse ahead of time to prepare how you will handle inappropriate, personal or possibly illegal questions.
3. If your disability makes oral communication difficult, create a written narrative to supplement your resume that details your abilities.
4. Determine any technical support, resources and costs that might be necessary for your employment so that you can respond to questions related to this topic.
5. Be sure that your career center has information for employers on interviewing persons with disabilities.
6. Seek advice from other workers with disabilities who have been successful in finding employment.
7. Review the general advice about interviewing outlined in this career guide.

During the Interview
1. Put the interviewer at ease before starting the interview by addressing any visible disability (if you have not done so already).
2. Plan to participate fully in the discussion (not just answer questions); maintain the appropriate control of the interview by tactfully keeping the interview focused on your abilities—not the disability.
3. Inform the employer of any accommodations needed and how they can be achieved, thereby demonstrating your ability to manage your disability.
4. Conclude the interview by reiterating your qualifications and giving the interviewer the opportunity to ask any further questions.

Written by Rosita Smith.

California State University, Long Beach 33
Choosing the Best Offer

Evaluating job offers is not a simple process. Many issues need to be considered in making your final decision. Answer yes or no to each of the questions below for each of your offers. We don’t expect that you know everything about the position or company, but take an educated guess. The career counseling staff will be happy to provide additional assistance to help you make your final decision.

<table>
<thead>
<tr>
<th>ELEMENTS FOR DECISION MAKING</th>
<th>Offer #1</th>
<th>Offer #2</th>
<th>Offer #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE OF SKILLS: Will your skills, interests, course work, work experience be utilized to their greatest extent?</td>
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<tr>
<td>COMMUTE: Is the trip to and from work within satisfactory limits?</td>
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<tr>
<td>TRAINING: Is there sufficient job training to meet your needs?</td>
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<tr>
<td>ADVANCEMENT: Is there an opportunity for upward mobility and advancement within the organization?</td>
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<tr>
<td>STATUS: Does the position carry the prestige you require?</td>
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<tr>
<td>JOB SECURITY: Does the position carry long-term employment stability?</td>
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<tr>
<td>BENEFITS: Is the benefits package satisfactory?</td>
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<tr>
<td>SALARY: Is the salary offered satisfactory?</td>
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<td>HOURS: Do the hours of work agree with you?</td>
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<tr>
<td>ENVIRONMENT: Does the physical work environment appeal to you?</td>
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<td>LOCATION: Is community where job is located conducive to your lifestyle?</td>
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<tr>
<td>DRESS REGULATION: Will you be able to dress as you desire?</td>
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<tr>
<td>CO-WORKERS: Will you enjoy being with the people you will be working for?</td>
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<tr>
<td>WORK: Are you motivated and satisfied by the position description?</td>
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<tr>
<td>COMPANY: Is the company one you would feel comfortable working for?</td>
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<tr>
<td>OTHER:</td>
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</table>

TOTAL NUMBER OF YES RESPONSES
Having sufficient knowledge about employers before choosing campus interviews is one of the key elements for successful interviewing.

A successful interview may not only hinge on your ability to sell yourself and your skills, but on the initiative you show by researching your prospective employer.

In addition to listings of employers recruiting on this campus, you will find in-depth information in this section on many top-level employers. Employer profiles provide details on background, employment philosophies, career opportunities, position titles, and employee training, growth and benefits programs. From this information, you can determine which type of employer best matches your career interests and which would have a need for someone with your particular skills.

CAMPUS INTERVIEWS

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Partial Listing of Employers Expected to Participate in On-Campus Recruiting Events

20th Century Fox
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ABC, Inc.
Accredited Home Lenders
ADP
Aflac
Albertsons/Sav-On Drugs/Osco Drug
Allstate Insurance Company
AMC Professional Civilian Careers
American Honda Motor
Anheuser-Busch Inc.
APM Terminals
Automobile Club of Southern California

Balboa Capital Corporation
Bank of America
Beckman Coulter
Boeing
BP
Broadcom Corporation
Bureau of Alcohol, Tobacco & Firearms (ATF)

California Department of Financial Institutions
California Dept of Health Services
California Franchise Tax Board
CalTrans

Capital Group Companies (See Ad on Page 1)
Century 21
Charter Communications
Citibank Corp
City of Long Beach
City of Los Angeles
Coca Cola Bottling Co.
Comerica Bank
Conexant Systems, Inc.
ConocoPhillips Refining Company

County of Los Angeles (See Ad on Page 5)
County of Orange
Cushman & Wakefield

Defense Contract Audit Agency
Deloitte & Touche
Dermalogica, Inc.
DirecTV
Disneyland Resort
DreamWorks

Eaton Corporation
Eli Lilly
Enterprise-Rent-A-Car
Epson America, Inc.
Ernst & Young LLP
ExxonMobil

Farmers Insurance Group
Federal Bureau of Investigation
FedEx Kinko’s Office and Print Services
First 5 Service Corps/CONNECT
Fluor Corporation
Franchise Tax Board
Frito-Lay, Inc.

Gallo Wine Company
Grant Thornton LLP
Guess, Inc.

Habitat for Humanity
Hertz Corporation
Hilton Hotels Corporation

Internal Revenue Service

JCPenney

Kaiser Permanente
Kroger

Laser Fische
Lennar Corporation
Life Steps Foundation
Long Beach Museum of Art
Long Beach Unified School District
Los Angeles Department of Water and Power
Los Angeles Lakers
Los Angeles Port Police Recruitment
Los Angeles Unified School District

Marine Terminals Corp
Masterfoods USA
Maxim Healthcare Services
Merck & Co., Inc.
Mercury Insurance Group
Metropolitan Water District of Southern California
MTV Networks

NASCAR
National Security Agency
EMPLOYER REFERENCE SECTION

- Natural History Museum of Los Angeles County
- Naval Air Weapons Division - NAVAIR
- NBC Universal
- Nestle USA
- Nextel Communications
- Nissan North America
- Northrop Grumman Corporation

- Old Navy
- Pacific Advanced Civil Engineering (PACE)
- Pacific Maritime Association
- Pacific Sunwear
- Painted Turtle
- Peace Corps
- Pepsi Bottling Group
- PETsSMART
- PIMCO
- Port of Long Beach
- PricewaterhouseCoopers, LLP
- Princess Cruises
- Progressive Insurance
- Pulte Homes

- Raytheon Company
- Rhythm & Hues Studios

- SAS Safety Corp.
- Saunders Financial

- Sempra Energy
- Sherwin-Williams (See Ad on Page 5)
- Southern California Edison
- State Farm Insurance

- Target Corporation
- Teach For America
- Telecare
- The Lending Connection
- Tiger Woods Learning Center
- T-Mobile
- Toshiba America Business Solutions, In.
- Toyota Motor Sales Corporation
- Trader Joe’s Company

- U.S. Department of Commerce
- U.S. Department of Labor
- U.S. Department of State
- U.S. Food and Drug Administration (FDA)
- U.S. Secret Service
- Union Bank of California
- United Rentals, Inc.

- Waddell & Reed Financial Services
- Walt Disney Company-Walt Disney Imagineering
- WellPoint, Inc.

- Xerox Corporation

Consult Master Calendar for scheduling information.
Complete job descriptions may be found in company binders in the Career Development Center.

When the diagnosis is cancer, you’re likely to have more questions than you do answers. For help, turn to CureSearch.org, a comprehensive website that covers every aspect of childhood cancer. It connects you to the network of doctors and scientists whose collaborative research has turned childhood cancer from a nearly incurable disease to one with an overall cure rate of 78%. So while cancer is complicated, getting your questions answered just got easier.

Kids always turn to their parents and ask “why?” Where can parents turn?
where
do you go
from here?

here.
careersandcolleges.com

- Grad schools and programs
- Career guidance
- Scholarships and financial aid
- Student loans

- Test prep resources
- Articles and advice
- And much more

The resource for all your advanced education and career planning needs.
No Legwork Required

Career-building resources

Job postings with hot companies

Networking inside the tech community

Up-to-date industry news

www.GraduatingEngineer.com