

The UC-Santa Cruz
Career Center Handbook for Master's and PhD Students

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Introduction

Welcome to the UC-Santa Cruz's Career Handbook for Master's and PhD Students! This guide is designed to help Master's and PhD students prepare themselves for the job market or for a dual career path. Inside you'll find information, advice, and worksheets to help you explore your own wants, needs, and information to take you through every step of the job application process.

It doesn't matter where you are in your Master's or PhD program, you can start taking steps towards preparing yourself to find a job once you've graduated or for a dual career path. Preparation for your future requires careful planning and persistence. By exploring our guide and visiting a Career Coach at the UCSC Career Center, we can help you take the steps towards securing your future.

In addition to exploring this handbook, the UCSC Career Center is here to help you. You can meet confidentially with a Career Coach to help you at every stage of the process. The Career Center is located on the Third Floor of the Bay Tree Building. You can make an appointment by dropping in, calling us at (831) 459-4420, or online through SlugQuest.

Please note that some of this information in this handbook has been adapted from UCLA's Career Preparation Toolkit (2016-2018). We are grateful to UCLA's Career Center for their help and inspiration.

We wish you the best of luck as you embark on your professional journey! Remember that UCSC's Career Center is here to help you at every step of the way.

Section One: Getting Acquainted with the Career Center and How to Prepare for your Future

Thinking about the future beyond graduate school can bring up feelings of anxiety or uncertainty about how to plan or how the UCSC Career Center can help you. Browse our FAQ below to learn more about the Career Center, dispel myths about the job market, and learn how to plan for your future.

FAQ & Myths

Who is eligible for the services provided by the Career Center?

- All currently enrolled graduate students are eligible for services provided by the Career Center. UCSC Alumni can find more information about available services through the Alumni Office. Post-docs are university employees and are eligible for help through Staff Human Resources.

Where is the Career Center?

- We are located on the Third Floor of the Bay Tree building above the bookstore.

How do I make an appointment?

- Our staff is here to offer confidential coaching services to help you with exploring your career options, the job search, and the application progress. Career coaching is available from: 8 am-12 pm & 1 pm-5 pm, Monday-Friday. Please drop-in, call us at (813) 459-4420, or schedule your appointment online for an in-person session.

What can I expect from a session with a career coach?

- By meeting with a career coach, we can help you explore your personal strengths, identify career options, and develop your career goals; find internship and employment opportunities, and learn job search strategies such as converting your CV to a resume, writing a cover letter, practicing your interviewing skills, and how to conduct a successful job search.

When is the right time in my Master's or PhD program to come to the Career Center?

- Anytime. That said, the sooner the better. Master's programs are short (typically 1-3 years) so it is important to think about your career from the very start of your Master's program. For PhD students, the day when you will apply for jobs may seem far away but laying the foundational groundwork—from doing internships to gain transferable skills to knowing how to convert your CV into a resume—to prepare you for careers both within and outside of the academy will ensure your success on the job market.
- If you want to be a marketable and competitive candidate, you must start developing your materials and yourself long before you arrive on the job market. Furthermore, with the competitive job market for tenure-track academic positions, knowing that you are adequately prepared for a variety of careers will give you confidence and peace of mind that upon graduating you will have many choices available to you.

I'm just beginning my program. Why can't I come in when I'm on the market?

- Career planning requires time, effort, and the creation and revision of your materials. When searching for a non-academic job, it can take between 6-9 months to land a position. For an academic search, experts advise job seekers to begin their search 18 months before they want to be employed.
- For both academic and non-academic jobs, there is much work to be done beforehand. For non-academic positions, you need to determine your transferable skills and which jobs/fields you want to apply for, create resumes (you might need multiple resumes that target specific jobs/industries/fields), cover letters for each position you want to apply for, and any other materials you may need to submit for consideration (this will vary by field). You may also want to practice your interviewing skills and learn how to negotiate a job offer. To add to this, you may also want to conduct information interviews with professionals in your desired field to learn more about what jobs and companies are a good fit for you.
- For academic positions, you must create a CV, statement of research interests, teaching philosophy, teaching portfolio (depending on institution type), cover letters, writing samples, and sample syllabi, among other possible materials. You will also want to practice teaching demonstrations and giving a research or craft talk. You will also want to prepare yourself for interviews and negotiating a job offer. Keep in mind that as you prepare these materials, you will also be finishing your dissertation. Effective and careful planning is essential to landing a job and finishing your dissertation. The academic job market is increasingly competitive. Each year, there are fewer tenure track positions available and often more than 200 qualified candidates apply for a single position. For the average academic job seeker, it takes three job cycles to land a tenure track position. For some, it is closer to five job cycles. Planning from day one of your graduate program and learning how to balance this with your work is crucial to your success.
- For both academic and non-academic positions, networking is key to your success. For non-academic jobs, 65% of jobs are secured through personal and professional connections made during networking. Often, these jobs are never advertised. Likewise, for academic job seekers, networking in your field is crucial to your success as an academic.
- Bottom line: it is important to begin your job preparation and search as soon as possible.

What qualifies members of the Career Center staff to assist students from advanced degree programs?

- Our Career Coaches have completed specialized master's degrees in fields like education and mental health counseling. We do our best to stay up-to-date on the latest research and maintain memberships in professional organizations like the National Career Development Association and the Graduate Career Consortium.
- The word "coach" in our job title is intentional. Our role is to support you in your career development. We can help you identify your skills and strengths, direct you to reputable informational resources, and assist you in setting goals. Your skills, interests and priorities

are unique. We can't do occupational research, networking, or find jobs for you, but we can use our particular knowledge and experience to help you more effectively achieve your goals.

Can't my program faculty help me?

- Your faculty members are experts in their fields but they may not be experts on job search strategies or career counseling. Furthermore, depending on your professor's personal history, they may have little experience with a non-academic job search. It is also wise to receive multiple opinions and consult with more than just your advisor as you begin your job search.
- Your advisor may also be too busy to help you with a personalized job search. Whereas at the Career Center you can meet individually with a Career Coach who will address your concerns and help you develop a unique plan to achieve your career goals.

Do PhDs have career options outside of the academy?

- PhDs have ample and exciting opportunities outside of the academy. Your graduate degree is proof that you have engaged in a rigorous and thorough intellectual experience. It also shows that you can commit to and persevere through long-term projects (such as your thesis or dissertation). Combined with the unique knowledge and skills you have from your discipline, employers are increasingly looking to employ candidates with advanced degrees.
- Through using our Career Exploration Tools and meeting with a Career Coach, you can identify the unique skills you possess and how these can be transferred into rewarding careers that complement your lifestyle and goals.

Are there really challenging, creative, and impactful positions for people with advanced degrees outside of a university setting?

- Yes, there are many challenging, creative, and impactful positions for people with advanced degrees beyond academia. By looking beyond academia, you may find a career that is not only a better fit for your personal and professional goals but also less precarious and more lucrative. Despite what many may tell you in the Ivory Tower, there is life outside of academia and it could be better than what you've imagined.
- There are many myths about getting a job outside of academia with a Master's or PhD. Despite what you've heard, remember that there are thousands of people who have graduated with advanced degrees who have gone onto successful and fulfilling careers outside of academia. Just look at VersatilePhd.com which contains profiles of people who have transitioned out of the academy.

Will it look bad if I don't get a job as a tenured professor? Will that mean I've wasted my time getting a graduate degree?

- Since the 1970s the shrinking number of academic jobs and shift from full-time positions to part-time positions in the University has become widely known. Not getting a job as a tenured professor isn't "bad." It's normal. A large percentage of PhD holders (some estimate nearly half) work beyond the academy. A large number of employers also find the unique

skills advance degree holders to have (the ability to think critically, work on long term projects, and conduct research, among other attributes) to be highly desirable.

- While this is a very personal matter, remember that you have gained unique skills and experiences during your time as a graduate student. With some planning, strategic thinking, and help from the Career Center, you can translate your academic experience into an exciting job or career.

Will my advisor “disown me” if I tell them I want to work outside of academia?

- With the academic job market currently flooded with PhDs and few tenure track positions open, your advisors and faculty are not blind to the academic job market. Professors and mentors generally want to see their students and mentees succeed. If you want to work outside of academia, this is not a mistake or something to be ashamed of. There are many rewarding careers beyond academia. Yet if your advisor is not helpful to you, you still have many resources available to you as a UCSC graduate student. Make an appointment for a confidential meeting with one of our Career Coaches and seek out alumni from your programs who have transitioned out of academia.
- Additionally, through using tools like Versatile PhD or networking with your peers and community, you can see examples of your peers and professionals who have transitioned outside of academia.

What about the fact that I don’t have much “real world” experience?

- While you may feel that you don’t have “real world” experience, through your Master’s or PhD you have a valuable set of skills that can be translated into positions beyond the academy. Through using resources at the Career Center and identifying your unique set of skills and needs you can find a career that utilizes your background.

But my work is really, really specialized.

- At the Career Center, we help you focus on major issues within career development and the job search process. Regardless of the field you are entering, knowing how to effectively network, create job application materials, identify skills and jobs, market yourself to employers, interview, and negotiate a job offer are all crucial to your success. These areas are the same no matter what your field or specialty is. Career Coaches also have ample experience in working with students in highly specialized fields. Helping graduate students transition from the academy into the workforce is our specialty.

Section Two: Master's Students Resources

If you are a Master's Student at UCSC, this section can help you start to think about what steps you can take to prepare for your future. By using our timeline and checklist, you can be sure that you are taking the necessary steps towards securing a professional path for yourself once you've earned your degree. Be sure to adapt these timelines and checklists to meet your own personal and professional goals if necessary.

Master's Student Timeline

Year One:

Build Your Network

- Identify and secure an advisor who compliments your interests and mentoring style.
- Evaluate your network. Identify where your network is strong and make a plan to strengthen your network where it is weak.
- Conduct informational interviews with relevant companies and/or positions.
- If applicable, join professional organizations to expand your network.
- If applicable, attend professional conferences to learn more about your field and to network.
- Created a LinkedIn account and update it regularly.
- Introduce yourself and get to know other graduate students and faculty in your department and round campus.
- Attend networking events on campus and throughout your own personal network (such as your undergraduate alma mater, conferences, industry events, professional associations, etc.).

Plan for Success

- Create a timeline for the next two years that outlines your goals and pertinent deadlines.
- Familiarize yourself with your department's cycle of regular deadlines, research & travel grants, and fellowships and grants.
- Explore the Career Center website to learn about informational interviews, networking, and other pertinent information for job seekers.
- Draft a Master List of your past experiences for fodder to make your Resume.
- If you have a CV, convert it into a resume.
- Do some self-reflection and research to determine possible companies or organizations of interest or desirable career paths or positions.

Gain Experience and Transferable Skills

- Research and apply for summer internships, jobs, and/or volunteer work to explore and hone your Transferable skills.
- Visit the Career Center to identify Transferable skills and help with your application materials for summer opportunities.
- Consider taking on a leadership role on campus through the Graduate Student Association, the Graduate Student Commons, or in a low-impact departmental or campus committee.

- Consider participating in the Graduate Division's Graduate Student Leadership Certificate Program.
- If possible, do an internship, volunteer work, or part-time job while you earn your degree to expand your network and skills.

Summer Between Year One & Year Two:

Build Your Network

- Use the summer to conduct informational interviews to build your list of contacts at desirable companies or organizations or learn more about desirable positions.
- Attend networking events on campus and through your own personal network (such as your undergraduate alma mater, conferences, industry events, professional associations, etc.).
- Update your LinkedIn profile.
- If applicable, join professional organizations to expand your network.
- If applicable, attend professional conferences to learn more about your field and to network.

Plan for Success

- Update and adjust your timeline until after graduation with appropriate deadlines and goals.
- Visit the Career Center as necessary.
- Draft necessary application materials such as a resume, cover letter, and other applicable documents.
- Have a trusted mentor, peer, or Career Center coach critique your application materials and revise them as necessary.
- Do some research and identify possible fellowships or job openings to apply to and create a calendar of deadlines.

Gain Experience and Transferable Skills

- Use this summer to do an internship, a part-time job, and/or volunteer to build your skills and network.

Year Two:

Build Your Network

- Update your LinkedIn profile regularly.
- Continue to conduct informational interviews if necessary.
- Continue to attend networking events on campus and throughout your own personal network (such as your undergraduate alma mater, conferences, industry events, professional associations, etc.).
- If applicable, join professional organizations to expand your network.
- If applicable, attend professional conferences to learn more about your field and to network.

Plan for Success

- Create a calendar of when job applications are due.

- Continue to adjust your long-term timeline with goals and deadlines.
- Attend Career Fairs on campus or elsewhere.
- Tailor your resume and cover letter for job applications and apply.
- Visit the Career Center to revise your application materials and practice interviewing.
- Practice interviewing with a trusted peer, mentor, or Career Center coach.
- Visit the Career Center website to learn about negotiating a job offer.
- Research salaries in your field.
- Tell your network that you are actively job hunting.
- Utilize professional organization contacts to explore and identify job openings.
- If applicable, identify other areas of interest to pursue and apply for such as fellowships or apprenticeships.

Gain Experience and Transferable Skills

- Research and apply for summer internships, jobs, and/or volunteer work to explore and hone your Transferable skills if you haven't secured a job or if your job doesn't start until the fall.
- Consider taking on a leadership role on campus through the Graduate Student Association, the Graduate Student Commons, or in a low-impact departmental or campus committee.
- Consider participating in the Graduate Division's Graduate Student Leadership Certificate Program.
- If possible, do an internship, volunteer work, or part-time job while you earn your degree to expand your network and skills.

Master's Student Checklist for Job Seekers

You can use this checklist throughout your Master's degree to ensure that you are taking the necessary steps to build a solid foundation for finding a job or career after graduation.

Year One

Items to Consider:

- Do you have an advisor? If so, start talking with senior students and faculty members to see who might be a good fit for your academic interests and personal mentorship style.
- Do you have a timeline for the next two years that outlines your goals and deadlines?
- Have you familiarized yourself with your departments cycle of regular deadlines: research & travel grants, fellowships and grants, etc.?
- Have you done some self-reflection and research to identify potential areas of professional interest or career paths?
- Have you researched and applied for summer internships, volunteer positions, or job opportunities to expand and hone your skills?
- Have you visited the Career Center to identify transferrable skills?
- Have you explored the Career Center website to learn about informational interviewing, networking, and other key activities involved in your job search?
- Have you drafted a Master List of everything you have done (from volunteering to paid jobs to internships) that you can use to make your resume?
- Do you have a draft of a resume that you are updating?
- Are you expanding your skills through a TAship, Research Assistantship, internship, volunteer work, and/or part-time employment while taking courses?
- If applicable, are you attending professional conferences?
- If applicable, are you taking on leadership roles relevant to your interests? A few examples on campus are the Graduate Student Association (GSA), the Graduate Student Commons (GSC), and serving on a low-impact departmental or campus committee.
- Have you considered participating in the Graduate Division's Graduate Student Leadership Certificate Program (GSLCP) to build your leadership skills and network?
- If applicable, have you applied for research and travel grants?
- Do you have a LinkedIn account and are you updating it regularly?
- Have you been meeting and networking with graduate students and faculty in your department and around campus either informally or at department events?
- Have you been attending career workshop and job fairs?
- Have you been attending networking events on campus and through your own personal network (undergraduate alma maters, conferences, industry events, professional associations, etc.)?
- Have you been conducting informational interviews?
- Have you evaluated your network of support, identified weak points, and made a plan to network to fill those weak spots?

What else do you want to accomplish during your first year?

1. _____

2. _____
3. _____

Summer

Items to Consider:

- Do you have a timeline from now until the summer after graduation that outlines your job application deadlines and goals?
- Have you visited the Career Center?
- Have you explored the Career Center website to learn about informational interviewing, networking, and other key activities involved in your job search?
- Are you doing an internship, volunteer work, and/or job to develop and hone your skills?
- Have you drafted a Master List of everything you have done (from volunteering to paid jobs to internships) that you can use to make your resume?
- Do you have a draft of a resume and are you updating it regularly?
- Do you have a LinkedIn account and are you updating it regularly?
- Have you been conducting informational interviews?
- Have you been networking through social and professional events (undergraduate alumni events, conferences, industry events, professional associations, etc.) to increase your list of contacts?
- Have you been building your list of contacts at companies or organizations you are interested in?
- Have you evaluated your network of support, identified weak points, and made a plan to network to fill those weak spots?
- Have you practiced your interviewing skills?
- Have you prepared drafts of resumes, cover letters, and other relevant application materials?
- Have you shared these materials with trusted mentors, peers, or a Career Center coach for feedback?

What else do you want to accomplish during your summer?

1. _____

2. _____

3. _____

Year Two

Items to Consider:

- Have you started a calendar of when job applications are due?
- In addition to this calendar of job application deadlines, do you have a timeline of other deadlines and goals through the summer after graduation?
- Have you visited the Career Center?
- Have you explored the Career Center website to learn about informational interviewing, networking, and other key activities involved in your job search?
- Have you written and revised your application materials (resume, cover letters, other applicable materials)?
- Have you asked a trusted peer, mentor, or UCSC career coach to look over your application materials?
- Have you started to research salaries in your field?
- Have you learned about negotiating a job offer?
- Have you told your network that you are actively job hunting?
- Have you utilized professional organizations contacts to identify job openings?
- Have you tailored your resume and cover letters to openings of interest?
- Have you attended career fairs either on campus or elsewhere?
- Have you continued to conduct informational interviews where and if necessary?
- Have you identified other areas of interest to pursue and apply for such as fellowships, apprenticeships, or other opportunities relevant to your field of interest?

What else do you want to accomplish during your final year of your Master's program?

1. _____

2. _____

3. _____

Section Three: PhD Student Resources

If you are a PhD Student at UCSC, this section can help you start to think about what steps you can take to prepare for your future. By using our timeline and checklist, you can be sure that you are taking the necessary steps towards securing a professional path for yourself once you've earned your degree. Be sure to adapt these timelines and checklists to meet your own personal and professional goals if necessary. It doesn't matter where you are in your degree; it's never too early to start thinking about your career prospects and goals once you've earned your degree.

Years One-Two:

Build Your Network

- Create a LinkedIn Profile and update it regularly.
- If you don't already have an advisor, find an advisor who fits your academic interests and personal mentoring style. Ask them to connect you with other faculty or staff members who might be of interest to you.
- Evaluate your network using our Building and Evaluating Your Personal Network worksheet or on your own. Identify where your network is strong and make a plan to strengthen your network where it is weak.
- Conduct informational interviews with relevant companies and/or positions.
- If applicable, join professional organizations to expand your network.
- If applicable, attend professional conferences to learn more about your field and to network.
- Introduce yourself and get to know other graduate students and faculty in your department and round campus.
- Attend networking events on campus and throughout your own personal network (such as your undergraduate alma mater, conferences, industry events, professional associations, etc.).

Plan for Success

- Create a long-term timeline that spans the entirety of your projected PhD degree (approximately 5-7 years depending on your department and personal schedule) that outlines your goals and deadlines for completing your degree.
- Familiarize yourself with your department's cycle of regular deadlines, research & travel grants, and fellowships and grants.
- Explore the Career Center website to learn about informational interviews, networking, and other pertinent information for job seekers.
- Draft a Master List of your past experiences for fodder to make your Resume.
- If you have a CV, convert it into a resume. Explore making several resumes for several types of positions.
- Do some self-reflection and research to determine possible companies or organizations of interest or desirable career paths or positions. Ask yourself what kind of lifestyle, locations, and career you'd like to have. Determine what steps you can take now to work towards these goals.

Gain Experience and Transferable Skills

- Research and apply for summer internships, jobs, and/or volunteer work to explore and hone your Transferable skills.
- Visit the Career Center to identify transferable skills and help with your application materials for summer opportunities.
- Consider taking on a leadership role on campus through the Graduate Student Association, the Graduate Student Commons, or in a low-impact departmental or campus committee.
- Consider participating in the Graduate Division's Graduate Student Leadership Certificate Program.
- If possible, do an internship, volunteer work, or part-time job while you earn your degree to expand your network and skills.

Years Three-Four +:

Build Your Network

- Update your LinkedIn Profile regularly.
- Continue to conduct informational interviews if necessary.
- Continue to attend networking events on campus and throughout your own personal network (such as your undergraduate alma mater, conferences, industry events, professional associations, etc.).
- If applicable, join professional organizations to expand your network.
- If applicable, attend professional conferences to learn more about your field and to network.

Plan for Success

- Adjust and update your long-term PhD completion timeline with appropriate goals and deadlines.
- Make drafts of cover letters and resumes for job applications.
- Ask trusted colleagues or mentors to critique your materials.
- Visit the Career Center for a critique of your application materials and any other career concerns.
- Monitor your desired job field to anticipate any developments and stay involved in contemporary conversations.
- Look at the current job market for the industries or positions you're interested in and assess what skills you possess and where you could improve your skills to make your future applications stronger.
- When necessary, contact potential letter recommenders and/or references to meet with them, update them on your goals, and provide an updated resume.
- Continue to self-reflect on the progress you've made and your future goals and desired lifestyle. Ask yourself there are any adjustments you want to make and how you can make those adjustments.

Gain Experience and Transferable Skills

- Research and apply for summer internships, jobs, and/or volunteer work to explore and hone your transferable skills.
- Visit the Career Center to identify transferable skills, get help writing your application materials, and help with your application materials for summer opportunities.

- Consider taking on a leadership role on campus through the Graduate Student Association, the Graduate Student Commons, or in a low-impact departmental or campus committee.
- Consider participating in the Graduate Division's Graduate Student Leadership Certificate Program.
- If possible, do an internship, volunteer work, or part-time job while you earn your degree to expand your network and skills.

Final Year:

Build Your Network

- Update your LinkedIn profile regularly.
- Continue to conduct informational interviews if necessary.
- Continue to attend networking events on campus and throughout your own personal network (such as your undergraduate alma mater, conferences, industry events, professional associations, etc.).
- If applicable, join professional organizations to expand your network.
- If applicable, attend job fairs and networking events geared towards job seekers meeting recruiters.
- Create business cards to bring with you to job fairs or to give out when requested.
- Alert your network to let them know you are on the job market.

Plan for Success

- Create a calendar with job application deadlines.
- Apply to jobs.
- Adjust and update your long-term PhD completion timeline with goals and deadlines.
- Balance your time between job seeking activities and finishing your dissertation.
- Visit the Career Center to practice interviewing.
- Visit the Career Center to have a Career Coach critique your application materials.
- Learn about negotiating a job offer.
- Learn about job salaries in your field.
- Bring your resume, business cards, research employers in advance, and attend job fairs on campus or elsewhere.
- Contact recommendation letter writers and/or references to keep them apprised of your progress.

Gain Experience and Transferable Skills

- Research and apply for summer internships, jobs, and/or volunteer work to explore and hone your Transferable skills if you haven't secured a job or if your job doesn't start until the fall.
- Consider taking on a leadership role on campus through the Graduate Student Association, the Graduate Student Commons, or in a low-impact departmental or campus committee.
- Consider participating in the Graduate Division's Graduate Student Leadership Certificate Program.

PhD Preparation for a Dual Career Path Checklist

You can use this checklist throughout your doctoral degree to ensure that you are taking the necessary steps to build a solid foundation for finding a job or career after graduation.

Year One

Items to Consider:

- Do you have an advisor? If so, start talking with senior students and faculty members to see who might be a good fit for your academic interests and personal mentorship style.
- Have you met other faculty members besides your advisor with similar research interests? If not, e-mail them to set up an appointment to introduce yourself.
- Do you have a long-term timeline for the next five to seven years (varies depending on your department's normative time to degree) that outlines your goals and deadlines until the summer after you graduate?
- Have you visited the Career Center to identify transferrable skills?
- Have you explored the Career Center website to learn about informational interviewing, networking, and other key activities involved in your job search?
- Have you familiarized yourself with your departments cycle of regular deadlines: research & travel grants, course proposals, fellowships and grants, etc.?
- Have you researched and applied for summer internships, volunteer positions, or job opportunities to expand and hone your skills?
- Have you drafted a Master List of everything you have done (from volunteering to paid jobs to internships) that you can use to make your resume?
- Have you converted your CV to a resume and are keeping that resume up-to-date?
- Are you expanding your skills through a Taship, Research Assistantship, internship, volunteer work, and/or part-time employment while taking courses?
- If applicable, are you attending professional conferences?
- If applicable, are you taking on leadership roles relevant to your interests? A few examples on campus are the Graduate Student Association (GSA), the Graduate Student Commons (GSC), and serving on a low-impact departmental or campus committee.
- Have you considered participating in the Graduate Division's Graduate Student Leadership Certificate Program (GSLCP) to build your leadership skills and network?
- If applicable, have you applied for research and travel grants?
- Do you have a LinkedIn account and are you updating it regularly?
- Have you been meeting and networking with graduate students and faculty in your department and around campus either informally or at department events?
- Have you been attending career workshop and job fairs?
- Have you been attending networking events on campus and through your own personal network (undergraduate alma maters, conferences, industry events, professional associations, etc.)?

- Have you been conducting informational interviews?
- Have you begun to identify types of institutions or companies or positions that are of interest to you?
- Have you evaluated your network of support, identified weak points, and made a plan to network to fill those weak spots?
- Are you taking required courses and, as much as possible, crafting final assignments around your research interests; wherever possible, take workshops/courses outside your department to meet faculty members and potential mentors, and to begin the search for an outside exam committee member?
- Have you familiarized yourself with senior Teaching Assistants in your department, and ask for advice on running section, grading, mentoring students, and time management; observe other sections to get ideas for organizing your own?

If you are also considering a career as a professor in academia:

- Have you begun to review job ads in your academic field to see what particular subfields, skills, and research methodologies are expected of applicants; seek out coursework and begin to build relationships with faculty in these areas?
- Do you have an Academia.edu profile and are you updating it regularly?
- Have you identified and become familiar with relevant journals and prominent figures in your field for potential publishing opportunities?
- Have you begun to submit papers, panels, proposals, and poster sessions for conferences?
- If not as a presenter, have you begun to attend professional conferences as a volunteer or discussion facilitator?
- Have you reviewed your TA applications?

What else do you want to accomplish during your first year?

1. _____

2. _____

3. _____

4. _____

5. _____

Year Two

Items to Consider:

- Have you been regularly meeting with your adviser to discuss and assess your timeline of deadlines and goals for your PhD and to finalize your exam topic, materials, and committee?
- Do you have a long-term timeline for your doctoral degree that outlines your goals and deadlines until the summer after you graduate?
- Have you visited the Career Center to identify transferrable skills and/or have a Career Coach look for your application materials for internships and job opportunities for the summer (or, if possible, during the school year)?
- Have you explored the Career Center website to learn about informational interviewing, networking, and other key activities involved in your job search?
- Have you researched and applied for summer internships, volunteer positions, or job opportunities to expand and hone your skills?
- Have you drafted a Master List of everything you have done (from volunteering to paid jobs to internships) that you can use to make your resume?
- Have you converted your CV to a resume and are keeping that resume up-to-date?
- Are you expanding your skills through a Taship, Research Assistantship, internships, volunteer work, and/or part-time employment while taking courses?
- If applicable, are you attending professional conferences?
- If applicable, are you taking on leadership roles relevant to your interests? A few examples on campus are the Graduate Student Association (GSA), the Graduate Student Commons (GSC), and serving on a low-impact departmental or campus committee.
- Have you considered participating in the Graduate Division's Graduate Student Leadership Certificate Program (GSLCP) to build your leadership skills and network?
- If applicable, have you applied for research and travel grants?
- Do you have a LinkedIn account and are you updating it regularly?
- Have you been meeting and networking with graduate students and faculty in your department and around campus either informally or at department events?
- Have you been attending career workshop and job fairs?
- Have you been attending networking events on campus and through your own personal network (undergraduate alma maters, conferences, industry events, professional associations, etc.)?
- Have you been conducting informational interviews?
- Have you begun to identify types of institutions or companies or positions that are of interest to you?
- Have you evaluated your network of support, identified weak points, and made a plan to network to fill those weak spots?
- Have you scheduled when you will do your qualifying exam?

- Have you finalized your exam topic, materials, and committee? If so, have you nominated your committee to the Graduate division?
- Have you nominated your dissertation reading committee by the end of your second year?
- Have you completed your remaining coursework by the end of this year?
- Have you planned how and when you will set aside time to study for your qualifying exams?
- Have you planned how and when you will set aside time to write your qualifying exam materials?

If you are also considering a career as a professor in academia:

- If applicable, have you planned how and when you will set aside time to work on other writing projects, including articles, conference papers, and grant applications?
- Have you begun to review job ads in your academic field to see what particular subfields, skills, and research methodologies are expected of applicants; seek out coursework and begin to build relationships with faculty in these areas?
- Do you have an Academia.edu profile and are you updating it regularly?
- Have you identified and become familiar with relevant journals and prominent figures in your field for potential publishing opportunities?
- Have you begun to submit papers, panels, proposals, and poster sessions for conferences?
- Do you have at least one piece of writing you're trying to turn into a published article?
- Have you begun to research external funding for your dissertation?
- Have you reviewed your TA evaluations?

What else do you want to accomplish during your second year?

1. _____

2. _____

3. _____

4. _____

5. _____

Year Three

Items to Consider:

- Have you been regularly meeting with your adviser to discuss and assess your timeline of deadlines and goals for your PhD and to finalize your exam topic, materials, and committee? Or, if you have already done your QE, have you (along with your advisor and other committee members) drawn up a schedule of chapter draft deadlines, including agreeing upon a reasonable time-frame for faculty feedback?
- If you are working on your dissertation, have you agreed upon semi-regular meetings to discuss your work with your advisor and committee?
- Do you have a long-term timeline that outlines your goals and deadlines from now until the summer after you earn your degree?
- Have you kept updating your Master List or resume?
- Have you researched and applied for summer internships, volunteer positions, or job opportunities to expand and hone your skills?
- Have you visited the Career Center to discuss your dual career path?
- Have you explored the Career Center website to learn about informational interviewing, networking, and other key activities involved in your job search?
- Have you drafted a Master List of everything you have done (from volunteering to paid jobs to internships) that you can use to make your resume?
- Have you converted your CV to a resume and are keeping that resume up-to-date?
- Are you expanding your skills through a Taship, Research Assistantship, internships, volunteer work, and/or part-time employment while taking courses?
- If applicable, are you attending professional conferences?
- If applicable, are you taking on leadership roles relevant to your interests? A few examples on campus are the Graduate Student Association (GSA), the Graduate Student Commons (GSC), and serving on a low-impact departmental or campus committee.
- Have you considered participating in the Graduate Division's Graduate Student Leadership Certificate Program (GSLCP) to build your leadership skills and network?
- If applicable, have you applied for research and travel grants?
- Do you have a LinkedIn account and are you updating it regularly?
- Have you been meeting and networking with graduate students and faculty in your department and around campus either informally or at department events?
- Have you been attending career workshop and job fairs?
- Have you been attending networking events on campus and through your own personal network (undergraduate alma maters, conferences, industry events, professional associations, etc.)?
- If applicable, have you been conducting informational interviews?
- If applicable, have you begun to identify types of institutions or companies or positions that are of interest to you?

- Have you researched relevant post-doctoral fellowships and familiarized yourself with the deadlines and processes?
- Have you evaluated your network of support, identified weak points, and made a plan to network to fill those weak spots?
- Have you completed your remaining coursework?
- If you haven't taken your qualifying exams, have you planned how and when you will set aside time to study for them?
- If you haven't taken your qualifying exams, have you planned how and when you will set aside time to write your qualifying exam materials?
- Have you begun to write your dissertation and, if possible, with the goal of publication?

If you are also considering a career as a professor in academia:

- Have you researched dissertation fellowships and familiarized yourself with the deadlines and process?
- Have you researched post-doctoral fellowships and familiarized yourself with the deadlines and processes?
- Have you continued to work towards publishing your writing, especially by conceiving of your ideas in multiple formats: before beginning dissertation chapters, try working out your ideas in conference paper and article-length forms?
- Have you been reading journals in your field and regularly familiarizing yourself with publication timelines?
- Have you been attending job talks and, if possible, serving as a graduate student representative on a job-search committee.
- Have you proposed to teach a course in your department either during the Summer Session or academic year?
- Have you reviewed your TA evaluations?

What else do you want to accomplish during your third year?

1. _____

2. _____

3. _____

4. _____

5. _____

Year Four +

Items to Consider:

- Have you met with your advisor and committee to draw up a schedule of chapter draft deadlines for your dissertations?
- Have you set up semi-regular meetings with your advisor and committee to discuss your progress and dissertation?
- Have you continued to discuss your long-term timeline with your advisor?
- Have you continued to update and adjust your long-term timeline with goals and deadlines?
- Have you visited the Career Center for help?
- Have you continued to update your Master List or resume?
- Have you begun to draft application materials for the job search such as a cover letter, resume, and other applicable materials?
- Have you had your application materials critiqued by a trusted peer, Career Center coach, or mentor?
- Have you started perusing job search websites and classifieds?
- Have you met with those you plan to use as references/recommendation letters writers to update them on your plans and share an updated resume?
- Have you been writing your dissertation with, if applicable, the goal of publishing?
- Have you begun to learn about interviewing?
- Have you begun to learn about negotiating a job offer?
- Have you been conducting informational interviews?
- Have you decided what career options you want to pursue during your job search and developed a calendar of job deadlines?
- If applicable, have you joined a professional organization or attended conferences?
- Have you been doing volunteer work, an internship, or a part-time job to develop and hone your transferrable skills?

If you are also considering a career as a professor in academia:

- Have you begun to draft application materials for the job search such as a cover letter and if applicable, statement of teaching philosophy, statement of research interest, etc.?
- Have you had your application materials critiqued by a trusted peer or academic mentor?
- Have you met with those you plan to use as references/recommendation letters writers to update them on your plans and share an updated CV?
- Have you continued to work towards publishing your writing, especially by conceiving of your ideas in multiple formats?
- Have you been reading several journals in your field and regularly familiarizing your publication deadlines?

- Have you begun to familiarize yourself with post-doctoral opportunities in your field and with their respective processes and deadlines?
- Have you proposed to teach a course in your department either during a summer session or in the academic year?
- Have you gotten copies of all of your teaching evaluations?
- Have you updated your Academia.edu profile?

What else do you want to accomplish during your fourth year (and beyond)?

1. _____

2. _____

3. _____

4. _____

5. _____

Final Year

Items to Consider:

- Have you been continuing to meet with your advisor to discuss your job search (whether academic, non-academic, or both) and your dissertation progress?
- Have you been continuing to meet with your advisor and dissertation committee to discuss your dissertation's progress?
- Are you on-track to finish your dissertation?
- Have you continued to update and adjust your long-term timeline with goals and deadlines?
- Have you continued to update your Master List or resume?
- Have you visited the Career Center for help?
- Have you scheduled a practice interview at the Career Center?
- Have you practiced your interviewing skills in other ways?
- Have you determined which career options you will pursue during your job search and developed an action plan and calendar about how to meet job application deadlines?
- If applicable, have you obtained letters of recommendation or references?
- Have you kept your references or recommendation letter writers apprised of your progress?
- Have you researched each organization you are applying to and tailored your application materials to each position and organization?
- Have you participated in campus Career Fairs and research the employers in advance? Remember to bring your resume!
- Have you learned about negotiating a job offer?
- Have you updated your LinkedIn?
- If applicable, have you attended career and employer information sessions to connect with recruiters?
- Have you attended professional development events to expand your network? Have you included alumni events?
- If applicable, have you monitored job openings in your desired geographic area or in other areas of interest?
- Have you drafted application materials relevant for your employment objective?
- Have you monitored developments and trends in your field/discipline for emerging and declining opportunities?
- Have you searched for and applied to jobs?

If you are also considering a career as a professor in academia:

- Have you searched for and applied to job openings or postdoc openings?
- Have you prepared parts of your dissertation for publication in major journals?
- Have you obtained letters of recommendation?
- Have you considered using a dossier service?

- Have you kept references/recommendation letter writers informed of your process?
- If applicable, have you pursued interviews at conferences?
- Have you revised and practiced a job talk/research presentation (preferably with mock audiences who give feedback) at least three times?
- Have you gotten copies of all of your teaching evaluations?
- Have you updated your Academia.edu profile?

What else do you want to accomplish during your final year?

1. _____

2. _____

3. _____

4. _____

5. _____

Section Four: Assess and Explore

As you start thinking about your possible career options, there are several tools to help you not only discover more about yourself and your goals but also about possible employers. Two avenues to help you explore your career options are Career Assessments and Informational Interviews. We've also included two worksheets ("Transferable Skills Analysis" and "Thinking About Your Values") to help you determine your personal wants and needs in your career path.

Career Assessments

- The Career Center provides several personality, skill, and goal assessments that can help you determine your unique skills and needs in your professional life. While it may feel daunting to begin your job search, by exploring the labor market, your needs and skills, and desired lifestyle, it can you understand what kind of jobs you're both suited for and would enjoy doing. By using these the tools below and meeting with a UCSC Career Coach, you can find suitable and enjoyable professional avenues.
- Schedule a visit with a Career Coach and they can help you gain access to the sites below.

For graduate students, we recommend:

Life Values Inventory

- The Life Values Inventory was developed to help individuals and organizations clarify their values and serve as a blueprint for effective decision-making. In terms of your career, this tool will help you discover your own profile of values and what occupations correspond with those values.

My IDP

- My IDP is a career development and planning tool for scientists, though it can be adapted for STEM disciplines. This resource helps students focus on how to leverage their expertise into a satisfying and productive career. My IDP provides exercises to help you examine your skills, interests, and values; an algorithm to help you identify which careers best fit your current skills, interests, and values; an algorithm to help you identify which careers best fit your current skills and interests from a list of 20 scientific career pathways; a tool for setting strategic goals for the coming year with optional reminders to keep you on track; and an opportunity to map or frame your career development plans, skills, and interests when meeting with your faculty advisor.

APA's Resource for Individual Development Plans

- The American Psychological Association provides its own resources to help graduate students develop their own Individual Development Plan. On this site, you can make a plan in order to identify your goals and explore different career options. Using their tools, you will be able to complete a self-assessment to compare and contrast what you could improve upon in your experience and training, set goals, explore careers, explore your skills and interest, and determine what motivates you.

Versatile PhD

- Versatile PhD is the oldest and largest online community dedicated to non-academic and non-faculty careers for PhDs in humanities, social science, and STEM fields. The Career Center subscribes to this resource to help inform graduate students explore their career options, in addition to other features such as a message board, job listings, and networking. Graduate student alumni gain FREE Premium Contact Access by contacting Chris Arends at carends@ucsc.edu.

The Strong Interest Inventory

- Identifies your areas of interests and occupations that you may be interested in pursuing. First meet with a Career Coach for the web site address and password for access. There is a \$15 charge for this service.

Informational Interviewing

What is an Informational Interview?

In addition to career assessments, informational interviews are important tools in your job search, networking, and career exploration. Informational interviews are twenty to sixty-minute-long meetings in which a potential job seeker seeks advice on their career, the industry, and the corporate culture, among other topics, about a potential future workplace from an employee of that respective company. An informational interview is not a job interview—an informational interview is an important way to expand your network in a specific industry and to gain more nuanced information about a career or organization. You should use them to listen and learn. Likewise, the employee can see if the job seeker might be ready for their potential pool of candidates.

When you reach out to an organization or company, you must communicate three things:

1. Why you are reaching out. What would you like to learn about them? Try to be brief in your explanation—remember this isn't an interview or a moment to try to impress through lengthy flattery of their company.
2. Why are they (the specific person you are reaching out to) the best person for you to learn from. What makes this person unique in their field? What about their career, position, or work intrigues you?
3. What you are asking for: how much time will you need? Do you want to meet in person, through Skype, or by phone? Offer times to meet, but indicate that you can adjust to their schedule. Ask for twenty to thirty minutes of their time.
4. Remember, do not take rejection personally if your contact offers to chat via phone when you requested an in-person meeting. Remember that their schedules are busy and to be grateful for their time.

Sample Informational Interview Request

Dear Dr. _____,

I am a current (Master's Student/PhD Student/Postdoc) at the University of California, Santa Cruz, in the History of Art and Visual Culture Department, and I came across your name while browsing the UCSC LinkedIn alumni group. Over the past three years, my research has been

focused on the intersection between 19th Century French Painting and queer theory. Although this work has been gratifying, I am now seeking to shift my career into museum administration.

If possible, I would like to learn more about your work in museum programming at the San Jose Museum of Modern Art. The opportunity to learn about your career trajectory and any advice you might be willing to share regarding steps I could start taking now would be greatly appreciated. If you are available for 20-30 minutes in the next month we could meet over coffee (my treat), Skype, or talk by phone.

Thank you and I look forward to hearing from you.

Sincerely,

Rosa Artsy

Sample Informational Interview Questions

Career Exploration

- What are your major responsibilities?
- What is the most interesting project you have worked on?
- What is the most/least rewarding aspect of your job?
- What is a typical day like, or what does an average work week involve?
- What are some lifestyle considerations for this career field?

Job Search and Industry Knowledge

- What do you think this industry will look like in 10 years? How is it changing?
- How do you see jobs changing in the future?
- Which professional journals or organizations would you recommend that I research to learn more about this field?
- Who else do you recommend I talk with and may I have permission to use your name?

Specific questions that demonstrate your research on the person, field or industry:

- How did your research background in _____ help you in your job search?
- How does your research background on _____ come into play, if at all, in your current position?
- What are the pros and cons of working on _____ project?

Sample Thank You Email (Follow - up)

After your informational interview, your next step is to send a thank you note via e-mail or a handwritten card. Even if you have decided that you aren't going to pursue a career in their direction, it is important to thank them for their time and advice.

When following up with an alumnus or professional, communicate these three things:

1. Thank them for their time and any specific resources, tips, or contacts they shared during the meeting.
2. Share how you plan to use their advice or help.

3. Remember not ask for a job or send your resume unless it was something they offered during your meeting. You are still developing a relationship. Asking for a job is premature.

Sample “Thank you” Letter

Dear Dr. _____,

Thank you for meeting with me last week to learn about your career at the San Jose Museum of Modern Art, and the kinds of projects you have had the opportunity to work on. Our discussion helped me think about my graduate work more broadly, and I took your advice and reached out to your colleague, Dr. _____ at the Santa Cruz Museum of Art & History – we are meeting next week. Your detailed information concerning the Public Fellows Fellowship program was really helpful, and I plan to apply for the fellowship when it opens next month.

I appreciate your willingness to meet with me, and hope I can have the opportunity to return the favor in the future.

*Sincerely,
Rosa Artsy*

Transferable Skills Analysis

A key skill in preparing for a Dual Career Path is self-reflection. Knowing who you are and what kind of lifestyle and career you want are essential in determining how to reach your goals. Identifying your transferable skills from your graduate degree and knowing how they can be applied beyond the academy will clarify your career path. By using our inventories below, you can discover what skills you may have to offer in addition to your graduate education.

Look through this list of transferable skills and check which skills you feel you possess. Many of these skills are employed and possessed by graduate students. Then, look at the skills you checked and make special note of the skills you enjoy doing.

Research and Information Analysis

- Locate and assimilate new information rapidly and apply to a given problem
- Understand and synthesize large amounts of complex information
- Design research information (such as surveys, inventories, etc.) and effectively analyze the results
- Develop organizing principles to effectively sort and evaluate data

Analysis and Problem Solving

- Clearly define a problem and identify possible causes
- Comprehend large amounts of information
- Form and defend independent conclusions
- Design an experiment, plan, or model that defines a problem, tests possible resolutions, and implements a solution

Written and Oral Communication Skills

- Prepare concise and logically written materials for a variety of audiences in a variety of different modes (from abstracts to summaries to full manuscripts)
- Edit and proofread written material
- Organize and communicate ideas and complex information effectively in oral presentations to specialized and general audiences in a variety of settings (from small to large)
- Persuade others in both written and oral format using logical argument
- Write effective grant and research proposals

Interpersonal and Leadership Skills

- Facilitate group discussions and/or conduct meetings
- Teach skills or concepts to others
- Work effectively in teams and collaborate on projects
- Navigate complex or bureaucratic environments effectively
- Diplomatically communicate and respond to positive or negative feedback
- Motivate others to complete projects
- Build consensus among groups or individuals (for instance, you've maybe done this as a graduate student within your department or in a committee)
- Effectively mentor subordinates and/or peers

Organization and Management

- Manage a project or multiple projects from beginning to end. Identify and establish goals or tasks to be completed in a reasonable timeline.
- Organize and prioritize tasks.
- Anticipate possible challenges
- Maintain flexibility in the face of changing circumstances.

Supervision Skills

- Evaluate others' performance (for instance, you've maybe done this as a graduate student if you have graded exams or papers)
- Monitor or oversee the work of others (such as in a lab or classroom) and provided feedback

Self-Management, Work Habits, & Entrepreneurial Skills

- Meet deadlines and manage competing priorities
- Perform under pressure
- Work independently
- Acquire funding (such as writing grant or fellowship proposals) and managing a budget

Reflect and Assess

Rank the top five skills that you do well and that you would enjoy doing daily from this list

- 1.
- 2.
- 3.
- 4.
- 5.

Ask yourself . . .

- Do any of these skills fall under a particular category?
- What careers or roles utilize these skills?
- If you identify a role or career that utilizes these skills, what areas do you need to improve or experiences do you need to gain in order to be a viable candidate for this role or career?

Thinking About Your Values

It is important for graduate students to keep in mind what they want in their professional and personal life. By using our form below, you can start to think about the lifestyle you desire and how you can consider your personal goals in conjunction with pursuing a fulfilling career.

Directions:

In the table below, place the items from the list of Work Values in accordance of how important they are to you. If there are other values that are important to you but aren't listed feel free to put those in rather than our suggestions. After you're done, rank them in our top ten list on the second page and do some self-reflection.

Highly Important	Moderately Important	Not Important

Work Values

- | | |
|--|--|
| <ul style="list-style-type: none"> Achievement Advancement Adventure Aesthetics Predictability Competition Early Entry Altruism Creativity Fairness Family-Oriented Health High Income Home and leisure life Independence Interesting Work Intellectual Rigor Friendships at work Exhibition Lifestyle | <ul style="list-style-type: none"> Location of Work Ease of Transportation to Work Mechanical and physical activity Moral and religious concerns Outdoor Work People Contact Recognition Security Status/prestige Solitary Teamwork/Collaboration Variety Work Environment Other (otherwise not listed here) |
|--|--|

Top Ten Work Values

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Guided Self-Reflection

After you've finished your top ten work values ask yourself,

1. What kind of activities bring you joy? How do those activities match up with what you've identified as your key values?
2. Do you have other factors such as needing to consider your partner's career and goals, schools for children, or location, among other factors, that influence your career choices?
3. Based on our values inventory, your own personal situation, and what brings you joy and satisfaction, what are some possible careers or roles that could fulfill your wants and needs?
4. How prepared are you to find a job or role in your desired areas? What steps can you take to work towards fulfilling your career goals?

What Can I Do With My Degree?

As a soon-to-be graduate degree holder, there are a variety of careers and job opportunities available to you that utilize your unique set of skills. While our list below is not comprehensive, by browsing different career families you can brainstorm and generate ideas about potential career opportunities and avenues to pursue.

Business & Technology

A variety of graduate degrees qualify you to work in Business and Technology. Graduate students have skills in rhetoric and persuasion, publication and marketing, funding and grant writing, networking, and presenting at conferences. In addition to your unique emphasis and specialties, these skills make graduate students an ideal candidate to work in business and technology.

Examples:

- Administrative Service Managers
- Business Continuity Planners
- Business Intelligence Analysts
- Business Operations Specialist
- General and Operations Manager
- Human Resources Specialists
- Information Technology Project Managers
- Treasurers and Controllers
- Computer and Information Research Scientists
- Market Research Analysts and Marketing Specialists

Sample Resources:

- Association of Information Technology Professionals: <https://www.aitp.org/>
- Associations for Women in Computing: <http://www.awc-hq.org/home.html>
- Business Professionals of America: <http://www.bpa.org/>
- International Association of Computer Science and Information Technology: <http://www.iacsit.org/>

Clinical Practice

Although it may require additional certification or licensure, a career as a clinical practitioner can be very rewarding. Admission to educational programs may require job shadowing in the field or relevant clinical exposure.

Examples:

- Genetics Counselor
- Marriage and Family Therapist
- Pharmacist
- Physician
- Physician's Assistant

Sample Resources:

- American Academy of Physician's Assistants: <https://www.aapa.org/>
- California Speech Language Hearing Association: <http://www.csha.org/>
- National Society of Genetic Counselors: <http://www.nsgc.org/>

Communications, Writing and Publishing

Writing is a key skill in any graduate level program. Whether crafting scientific articles or composing press releases, skilled writers are in demand. Internships, volunteer work, or student organizational involvement requiring maintaining a blog or website, creating press releases, or promoting events can help build non-academic writing experience.

Examples:

- Advertising and Promotions Managers
- Copywriters
- Editors
- Marketing Managers
- Public Relations Specialists
- Technical Writers

Sample Resources:

- American Association of Advertising Agencies: <http://www.aaaa.org/>
- American Marketing Association: <https://www.ama.org/>
- Society for Technical Communication: <https://www.stc.org/>

Creative

Graduate students often spend a lot of time providing critique and context to creative work. They can also find success as creatives themselves. Although the arts can be intensely competitive, so can being admitted to a top graduate program, publishing in a peer-reviewed journal, or obtaining a tenure-track academic position.

Examples:

- Art Directors
- Directors- Stage, Motion Pictures, Television, and Radio
- Fine Artists, Including Painters, Sculptors, and Illustrators
- Multimedia Artists and Animators
- Music Composers and Arrangers
- Poets, Lyricists and Creative Writers

Sample Resources:

- Art Directors Club: <http://adcglobal.org/>
- The International Documentary Association: <http://www.documentary.org/>
- Society of Children's Book Writers and Illustrators: <https://www.scbwi.org/>

Consulting

Consulting is a broad and varied profession wherein organizations often work on contract. Organizations and companies solicit consultants for their expert advice and in-depth knowledge of specific fields and an objective point of view to help and organization solve problems or improve their performance. Given graduate students specific and highly focused areas of research and skills, they are in a great position to become a consultant for organizations and companies. Students in Computer Science, Education, Business, Internet Technology, Management, Psychology, Clinical Psychology, and Leadership can often work as consultants.

Examples:

- Visit Versatile PhD.com for examples of PhD holders who have transitioned into consulting.

Sample Resources:

- The Society of Professional Consultants: <http://spconsultants.org>
- List of Consulting and Business Associations: <http://consultingsuccess.com/consulting-business-associations>
- Institute of Management Consultants: <http://imcusa.org>

Education & Training

Teaching at the university level is often the first career path associated with a graduate level education. Yet as a graduate student you have a wide variety of experiences that translate into many careers both as an instructor and supporting instructors, design, and curriculum. Graduate students have also spent time in school and are often familiar with administrative and cultural aspects that come from working within educational institutions.

Examples:

- Chemistry Teachers, Postsecondary
- Education Administrators (Elementary and Secondary School)
- Education Administrators (Postsecondary)
- Distance Learning Coordinators
- Instructional Coordinators
- Instructional Designers and Technologists
- Training and Development Managers

Sample Resources:

- Association of American Educators: <https://www.aetteachers.org/>
- National Education Association: <http://www.nea.org/>
- National Staff Development and Training Association: <http://www.aphsa.org/content/NSDTA/en/home.html>

Entrepreneurship

Graduate students are uniquely equipped to research, plan and execute long term projects, market themselves, and innovate. Given these skills, entrepreneurship is a viable avenue for individuals with graduate degrees that can draw from a variety of experiences.

Examples:

- Because entrepreneurs often blaze their own trails in creating products and businesses there isn't one direct path towards entrepreneurship. Often, budding entrepreneurs undertake apprenticeships or gain direct job experience in the areas they want to work in to support their entrepreneurial goals.

Sample Resources:

- Entrepreneurs' Organization <https://www.eonetwork.org/>
- UCSC Center for Innovation & Entrepreneurial Development: <http://cied.ucsc.edu/>
- Young Entrepreneurs Council <https://yec.co/>
- FoundersCard <https://founderscard.com/>
- Young Presidents Association <https://www.ypo.org/>
- Corporate Alliance <https://www.corporatealliance.net/>
- Built in Chicago <http://www.builtinchicago.org/>
- KCnext <http://kcnext.thinkkc.com/>
- Small Giants <https://www.smallgiants.org/>
- Tech Cocktail <http://www.vistage.com/>
- Vistage <https://tech.co/>

Government, Policy, Legal

A variety of graduate degrees qualify you to work in government organizations, policy making, and law. Graduate students have skills in rhetoric and persuasion, publication and marketing, funding and grant writing, networking, and attending conferences. In addition to your unique emphasis and specialties, these skills allow job seekers with graduate degrees a high level of qualification for government, policy, and legal jobs.

Examples:

- Arbitrators, Mediators, and Conciliators
- Chief Executive
- Climate Change Analysts
- Economists
- Intelligence Analysts
- Political Scientists
- Public Relations Specialist

Sample Resources:

- Association for Public Policy Analysts: <http://www.appam.org/>
- The American Society for Public Administrators: <http://www.aspanet.org/>
- National Conference of Minority Public Administrators: <http://www.compaspanet.com/>
- International City Managers Association: https://icma.org/welcome_message

Non-Profits and Human Services

As a graduate degree holder (or soon-to-be graduate degree holder), you have had to wear many hats during your graduate education. From teaching undergraduates to interacting with your

peers and professors to giving conference presentations and working on your own research, you can engage your interpersonal and communication skills through working with a non-profit or in human services. Careers with nonprofits and human services often require individuals who have an ability to perform a wide variety of tasks and serve their co-workers and community.

Examples:

- Community Health Worker
- Public Relations Specialist
- Social and Community Service Manager
- Social and Human Service Assistant

Sample Resources:

- Alliance for Nonprofit Management: <http://www.allianceonline.org/>
- National Council of Nonprofits: <https://www.councilofnonprofits.org/>
- National Organization for Human Services: <http://www.nationalhumanservices.org/for-students>
- American Public Human Services Association:
<http://www.aphsa.org/content/APHSA/en/home.html>

Research/Analysis

No matter your discipline, conducting research is a key skill graduate students have to offer. Likewise, for students with experience in quantitative disciplines such as math, statistics, physics, engineering, and computer science, analysis is another a key skill graduate students in these areas can offer. PhD holders who want to utilize their research and analytical skills can work in the fields of competitive intelligence, venture capital, think tanks, market research, and science, among other areas.

Examples:

- Bioinformatics Scientist
- Business Intelligence Analyst
- Computer and Information Research Scientists
- Food Scientists
- Industrial Ecologist
- Intelligence Analyst
- Market Research Analyst
- Operations Research Analyst
- Soil and Plant Scientist
- Technology Transfer

Sample Resources:

- American Association for the Advancement of Science <https://www.aaas.org/>
- Digital Analytics Association <https://www.digitalanalyticsassociation.org/>
- International Institute of Business Analysis <https://www.iiba.org/>
- National Association for Biomedical Research <http://www.nabr.org/>

Couldn't I have gotten some of these jobs without a graduate degree?

Perhaps. Employers hire based upon skills, knowledge and industry needs, not necessarily from your education level. For example, to be a copywriter, in general, does not require a Master's or PhD, but it may be a key asset if the company in question manufactures lab equipment thus making use of your writing skills and specialized knowledge. Remember also that a graduate degree provides you with unique skills and areas of expertise than can earn you a higher salary and make you a more ideal candidate for a number of positions.

Section Five: Dual Career Path Preparation

For doctoral students, thinking about jobs beyond the academy and your transferrable skills early on in your academic career is essential to your success. This section will help you prepare for a dual career path and plan for a variety of career options after graduation.

What is a Dual Career Path?

- A dual career path means thinking about how to prepare yourself for multiple job opportunities after you earn your graduate degree. We call it "dual" because often graduate students are often planning on applying for jobs both in academia and outside of the academia. For others, a dual career path simply means looking at multiple fields outside of the academy. No matter your aspirations, thinking about multiple career options beyond your time at UCSC is a smart choice. Take a look at our fourteen strategies below to get started and visit the Career Center to begin planning for your dual career path.

Fourteen Tips to Prepare for a Dual Career Path

1. Start Thinking Early

- It could feel strange during the first year of your graduate program to think about what you'll do two, three, or maybe six years later after you've received your Master's Degree or PhD. But simply putting off the question of "What will I do in the real world?" during your graduate program only leaves you to tackle this question when you graduate and the question becomes much more urgent. By using some of the strategies below and by actively thinking about a dual career path or your future you can add professional clarity to your degree and give yourself the peace of mind that you are working towards a career and building skills and experience while earning your degree.

2. Come to the Career Center Early and Often

- There are coaches at UCSC's Career Center who work specifically with graduate and doctoral students. We can help you chart a plan of action for shaping your graduate training at any stage of your program. We can also help you pursue part-time work or internship opportunities so you can explore areas of potential interest.
- The Career Center offers workshops and programming throughout the year to help you think about planning a dual career path. Take advantage of these opportunities.

3. Do Some Honest Self-Reflection

- With so few tenure track jobs open, many graduate students feel they are living in an anxious and precarious situation. Likewise, when thinking about leaving the academy, this may also leave many graduate students feeling uncertain and unsettled. So much so that many forget to ask themselves, "What do I want?"
- Asking yourself what you want—what kind of work you want to do, where you want to live, what you want your life to look like—can be a clarifying experience for determining what kind of lifestyle you would like to pursue. It may look like academia or it may look like something else. No matter, it is best to start preparing now for a dual career path with a variety of opportunities.

4. Identify your Skills and Interests and Pursue Opportunities

- It can be challenging during your Master's or PhD program to see that you have transferable skills besides teaching or your unique research focus. By completing a personality and skill assessment, you can find other areas of interests that will satisfy your interests and needs.
- Once you've identified your interests and skills, look into other careers that may suit your unique personal and career goals.
- Finally, ask yourself how you can gain experience in these areas while still in your graduate program. Are there part-time jobs, internships, or volunteer positions that would help you gain the skills and experience you need while still earning your graduate degree? The time commitment doesn't need to be extensive—just a few hours a week for a short period of time (a quarter or the summer) can help you gain experience, network, and build your resume.

5. Consider your Wants and Constraints

- If you aren't preparing to enter the tenure track, you have a world of opportunity available to you in where you go and what you can do. Given this, it may be helpful to think about your specific situation in terms of your desires and your possible constraints.
- Some questions to consider: do you need to be mindful of location and schools for your partner and/or family? Is there a particular geographic region you want to live in? Is your partner looking for a job or do they have a position they would like to remain in? What sort of lifestyle are you looking for (a small cozy town, a cosmopolitan city, suburban living, or something else)? How much of a commute could you do? Do you like you drive your own car or do you like public transportation? What kind of housing can you afford? How many hours a week do you want to work? Are you willing to travel? Is there a particular hobby that draws you to a specific location? What do you need in a place or job to be happy and fulfilled?

6. Pay Attention to Where Others Who Finish or Leave in Your Program Are Going

- Don't hesitate to talk to colleagues who are making choices that intrigue you even if they appear to be divergent from your own career goals.
- Often, another student or alumni can help you with the challenges and questions you may have in considering an alternate career path. They also may be able to share their advice and networks with you.

7. Talk to Professionals on Your Campus & in Your Community

- There are "Alt-Ac" ("alternative academics" who have PhDs and work in archives, think tanks, nonprofits, museums, historical societies, publishing) professionals on UCSC's campus or in our community. Talk to them, offer to buy them a cup of coffee, and tell them you'd like to hear about their career path.
- Talk to trusted advisors or mentors. Tell them you're thinking about a career outside of the academy and see if they have any advice or contacts for you.
- Sign up for VersatilePhD.com or consider investing in CheekyScientist.com and explore the profiles of individuals who have transitioned out of the academy.

8. Burn No Bridges

- Stay in touch with former colleagues from you've worked before entering graduate school or during graduate school (including summers). Re-establish contact with them if you've fallen out of touch. These contacts can be good friends and a crucial first step in networking when you embark on a job search outside the academy.

9. Train in Other Areas

- Again, think about what skills and interests you want to develop for your Dual Career Path. Try to see if you can get training through your department or another office on campus to get hands-on skills in other areas to compliment your possible career areas.

10. Take Advantage of all that UCSC Offers you

- Audit a class outside your field or department, or take some non-credit workshops or courses in anything from Computer Science to Business Management. The more you can gain exposure to professional communities and possible career options the greater the likelihood of finding your path and meeting people who can help you.

11. Use Your Summers Well

- Your academic schedule affords you the opportunity to try on new work opportunities each summer—these opportunities can be close to your academic areas of interest or wildly divergent. Ideally, you can find a way to gain additional experience and support your advancement in your program, but sometimes the best way to move forward in the fall is to come back having done something entirely different in the summer.
- Using your summer doing an internship, volunteering, or pursuing an alternate career path is full of benefits—you have something to add to your resume, you'll gain experience, and you'll meet a new network of people beyond the academy. This way, when you graduate, no matter which path you take, you will have a variety of experiences that can lead the way towards a career.

12. Be Strategic About Who You Work With

- If you anticipate wanting to be flexible in where you want to go after your PhD, try to identify faculty members or mentors who have had careers outside of the academy. Some professors may be singularly academic in their career history and may not serve as the best resource or support if you are interested in working beyond the academy. That's not to say that all singularly academic professors are likely not to understand your position or cannot be of any help. We suggest expanding your network and looking for allies for your professional goals.
- Likewise, the Career Center is here to help you figure out how to talk to your advisors and committee members about your career goals.

13. Make a Career Action Plan

- After you have completed assessments and done an inventory of your skills, now it's time to make a plan about how to achieve experience and skills in the other career areas you'd like to pursue.
- Make a list of what you'd like to do and some possibilities for how you will achieve those goals.

- Make a list of your professional and personal network. Who do you know? Who might be able to help you? You can use our worksheet to help you.
- Do some research and see what UCSC's campus, programming, workshops, and coursework has to offer you.
- If you are feeling uncertain about where to start, stop into the Career Center to meet with a Career Coach.

14. Identify and Work to Challenge Feelings of Inadequacy or Shame

- Often many graduate students who are thinking about working outside of the academy feel shameful or afraid of what their advisors or colleagues may think about their decision. Expectation of family or friends may also play into these feelings. You, yourself, may feel mixed emotions regarding this decision or when thinking about pursuing a job outside of the academy. It's normal to feel this way. The changing shape of the academy is opening up many graduate students to working outside of the academy. You are not alone. There are many resources to help you.
- By getting started early and actively thinking and planning for a career beyond the academy, you can see how many opportunities you have and the many skills you have to offer. These realizations can help counter any negative feelings.
- If you are feeling unusual levels of stress around your career path, there are resources on UCSC's campus to help you. Among them, the Career Center can help you take tangible steps towards pursuing your career path and Counseling and Psychological Services (<http://caps.ucsc.edu> or by phone at 831-459-2628) can help you with your emotional and mental health, among other resources.

Section Six: Where to Find a Job or Internship

There are many resources to help you find jobs and graduate level internships. Before you apply, it's important to consider your career goals and think strategically about the best places for you to apply. Think about which companies or organizations you would most like to work for and what kind of roles you would most like to explore. Then, do some research. Check out the websites of companies or organizations you are interested in to see if they offer summer or part-time jobs or internships. If you are looking for a specific role, a simple Google search can often help dig up opportunities.

If you're not sure where you might like to apply or what role you would like to pursue, browse one of the many resources below and see if there is an opportunity you'd like to explore. You can also browse our list of Seven Strategies to Begin a Job Search for help.

Connect with Employers through UCSC

The Employee Request System

- The Employee Request system allows you to search non-work study jobs available on UCSC's campus. Pay close attention to application instructions as they vary from job to job.

SlugQuest

- SlugQuest is our very own full-time job and internship site. By visiting this site, you will have access to job and internship listings and will be able to save your searches for future use. Among other features, this site allows you to also browse contact information for employers if you'd like to request an informational interview. You can also upload your application documents such as a resume or Cover Letter on this site

Online Resources for Jobs and Graduate Level Internships

The Central Intelligence Agency (CIA)

- The CIA offers graduate students internship opportunities. While you have to apply far in advance (often up to a year), this is an opportunity for those with an interest in analysis, STEM, and foreign languages, among other skills, who are willing to relocate to Washington DC for the duration of the internship.

Coolworks.com

- Coolworks lists jobs for those with an interest in the outdoors and ideal outdoor locations such as National Parks and nature preserves.

DiversityAbroad.com

- Diversity Abroad offers a platform that allows you to look for job and build connections through its website that is geared specifically towards individuals interested in global career opportunities.

Glassdoor.com

- Glassdoor provides a search engine that you can cater to your exact specifications.

Google.com

- Do you want a job or internship with specific qualities such as paid, part-time, or in a specific industry? Using Google to find an internship or job can be a great first-step before using a more tailored search.

Idealist.com

- If you're interested in working in the non-profit sector, Idealist can help you find opportunities in these areas.

Indeed.com

- Like LinkedIn, Indeed offers a search function for users not only to search for graduate student internships but users can also tailor their searches for their desired internship or job opportunity.

Internmatch.com

- Internmatch specializes in internships and post-graduate jobs. Users can also sign up for e-mail updates and notifications.

Internships.com

- Internships provides advice and a search service for Graduate students seeking internships.

LinkedIn.com

- Like Indeed, LinkedIn offers a search function for users not only to search for Graduate Student internships but users can also tailor their searches for their desired internship or job opportunity.

YouTern.com

- A more unusual site, YouTern allows you to connect with employers through social networking. Though users must interact with the site before jobs or internships are referred, this unlikely platform allows you to network with recruiters.

Seven Strategies to Begin a Job Search

Looking for a job or internship requires you to use several different strategies to make sure you cover all possible areas where you might find an opportunity. Seven different ways to look for opportunities to grow your transferable skills or gain employment before or after graduation are listed below.

1. Network

- Networking is a key skill to utilize when you begin your job or internship search. Remember that networking is simply the process of meeting people and having conversations—it need not be stressful. It’s not a job interview or a sales call. Networking is a matter of connecting with as many people as you can. From this, you can develop a list of contacts to help you in your search.
- Why network? From your list of contacts you also have a list of resources that can help you learn about potential job opportunities. Also, by having a rich and diverse network you can learn more about positions, companies, and industries. Networking may also help you access “hidden” opportunities that might not be posted to the public.

2. Conduct a Targeted Search

- A targeted search is a search wherein you identify the types of organizations you would like to work for, develop a targeted list, and research these companies. This is a great way for you to be proactive and take charge of your search and to learn more about a position, company, or industry. This type of search can be conducted in several ways—one of which is through networking and informational interviewing—or through seeking advice from trusted colleagues or researching on your own via the web.

3. Contact or Join Professional Associations

- Professional associations are groups that are related to specific careers or fields. By joining a professional association, you can gain access to information specific to your interest and to others who are interested in similar careers. Most professional associations provide a “career opportunities” section on their webpage that provide tailored information about job opportunities. You can ask one of our career coach, a trusted faculty member, or someone from your personal contact for recommendations. A simple Google search might also help you find relevant associations for your field.

4. Visit Career Fairs

- By attending on or off-campus career fairs, you can meet many recruiters in person and in one location. Make sure to research who will be there and to plan ahead (among other things, remember to dress professionally, bring your resume, and other necessary materials).

5. Visit the Career Center

- Visit UCSC’s Career Center and schedule a confidential appointment with one of our Career Coaches! We are here to help you navigate your job search and provide resources and materials to you.

6. Prepare Your Materials

- As you begin your job search, you will see that employers generally want to see two documents from you (and, depending on your field, maybe other documents as well such as a writing sample): your resume and a cover letter. It is important to think carefully about these documents and to have several versions prepared and to go through several rounds of revision.

7. Attend Career Workshops

- The UCSC Career Center offers workshops in a variety of topics from converting your CV to a Resume to Networking and Interviewing. Please visit our online calendar to learn more about upcoming events!

Section Seven: Application Materials and Process

The job or internship application takes several steps of careful attention, revision, and preparation. Browse our materials below to help you at every step of the application process with what you need to know.

CV Versus Resume

What is a CV?

- A CV is a Curriculum Vitae and is a complete record of your academic history and achievements that includes your research, education history, conference attendance, references, and other pertinent information. It is often long. It is comprehensive.
- CVs are the credential asked for in academic job processes, postdoctoral scholar applications, and fellowship and grant applications. CVs relay important information about your education history, publications, teaching history, and service. They help colleges and universities understand the skills and research areas you are equip to research and teach in.
- If you are looking into international jobs, make sure to double-check with the employer about what exact documents they want. Often, different terms can be used (for instance, in Europe “CV” means what Americans would think of as a resume).

What is a resume?

A resume is a concise work and skill history that is specifically targeted for the job you are applying for. A resume is not expansive or long; they are between one to two pages. You only include the most pertinent job experiences and skills to prove that you are a qualified job candidate.

- You want to think of a resume as a persuasive document; you are persuading an employer through this document that you are a professional who has the skills and training necessary for a specific job.

How do they compare?

Audience

- The audience for a CV are academics who are inside or outside of your discipline.
- The audience for a resume are your potential employers and network contacts.

Goal

- The goal of a CV is to obtain an academic position, research-focused or teaching-focused position in academia or another industry, or a grant or fellowship. Generally, CVs are not used outside of the academy.
- The goal of a resume is to obtain a specific position in government, nonprofit, technology, business, consulting, or another industry. Resumes are used in almost every other industry besides academia.

Structure & Format

- A CV is expansive and comprehensive. It lists your complete academic history including research, teaching, funding, awards, and service. CVs are not targeted towards a specific job; they are a record of your academic activities.
- A resume is a snapshot of the unique and specific skills you have that are applicable for the job you are applying for. You should include your most relevant skills and experiences in the first third of the resume. Resumes are targeted towards a specific job.
- A resume may also include an “Objective” section wherein you list why you are applying to a specific job. In this, you may want to list the specific job, company, and job listing. There is no “Objective” section on a CV.

Focus

- The focus of a CV is your academic achievements and history of education and service.
- The focus of a resume is on your relevant experiences and work history that proves you are suited for the job you are applying for. Research projects and publications can be included in a resume if they are relevant to the job you’re applying for.
- A resume may also include a “Summary of Qualifications and Skills” or “Profile” near the top of the resume that consists of five to six statements that state the key skills required to do the job.

Unnecessary Info

- In a CV, you don’t need to put anything that’s not related to your academic pursuits. For instance, you don’t need to put irrelevant work experience, hobbies, or your physical features.
- If you are converting your CV into a resume (or even just making a resume), there is much that would typically go on a CV that doesn’t belong on a resume. For instance, publications, presentations, conferences attended, or courses taught. The focus of your resume should be tailored to the job you are applying for and the unique skills and experiences that make you qualified for that specific job.
- Work experiences that are from ten or more years ago should not be included on your resume.
- While it can feel strange to delete information that might be important for a CV, by completing a resume the right way it shows that you understand the industry you are applying for and what is required. Submitting a CV for a job that requires a resume shows a lack of awareness and effort into learning what your industry is about.

Length

- The length of a CV is flexible and depends on your time and experiences in academia.
- The length of a resume is restricted—one to two pages maximum.

Convert Your CV to a Resume

Converting your CV to a resume may seem like a daunting task. Where do you start? How do you translate your academic experience into one that will make you marketable and desirable on the job market? Don't worry—follow our steps below to transform your CV into a resume.

Step One: Create a Master List

A resume is a persuasive document that aims to show how you have the unique skills and experience necessary for a required job. First, make a list of every job or position you've held. Yes, every position. List your title, the organization you worked for, and the skills you utilized in that job.

You can start with what you have on your CV and expand from there—include volunteer positions, babysitting jobs, anything you've done. It doesn't matter if your job was little or big, seemingly simple or complex. Just list everything. Your list may look something like this:

- *Grocery Stocker; Funky Pants Food Co-Op; Felton, California. June 2013-August 2014. Skills: worked with colleagues to stock shelves, lifted over 50 lbs., read instructions and labels for stacking products, operated forklift.*
- *Volunteer Dog Walker; Felton Humane Society; Felton, California. June 2013-September 2014. Skills: coordinated schedules with peers, followed instructions from veterinarians and managers, followed route to walk up to four dogs for forty minutes per shift.*
- *Day Care Assistant; Dan's Crusty Kids Day Care; Weed, California. June 2014-September 2014. Skills: worked with colleagues to plan and execute activities for toddlers and kindergarten aged children, managed large groups of children, cleaned and organized 1000 ft. space, used Photoshop to create banner, handled conflict resolution between employees and parents.*
- *Teaching Assistant; Rhetoric and Composition Department; University of California; Santa Cruz, CA; September 2014-June 2016. Skills: worked with colleagues and professor to plan coursework and execute departmental learning goals; evaluated student work; read and commented on up to 250 student papers per 10 week quarters, held office hours and one-on-one conferences twice a quarter.*

And so on . . .

Keep this list and add to it as you think of more positions and gain more experience. This will be your Master List. When you create a resume, you'll draw from this list to put underneath your "Experience" section on your resume. Why did you need to list *everything*? Because you never know what job or experience you've had in the past may qualify you for another job. By focusing on including *all* jobs and their respective skills, you have more to work with.

Step Two: Create a Desired Skills List

Now, go to the job or internship you'd like to apply for. Closely read the description and ask yourself the following questions: what skills are they looking for? What kind of qualifications do they require? Do you need to have a certain degree or certification? Do you need to be able to perform certain tasks? Are there certain keywords they repeat in the job listing? Make a list of what is relevant from the job description. Your list may look like this:

Desired Skills List for Marketing and Communication Assistant at Half Moon Bay Museum of Modern Art.

- *Promote Half Moon Bay Museum of Modern Art through social media and newsletters.*
- *Interface with press—write, edit, and distribute public media.*
- *Use Photoshop, Illustrator, and video editing tools and direct the production of graphics and images.*
- *Be a fast learner and passionate about community arts.*

And so on . . .

Step Three: Match Your Experience to the Desired Skills List.

Pick one desired skill from your list. Let's look at #1: "Promote Half Moon Bay Museum of Modern Art through social media and newsletters." Now, go to your Master List and read through your list. What experiences do you have that satisfy this desired skill? *Dog walking*? Probably not. *Grocery stocker*? Probably not. . . . *Working at Dan's Crusty Kids*? Most likely not. *Teaching Assistant for the Rhetoric and Composition Department*. Bingo. While you probably didn't work directly with social media for your job as a TA, you instructed students in the art of persuasion. Thus, you can apply these skills in marketing for this organization. Now, make a separate document or list. Write down the desired skill and what experience you have that satisfies this.

You'll want to do this for each desired skill from the job description until you have a list of both the job's desired skills and the skills and experiences you have that satisfy the job's requirements. Remember to quantify your work by using numbers and considering the frequency and the total impact of what you did.

But what if there's a desired skill you don't have? Don't panic. Try to emphasize what experiences you *do* have in your cover letter and resume. Then, try to address how your other personal skills—such as commitment to the organization's goals or excitement over learning new things—can help you overcome what you don't know. Likewise, your cover letter is a place to express your enthusiasm and interest in this position and to show how this job is a great fit for your goals and interests.

By now, you should have a list of experiences and qualifications you do have and how they satisfy what the job requires. Have a lot of overlap? That's great! Just remember that your resume should be no longer than 2 pages. If you have more experience than that, try to put the most relevant experiences on your resume.

Step Four: Start Building Your Resume

First, put your name and contact information (address, phone number, and e-mail) at the top of your resume.

Your second section is your "Professional Summary" (2-3 sentences tailored to the position that summarizes your history, background, and unique qualifications) or "Objective" (2-3 sentences that state the specific position or type of employment you want and the skills and experience you

have that make you an ideal candidate for the job”). Professional Summaries are more common than Objectives.

Your third section is your Education section. Here, you’ll put your degrees and certifications and from where and when you earned them. For graduate degrees, you may want to put the title of your thesis or dissertation and your areas of expertise. In rare instances where your experience trumps or is more impressive or extensive than your education, you may put your education at the bottom of your resume.

Your fourth section is your “Experience” or “Related Experience” section. This is where you are going to list the experiences from your Master List that are relevant for this job. This is also the section that will typically change for each job that you apply for. For each experience, put your title, the organization, when you worked for them, and a bullet point list or 2-3 sentences of what you did. We will talk more about how to craft those 2-3 key points in Step Five.

Your fifth/sixth/seventh/eighth section will be different depending on your experience or the job you are applying for. You may, only if relevant, want to put your skills (such as programming, data analysis, modeling software or documentation or other computer skills), publications, awards, or affiliations (such as with a professional association). And, depending on what your prospective employer desires, you may also want to put the contact information for your references or indicate that they are available by request.

Step Five: Focus on Your Experience Section

Now, go back to your experience section. You’ve listed your title, the organization, and when you worked. In your 2-3 sentences or bullet points to describe what your duties, you’ll want to focus on four things:

1. Decide what skills you want to highlight and making sure they mirror the job description.
 - a. You’ve already done the leg-work for #1. By using your Master List and the job description you’ve identified how your experience makes you qualified for your desired job. Now, look at your description and try to use active verbs to describe what you did.
 - b. Why use active verbs? Active verbs are more concise than passive verbs. Space is at a premium on a resume and using active verbs can help you be concise. Active verbs also indicate that *you* are the person doing the action.
2. What you accomplished and how it can be quantified in a way to demonstrate breadth/depth.
 - a. Think numbers. Think breadth and depth. How many? How much? How long?
3. The strategies or tasks you used to accomplish this task.
 - a. What tools, theories, or knowledge did you need to utilize?
4. Trying to mirror (though not plagiarize) the language and skills of the job description.
 - a. Remember that many resumes submitted online are put through software that analyses how closely the resume fits the desired jobs based on the frequency of specific keywords. By closely reading and addressing the skills in the job description, you can improve your chances of your resume being passed on.

Here’s an example from our Rhetoric and Composition Teaching Assistant example:

First Draft of Duties/Description:

Graded homework, met with students during office hours, taught section and lectured.

- This is a good start but it doesn't quantify the information or demonstrate the skills you have from doing this job.

Second Draft of Duties/Description:

Taught weekly meetings for thirty-five undergraduate Literature majors. Advised four students on final projects.

- This is better, but it still doesn't show what unique skills and qualities you had to have in order to do this work.

Third Draft of Duties/Description:

With a solid grounding in contemporary pedagogical theory, taught and assessed persuasive essays for thirty-five undergraduate students through interactive instruction in weekly meetings, online correspondence, and in-person advising.

- This draft quantifies information ("thirty-five students," "weekly meetings"), uses active verbs, ("taught" and "assessed") and shows the skills you have ("contemporary pedagogical theory," "taught and assessed," "interactive instruction," "corresponding," "advising").

Step Six: Check Your Page Formatting

Your resume should be legible and easy to follow. Does it have:

- 11-12-point font except for your name?
- Legible, professional font such as Arial or Times New Roman?
- .5 to one inch margins all around?
- Experiences listed reverse chronologically (starting with the most recent and going backwards)?
- Single spacing with a blank line between sections?

Step Seven: Proofread and Get a Second Look

Be sure to proofread your resume. Then show it to a friend. Show it to a UCSC Career Coach. Show it to a trusted colleague. Is there something you could improve on? Are you using active verbs? Did you quantify what you did? Is your resume free of jargon and confusing abbreviations? What does your resume communicate?

Resume Checklist

Already have a resume? Just converted your CV to a resume? Double-check it below.

- Is your resume general or specific to one job?
 - Try to tailor your resume to the specific job you are applying for. You want to think about your “Relevant Experiences,” “objective,” and “Summary of Skills” section as fluid sections that can be changed and tailored to each specific job posting.
- Is your resume dense and persuasive?
 - Remember that a resume is a persuasive document. Employers look at resumes to decide who they will hire based on the skills each candidate communicates via their resume. It is important to closely examine the job description to make sure that you are addressing what the job requires. You may be a very qualified applicant but if your resume doesn't show how your skills apply to the job, your potential employer won't be able to see this.
- Did you include keywords from the job description?
 - Closely examine the job description. Often, resumes are scanned through an Applicant Tracking System (ATS) software. This software is looking for keywords and the number of uses in your resume. Hiring managers may use this information to filter applications. Even if a resume is not scanned through ATS, potential employers are still looking for these keywords.
- Show your resume to a friend or colleague. Is it easy to read?
 - Make sure your resume is easy to read. This means having white space (at least .5-inch margin on all sides), readable font (both in size and style; use between 11-12-point font and a legible font such as Arial or Times New Roman).
- Did you use capitalization, bold lettering, or spacing to guide your reader through your resume?
 - Try to guide your reader through your resume by strategically using capital letters, bold print, and spacing.
- Did you use active verbs in the correct tense?
 - Remember to use action verbs in short concise sentences or bullet points when describing your experiences.
 - Not sure what an active verb is? Take a look at our tutorial and list in this handbook.
- Have you used numbers? Did you quantify what you did?
 - Use numbers and quantify your experience whenever possible. For instance, “counseled students” becomes “counseled five to eight students for sixty minutes in one-on-one sessions on a daily basis.” Be as specific as possible.

- Is your resume one to two pages?
 - While CVs can be very long, resumes should only be between one to two pages.
- Did you use clear language? Did you spell-out abbreviations the first time you used them?
 - Be careful not to use jargon or abbreviations without spelling them out first—even if it seems obvious to you. Remember that a Human Resources staff member will most likely be the first person to take a look at your resume and they may have a different set of industry knowledge than you.
- Have you made your resume readable by a general audience?
 - Likewise, you'll want to translate your academic experience into one suitable for a nonacademic audience. People who've worked in different industries might not know what a TA, postdoc, or graduate research assistant is. Instead, focus on descriptions about those experiences so the employer can understand what skills you have from that experience.
- Did you put your contact information on your resume (Name, phone number, professional or permanent address, e-mail)?
 - Be sure to include your contact information on your resume.
 - Keep personal information such as a photo, your age, marital status, height, or weight off of your resume.
- Does your resume have a consistent style throughout?
 - Make sure that you are consistent throughout your resume in formatting and style.
 - Did you capitalize the same articles? Is the spacing and font consistent?
- Did you proofread your resume? Did you show it to a friend to proofread it for you?
 - Proofread your resume. Ask a friend or colleague to proofread your resume.
 - Try to think of your resume as a reflection of you as an employee. Do you want to come across as professional and organized? Use your resume to show this.

Active Verbs Tutorial and List

Why do I need to use active verbs?

- Grammatically speaking, active verbs are more powerful and concise than passive verbs. Because space is precious on your resume and cover letter it is important to use active verbs. To add to this, active verbs show *you* as the perpetrator of an action and are more compelling than passive verbs. Remember that your resume and cover letter are persuasive documents to prove you are the right person for a certain position—this is not a time to be passive or overly modest.
- Active verbs help you become the subject of your sentence and your job search.
- When writing your resume and other application materials, it is important to make sure you are using active verbs to describe your work experience. Likewise, in your cover letter and interview, it is important to use active verbs as well.
- When you talk about a job you've had in the *past* you'll likewise use the *past tense*. When you talk about a job or position you *currently* have, you'll want to use the *present tense* to talk about this job. Below, the first two examples are in the *past tense* and the last example is written in the *present tense*.

How do I know if I'm using passive verbs or active verbs?

- With some practice, you'll be able to recognize the difference. Look at these examples:

Active: Jaleesa researched Banded Tussock Moths.

Passive: Banded Tussock Moths were researched by Jaleesa.

- *In the first example, we see Jaleesa as the do-er in research. In the second example, the snails are being acted upon by Jaleesa. The first sentence is powerful and concise whereas the second one is longer and less direct.*

Active: Charlie translated 18th century Latvian poetry.

Passive: 18th century Latvian poetry was translated by Charlie.

- *Here again, Charlie is the do-er of the action whereas in the second sentence 18th century Latvian poetry is in the subject-position which not only makes the sentence less powerful but it doesn't emphasize the job-seeker: Charlie.*

Active: Li creates original high-school level educational material about fruit fly reproduction.

Passive: Educational material for high school students about fruit fly reproduction is created by Li.

- *Again, we see that Li has done some fascinating work creating educational material for high-school aged students but we can see that this information is more impactful and precise through using active verbs versus passive verbs.*

Okay, I think I understand. But I don't know where to start. What kind of active verbs should I use to describe the work I do?

- It can be overwhelming to try to find the right words to describe the work you've done in a way that's powerful and pays homage to your skill set. Take a look at our list to see if you can get some ideas about how to describe your work. First, start with your industry or skill

set and explore the verbs that might help you describe your work. All of these examples are in the past tense but they can be adapted to the present tense as well. And remember—these lists are not exhaustive of every possible active verb or exclusive. You may not have any experience in analysis and data but if you find a verb within that column that helps you express yourself then use it!

Active Verb List

Communication & Teamwork Verbs

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

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

Creative Skills

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

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

Data and Analysis

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

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

Helping Skills

- Adapted
- Advocated
- Aided
- Answered
- Arranged
- Assessed
- Assisted
- Clarified
- Coached
- Collaborated
- Contributed
- Cooperated
- Counseled
- Demonstrated
- Diagnosed
- Educated
- Encouraged
- Ensured
- Expedited
- Facilitated
- Familiarized
- Furthered
- Guided
- Helped
- Intervened
- Motivated
- Prevented
- Provided
- Rehabilitated
- Represented
- Resolved
- Simplified

- Supplied
- Supported

Management/Leadership Skills

- Administered
- Analyzed
- Appointed
- Approved
- Assigned
- Attained
- Authorized
- Chaired
- Considered
- Consolidated
- Contracted
- Controlled
- Converted
- Coordinated
- Decided
- Delegated
- Developed
- Emphasized
- Enforced
- Enhanced
- Established
- Executed
- Generated
- Handled
- Hosted
- Improved
- Incorporated
- Increased
- Initiated
- Inspected
- Instituted
- Led
- Managed
- Merged
- Motivated
- Navigated
- Organized
- Originated
- Oversaw
- Planned
- Prioritized

- Produced
- Reorganized
- Replaced
- Restored
- Reviewed
- Scheduled
- Secured
- Selected
- Streamlined
- Strengthened
- Supervised

Organizational Skills

- Approved
- Arranged
- Catalogued
- Categorized
- Charted
- Classified
- Coded
- Collected
- Compiled
- Corrected
- Corresponded
- Distributed
- Executed
- Filed
- Generated
- Incorporated
- Inspected
- Logged
- Maintained
- Monitored
- Obtained
- Operated
- Ordered
- Organized
- Prepared
- Processed
- Provided
- Purchased
- Recorded
- Registered
- Reserved
- Responded
- Reviewed

- Routed
- Scheduled
- Screened
- Submitted
- Supplied
- Standardized
- Systematized
- Updated
- Validated
- Verified

Research Skills

- Analyzed
- Clarified
- Collected
- Compared
- Conducted
- Critiqued
- Detected
- Determined
- Diagnosed
- Evaluated
- Examined
- Experimented

- Extracted
- Formulated
- Gathered
- Inspected
- Interviewed
- Invented
- Investigated
- Located
- Measured
- Organized
- Researched
- Reviewed
- Searched
- Solved
- Summarized
- Surveyed
- Systematized
- Tested

Instructional

- Adapted
- Advised
- Coached
- Communicated

- Conducted
- Coordinated
- Critiqued
- Developed
- Enabled
- Encouraged
- Evaluated
- Explained
- Facilitated
- Focused
- Guided
- Individualized
- Informed
- Instilled
- Instructed
- Motivated
- Persuaded
- Simulated
- Stimulated
- Taught
- Tested
- Trained
- Transmitted
- Tutored

Sample Student CV to Resume Process

The following documents shows a sample student's CV and how she transformed it into two different resumes using two different job descriptions.

Kristina Laimas (CV SAMPLE)

1156 High Street; Department of Literature, Santa Cruz, CA; 95060
kristinal@ucsc.edu 602-314-8889

EDUCATION

University of California, Santa Cruz

PhD, Literature, 2016

Dissertation: "Let Us Go to the Fields! An Ecocritical Lens on Latvian Activist Poetics"

Committee: Dr. Ainars Rentz, Dr. Cecile LaSoir, Dr. Monica Davis, Dr. Alice Riki

University of Winnipeg

MA, English Literature, 2010

Thesis: "Rust and Resistance: The Rhetoric of Manitoba's Urban Farming"

Manitoba University

BA, English, 2006

TEACHING

Teaching Assistant, 12 Sections

Literature Department; University of California, Santa Cruz; 2011-2015

- Introduction to Jewish Literature
- Introduction to Translation Studies
- Baltic Poetics and Poetry
- Russian Literature: Dostoyevsky in Context

Graduate Student Instructor, 6 Sections

English Department, University of Winnipeg, 2008-2010

- Introductory Composition and Rhetoric
- Composition and Rhetoric for Pre-Law Students

CONFERENCES AND INVITED TALKS

- "Digital Dinosaurs: Revising Analog Technology"
 - Panelist, Digital Humanities Conference, University of California, Berkeley, 2016
- "The Significance of the Digital Anthropocene,"
 - Panelist, University of Nevada, Reno, Graduate Student Conference, 2016
- "Baltic Studies in the Digital Age,"
 - Roundtable, Thinking Baltic Conference, University of Ghent, 2016
- "Flower Memory: Pixelated Nature"
 - Panelist, Digital Humanities Conference, University of Minnesota, 2015

HONORS AND FELLOWSHIPS

- Margaret Hedgewood Women's Fellowship to Riga, Latvia 2015-2016
- Graduate Summer Research Fellowship, UCSC, 2015
- Institute for Humanities Research Summer Fellowship, 2015

- Digital Humanities Doctoral Student Fellowship (Runner Up), 2015
- Riley Women's Studies Fellowship (Runner Up), 2015
- CART Archival Fellowship, UCSC, 2014
- UCSC Literature Department Qualifying Exam Fellowship, 2013
- Baltic Studies Association Fellowship, 2013
- UCSC/Mellon Fellowship in Digital Humanities, 2013
- President's Fellowship, University of Winnipeg, 2009

PUBLICATIONS/EXHIBITS

- *Latvian Poetry and French Poetics* Digital Humanities Exhibit McHenry Library, 2016-2017
 - Digital extension of dissertation project surrounding the collision of French poetics into Latvian Activist poetry. Uses close-reading of three poems with a digital interface to explore alternate meanings of the poetry.
- "Latvian Poetry in the US: A Critical Inquiry" *Changes Journal*. Volume 13, Issue 2. September 2016
- "Rust and Resistance: The Rhetoric of Manitoba's Urban Farming"
- *The Moon Journal*. Volume 7, Issue 3. March 2016

SERVICE

- Baltic Arts and Studies Journal, Managing Editor, 2015-2016
- Oversees and coordinate publication and editorial activities for two issues per year.
- Graduate Peer Mentor, Literature Department, UCSC, 2014-2016
- Served as peer mentor to fellow doctoral students by conversing in one-on-one conversations about how to handle grading, seminar readings, and other graduate school matters.
- Secretary, Graduate Student Advisory Board, UCSC, 2013-2016
- Served as the secretary for the Graduate Student Advisory board.
- Reader, *Baltic Studies Journal*, 2013-2016
- Read submitted journal articles and recommended for publication.
- Graduate Representative, Literature Department, UCSC 2011-2012
- Served as liaison between graduate students and faculty, attended bi-weekly meetings.
- Translator, Idaho Student Health Services, 2010
- Translated HIV/AIDS prevention documents into Russian.

LANGUAGES & PROFICIENCIES

Digital Humanities Proficiencies

Digital Publishing & Communications: SCALAR, Omeka, WordPress, HTML, Twitter

Text Visualization & Analysis: Tableau, Mallet, XML

Digital Mapping: Google Fusion Tables, Google Maps, Google Earth, Story Maps

Additional Software: Dublin Core, FileMaker Pro, Photoshop, InDesign

Languages

Native Latvian, Russian Speaker

Native English Speaker

PROFESSIONAL ORGANIZATIONS

Association of Computers and the Humanities, Association for the Study of Literature and the Environment, Baltic Studies Association

REFERENCES

Dr. Monica Davis

Assistant Professor, Literature Department
University of California, Santa Cruz
mdavis@ucsc.edu; 831-459-0111

Dr. Cecile LaSoir

Associate Professor, Feminist Studies Department
University of California, Santa Cruz
cecilel@ucsc.edu 831-459-0111

Dr. Dr. Ainars Rentz

Professor, Literature Department
University of California, Santa Cruz
arentz@ucsc.edu 831-459-0111

Dr. Alice Riki

Associate Professor, Baltic Studies Department
University of California, Santa Cruz
ariki@ucsc.edu 831-459-0111

Sample Job Descriptions

Job #1: Digital Project Manager, San Jose Museum of Natural History

The Digital Projects Manager will coordinate activity of all digital project contributors from across galleries. They will direct the workflow for the projects, manage daily scanning activities, and supervise a production team of student workers. They will collaborate with other staff in the museum and with gallery partners to ensure that technical standards and professional practices are followed, monitor production numbers, and work with contributors to meet project deadlines, resolve potential copyright or privacy concerns, review scanned items and metadata for quality control and upload the digital content to our institutional repository. Working with the museum's marketing and outreach team and the website team, the digital projects manager will ensure that projects are successfully promoted.

Qualified candidates will have:

- *Experience working on digital projects in a library, archives, museum or related setting.*
- *Familiarity with preservation best practice in a library or archives context*
- *Experience with Web-based collection presentation systems such as Omeka*
- *Familiarity with digital asset management processes*
- *Experience with project management software*
- *Experience with mass-digitization projects*
- *Knowledge of processes and policies for securing rights for digital content*
- *Experience working with metadata standards and an appreciation of the role metadata plays in discovery.*
- *Demonstrated ability to clearly communicate technical information to non-experts*

Job Description #2: Editor for Department of Environmental Science at Nova Scotia University

The Department of Philosophy is seeking an Editor I to perform content development and editorial review under the general supervision of the Senior Editor. This is a dynamic work environment and will require the Editor to direct and orchestrate large, multi-author, multi-editor projects and take end-to-end ownership and command of project development and related support processes. The Editor will need to review projects as a whole, establishing deadlines and troubleshooting to avoid or quickly solve problems that may arise; consistently improve procedures; and help in the creation and maintenance of a master production plan that integrates all journal, books and other special projects.

Duties Include:

- *Research, write, and edit publications for style and substance.*
- *Review contents to be disseminated through websites and print publications in consultation with supervisor.*
- *Edit manuscripts for content, style, and organization.*
- *Check editorials for accuracy, and use own judgment in critiquing the work.*
- *Coordinate publication/editorial schedules, and monitor process in consultation with supervisor or client.*
- *Work within deadlines and cost constraints of clients.*

- *Coordinate and facilitate publication process with writers, editors, photographers, vendors, and contractors.*
- *Establish and maintain communication with internal clients and external media outlets to facilitate promotion and information dissemination.*

Directions to Convert Your CV to a Resume

1. Start with the job description

- Start by looking at each specific job description. What are they looking for? What do they need prospective candidates to do?

2. Make a list of what they're looking for.

- You can use our table (see below) or make your own three column spread.
- From specific skills (such as being able to use Omeka) to more behavior-driven skills (such as being able to communicate technical information clearly), make a list of what skills the job is looking for.

3. Then, look at your CV or Master List. What skills and experiences do you have that satisfy these skills and requirements?

- Next to each skill from the job description, write what experience you have that could satisfy that job component.
- If there's a request skill you don't have, don't worry about that yet. You may want to address this in your cover letter.

4. Assess What to Put Where

- You have made note of what the job requires and you've made note of what skills and experiences you have to satisfy these requirements in our table (or in your own list). Now you need to assess where to put what information. You have two choices: either your cover letter or your resume.

Job #1 Description Example for Kristina Laimas

Skills Desired By Employer (see job description)	Skills and experience you have (look at your CV or Master List)	Where to put (Resume or Cover Letter)? Other Notes
“experience working digital projects in a library or archives setting” & “Familiarity with preservation best practice in a library or archives context”	-Digital Humanities Exhibit in McHenry (2016-2017) -CART Archival Fellowship	-list in resume -expand upon in Cover Letter to touch on skills
“collaborate with other staff” & “work with ... museum marketing and outreach team and website team” to promote projects	-Digital Humanities Exhibit in McHenry (2016-2017) -CART Archival Fellowship -Teaching Assistantship at UCSC -Baltic Arts and Studies Journal Managing Editor	-list in resume -expand upon how I have multiple experiences in which I had to collaborate or promote an experience
“Experience with Web-based collection presentation systems such as Omeka”	-I have this computer language proficiency	-put in resume under languages or special skills
“Familiarity with digital asset management processes” & “project management software” & “mass-digitization projects”	-I have these computer languages/skills --Digital Humanities Exhibit in McHenry (2016-2017) -CART Archival Fellowship	-highlight in cover letter
“Knowledge of processes and policies for securing rights for digital content”	-Baltic Arts and Studies, Managing Editor	-list experience in resume -highlight in cover letter how through this experience I have had to exercise processes and policies for securing rights
“Demonstrated ability to clearly communicate technical information to non-experts”	-conference presentations -Digital Humanities Exhibition in McHenry (2016-2017)	-mention conference presentations in cover letter -maybe put in resume?
“ensure that technical standards and professional practices are followed” & “monitor production numbers” & “meet project deadlines”	-Digital Humanities Exhibit in McHenry (2016-2017) -CART Archival Fellowship -Managing editor position	-highlight that I can do long term project and meet deadlines in my cover letter
“direct the workflow for the projects, manage daily scanning activities, and supervise a production team of student workers”	-Teaching Assistantship at UCSC -Baltic Arts and Studies Journal Managing Editor	-highlight that I can delegate tasks and work with other workers -mention that as a TA I had to work with students

Evaluate:

What experiences did I list multiple times? *I listed my Digital Humanities Project I did in McHenry, my CART Archival Fellowship, my conference presentations, my TAsip at UCSC, and working as the Managing Editor for the Baltic Arts and Studies Journal. I should mention all of these experiences on my resume.*

What skills (languages, certifications, aptitudes) did I mention?

I mentioned that I have experience using Omeka—I should list all of the computer specifications I have to show that I am skilled in managing digital projects. I can do this in my cover letter.

Final Step:

Use this information to put your resume and cover letter together. There are certain experiences or skills you've gained during your academic career that you will not put on your resume. This is normal—don't put an experience just to put an experience. Your resume is a tailored document not a chronicle of your entire history like a CV.

Kristina Laimas (Resume for Job #1 Example)
1123 Santa Cruz Drive, Felton, CA 95018
kristinal@ucsc.edu 602-314-8889

EDUCATION

University of California, Santa Cruz

PhD, Literature, 2016

Dissertation: "Let Us Go to the Fields! An Ecocritical Lens on Latvian Activist Poetics"

Committee: Dr. Ainars Rentz, Dr. Cecile LaSoir, Dr. Monica Davis, Dr. Alice Riki

University of Winnipeg

MA, English Literature, 2010

Thesis: "Rust and Resistance: The Rhetoric of Manitoba's Urban Farming"

Manitoba University

BA, English, 2006

RELATED EXPERIENCES

Author & Lead Designer of *Latvian Poetry and French Poetics*, 2016-2017

McHenry Library, University of California, Santa Cruz

- Utilized digital publishing and communication tool SCALAR to design and create digital analysis project viewed by over 400 students and staff.
- Collaborated with library staff to execute and promote project.
- Communicated literary theory to universal audience through digital tools.

Managing Editor, *Baltic Arts and Studies Journal*, 2015-2016

- Collaborated with staff, copyeditors, and readers to produce two issues per academic year.
- Proof-read and approved final layouts using WordPress and MLA formatting.
- Communicated with writers, drew up contracts, and coordinated documents.

CART Archival Fellowship, 2014

University of California, Santa Cruz

- Worked under supervision of Library Archival staff to plan and implement long-term archival project to create digital archive of The Grateful Dead's recordings from 1965-1970.
- Preserved over two-hundred audio recordings and used digital mapping to share online with over 2,000 unique viewers per year.

Teaching Assistant, 2011-2015

University of California, Santa Cruz

- Worked under the supervision of faculty to teach undergraduate students, grade over 100 papers per quarter, and conference one-on-one with undergraduate students.
- Implemented the University of California, Santa Cruz's, teaching objectives in small group sections once per week.

LANGUAGES & PROFICIENCIES

Digital Humanities Proficiencies

Digital Publishing & Communications: SCALAR, Omeka, WordPress, HTML, Tumblr, Twitter,

Text Visualization & Analysis: Tableau, Mallet, XML

Digital Mapping: Google Fusion Tables, Google Maps, Google Earth, Story Maps

Additional Software: Dublin Core, FileMaker Pro, Photoshop, InDesign

Job #2 Description Example for Kristina Laimas

Skills Desired By Employer (see job description)	Skills you have (look at your CV or Master List)	Where to put (Resume or Cover Letter)? Other Notes
“perform content development and editorial review under the general supervision of the Senior Editor.”	-Baltic Arts and Studies Journal, Managing Editor -Reader for Baltic Studies Journal	-List Resume -In cover letter talk about how I worked with the Editor-in-Chief & Deputy Editor
“requires the Editor to direct and orchestrate large, multi-author, multi-editor projects and take end-to-end ownership and command of project development”	-Baltic Arts and Studies Journal, Managing Editor -Reader for Baltic studies Journal — had to communicate with authors, get contracts, share edits, etc.	-expand on how this position required I to see a project through from start to finish and to work with multiple authors
“review projects as a whole, establishing deadlines and troubleshooting to avoid or quickly solve problems that may arise”	-Baltic Arts and Studies Journal, Managing Editor -Reader for Baltic Studies Journal -Digital Humanities Project, McHenry library	-list on resume -mention in CL how in both experiences I had to think on my feet and quickly solve problems that arose
“consistently improve procedures”	-experience as PhD student	-mention in CL that as a PhD student I had to continually assess criticism and improve my work as a scholar and thinker
“help in the creation and maintenance of a master production plan that integrates all journal, books and other special projects.” & “Coordinate publication/editorial schedules, and monitor process in consultation with supervisor or client.” & “Work within deadlines and cost constraints of clients.”	-experience as PhD Student -Baltic Arts and Studies Journal Managing Editor	-mention in CL that as a PhD student I had to continually manage multiple projects. -mention in CL that as managing editor had to facilitate the production of a final product that included multiple essays and texts with an awareness of deadlines and limitations of particular publishing situations.
“Research . . . and edit publications [and manuscripts] for style and substance.” & “Check editorials for accuracy, and use own judgment in critiquing the work.”	-Baltic Arts and Studies Journal Managing Editor -Reader for Baltic Studies Journal -TAship	-list in resume -mention in CL that as a TA, reader, and managing editor I had to use MLA and APA styles to copyedit and also used my own personal eye as an editor

<p>“establish and maintain communication with internal clients and external media outlets to facilitate promotion and information dissemination.”</p>	<p>-Baltic Arts and Studies Journal Managing Editor -TAship</p>	<p>-discuss in CL how the jobs of both a TA and managing editor required clear and consistent communication with individuals from a variety of backgrounds.</p>
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Evaluate:

What experiences did I list multiple times?

I listed my TAship with UCSC, my job as Managing Editor at Baltic Arts and Studies Journal, my experience as a PhD student, my time as a reader for Baltic Studies Journal, and my Digital Humanities project with the McHenry Library. All of these should go on my resume.

What skills (languages, certifications, aptitudes) did I mention?

I have special skills in editing and an awareness of MLA and APA formatting. My PhD specialty is also in ecocriticism which blends ecological awareness with the humanities. Perhaps for a job that is housed in an Environmental Science department my familiarity with these communities and conversations will also be a benefit to me as a candidate. I can talk about these things in my cover letter.

Kristina Laimas (Resume for Job #2 Example)

1123 Santa Cruz Drive, Felton, CA 95018

kristinal@ucsc.edu 602-314-8889

EDUCATION

University of California, Santa Cruz

PhD, Literature, 2016

Dissertation: “Let Us Go to the Fields! An Ecocritical Lens on Latvian Activist Poetics”

Committee: Dr. Ainars Rentz, Dr. Cecile LaSoir, Dr. Monica Davis, Dr. Alice Riki

University of Winnipeg

MA, English Literature, 2010

Thesis: “Rust and Resistance: The Rhetoric of Manitoba’s Urban Farming”

Manitoba University

BA, English, 2006

RELATED EXPERIENCES

Author & Lead Designer of *Latvian Poetry and French Poetics*, 2016-2017

McHenry Library, University of California, Santa Cruz

- Utilized digital publishing and communication tool SCALAR to design and create digital analysis project viewed by over 400 students and staff.
- Collaborated with library staff to execute and promote project.
- Communicated literary theory to universal audience through digital tools.

Managing Editor, *Baltic Arts and Studies Journal*, 2015-2016

- Collaborated with staff, copyeditors, and readers to produce two issues per academic year.
- Proof-read and approved final layouts using WordPress and MLA formatting.
- Communicated with writers, drew up contracts, and coordinated documents.

Reader, *Baltic Studies Journal*, 2013-2016

- Utilized online Submittable platform for read up to five journal articles per month, provided reader responds, and recommended publication to journal

Teaching Assistant, 2011-2015

University of California, Santa Cruz

- Worked under the supervision of faculty to teach undergraduate students, grade over 100 papers per quarter, and conference one-on-one with undergraduate students.
- Implemented the University of California, Santa Cruz’s, teaching objectives in small group sections once per week.
- Utilized APA and MLA editing skills to assist students with papers.

LANGUAGES & PROFICIENCIES

Digital Humanities Proficiencies

Digital Publishing & Communications: SCALAR, Omeka, WordPress, HTML, Tumblr, Twitter,

Text Visualization & Analysis: Tableau, Mallet, XML

Digital Mapping: Google Fusion Tables, Google Maps, Google Earth, Story Maps

Additional Software: Dublin Core, FileMaker Pro, Photoshop, InDesign

Languages

Native Latvian, Russian Speaker

Native English Speaker

Cover Letters

What is a cover letter?

- A cover letter is a formal letter written to your prospective employer that explains why you want this job and why you're qualified. It's usually one page and about three to four paragraphs. You'll write formally and personably. You'll show why you are the right candidate. We'll talk about what goes in each paragraph below. Think of your cover letter as an opportunity to focus on three to four of the needs outlined by the job description and how your skill set and experience can address those needs. Your cover letter is also a place to show your enthusiasm for the position and organization by demonstrating how you uniquely understand their mission, values, and accomplishments.
- Quite simply, cover letters are essential to your job application. It's the employer's first contact with your voice and style so it's important to take the cover letter seriously.

Where can I see some examples?

- Take a look at our before and after cover letter examples later in this handbook to see how to improve your own cover letters.

Why can't an employer just look at my resume?

- Because you are more than your resume! A good cover letter is not simply a restatement of your resume. If you've written a cover letter and it feels like a restatement of your resume then you haven't expanded far enough into your skills and why you want to work for this specific organization and/or in the specific capacity that you're applying for.
- A good cover letter does three things: it shows *enthusiasm* about why you would like to work for a particular organization and demonstrates that you understand their values, mission, and accomplishments. If you don't know very much about the company or organization, you'll have to do some research. Secondly, it goes in-depth into why you are the perfect candidate for this position by expanding upon what cannot be communicated via a resume such as your work habits and personality. Are you a quick-learner and great at working groups? Are you able to intensely focus and work well alone? Try to expand upon what qualities about your personality or work habits make you a great fit. Thirdly, a good cover letter is *specific* to the organization and position. It is in-depth. It is personal and precise. It isn't a form letter mailed to thirty different jobs. A good cover letter takes research and revision.

What goes into a cover letter? Where do I start?

- Take a look at our guide. All cover letters should be tailored to a specific job. The example we're going to show you has five paragraphs, but yours could be between three to six paragraphs.

Should I use a fancy font or color to show my creativity?

- No. Cover letters are formal documents. Use fonts like Times New Roman or Ariel that are clear and professional. Your font size should be between 11 and 12. Don't include your picture or clip art.

The job description says I should attach my cover letter and resume and e-mail these documents. I'm not sure how to do this.

- Most job descriptions will give you very specific details about how documents should be formatted and combined. Some job descriptions will want you to put your resume and cover letter and combine them into one PDF. Remember to follow the directions. If there are no instructions about how to format or combine the documents be sure to paste both with titles that include your name and what the document is (for instance, “Rosa_Artsy_Resume” and “Rosa_Artsy_Cover_Letter_Internship”). Make sure they are in PDFs as these are universally readable across many machines and formats. You should also paste the cover letter into the body of the e-mail.

What if I have a lapse in my employment or something else that I’m worried about an employer seeing?

- You can use your cover letter to address this but remember that your cover letter should show you at your finest—if you want to address something be sure to do so in a way that bolsters you as a candidate rather than highlights a flaw. This can be tricky. If there’s something specific you’re concerned about, a UCSC Career Coach can help you navigate this in your job search.

Why can’t I just make a standard cover letter and send that out?

- A non-specific standard cover letter or a mass copied cover letter is obvious to employers and will likely be discarded. Each cover letter you write should be specifically tailored to a specific position and to a specific company.

What if I don’t know who I should address the letter to?

- Try contacting the organization or company to see who you should address the letter to. Aim, in all instances, to find a specific person to address the letter to rather than a generic phrase. If you cannot contact anyone or the job description specifically states “no phone calls,” then you may address the letter to the “Hiring Manager” or “Hiring Committee.”

What if the job description doesn’t request a cover letter?

- You should always send a cover letter. Even if it’s not requested it will help the Human Resources staff or hiring committee know where to direct your materials. The cover letter is an opportunity to sell yourself and it is an opportunity that should not be passed up.

Cover Letter Guide:
**[You may put a header here from your University
or your resume; this is not obligatory]**

[The Date Goes Here]

[Address goes here:]

[Put the name of the person you're applying to]

[Put the name of the company or organization]

[Put their address]

To Mrs./Mr./Ms. [the name of the person you're applying to]:

[This is your first paragraph]

In your first paragraph, you should state why you are writing, the position you are applying for, and the company or organization at which you are applying to and how you heard about the position. You should also briefly demonstrate your understanding of the company and create a thesis statement that summarizes your qualifications for the job. If you've been referred, be sure to include the name of this referral in this paragraph.

[This is your second paragraph]

In your second paragraph, you'll want to expand upon your background and qualifications in this paragraph. Do you have specialized training? Do you have personal skills or work habits that make you a great candidate for this position? Be as specific as possible about your training, qualities, or experiences and show *how* they make you a great candidate. How will you use these qualities in this job? You can also provide specific examples on how you've honed or obtained such skills. Your goal is to match your skills to the employer's needs.

[This is your third paragraph]

In your third paragraph, you may go into further detail about your background or qualifications as you did in paragraph two. If you don't have anything else to go into, you can skip to the fourth paragraph.

[This is your fourth paragraph]

In this paragraph, you should go into further detail about why you would like to work for this particular company. Remember to demonstrate knowledge of the company or organization's mission and to convey your enthusiasm for this position and this company or organization.

[This is your fifth paragraph]

This is your final paragraph. Remember to close out the letter with confidence and restate why you are well-suited for this position. Express your interest in having an interview with the employer and thank the employer for their time and consideration of your application.

Sincerely/All the best,

[Your signature if it's a hard copy]

[Your name]
[Your title (if applicable)]
[Your address]
[Your e-mail address]
[Your phone number]
[Your website (if applicable)]

Before Cover Letter Example

Look at the example below of a cover letter that needs some revision. What do you think could be improved about this cover letter based on the example above?

Dear Marco,

I write to express my interest in the marketing assistant at your company. With my past experiences and future goals, I am an excellent candidate for this position.

I have a PhD in the History of Visual Art and Culture from the University of California, Santa Cruz. I have taken classes in the history of Japanese Visual Culture, Asian-American Art, and the intersection between political theory and art. I was also an intern at the Carmel Valley historical society.

I would like to make use of my PhD in a community arts setting such as at your organization.

I look forward to hearing from you soon.

*Sincerely,
Job Applicant*

What is working and what could be improved?

- This letter reads like a standard message that has been mass mailed to many companies. There's nothing specific about the company (what is the company? This writer doesn't mention it) and why this person wants to work there. There's also nothing specific about what skills this person brings to the job. The skills this person does mention are attributes that are probably (and should have already been) mentioned on their resume.
- Likewise, this letter has little personal style in how it's written and doesn't communicate any enthusiasm for the company. You have an entire page for your cover letter—try to use it as much as you can.
- On a more logistical level, there needs to be a date on this letter. Also, when you address who you're applying to you need to address them by Ms./Mrs./Mr./Dr.—not by their first name alone. But it's great that this example is addressed to someone specific rather than simply "To Whom It May Concern."
- It seems like this applicant may have a lot to offer this position but they haven't gone in-depth enough to uncover why they would be a good fit for this position and why they've applied in the first place to this specific organization in this specific role.

After Cover Letter Example:

Look at the example below after some changes have been made. What differences do you notice between this one and the last?

January 12, 2036

Dear Dr. Marco Riloto,

I write to express my interest in Marketing Assistant position at the Asian Visual Arts Department at the Vancouver Center for Culture. I am a great candidate for this position because of my knowledge of Asian visual culture, communication and teamwork skills, and passion for community arts. My resume and writing sample are also attached in this package.

As a recent graduate of the University of California Santa Cruz's History of Art and Visual Culture's PhD program, I am aware of not only the merits of your particular collection but also the larger conversation surrounding Asian visual arts on the western North American coast and can bring this expertise to our marketing. I can uniquely assist your department and translate the cultural importance of your collection to a larger audience through marketing and online content. In addition to my academic work, I have also worked for two years as the marketing intern at the Carmel Historical Society where I have coordinated in a team with museum managers, curators, and funding sources to brainstorm publicity ideas and created online content. While I can work in a team, I can also work alone as well. For instance, in the same position, I often worked with Adobe, Scalable Vector Graphics, and Canva on my own as well.

I am interested in this position for several reasons, but most of all I am driven to apply for this position because of my passion for Asian art and bringing communities together. Since I first visited your museum during the first year of my PhD program I have been inspired by your museum's mission. The Vancouver Center for Culture's commitment to maintaining a diverse and eclectic museum with rotating museum exhibits that focus on underrepresented artistic cultures in the West compliment what I most believe in as an art enthusiast and motivated me to work on my doctoral degree in the first place.

It would be a delight to be able to bring my interest and passion for Asian arts and experience in marketing to your department so that I can help more visitors discover your museum. Please do not hesitate to contact me if you have any questions and I look forward to speaking with you in the future.

*All the best,
Job Applicant*

What is working and what could be improved?

- This cover letter has improved several aspects of the previous letter. In this cover letter, we can see more of the applicant's enthusiasm and we better understand what this person has done in their past experiences that make them a solid candidate for this job. The candidate also reveals information that a resume does not share such as the candidate's personal and vested passion for Asian arts and their ability to work both in a team and on their own.

Likewise, the applicant has also included a date and properly addressed to whom they are applying.

- Furthermore, this letter also has a much greater style and persuasive effect than the previous letter. While this applicant would still want to proofread this letter, and share it with a colleague or friend for their thoughts, this letter is a substantial improvement and attempts to follow our tips for creating a compelling and engaging cover letter.

Cover Letter Checklist

You finished your cover letter! Before you send it off, double-check it with our checklist below.

Look at your cover letter and double-check the following items:

- Is your cover letter less than one page (or the length specified by the employer)?
 - A standard cover letter is no longer than one page unless the job application specifies it can be longer.
- Is your cover letter written in a standard business letter format?
 - The format of your cover letter should be that of a standard business format.
 - Your tone should be professional yet personal.
- Does your cover letter have a date at the top of the page?
- Did you use a standard font (such as Ariel or Times New Roman) in 11 or 12-point font?
- Did you address your cover letter to a specific person?
 - Try, if possible, to address your cover letter to a specific person.
- Does the introductory paragraph of your cover letter correctly state the position you're applying for, the company or organization, and forecast the qualities that make you a right fit for the job (think of it like a thesis)?
- Does the body of the cover letter state why you are a good fit for the position and organization or company and how you would benefit them?
- Did you include, if relevant, information requested by the employer such as a job reference number, employment availability date, or other information?
- Is the content in your cover letter distinct from the information on your resume?
 - Remember that your cover letter is an opportunity to share information *not* on your resume. Try not to just repeat information you've already stated on your resume. What are the skills and qualities that aren't quantifiable on a resume (Are you a hard worker? Do you work well in groups or without supervision? Are you a fast learner or able to quickly comprehend or recall information?).
- If you described your academic background, is your language free of jargon?
 - Remember that not everyone is an expert in your field. Show your resume to a friend or trusted colleague in another field and ask them to double-check your jargon. Does your cover letter translate beyond academia?
- Did you use key words mirrored in the job description itself?
- Does your cover letter sound personable and genuine?

- Did you demonstrate your enthusiasm for the position and how you understand their mission, values, and accomplishments as a company or organization?
 - Remember that your cover letter should be *specific* to the company or organization you are applying to. Do not use a standard cover letter that is mass mailed to organizations.
- Did you include your contact information?
- Does your cover letter coordinate with your resume by having the same font and layout?
- Did you have a friend or trusted colleague proof read and critique your cover letter?
 - Proofread your cover letter. Ask a friend or colleague to proofread and critique it.

Recommendations and References FAQ

Why do I need references?

- References are an important part of the application process. References are past individuals who will vouch for your performance and aptitude as an employee. Before you apply for jobs, it is important to have individuals whom you have already asked that you can use as references in the instance that an employer would request a reference.

Who should I ask for a reference?

- Depending on the application, you may have to provide between 2-5 references. You will want to think strategically about who to ask to provide a reference for you. First, think about the job—what are the job responsibilities and who could vouch that you can perform those responsibilities?
- While it is best to try to provide recent references, if you have a reference from your past that could speak to the responsibilities of the job you may want to consider asking this reference. Of course, you'll want to ask individuals that will speak highly of your skills, accomplishments, and character.

How should I ask for a reference?

- There are a few key points of protocol when asking for a reference. The employment process can often unfold very quickly so be sure to ask your potential references when you turn your application in. If you don't ask and simply provide a reference's contact information without their consent, if and when a potential employer contacts this person they may be blindsided and, inadvertently, give you a less than stellar reference. It also isn't polite or respectful to give away someone's contact information without their permission.
- When asking for a reference, remember to ask politely and in a way that allows someone to decline gracefully such as "Would you be comfortable serving as a reference in my upcoming job hunt?" or "Would you have the time within the next few weeks to serve as a reference for me?" Try not to pressure them—remember that you'll want someone who will have the time and energy to enthusiastically recommend you. If someone declines, don't worry. Simply move on to your next option.
- If they agree, you'll want to share with them the jobs you're applying for and what they could best do to help you. Are there any specific skills you'd like them to highlight? Why are you interested in this job? It might also be helpful to share a copy of your resume with them. In addition to this, you'll also want to let them know how the employer will contact them. Can they expect a call? Will they be sent an e-mail with a form to fill out? Remember that they are doing you a favor so try to give them as much information and heads-up as possible to make their job as easy as possible. You will also want to verify their contact information and title.
- Each time you submit someone as a reference you'll want to let them know (via e-mail is fine) so they're not blindsided by having to provide a reference.
- Of course, be sure to thank whoever has recommended you preferably with a handwritten note. They are taking time away from their personal lives and job to support you. When you find out the results of the job application, hired or not, you'll want to let whoever recommended you know the results. Following-up and thanking the individual is a great way to continue to build a long-term relationship.

How do I provide the list of my references to my employer?

- You may be asked to provide a list or you may have to input this information into an online system. If you have to provide a list, be sure to list the references name, title, organization, division or department (if applicable), telephone number, e-mail address, and how you know this person (“Dr. Augusta was my lab supervisor for three years”). Try to mirror the same formatting and style of your resume when putting together your reference list. This is one item you may want to bring with you if you have an interview; you may then provide this list to employers.

What is a dossier service?

- If you are going into an industry where you need to have a lot of references on hand to send to a potential employer (such as academia), you may consider using a dossier service that stores your recommendations online and allows you to send them to employers for a fee. Check out a few job applications first—you may not need a dossier service for your particular field.

What are some trustworthy dossier services?

- Check with your department—they may provide a dossier service for you or your colleagues or advisors may have suggestions about how certain fields handle dossier services and letters of reference. Interfolio is a dossier service that is tailored toward academics (though you could use it for other fields as well).

Interview FAQ

I have an interview. What should I do to prepare?

- Congratulations! Receiving an interview means that your application is still under consideration and that the hiring committee is serious enough about your application that they would like to meet you.
- The shape of the interview itself can vary wildly—some interviews are dictated by pre-formed questions and others are more free-wheeling conversations. You may be interviewed by one person or you may be interviewed by two, three, or even a panel of individuals. This is why interviews can often be so nerve-wracking: it's hard to know what to expect. But with some practice and preparation you can go into your interview with confidence.

What should I wear? If I have a graduate degree, does it matter what I wear?

- As a graduate student or graduate degree holder, it may seem odd to focus on your appearance at a job interview given the breadth and intellectual stakes of the work you've done in the past. Shouldn't that be enough? It is, but your clothing communicates more than just your style. By dressing appropriately for a job interview you not only show your professionalism but you also show how seriously you are taking this opportunity and that you respect the hiring manager's time (and the time of everyone else who may be in the room).
- That said, the answer to what exactly to wear can vary widely. It is best to err on the side of overdressing than underdressing. Even if the company's attire is casual, you'll want to make sure you dress one step above this for your interview. Make sure to focus on details—iron your clothing, comb your hair, etc. Try to avoid wearing cologne or perfume; you never know if your potential new colleague or boss has an allergy or is particularly sensitive to smells. Focus on neutral tones.

I'm nervous to talk about how I have a graduate degree or am pursuing one. What if they think I'm too overqualified? What if they ask me why I've changed career paths?

- Your feelings are understandable and fair. Remember that your potential employer already knows this information—they already have your resume and cover letter where you've explained why you're interested in this position and what you'll bring to it. If they weren't interested in you and your background, they wouldn't ask you to come in for an interview.
- More importantly, remember that your graduate degree has prepared you for a wide variety of careers and it's simply a matter of translating your experience and communicating this to your potential employer. Remember not to apologize for your graduate degree (“I know I'm overqualified for this” or “I messed up and I should've just done a Master's in Clinical Psychology and not a PhD”) or downplay it. Lots of people with Master's degrees and PhDs have transitioned and thrived into the workforce. It is important, if asked, to explain why you're interested in pursuing this particular career path and to explain how your experiences in academia make you a great candidate for this position. Additionally, it's important to emphasize that you *want* to transition into this job or to have a particular experience rather than making it seem as though academia is too hard/competitive/stressful. Focus on the positives: the positives being this new opportunity and what you bring to it.

What else can I do to prepare?

- Make sure to research the company if you haven't already. If you've written an engaging cover letter that identifies why you want to work for this company, then you've already done some of the necessary research. If you haven't yet, try to look up their history, mission, and values. Showing your enthusiasm and knowledge of the company will make a huge impression. Be prepared for your interviewer to ask you about why you want to work for their company (see below).
- Likewise, go back to the job description and remind yourself what the organization or company needs. What can you do for them? What do you bring to help the company? While an interview may seem to be about screening the job candidate, if you have a clear idea of what you could bring to help the company this will inform your responses and help you stand out.

What are they going to ask me?

- Interviews can vary in their content and tone. We have a set of four common types of questions you can expect during your interview based on your field in our next section. While you cannot anticipate every question, to prepare yourself make sure to have practiced some solid answers for the following common interview questions that are tailored to learn more about your resume and fit for the position:
 1. *"Tell me about yourself"*
 - a. This question may seem innocuous but it is important to be able to pitch yourself to the employer in a concise way. Don't give your entire employment or academic history. Instead, pitch yourself to the employer in two to three sentences that highlight your accomplishments and end by stating how your prior experiences have positioned you for this specific role.
 2. *"How did you hear about this position?"*
 - a. This question may, again, seem innocuous but you can use your answer to show your enthusiasm or connection to the position. First, if you were referred to this organization through a friend or person connected to the company mention this person. Make sure it's not a random person—only mention the name if it's someone who works for or is associated with the company or organization. If you discovered the company initially through an article, presentation, or through another means, mention that and how it led you to the job posting. Even if you found the listing randomly or through a job searching application, then highlight what it was about the position that made you want to apply.
 3. *"Why are you interested in this position?"*
 - a. Hopefully, your answer to this question is easy! Make sure to honestly communicate why you're interested in this position. Companies and organizations want to hire individuals who are passionate about what they do. Use your answer to this question to show this by identifying a few key factors that make this job attractive for you and follow up by sharing why you want to work for this company in particular.
 4. *"What do you know about our company/organization/us?"*

- a. It's easy to read the "About" section on the company or organization's website and recite this information back. Instead, if you are asked this question it's better to show that you *care* about the company or organization's mission and why. When asked this question, in one sentence summarize the company's mission and then expand on why you care about this mission ("I'm drawn to this because . . ." or "I'm passionate about this because . . .") and then share a personal example.
5. *"Why are you a quality candidate?" or "Why should we hire you?"*
- a. It's important to highlight three things: first, that you have the skills to do the work, that you are good *fit* for the company's community and culture, and that with certain attributes (your MA or PhD, experience in _____, attitude, etc.) you're a better hire than any of the other candidates.
6. *"What are your greatest professional strengths?"*
- a. Seems like a great interview question, right? You can go on and on about your great qualities and impress the interviewer, right? Not quite—it is a good interview question because you can highlight your strengths, but it's important not to give a laundry list of what you think they want to hear. Instead, be honest and accurate about your strengths (share what you truly think you are good at) that reflect what the job requires and to follow these up with relevant examples of how you've demonstrated these skills in the past.
7. *"What do you think are your weaknesses?"*
- a. This can be a tricky question. First, don't evade the question ("I don't think I have any weaknesses"). Second, don't try to turn a negative quality into a positive one ("I am usually pretty cranky during the mornings because I stay up all night working on my research. I'm such a hard worker."); your employer will see straight through this. Third, don't torpedo your chances by throwing up a red flag and revealing a major flaw ("It's taken me eight years to get through my PhD because I can never make any of the University deadlines. In fact, I barely made the deadline for turning this application in. Thank goodness you gave me an interview!"). The employer is looking for your honesty and self-awareness. The best approach is to reveal something that is a weakness but that you are working to improve (for instance, "I've always had a fear of public speaking, but I volunteered to run my graduate student reading group to gain experience speaking in front of others").
8. *"What is your greatest professional achievement?"*
- a. It's best here to use the **CAR** method. First, give the **Context** (the workplace, the environment, employees, its climate, size, etc.). Then explain your **Actions** (what work did you do? What was your purpose in the project?). Lastly, explain the **results** (What did you accomplish? What was the impact on the organization? Use numbers). Here's an example:
- b. **Context:** "When I was in my first year of my graduate program at the University of California, Santa Cruz, I started tutoring high school students in science at an afterschool program at Capitola High School. I noticed there were about a dozen

students who all had an interest in learning more about the redwoods and marine life but there weren't any resources for them.”

- c. **Action:** “By collaborating with two of my colleagues, we developed an after-school program focused on geology for high school aged students to learn more about dendrochronology (which is the study of tree rings) and marine geology by visiting four national parks in the area.”
- d. **Result:** “Our after-school group has been meeting for over four years and we have now secured \$5000 in funding from the Santa Cruz school district for the past three years. Over 100 students have participated in our program and UC-Santa Cruz has formed an official partnership with Capitola High School to facilitate this program.”

9. *“Tell me about a conflict or challenge you faced at work and how you faced it.”*

- a. While it can be easy to seem pleasant and calm in an interview, this is an important question for an employer—they'd like to know how you'd respond in a crisis or conflict. Be sure to use the CAR method again and emphasize how you resolved the issue.

10. *How many elephants could fit into the square mileage of Oregon?*

- a. You may get an odd ball question such as this. The employer doesn't actually think you're going to know this information. The purpose of asking a question like this is so that your employer can see how you solve problems. So, talk through how you would go about answering this question so that your potential employer can see your process.

My interview is on Skype/Google Hangout/Facetime. What should I do?

You'll want to exercise all the same things you would for an in-person interview (such as dressing professionally, smiling, making eye contact, using CAR in your responses, following with a thank you card or e-mail) with a few added suggestions:

1. Make sure you understand the technology you're going to use. If you've never used Google Hangout or Skype, make sure to practice so you understand how it works.
2. Consider everything the interviewer is going to see. Make sure the location for your interview is somewhere neutral and quiet with good lighting. If you are going to do your interview at home and have a pet or children, make sure they are secure during the interview. Likewise, make sure you are somewhere with consistent Wi-Fi.
3. A few days before and the day of the interview, test all of your technology. Plan for a backup if something backfires on the day of.
4. Make sure to shut off any alarms or notifications before your interview.
5. Do a practice with a friend or another trusted person.
6. Remember that it's a conversation. If you are unfamiliar using an online platform for your interview, it may seem uncomfortable or odd at first. This is why it's important to practice and remember it's a conversation.
7. Use notes if you need them. They can be on a table in front of you but try to not rely on them too much or it might look strange on camera.
8. Keep your resume close to you so that you can reference it if you need to.

9. Take a second. After you are asked a question, nod and take a moment to think so that you avoid talking over the interviewer.
10. Remember that an online interview is either used because you are in a distant location (perhaps if you are interviewing for a job overseas or elsewhere) or because you are being screened for an in-person interview. If it is the later, then be sure to ask when in-person interviews will be scheduled.
11. Follow-up with a thank you note.

My interview is a phone interview. What should I do?

You'll want to exercise many of the same things you would for an in-person interview with a few added considerations:

1. As with an online interview, make sure you do the phone interview in a place that is quiet without distractions.
2. As with an online interview, you can also use notes and make sure to have your resume handy if you need it. Make sure to also have a writing utensil and paper with you so that you can make notes during the interview (Remember to write down the name of who you're talking to, any questions that come up, notes about the conversation, etc.).
3. Turn off call waiting on your phone so that it doesn't interrupt your call.
4. While landlines are becoming a nearly extinct technology, if you *do* have a landline try to use this for your phone interview instead of a cell phone so that it eliminates the chance of your call being dropped.
5. Make sure that *you* answer the call—not your roommate, child, or partner.
6. Use the interviewer's name with correct title (Mr. Mrs. Ms. Dr.) during the interview and only their first name if they ask you to.
7. Even though it is a phone interview and the interviewer cannot see your face or see what you're doing, if you smile this will come through in your voice! You will project a different, more positive tone. Likewise, if you are smoking, chewing gum, drinking tea, or eating, this too will come through. Make sure to give the phone call your full attention. That said, it is okay to have some water ready in case you need a quick drink.
8. It can be helpful to stand during your interview as this may give you more energy and enthusiasm.
9. As with in-person and online interviews, make sure to practice. Have a friend call and do a mock interview.
10. Don't interrupt the interviewer. Listen closely as they state the question. Jot down any ideas you may have to say until after the interviewer has finished.
11. It's okay to take a few seconds to reflect on the question.
12. Remember to speak clearly, slowly, and to enunciate.
13. Remember that your goal for a phone interview is to *get* an in-person interview. Phone call interviews are often used for screening purposes. Ask at the end of the conversation about the possibility of an in-person interview or when you can expect to be contacted about another interview. Be sure to say thank you and to follow-up after the interview with a thank you e-mail or card.

I'm in engineering and technology. Is there anything specific I should focus on in my interview or be prepared for?

- When interviewing for a position in engineering and technology, it's important that you fully understand the possibly complex case study and technical questions you may be asked. It's okay to repeat the question and to take a moment to think to be sure you fully understand what's being asked of you. You may also be asked to solve a problem on a whiteboard and explain your answers. Whether you are solving a problem or verbally answering a question, it is important to try to come up with the simplest explanation and to detail the ways in which you could refine your answer.

I'm in nonprofit and government. Is there anything specific I should focus on in my interview or be prepared for?

- When interviewing in nonprofit and government, it is important to show that you are truly committed to the non-profit or government's mission or goals and to prove that you are individually committed to the cause. Hiring managers will look for this. It is important to show specific examples of how you've been committed to organizations in the past. Providing concrete examples such as volunteer work or student group organizations in which you were committed to a larger mission in your interview will communicate that you can both believe and execute a group's mission.

I'm in consulting and business. Is there anything specific I should focus on in my interview or be prepared for?

- When interviewing for a position in consulting and business it is important to explain your thought process in response to case or technical questions so that the interviewer can understand how you think and process challenges or questions. It is also important to show that you are aware of current industry conversations. Reading journals such as the Wall Street Journal can help you stay up to date with trends and current conversations. Remember that the correct answer isn't necessarily what your interviewer is looking for—it's more important to demonstrate your problem-solving skills and evident interest in the industry.

Twelve Interview Strategies

1. Use the CAR Method

1. The CAR Method helps guide through three points that helps you craft a thorough and compelling answer in your job interview. This method helps you provide context for your answer, highlight your skills and abilities, and demonstrate your impact.
2. In response to a question, address the following elements in the following order:
 1. First, you will address **Context**. For context, you'll want to state where you were working, what goal you were trying to accomplish, and what your purpose was in a particular role.
 1. Depending on the question, you can focus on the organization; its climate, its size, the number of co-workers/employees, timing, interpersonal situations, etc.
 2. "I was working in . . .";" "I was _____ in a ____ [size of organization] _____"
 2. Second, you will address **Action**. For action, you'll want to address the work that you did and your responsibilities.
 1. Depending on the question, you can talk about your objective, job duties, your daily responsibilities, the tasks you accomplished and the involvement you had.
 3. Third, you will address the **Result**. For the result, you will explain what the outcome was and what your impact was.
 1. As with your resume and cover letter, focus on numbers. How much? How many? What is the depth and volume of your impact?

2. Practice Interviewing

- No matter what kind of interview you're doing—in-person, phone, or online—you can do a mock interview with a friend or trusted colleague before your actual interview. While you may not be able to anticipate the exact questions you'll be asked, by practicing what you'll be asked to do and formulating answers to some common interview questions (see "What are they going to ask me?" in the FAQs) you will be better prepared to talk about the organization/company and your skills in a high-pressure situation.

3. Be prepared for other tasks during your interview

- Depending on your field, you may be asked to perform other tasks during your interview (You may have to solve a coding problem in real time on a whiteboard or formulate a resolution to a conflict). You also may be asked more technical questions about your field and to give your critical opinion ("What is cobalt trading at today?" "How could our marketing platform change to bring in a more diverse audience?" etc.).

4. Know the company and organization

- If you've formulated a solid and engaging cover letter, you've probably already researched and identified why you're a good fit for a company/organization and

why you want to work for them. Go back to your research and notes to remind yourself about what the company's main goals, ethics, and culture is.

5. Know your resume

- If you've been applying for many jobs and have multiple versions of your resume, you want to remind yourself what information you've shared via your resume with whatever employer you are interviewing with. Make sure to know your resume inside and out. Be confident in the information you have provided and in your experiences.

6. Study the job description

- Again, if you crafted a compelling cover letter and resume, you've already done 90% of the work. Before your mock interviews and interview, go back and remind yourself of what the job and its employers are looking for.

7. Make eye contact

- Be friendly. Be warm. Be present and make eye contact throughout the interview.

8. Body language

- Your body language will communicate much about your personality and your interest in the job.
- Make sure to sit or stand up straight. Keep your arms and legs uncrossed—try to remain open and confident.
- Try not to fidget or play with your hair. Use moderate hand gestures. Place both of your feet on the ground.
- Try to use your hands for moderate gestures. Keep them out of your pockets.
- Practice good listening skills. Nod your head and make eye contact with whoever is interviewing you. Leaning in occasionally shows engagement with the interviewer and what they have to say.
- Make sure to address everyone. If you have more than one person interviewing you or in the room, make sure to look everyone in the eye and acknowledge them.
- This is why it is so important to do a mock interview (or even a few!) with a friend or colleague. It is normal to be nervous during your interview, but try to breathe and remain calm. Focus on building rapport through a firm handshake, smiling, and making eye contact.

9. Prepare for the unexpected

- For sure bring extra copies of your resume in a portfolio (in addition to any other portfolio materials you may need to bring with you depending on your field)
- In addition, you might want to bring: printed directions to the office, eye drops, a notepad, a bottle of water, cough drops, and pencil with you in a discrete bag.

10. Only speak about past employers or professionals in the positive or don't talk about them at all.

- In other words, don't badmouth anyone you've worked with or for in the past. If you do, what this communicates to your potential employer is that if they hire you then you may speak poorly about them in the future. If asked about your past, show gratitude about the experiences you've had in the past and the skills they've helped you develop.

11. Make sure to have questions for the interviewer.

- At the conclusion of the interview, the interviewers or interviewers will probably ask you if you have any questions. It is a good idea to have a few questions prepared to ask. You may have questions that have come up for you during the interview or during your job application. Regardless, asking questions at the conclusion of the interview is a good idea—it helps show your interest and learn more about the company.
- This is not the time to ask about vacations or salary. If you are offered a second interview or the job itself, it is appropriate then to ask about such concerns.
- If you aren't sure what to ask, here are a few places to start:
 - What are the immediate objectives and challenges that face individuals in this role?
 - What is the typical career trajectory for someone in this position?
 - What is the timeline you're looking at in hiring this position?
 - What are the organization's/department's/company's goals over the next few years?
 - What would you consider to be the most important responsibilities of this position?
 - You can also ask questions targeted to the interviewer such as: "What's your favorite part about working here?"

12. Send a Thank You note ASAP after the interview

1. You'll want to send a handwritten note or e-mail to whoever interviewed you.
2. See our sample thank you note in this handbook for help.

Sample Interview Questions

In addition to the common interview questions listed in our FAQ, interview questions generally fall into four basic categories that you may encounter during your interview. It helps to practice your answers to these questions even if you don't encounter them during your interview. By practicing with a friend, colleague, or UCSC Career Coach, you can confidently talk about yourself, your skills, and desires.

Resume & Fit

We've already covered some of these questions in our FAQ. That said, these questions are essential as they assess your interests, skills, and fit for the position and they also provide context. Some examples are:

1. *Where do you see yourself in five years?*
2. *What is one of your most significant accomplishments to date?*
3. *Why are you the best candidate for this position?*
4. *What are your greatest strengths? What are your greatest weaknesses?*

Behavioral

Your potential employer may also ask you questions that can forecast your future performance in the workplace. Often these examples will ask you to give examples from the past; just remember to use the CAR method in your response. Some examples of behavioral questions are:

1. *Give me an example of a time when you worked on collaboratively on a team. What was your role, the project, and its outcome?*
2. *Give me an example of a time when you faced a challenge in the workplace. How did you solve or confront this challenge?*
3. *Give me an example of a time you failed. What happened and how did you learn from it?*

Case Questions

Case questions ask you to demonstrate skills such as communication, problem solving, collaboration, and critical thinking. Whereas Behavioral Questions are used to predict your behavior based on past experiences, Case Questions are hypothetical. In an interview, you may be asked to think through these questions individually or you may be placed in a group of candidates. The situation will vary by field and role. Some examples are:

1. *Your client is a hot spring resort. The California drought has reduced the water table by 50% in the past two years and is having a significant impact on the quality and color of your hot spring water. What should you and your team do and why?*
2. *A bullet train connecting San Francisco to Los Angeles has been created and will soon be running. Discuss some effects on the tourism industry.*

Technical

Like Case Questions, Technical Questions will be specifically targeted towards your field and will involve specialized knowledge and problem-solving skills. These questions will vary from field to field. Some examples are:

1. *Compare Ubuntu and Windows.*

2. *What is bitcoin trading at today and how will the impending holiday festivities influence this?*
3. *Coding problem you must complete on a whiteboard as part of the interview.*

Thank You Notes Protocol & Sample

Why do I need to send a thank you note? I already thanked them during the interview.

- Sending a handwritten or e-mailed thank you note after your interview is common practice and expected at any stage in the hiring process after an interview. By sending a thank you note you reaffirm your interest in the position and you thank the individuals involved for their time. You may also reaffirm (humbly, of course) your skills and excitement for the position. In fact, hiring managers *expect* such notes and will count it against you if you don't send a thank you note via the postal mail or an e-mail.

When should I send a thank you note?

- You should send a thank you note within 24-48 hours of an initial phone call or online interview to make sure that it reaches the hiring committee before they decide who to move forward with for their in-person interviews. But if the decision is expected quickly, getting the e-mail out ASAP with an e-mail thank you is a good option.

Thank You Note Outline

If you are sending an e-mail make sure to put the name of the position you interviewed for in the subject line.

Example: "Subject: Thank you—Art Director Position"

Dear Ms./Mrs./Mr. [Insert Name of Interviewer]:

[This is your first paragraph]

In your first paragraph, you want to thank the interviewer for the chance to speak with her/him/them. You also want to express how it was enjoyable to meet with them and learn more about their company or organization.

[This is your second paragraph]

In your second paragraph, you want to confirm and emphasize how your meeting with them affirmed your interest in the company and the position. You want to clearly outline how your attributes and skills align with the company based on what you learned during your interview. This shouldn't be a restatement of your resume but a reiteration of your fit for the company based on what you learned during the interview.

[This is your third paragraph]

In your third paragraph, keep it concise and conclude with how you hope to work with them in the future and look forward to hearing from them.

Sincerely,

[signature]

[Your Name]

Evaluating and Negotiating a Job Offer

Congratulations! You've done a ton of hard work, you got the job, and now you have a job offer! Your next and possibly final task is to read the job offer carefully and to consider how it aligns with your values and long-term career goals. Please note that all of the items below do not apply to all job offers and remember also that the potential employer can withdraw an offer if your terms are out of bounds or unsustainable for the organization. As you carefully read your offer remember most of all that you should consider the entire offer—not just the salary.

Be sure to get everything in writing. You cannot evaluate an offer if you do not have the offer in writing. Verbal understandings and promises are not binding; without written proof you cannot verify the specifics of what you were verbally offered. Never agree to anything without seeing it in writing.

Some elements to consider:

- **Healthcare Coverage**

- *What type of coverage do they offer? Is there a monthly co-pay?*

- **Professional development**

- *Do they offer an annual financial contribution to your professional development such as conference attendance, professional membership, or funding for certifications and training?*

- **Education benefits**

- *Do they offer tuition reimbursement or financial assistance for your family members or children?*

- **Flexible Work Schedules/Telecommute**

- *Do they offer the possibility of flexible work schedules or the chance to work from home?*

- **Paid Time Off**

- *Do they offer maternity/paternity leave? How do they calculate sick vs. vacation days, days the organization is closed, and paid time off? Can you collect time off or do you have to use it?*

- **Retirement Contribution**

- *What types of retirement plans do they offer? What is their minimum and maximum contribution? What does the company match, if anything, and what is their contribution?*

Other Considerations:

- **Your Base Salary**

- *Take your skill set into consideration and take a look at the salary of comparable positions in your area through visiting:*

- Glassdoor.com
- Payscale.com
- NACE Salary Calculator

- **Relocation, Commute, and Parking**

- *What will it cost to get to work on a daily basis? If you are relocating, what is the cost of living difference and the cost of moving? Visit the following calculators for help determining these costs:*
- **Cost of Living Calculator:** <http://bankrate.com/calculators/savings/moving-cost-of-living-calculator.aspx>
- **Daily Commute Calculator:** <http://commutesolutions.com/commute-cost-calculator/>

What can I negotiate?

- Before you negotiate, remember that negotiating can be risky. The manner in which you negotiate is just as important as what you are choosing to negotiate. Remember to be clear and specific about your needs. If you have no intention of taking the position, do not negotiate.

You can negotiate the following terms of your offer:

1. Travel reimbursement or relocation, housing and/or travel funding to find housing
2. Your start date
3. Your salary
4. The option to work from home or have flextime
5. Your stock options
6. Your signing or annual bonus
7. Your professional development opportunities

Evaluate Your Offer Categories

Consider the follow categories below to compare and contrast your offer which your needs. This is not intended to suggest that you should negotiate on all aspects of your offer but only to help you organize and think through what aspects of your offer and career are most important to you.

1. Current Offer/Job Information

2. My Needs

3. Base Salary

- Salary offered:
- Preferred Range:

4. Start date

- Job Start date:
- When you can start:

5. Additional Monetary Compensation

- Offered:
- Possible areas of importance: bonus, overtime, signing bonus, stock options, or others:

6. Relocation, Commute, and Parking

- Relocation expenses:
- Cost of living increase/decrease:
- Commute time:
- Parking:
- Relocation costs:
- Cost of living increase/decrease:
- Commute time:
- Parking:

7. Paid Time Off

- Do they offer Maternity/Paternity leave? Vacation days? Sick days?
- What do you desire for Maternity/Paternity leave? Vacation days? Sick days?

8. Retirement Contribution

- Retirement options:
- My retirement needs:

9. Healthcare Coverage

- Co-pay coverage?
- Does the healthcare meet my needs?

10. Professional Development

- Professional development offered or available:

- Do you want: an annual financial contribution, funds for conference attendance, funds for a professional membership, certifications/trainings?

11. Education/Family Benefits

- Opportunities provided:
- Do you want: tuition reimbursement, financial help for children/family members, or daycare?

12. Flexible Work Schedule/Working from Home

- Opportunities provided:
- Do you want to be able to telecommute or have flextime?

13. Other:

- Anything else otherwise not listed

Negotiation Guidance

- First, use the questions above and do some thinking about what's really important to you and if it's worth negotiating your offer. If you do decide to negotiate, have an action plan before you negotiate with an employer about what you want and what you're willing to accept.
- Try not to fixate on one element; be flexible. If the employer cannot negotiate on your salary, negotiate other benefits that are important to you.
- Just as when you received your initial offer, any changes to your offer need to be made in writing.
- As you negotiate, remember that the manner in which you negotiate is just as important as what you're negotiating. Maintain your composure and use professional language throughout your negotiation. You should try to practice negotiation with a friend or have a trusted friend or colleague read through your correspondence if you are communicating via e-mail. An employer can withdraw their offer at any time if you step out of bounds or surpass what they can afford to offer you. Likewise, if you cannot come to a mutual agreement you can also reject the offer.
- Do not feel pressured to accept an offer if the package does not reflect your value and meet your needs.

Section Eight: Networking

No matter what your plans are after graduation, networking is a key part of your personal and professional exploration. This section will help you get started and improve your networking skills.

Twelve Tips for Networking

1. Conduct Informational Interviews

- Informational interviews are a key tool for job seekers and graduate students thinking about jobs beyond the academy.

2. Evaluate Your Online Presence

- Are you on LinkedIn? What does your Twitter profile and handle say about you? Joining and maintaining a cohesive and thorough online presence can help you network with other job seekers, find out about jobs, and stay up-to-date on conversations in your field.

3. Join Relevant Organizations

- Joining professional associations or student groups helps you connect with others who are interested in the same field as you. By connecting with others with similar interest you can learn more about your field and gain useful contacts for future job or internship opportunities.

4. Attend Networking Events

- Unsure of where to start with networking? Attending a networking event can be a fun and low-pressure way to meet new people.
- Not sure where to find a networking event? Check out networking events on campus or visit Eventbrite.com to see if there are any events in your field coming up.
- Check to see if UCSC has any alumni networking events coming up. Likewise, see if your undergraduate institution or high school alma mater has any networking events coming up.
- Before you go, do some research about who might be there and who is hosting the event. Networking events are great opportunities to interact directly with recruiters and hiring managers so you'll want to be prepared.
- When you do go, bring business cards so that you'll have some ready in case someone asks you for one, have your pitch about who you are and what you're looking for ready.

5. Attend a Conference or Workshop

- Conferences and workshops are great ways to meet new individuals and gain potential employment contacts.
- Attending a conference or workshop is also a great way to stay up-to-date with current industry trends and conversations.

6. Volunteer at a Relevant Organization

- Interested in a specific field but not sure where to begin or how to make contacts? If possible, consider volunteering for them.
- 7. Say “Yes” to Invitations.**
- By actively engaging in circles of friends or professionals, you can gain more access to new people and new contacts.
- 8. Evaluate Your Current Network**
- Is there anyone in your past or present that could help you make an introduction to someone you’d like to meet?
 - Use our “Building and Evaluating Your Professional Network Worksheet” to help you determine how you are supported and where you can grow.
- 9. Practice**
- Networking can be nerve wracking. If you’re planning on going to a networking event, ask friend or trusted colleague to practice with you so that you can prepare to introduce yourself and having a new conversation.
 - Before you go to an event, it can be helpful to give yourself a goal. Do you want to have conversations with a certain number of people?
- 10. Show Interest in Others**
- Remember—networking is simply the process of meeting people and having conversations. If you want to make a good impression, then be a good conversationalist: show interest in others, ask questions, be warm and friendly. Networking is about *building* a relationship; it’s about both parties involved, not just your interests and wants.
 - Try not to hijack the conversation by delivering a sales pitch or by hijacking the conversation to make it all about yourself. Networking is building a web of connections and contacts, not self-promotion.
- 11. Follow-Up**
- If you’ve made a connection at an event, ask for the best way to stay in touch.
 - After you’ve gone to an event and made a connection, make sure to follow-up with that person via the method they suggested was the best way for them within 48 hours after the event.
- 12. Be Patient**
- Networking should be seen as a continual process that you will build and utilize throughout your career. Don’t feel frustrated if after a few events you feel you haven’t made any connections; keep at it and your connections will grow with time.

Online Networking Resources

Networking for Graduate Students

- This link (<https://careers.ucsc.edu/grad/professionalcareers/index.html>) provides a listing of UCSC departments and links to department pages wherein you can see alumni placement and activities.

Career Advice Network: <https://careers.ucsc.edu/student/networking/career-advice-network.html>

- The Career Advice Network is a database of hundreds of alumni who have volunteered to be advisors for students and recent graduates. Alumni advisors create a professional profile, which can be set-up in under five minutes by importing your LinkedIn profile, and become a part of a live, searchable database, accessible to students and recent graduates who have signed up as advisees.

Versatile PhD: <http://versatilephd.com>

- Versatile PhD is an online community specifically for individuals with PhDs who are hoping to transition outside of academia. Subscribers can explore career paths, talk to other members of the community, see job listings specifically for PhD holders, network with other members, and attend local meet-ups. Subscribers can also see the profiles process of successful PhD holders who transitioned beyond academia (you can see the job listing they applied for, their cover letter, resume, etc.). For community, inspiration, and content, Versatile PhD is a valuable resource.
- The Career Center subscribes to this resource to help inform graduate students about job searching realities. Graduate student alumni gain FREE Premium Contact Access by contacting Chris Arends at carends@ucsc.edu.

LinkedIn: <http://https://www.linkedin.com/>

- LinkedIn is an online platform that allows you to build a profile and connect with other job seekers, and recruiters. It is a tool for professional networking.

Building and Evaluating Your Network

Having a robust professional and personal network is essential to your health and success as a person and professional. Early on in your academic career, it is important to foster a broad network of individuals that can support you professionally, academically, and personally. You can use the outline below to build and keep track of your network.

Intellectual and Academic Development:

1. Who supports you at UCSC in your intellectual and academic development?
2. Who supports you outside of UCSC in your intellectual and academic development?

Professional Development:

1. Who supports you at UCSC in your professional development?
2. Who supports you outside of UCSC in your professional development?

Organizations or Groups:

1. Do you belong to any clubs, groups, or organizations?
2. Who in those clubs, groups, or organizations supports you?

Emotional and Well-Being:

1. Who supports your emotional health and well-being?
2. Do you have or need support external to your friends or family such as a counselor, doctor, or spiritual mentor?

Mentors Otherwise Unspecified:

1. Do you have other individuals who support you in ways necessary on a case-by-case basis or unspecified in this list?
2. Is there a mentor you'd like to have for a specific area of your life that you don't have right now?

Section Nine: Additional Resources

The Cheeky Scientist: <https://cheekyscientist.com/>

- Cheeky scientist is designed specifically to help STEM students transition from academia to industry with engaging videos and tools.

Digital Humanities Now: <http://digitalhumanitiesnow.org>

- A repository for jobs, information, resources, and ideas related to Digital Humanities scholarship.

From PhD to Life: <http://fromphdtolife.com/>

- A History PhD career coach helps graduate students and PhDs achieve their career and life goals, especially when it comes to launching meaningful-to-them careers.

PhDs at Work: <http://Phdsatwork.com>

- A network for professionals with PhDs working across industries.

The Professor Is In: <http://theprofessorisin.com>

- A former tenure-track professor provides advice and consulting services on the academic job search and all elements of the academic and post-academic career.

The Scholarpreneur: <http://thescholarpreneur.com>

- Scholarpreneur believes that academic knowledge should be taken to the open market so academics can earn what they deserve. and that academics can thrive if they learn how to teach in a dynamic way and market it for the masses. This website gives info on how to create online courses, ebooks, do freelancing, become a writer, or even start a business.

Versatile PhD: <http://versatilephd.com>

- Versatile PhD is the oldest and largest online community dedicated to non-academic and non-faculty careers for PhDs in humanities, social science, and STEM fields. The Career Center subscribes to this resource to help inform graduate students explore their career options, in addition to other features such as a message board, job listings, and networking.