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Career Services

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JOB SEARCH STRATEGIES

The job search requires a great deal of time and effort. The amount of disappointment can be reduced if the job seeker understands the career development process. The following overview outlines the necessary steps involved in successful career planning and job hunting.

Step 1. **SELF-AWARENESS**

Knowing what you like to do and can do well is important in focusing your career objectives. Therefore, it is necessary to get in touch with your feelings about work. How do you feel about values such as money, prestige, and creativity? Do you prefer working alone or in a team setting? What are your goals one year from now, five years from now? What are your preferences concerning geographic location, environment, type and size of organizations? All of these factors - values, goals, work preferences, personal traits, interest areas, and skills - influence your career objectives.

Step 2. **DEVELOP A RESUME AND/OR CURRICULUM VITAE** (See sample resumes-Pages 7-12)

Step 3. **UNDERSTAND THE METHODS OF LOCATING JOBS**

Job seekers use many methods of finding employment, including candidate referral databases, listings in newspapers, Internet and professional magazines, employment agencies, executive search firms, consulting firms, outplacement firms, temporary employment agencies, informal inquiries, mass mailings of resumes, and formal and informal networks. You should use as many of these as you can.

Step 4. **UNCOVER UNADVERTISED JOB OPENINGS**

Unadvertised job openings - the "Hidden Job Market" - exist because employers often hire qualified people they know or who have been recommended to them. You can make yourself known to potential employers before jobs are widely advertised by developing a contact network. To advertise the fact that you are in the job market, you should get the names of professionals in your field. Ask faculty, alumni, and peers for possible contacts. Directories, association listings, professional societies, and the JHU alumni association (<http://hopkinsnet.jhu.edu>) are other good sources of names. Avoid human resources offices whenever possible, as they are often not very knowledgeable about individual positions. Try to contact the individual(s) who can give you the most specific information about your type of work.

Begin contacting these persons using one of the following methods:

- a. Letter, which may include a resume, followed up by telephone (the most accepted method). In today's high tech age, email has become the most efficient means of communication.
- b. Telephone call (time-saving).
- c. "Drop-in" visit (not recommended because it is not very considerate of the employer's time).

The sole purpose of this initial contact is to obtain an audience with the employer. Stress early in your correspondence or conversation that although you are seeking employment, you understand that there may not be any appropriate job openings available at this time. Ask for a few minutes to meet with you to discuss his/her organization and to give you advice and suggestions on your job search. Make sure to research the organization and prepare specific questions *before* visiting/calling the employer.

In this way, you are letting everybody who is anybody in your professional field and geographic preference area know your availability. Sooner or later, you will encounter an employer who is thinking about hiring someone, is already in the market for someone, or will want to hire someone shortly after you visited him/her, and hopefully, will remember you favorably.

Step 5. **PURSUE ADVERTISED JOB OPENINGS**

When following up on advertisements, you can use the same contact methods as listed in step 4 (letter, telephone or drop-in visit). Again, the purpose of this contact is to obtain an interview. Employment ads can be found through newspapers, journals, publications of professional associations, the Internet, and the eRecruiting system.

Step 6. **THE JOB INTERVIEW**

Learn as much as possible about the position, the organization and the employer, and prepare questions *beforehand*. In the interview, stress what you can do for the employer in order to convince him/her that you are the best person for the job. (See section on the interview process-Pages 15-18).

Step 7. **THE JOB OFFER**

When an offer is made, ask for several days to think it over. If you have several alternatives to choose from, consider the positive and negative aspects of the following factors:

use of skills	size of organization	stability of the organization
growth possibilities	location	amount and level of work
working conditions	supervision	freedom on the job
salary and benefits	travel	philosophy of the organization

Step 8. **CONTINUING CAREER DEVELOPMENT**

Statistics show that the current trend is toward changing jobs several times in one's lifetime. Therefore, constant re-evaluation of your short- and long-term goals as your skills, interests and values change is necessary to help you achieve career satisfaction.

Job Search Technologies

There is an increase in the use of technology in job searching. With the use of computers, a person can reach a vast world of opportunities. Many jobseekers use electronic media to identify potential employers and submit their qualifications. Employers, and employment agencies use scanners to enter resumes and applications into a computer that reads, summarizes and stores the information for future consideration. These scanning systems use various degrees of artificial intelligence software to screen job candidates.

Need to find a JOB?

***TRY* Johns Hopkins Bloomberg School of Public Health's eRecruiting System...**

**JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH'S
eRecruiting Online Career Management System**

It's easy; It's always available, and most importantly, It Works!
<http://jhsph.erecruiting.com>

- Post your resume and/or CV for the more than 2000 organizations that use the system.
- Receive New Job Announcements directly from the system via email.
- View upcoming events using the calendar function.

For more information and access to the system, log on to <http://jhsph.erecruiting.com> or contact Career Services at (410) 955-3034 or careers@jhsph.edu

CAREER EXPLORATION

At this point in your career you may (or may not) have chosen a field in public health to pursue. It is at this point that a closer look at what you desire in a career is necessary. There is an exercise (below) that you can complete to assist in identifying the job/career that will meet your professional and personal needs. The idea behind the exercise is for you to be specific in defining your likes and dislikes.

Blank Page Exercise

1. Draw a line down the middle of a blank piece of paper
2. At the top of the left column write the word “Happy” and then write the word “Miserable” at the top of the right column
3. In the “Happy” column write down SPECIFICALLY everything and anything that would make your job enjoyable (i.e. flexible work schedule, independence – very little micro-managing, etc.)
4. In the “Miserable” column write down everything and anything that would make your job non-pleasurable (i.e. critical supervision, low budget, focus on maternal health and not child health, etc.)
5. Add to the lists over time
6. When you are thinking about accepting a job offer, look at this sheet of paper and ask yourself the following question:
 - a. Does the position have 70 - 80% of the things in my “Happy” column?
 - b. Does the position have less than 20 - 30% of the things in my “Miserable” column?
7. If the answer to both questions is ‘NO’, then the job may not be a good match for you, and you should ask the employer more questions before making a decision about the offer.

Happy	Miserable
Little or no overtime	Critical Bosses
Flexible Work Hours	No room for advancing
Lots of responsibility	Little or no formal training
Working with children	Little resources
Mentorship	Lack of trust
Well thought out decision making	Working in a war torn country
Ability to work independently	Lots of meetings
Travel 30% of the time	Lack of advancement
Ability to study for PhD	Complacent co-workers
Collegial environment	Grants as my main source of funding
Work with program development & implementation	Long stays abroad
Opportunities to get published	Lots of paperwork
Work with NGOs	Salary below \$50,000 in the US and \$20,000 abroad
Non-sectarian organization	
Exposure to refugees	
Experience in the Middle East	
Ability to decide how funding is used	
3 weeks of paid vacation per year	
All travel expenses paid by the Organization	
Relocation benefits for my family	
Prestige	
Ability to work with other Hopkins Alumni	

Looking for the Right Public Health Career for YOU?

More information regarding Public Health Careers can be found online at <http://commprojects.jhsph.edu/degreematrix>

COVER LETTERS

A cover letter allows you to formally introduce yourself to a potential employer. It should highlight key skills and abilities that you have relative to the qualifications that the employer is interested in. A cover letter should be concise and present a clear idea of what you can offer the employer.

Cover Letter Structure

One page (two pages are acceptable for academic positions)

3-5 paragraphs

No more than five sentences per paragraph

Use key words, action words, and self-descriptive adjectives

Mention contacts and referrals (if applicable)

Always address to an individual; do not use "To whom it may concern" or "Dear Human Resources"

Introduction Paragraph

The introduction paragraph should:

- Use a reference to previous discussions or contact - give specific dates to help the reader remember
- State your specific interest (include the job title you are seeking)
- Use strong statements that will motivate the employer to read further
- Establish common goals and relationships
- Be concise (2-4 sentences)
- Catch the reader's attention

Body of the Letter

The body of the letter should:

- Be one to three paragraphs
- No longer than two to five sentences per paragraph
- Make use of keywords
- Be written using short but complete sentences
- Show how your background matches the employer's criteria; emphasize your functional skills
- Use a specific example of your skills (if applicable)

Closing Paragraph

The closing paragraph should:

- State that your resume is included for review
- Name the action to be taken – (offer specific date of action)
- Thank the recipient

COVER LETTER EXAMPLE

1283 W. Meyer St., Apt #3
Baltimore, MD. 21248

January 3, 2008

Dr. Cresta Tomoko
Human Resource Manager
CARE International
343 Mifflin Ave
Atlanta, GA 94876

Dear Dr. Tomoko,

I was excited to see that CARE International is seeking candidates for the Mental Health Specialist position. Dr. Barbara Watts, Senior Health Specialist at CARE made me aware of the position, and she recommended that I apply for the position. I am confident that my previous experience as well as my skills in behavior change communication and program development would prove useful in the position.

In May 2008, I will complete my MHS degree in mental hygiene with an emphasis on drug and alcohol dependence. While studying for my degree, I completed a six month internship at the Maryland Department of Health and Mental Hygiene. During that internship, I assisted in developing a specialized rehabilitation program that was successful in decreasing the number of reported alcohol and drug users in the city of Baltimore. In addition, I have worked in West Africa with Peace Corps developing health promotion programs and facilitating mental health workshops in poverty stricken areas.

I believe that my skills and work experience in mental health would be a good match for the Mental Health Specialist position. I have enclosed my resume and look forward to discussing my qualifications with you. I can be reached at (410) 234-6745 or via email at rmuryani@jhsph.edu. Thank you for your time and consideration.

Sincerely,

Ravi Muryani

Ravi Muryani

Sample Cover Letter for an Academic Position

January 12, 2008

Dr. James Gerontology
Department of Epidemiology
Emory University School of Public Health
Atlanta, GA 30334

Dear Dr. Gerontology,

I am writing in response to your notice in the November *Journal of Epidemiology* of the position of Assistant Professor of Epidemiology in your department. I am currently a doctoral candidate at the Johns Hopkins Bloomberg School of Public Health and expect to complete all requirements for the degree by March, 2008.

My dissertation deals with the evaluation of access to health care in the metropolitan Philadelphia area. Through my association with the National Association of Health Services Executives (NAHSE), I interviewed 80 mothers participating in various parent education programs. From the qualitative data I gathered, as well as from quantitative data collected by NAHSE, I am evaluating the efficacy of the programs. In addition, the qualitative data have led me to challenge cultural assumptions about health care practices and to consider issues surrounding the mainstream definitions of seeking medical treatment. Since the populations I have studied are largely poor minorities, I am examining the role of social norms and the family experience of these parents.

As you can see from my CV, I have been most fortunate in my graduate student career to have had ample opportunity both to teach and to do research. As a teaching assistant and as an instructor of my own courses, I have been afforded a great deal of experience with a wide range of courses, including Qualitative Methods, Outcomes Research and Environmental Induced Illness; a list of my teaching interests can be found on my CV. The anonymous reviews by my students have been consistently laudatory, citing my knowledge, teaching style, and enthusiasm as highlights of the courses. I am committed to working with students and have maintained professional relationships with many of them years beyond the classroom.

My research interests are as varied as my teaching. I have engaged in organizational research for the past three years with Dr. Chad Everett at the University of Michigan School of Public Health. One article stemming from this work, "Comparing Community Health Centers, Hospital Outpatient Departments, and Physician Offices," has recently been published in the *Journal of the American Medical Association (JAMA)*. In addition, I have worked extensively with Professor Jane Arbor, formerly of Bryn Mawr College and currently of the University of North Carolina – Chapel Hill School of Public Health. This work has included my master's project on quality health care for the medically underserved in North Carolina. Recently, I independently conducted research on female crack addicts in rehabilitative programs, a project which I eventually hope to address in a series of short papers.

I have been an active member of the academic and social communities at both Schools of Public Health at Johns Hopkins and the University of North Carolina. I have served on numerous committees and have been a vigorous and enthusiastic participant in university life. My involvement spans groups as serious as the University Academic Planning and Budget Committee, the Provost's committee to which only two graduate students are appointed each year, and as whimsical as the annual talent show, which I originated and continue to run each year.

I believe that I would be an asset to your department and university and would welcome the opportunity to discuss the assistant professorship with you further. I look forward to hearing from you.

Sincerely,

T. L. Candidate

T. L. Candidate

RESUMES AND CURRICULUM VITAE

Do...

- ◆ Be clear, concise, and precise
- ◆ Use fully understood abbreviations, i.e. MPH
- ◆ Include a cover letter when sending it to a potential employer
- ◆ Proofread several times
- ◆ List a page number and your name on each additional page

Don't...

- ◆ Lie or exaggerate about your accomplishments
- ◆ Use personal pronouns like "I," "she"
- ◆ Staple or paper-clip pages
- ◆ Write long paragraphs or sentences

Let's explore each section:

Job/Career Objective: The objective is an optional section that describes your motive for applying for a position. The objective should be specific and focus on your skills.

Bad Objective Example: A job in the field on public health where I can gain experience

Good Objective Example: To obtain a reproductive health specialist position at Project Help that will allow me to utilize my research and communication skills.

Summary/Profile: This section should list only skills, experience and abilities relevant to the position that you are seeking. This section allows the reader to see 'upfront' that you have the skills they are looking for in a candidate.

Education: Your education section should list your academic background in reverse chronological order. Be sure to include any certifications, honors, and dissertation/thesis research.

Example: **Johns Hopkins Bloomberg School of Public Health** Baltimore, MD
 PhD, Health Finance and Management Expected: May 2008
 Dissertation: The exploration of Geriatric Management in impoverished cities

Indiana University of Pennsylvania Indiana, PA
 MS, Labor Relations May 2004
 Graduated *Magna Cum Laude*

Kuwait University Safat
 B.M., B.CH. May 2002

Professional Experience: This section should list your experience in reverse chronological order with emphasis on key skills that you possess. Use Action Verbs (see page13) to describe your duties in a bulleted list.

Other Experience: This section contains positions that are not related to the career that you are pursuing.

Special Skills: This section includes skills that supplement your experience. Include computer skills, communication skills, language skills/proficiencies and other relevant skills.

Publications/ Presentations: Include publications and presentations in APA format, or another standard format. Be sure to bold your name in each publication/presentation.

Example: **Kattar, M**, "Exploration of air-borne disease in urban Wisconsin" *American Journal of Public Health*, June 2005.

Kassidy, B, **Kattar, M**, Smith, J., El-Rahid, S, "Evaluation of Sexually Transmitted Disease Clinics in the Bahamas." Paper presented at the Global Health Conference, May 2006.

RESUME FOR AN ENTRY LEVEL CANDIDATE

JOHN K. HOPKINS

615 N. Wolfe Street, Apt. #32
 Baltimore, MD 21205
 (410) 955-3034
jkhopkin@jhsph.edu

PROFILE: Dedicated, creative and thorough public health advocate with research, community and teaching experience. Flexible team player with expertise in:

- Curriculum Development and Production
- Data Collection
- Program Design and Evaluation
- Development of Performance Indicators
- Epidemiological Skills
- Working with Multi-Center Project

EDUCATION:

Master of Public Health (MPH), Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, Expected May, 2008
 • Nominated for Delta Omega Honor Society

Bachelor of Science (BS) in Biology, Stanford University, Stanford, CA, June 2005

- Graduated with Honors distinction
- Inducted into Phi Beta Kappa Honor Society

EXPERIENCE:

Graduate Research Assistant, Johns Hopkins University, Bloomberg School of Public Health, Baltimore, MD
 July 2007 - present.

- Conduct a feasibility study of using the TV series "E.R." to deliver health education messages in the classroom.
- Team Leader for the 2006 Maryland School Health Council Conference workshop.
- Conduct literature reviews, teacher and student surveys.

Staff Research Associate, Department of Immunology, UCLA School of Medicine, Los Angeles, CA
 September 2002 - June 2004.

- Conducted clinical research using intravascular ultrasound to assess transplant coronary disease.
- Investigated the role of natural killer cells in different systems such as HIV-infected lymphocytes and tumor cells.
- Acquired skills using such methods as immunoglobulin staining, maintenance of cell and tissue culture, and sterile techniques.
- Analyzed data and prepared statistical and graphical presentations.

OTHER EXPERIENCE:

- Student Assembly Representative, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, present.
- Program Coordinator, Youth Leadership Camp, Los Angeles, CA, Summer 1999 and 2000.
- Science Fair Judge, Mandarin County School System, Los Angeles, CA, 1999-2000.

HONORS AND AWARDS:

- American Federation for Clinical Research Trainee Investigator Award, April 2002.
- Received undergraduate Research Opportunities Grant, September 2003.

SPECIAL SKILLS:

Languages: Fluent in French, Spanish, and English

Computers: Proficient in EpiInfo, Word, Excel, Access, SAS, SPSS, and various graphics programs

What About References/Referees?

References/Referees should be listed on a separate page with your name and contact information at the top of the page. Be sure that your reference page is on the same paper as your resume/CV. Include each referee's name, position/title, the organization they work for currently, work address and phone number, and email address. You may also want to include a brief explanation of the person's relationship with you (i.e. Former supervisor)

RESUME FOR AN EXPERIENCED CANDIDATE

JANE SMITH, R.N., M.S.N., M.P.H.
 224 South Pheasant Way
 Newtown, PA 19105
 (215) 555-1212
 jsmith@jhsp.edu

Smith, Jane - Page 2 of 2

SUMMARY
 Results oriented leader with over 15 years progressive responsibility in clinical and preventive health care. Excellent interpersonal skills combined with independence, adaptability, and ability to make and implement difficult decisions.

EDUCATION:
Johns Hopkins Bloomberg School of Public Health
 Master of Public Health (MPH), May 2008 (GPA 3.6)
 • Received full scholarship
 • Delta Omega Honor Society

Thomas Jefferson University - Philadelphia, Pennsylvania
 Master of Science in Nursing (MSN), May 2003
 Bachelor of Science in Nursing (BSN), May 2001
 • Grade point average 3.8
 • Dean's List, four semesters
 • Recipient, Research Assistant Scholarship, 2000
 • Financed 75% of education

CONTINUING EDUCATION:
 The Psychology of Nursing, May 2000
 Advanced Practices in Critical Care Nursing, June 2001

CERTIFICATION/ LICENSURE:
 • Advance Cardiac Life Support, 2001
 • Registered Nurse, Pennsylvania RN-198321, 2001
 • Certificate in Family Counseling, 2001

HEALTHCARE EXPERIENCE:
 Thomas Jefferson University Hospital- Philadelphia, PA
Nurse Manager, 5 North (June 2002 to present)
 • Manage the total nursing care regimen of a 44-bed combined Post Intensive Care Unit and medical-surgical unit with 24-hour accountability
 • Interview, hire, and terminate personnel
 • Evaluate job performance of unit personnel and provide progressive counseling
 • Collaborate with clinician and staff development personnel in the orientation process
 • Coordinate plans with clinician to provide in-services
 • Provide relief for house supervisor and other management coverage
 • Assist in planning student affiliations in the institution
Nurse Manager, Coronary Care Unit (January to June 20002)
 • Managed the total nursing care regimen on a eight-bed unit

The Hospital of the University of Pennsylvania - Philadelphia, PA
Staff Nurse (May 1998 to December 2000)
 • Provided comprehensive care within a 19-bed unit to patients with medical emergencies
 • Assisted patients and families with handling emotional issues associated with critical care

TEACHING EXPERIENCE:
 Johns Hopkins Bloomberg School Public Health - Baltimore, MD
Teaching Assistant (2007-08)
 • Course: Problem Solving in Public Health: An Overview
 - Coordinated and conducted teaching and laboratory sessions in problem solving and leadership skills for graduate students.
 • Course: Clinical Epidemiology
 - Conducted tutoring sessions in clinical epidemiology for third year doctoral students.

Germentown Academy - Philadelphia, Pennsylvania
Physics Teacher (September 1996 to June 1999)
 • Taught physics and sciences to 11th and 12th grade students
 • Prepared daily lesson plans
 • Served as co-chair for Physics Club

VOLUNTEER EXPERIENCE:
 Luther C. Mitchell Primary School - Baltimore, MD
 Volunteer (2007-08)
 • Tutored students with developmental disabilities in math
 Anna Varr Elementary School - Philadelphia, PA
 Volunteer (1993-95)
 • Assisted school nurse with students' medical needs

SPECIAL SKILLS:
 Languages: Fluent in French, German, Spanish, and English
 Computers: Word Perfect, Lotus, graphics, SPSS, SAS, STATA, relational database programs
 Chemical Instruments: GC-FID, GS-MS, and GC-ECD

PUBLICATIONS/ PRESENTATIONS: **Smith, Jane**, "A Survey of Infant Mortality in Maryland," American Journal of Public Health, June 2001.

Smith, Jane, "Evaluation of Sexually Transmitted Disease Clinics in the Bahamas." Paper presented at the World Health Organization Conference in Geneva, April 2001.

FUNCTIONAL RESUME**WILL HARRIS**

78 Greenmount Avenue, Apt. 4
Baltimore, MD 21205
(410) 784-9845
wharris@jhsph.edu

SUMMARY

Results oriented leader with over 15 years progressive responsibility in international health care. Excellent interpersonal skills combined with independence, adaptability, and ability to make and implement difficult decisions.

Education

Master of Public Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, May 2007
Concentration in Humanitarian Assistance: Health and Human Rights

Bachelor's of Science, East Tennessee State University, Bristol, TN, June 2003
Biology Pre-Medicine Major, GPA: 3.73

Experience***Program Development***

- Initiated led based paint study for low income housing residents in Baltimore
- Developed health promotion materials for HIV/AIDS Awareness Month
- Coordinated a large study regarding health disparities
- Collaborated with USAID, the World Bank, and the Ministry of Health in Bolivia

Communications and Training Skills

- Trained medical professionals in Nigeria on techniques of behavior change communications
- Co-developed a healthy child curriculum, and presented it to public health professionals in South America
- Published several reports, journal articles, and technical manuals

Administrative and Data Management

- Supervised a staff of 10, and managed a large program budget
- Analyzed data for a small infectious disease study

Work History

Program Coordinator, Save the Children, New York, NY (2001-2005)
Health Specialist, Population Research Council, Washington, DC (1999-2001)
Research Assistant, University of Tennessee, Knoxville, TN (Summer 2000)

CURRICULUM VITAE (CV)

What is the Difference Between a Resume and a Curriculum Vitae (CV)?

Resumes are used to provide relevant and concise information to an employer, while CVs are much longer and more in depth. CVs are typically used for academic, medical, and International positions. A CV can include any and all of the following categories:

- Professional, Vocational or Research Objective
- Summary of Qualifications
- Professional Licenses or Certifications
- Education including Post Graduate, Graduate and Undergraduate Degrees and Studies
- Listing of Relevant Coursework to match Career or Academic Objective
- Educational/Professional Honors or Awards
- Scientific or Academic Research, Laboratory Experience and Related Skills
- Description of Thesis or Dissertation, Papers Written, Publications
- Academic or Professional Presentations
- Related Extracurricular Activities, Professional and Association Memberships
- Community Involvement
- Work Experience - Paid or Volunteer
- Technical and Specialized Skills such as Computer Programming or Laboratory Instrumentation
- Interests - Future Academic or Professional Goals
- Travel / Exposure to Cultural Experiences
- Foreign Language Skills
- Additional Information that May Support Objective or Qualifications

EMAILING RESUMES, CVs, COVER LETTERS AND FOLLOW-UP LETTERS

In today's society email is commonplace, therefore email is being used to send employment correspondence such as resumes, CVs, cover letters, and follow-up letters. The ease and speed of sending email has made it a more attractive way for you to communicate with potential employers. However, you should know that there are pitfalls and difficulties when sending your employment documents via email. Thus, below is a list of considerations that you should use when sending your information to an employer:

- Be sure that the employer wishes to receive resumes/CVs, etc. via email
- If you are sending a document as an attachment, be sure that the employer has the proper software that will allow them to open the document.
- If you are unsure of the employer's software, send the document in multiple ways (MS Word, Rich Text Format, Adobe (.pdf), etc.)
- When sending a cover letter and resume/CV, consider typing the cover letter into the body of the email and attach your resume.
- If you are concerned that the email attachment did not get to the employer properly, follow up with a mailed copy.
- Be sure that you spell check and proofread all of your correspondence
- Copy your email address into the bcc: field so that you receive a copy of the email just as the employer would have received it.
- If your email system allows you to, use a 'returned receipt' to confirm that your email was delivered to the correct individual.
- Send email late in the evening, so that the employer will receive your email first thing in the morning

MANISH KUTTA

1421 South Patterson Ave.
Baltimore, MD. 21203
(410) 443-5473
mkutta@jhmi.edu

Manish Kutta - Page 2 of 2

EDUCATION

- 2008 Ph.D. International Health, Johns Hopkins Bloomberg School of Public Health
Dissertation: Controlling the AIDS Epidemic: A Nutritional Viewpoint
- 2001 Master of Science, Human Nutrition, University of Waterloo
Thesis: The Effect of Nutritional Status on the Development of Mental Health Issues
- 1999 Bachelor of Science, Computational Theory, Our Lady of the Holy Cross College

PROFESSIONAL EXPERIENCE

- Johns Hopkins Bloomberg School of Public Health**, International Health Department
Research Assistant, August 2005 - Present
Conducted epidemiologic and statistical analyses involving studies on sexually transmitted disease risk factors/outcomes, infant mortality, and socioeconomic status. Completed multivariate and survival analysis, multi-level analysis, and mapping.
- MAMSI**, Health Finance and Policy Division - Bethesda, MD.
Associate, July 2001 – September 2003
Researched and wrote reports relating to current health policy issues. Developed a financial model used to explore rising healthcare costs. Corresponded with legislators regarding health care legislation and regulations.
- The Research Institute of India, New Delphi, India**
Intern, May 2000 - August 2000
Conducted literature reviews, data validation, and analysis involving an infant mortality study.

TEACHING EXPERIENCE

- Johns Hopkins Bloomberg School of Public Health**, Epidemiology Department
Teaching Assistant, August 2004 – May 2005
Developed supplementary materials, led weekly discussion sessions, graded exercises, and gave occasional lectures for three introductory epidemiology courses.
- Anne Arundel Community College**, Science Department
Adjunct Professor, August 2005 – December 2006
Taught introductory biology and chemistry.

PEER REVIEWED PUBLICATIONS

- Westin D, **Kutta M**, Wong P (2004). *Correlation Between Influencing Factors of HIV Positive Drug Users in South Boston*. AIDS Care 11(8): 521-40
- Kutta M**, O'Shansky P. (2001). *Tracking Native American Males' Lives after an HIV positive diagnosis*: Journal of Native American Health 4(2): 111-120.
- Kutta JG**. (In Preparation). *Immature Behavior and HIV/AIDS: A review of the literature*.

OTHER PUBLICATIONS

- Bestofer E and **Kutta J**. *HIV/AIDS in Older Populations* in George J, Kutta J, Kason D. (2000). *Americans Living with Health Concerns Report*. Prepared for the National Association of Infectious Disease.

RESEARCH GRANT PARTICIPATION

- Title: Advances in Statistical Analysis Applied to Health Disparities
Dates: 2003 - 2005
Funding: National Institutes of Health
Principal Investigator: Ronald Wirans
Role: Project Director
Objectives: To apply multi-level modeling statistical techniques to the exploration of how multiple levels of influence are associated with racial, geographic and socioeconomic disparities in health outcomes within the city of Baltimore.
- Title: Boston Health Research Exploration
Dates: 2003-2004
Funding: National Institute of Child Health and Development
Principal Investigator: Donald McClurkin
Role: Project Director
Objectives: To conduct Phase 1 of a community-linked collaborative approach to addressing maternal and child health outcomes in Boston.

PRESENTATIONS

- O'Shansky P, **Kutta JG**. *Collaborative study of immature behavior*. Presented at the Annual American Public Health Association Conference, Philadelphia, PA, 2004.

SPECIAL SKILLS

- Languages: Fluent in Hindi, Swahili, and English
Computers: Word Perfect, Lotus, graphics, SPSS, SAS, STATA, relational database programs

ACTION VERBS

accomplished	devised	introduced	scheduled
achieved	diagnosed	invented	schooled
acted	directed	instigated	screened
adapted	dispatched	launched	set
addressed	distinguished	lectured	shaped
administered	diversified	led	solidified
advanced	drafted	maintained	solved
advised	edited	managed	specified
allocated	educated	marketed	stimulated
analyzed	eliminated	mediated	streamlined
approved	enabled	moderated	strengthened
arranged	encouraged	monitored	summarized
assembled	engineered	motivated	supervised
assigned	enlisted	negotiated	surveyed
assisted	established	operated	systemized
attained	evaluated	organized	tabulated
audited	examined	originated	taught
authored	executed	overhauled	trained
automated	expanded	oversaw	balanced
expedited	performed	translated	budgeted
explained	persuaded	traveled	built
extracted	planned	trimmed	calculated
fabricated	prepared	upgraded	catalogued
facilitated	presented	validated	chaired
familiarized	prioritized	worked	classified
fashioned	processed	wrote	coached
focused	produced	collected	forecast
programmed	compiled	formulated	projected
completed	founded	promoted	composed
generated	provided	computed	guided
published	conceptualized	headed up	purchased
conducted	identified	recommended	consolidated
illustrated	reconciled	contained	implemented
recorded	contracted	improved	recruited
contributed	increased	reduced	controlled
indoctrinated	referred	coordinated	influenced
regulated	corresponded	informed	rehabilitated
counseled	initiated	remodeled	created
innovated	repaired	critiqued	inspected
represented	cut	installed	researched
decreased	instituted	restored	delegated
instructed	restructured	demonstrated	integrated
retrieved	designed	interpreted	revitalized
developed	interviewed	saved	

HOW TO APPLY FOR INTERNSHIPS AND FELLOWSHIPS

The route to securing an internship/fellowship can be confusing and filled with pitfalls. However, it is often a journey worth taking because your future employment may depend upon the quality of your internship/fellowship experience. There are many considerations to explore when applying for an internship/fellowship; some of those considerations are covered below.

THE APPLICATION

The application is the first element that most organizations look at when you apply for a fellowship/internship. Therefore, you should give careful consideration to the application and always fill it out properly.

Deadlines

Consider the deadline date and send the application well in advance – Why? If individuals are reviewing applications as they arrive, your application will get more consideration early in the process as opposed to closer to the deadline when everyone else is sending their application. Remember, the most popular internships/fellowships have deadlines in the fall and winter months (September through March)

Follow Instructions

Most applications have explicit instructions to follow. These instructions may sometimes seem futile to you, but to the organization these instructions are crucial. They are expecting to receive applications in a certain way, with the proper information listed. Some organizations throw away applications that are not in accordance with their application instructions.

Common Mistakes Include:

- *Sending more or less references/ recommendations than asked for*
- *Attaching a CV or resume in lieu of filling out the application*
- *Not having transcripts sent directly from your previous school(s)*
- *Not placing recommendations in sealed envelopes*
- *Not including standardized test scores*

PERSONAL STATEMENT

Most organizations will generally ask for a Personal Statement (sometimes called a Goal Statement, etc). The statement is a way for the organization to review your interests and to determine your motivation for applying for the fellowship/internship. Also, the personal statement is the organization's first look at your writing skills and it should be written with clarity using excellent grammar and spelling.

Be Concise and Clear

A personal/goal statement should be clear and easy to read. The organization should be able to view a synopsis of your background and a summary of where you wish to be in the future. A personal/goal statement is not the time to tell your life story, but to highlight relevant career, academic and civic accomplishments.

Highlight your Skills...Don't Tell Them What They Can Do For You

A personal/goal statement should convey to the organization what you bring to the table. Don't spend a great deal of time writing about what the fellowship/internship will do for you, but show how you can make a contribution to the organization and/or the field of study. The personal/goal statement is your opportunity to sell your skills and abilities – take advantage of the opportunity.

Remember to:

- Include your future goals and relevant research interests
- Answer the question: 'Why should you be accepted to the fellowship/internship program'
- Highlight only your relevant skills and accomplishments
- Follow instructions with regards to the length of the personal/goal statement

Remember NOT to:

- Include personal discriminating information (such as marital status, sexual orientation, etc), unless the requirements specifically asked for it
- Use long sentences
- Overuse technical jargon
- Brag or fabricate
- Make mistakes with grammar and/or spelling

NETWORKING

Calling or meeting people from the organization that you wish to obtain the internship/fellowship from can increase your chances of being accepted to their program. Remember most people want to hire someone with whom they are familiar. In addition, having a strong reference is an excellent way to increase your being accepted to a fellowship/ internship program. For example, if your advisor is well known, a call from him/her to the organization may work wonders. Contacting alumni who work for the organization can be an excellent means of advancing your application for the internship/fellowship.

If you do not meet the requirements

If you are interested in a fellowship/internship and you do not meet the requirements, you may still want to apply. Exceptions are made in some cases. If programs allow interviews before the application deadline, you should visit and interview.

Supplemental Information

Sometimes supplemental information can increase your chances of being accepted for a fellowship/internship. Some supplemental information that you may wish to include:

- Resume/CV
- Writing Sample (if appropriate)
- Publications (if appropriate)
- Letters of Recommendation

FIELD PLACEMENT IN THE EYES OF THE STUDENT

I wanted to work internationally during the summer between my two years here. I asked a lot of professors about their projects abroad and whether I might be able to join them for several months. It took perseverance and luck, but eventually my advisor wound up directing me to a professor within my department, and he sent me to Asia to do data analysis on an HIV study he was PI on there! The experience exposed me to international academic collaboration and the practice of public health in a non-Western setting. It also gave me a great start on my master's thesis, because I wrote up my analysis from the summer. I was not seeking full-time employment from this field placement, but it was important to future employers when they interviewed me. –Epidemiology Student

I worked in an Administrative Department at Hopkins that included contact with many internal and external departments. My supervisor was probably the most important resource that I had during the internship. She cc'ed me on many e-mails, included me in meetings, encouraged me to meet with other staff members to learn about different aspects of Hopkins, assisted with my job search, gave me projects that were at my level, offered constructive criticism, and encouraged me to learn and take full advantage of my internship. It was an extremely valuable experience. My supervisor's goal was to be a mentor to me, and help me meet my goals, not her goals exclusively. It's important to find out about the type of relationship that your supervisor plans to have--will there be an open door policy, how many other interns will be in that office, have they had interns in the past. . . I found a job with an employer who came to speak at The School of Public Health—I was the only person wearing a suit at the information session, I handed my business card to the employer, followed up with an e-mail, and had an interview three days later. –Health Finance and Management Student

INTERVIEWING

Research

An interview is your opportunity to show a potential employer that you are the person for the position. You should prepare carefully for the interview by researching information about the organization, its projects and its mission or philosophy. Your research should help you generate questions that you can ask during the interview.

Your research should focus on (but is not limited to) the organization's:

- Location(s)
- Facilities
- Size
- Products and services
- Mission, vision, strategies and goals
- Financial data
- History
- Executive biography
- Management and employee data

Arriving at the Interview

When you arrive at the interview, you should be prepared and have the following items with you:

- A note pad and Two pens
- Extra resumes and reference sheets
- Letters of recommendation (if applicable)
- Educational transcripts
- Work samples (if applicable)
- For a dinner/lunch interview- small travel toothbrush
- Special note for women- extra hosiery

You should arrive 15 minutes prior to your interview time and know the interviewers' names ahead of time. This will save you from embarrassment and will show the employer that you are a professional individual.

The Interview

During the interview be sure to speak clearly and concisely. Make sure that you are speaking with confidence and that you are maintaining good eye contact with all interviewers. In addition, pay close attention to your posture and non-verbal communications. Do not fidget or use your hands excessively while speaking. These things distract interviewers and take away from your presentation.

TOP 10 INTERVIEWING TIPS

1. **Research the company and industry beforehand**
2. **Read the job description thoroughly.**
3. **Look the part – dress for the position and the company.**
4. **Be enthusiastic!**
5. **Listen carefully to the question and answer the question asked.**
6. **Tell memorable stories to illustrate strengths.**
7. **Match your strengths to the position.**
8. **Highlight your experience as a team player.**
9. **If asked for examples, be as specific as possible.**
10. **Leave something to remember you by – articles, portfolio, etc.**

CROSS CULTURAL INTERVIEWING

If you are interviewing in a different culture, make sure that you are aware of the cultural norms. For example:

When interviewing in certain Asian cultures, showing the heel of your shoe is seen as offensive. Likewise resting your hands below the table during an interview in some European cultures is equally offensive. Moreover, the American culture focuses on non-verbal communication such as a firm handshake, good eye contact, and strong voice inflection.

Questions and Answers

Employers ask questions in many ways to explore and probe your background and skills. Let's examine some of the types of questions you might expect in an interview.

Straight Forward Questions:

These questions are subjective in nature and allow you to convey information that will support your case for being hired.

Examples: *Tell me about yourself?*

You should focus on your skills, education, and experiences related to the position. Be careful not to include personal information (such as family plans, etc.) and use examples to further describe your background.

i.e. I have a wide range of experience in epidemiology including a short consultancy with the World Bank where I assisted in exploring an epidemic surveillance system for rural areas in South America. I also have spent much of my time while studying for my MPH degree exploring the causes of and solutions for water borne diseases. I enjoy working in a team atmosphere and possess good analytical and writing skills. For example, I was a member of a team that wrote the standards for water sanitation in South East Asia.

Tell me about your weaknesses?

Do not focus on weaknesses that are directly related to the position, but describe a weakness that you have overcome.

i.e. I used to be uncomfortable speaking to large groups of people, but I have improved upon my presentation skills by participation in class presentations and I even took the opportunity to present my research at the recent WHO conference. I received very positive feedback from the attendees at the conference and am planning to present at the upcoming Global Health Conference.

Problem Solving Questions:

These questions require you to solve a 'real world' problem. Often the organization is not looking for the 'right' answer, but they would like to see the process that you use to solve the problem. Therefore, when you answer a problem-solving question, you should:

- Listen carefully to what is being asked
- Ask clarifying questions (if applicable)
- Respond by first explaining how you would gather the data needed to make a decision
- Discuss how you would use that data to generate options
- Explain your recommendation/solution based on the data, the available options, and your understanding of the position that you are interviewing for currently.

Behavioral Based Questions:

These questions explore your background based on your past behavior. Because research shows that past behavior is the best predictor for your future performance, many organizations (especially the U.S. Federal Government and consulting firms) have started using behavioral questions during interviews. A discussion of Behavioral Interviewing follows in the next section, which will explain how to handle this type of interview.

Unrelated Questions:

These questions are asked to probe your thought process and how you make decisions. They generally have nothing to do with the qualifications for the position.

Example: Who would you want with you if you were stranded on a deserted island?
A carpenter, to ensure that we would be able to build shelter and eventually a vessel to sail from the island (thus showing your resourcefulness)

BEHAVIORAL INTERVIEWING

"Tell me about a time when you were on a team, and one of the members wasn't carrying his or her weight." If this is one of the leading questions in your job interview, you could be in for a behavioral interview. Behavioral interviewing is designed to minimize personal impressions that can affect the hiring decision. By focusing on the applicant's actions and behaviors, rather than subjective impressions that can sometimes be misleading, interviewers can make more accurate hiring decisions.

How to Prepare for a Behavioral Interview

- Recall recent situations that show favorable situations or actions, especially involving course work, work experience, leadership, teamwork, initiative, planning, and customer service.
- Prepare short descriptions of each situation; be ready to give details if asked.
- Be sure each story has a beginning, middle, and end, i.e., be ready to describe the situation, your action, and the outcome or result.
- Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).
- Be honest. Don't embellish or omit any part of the story. The interviewer will find out if your story is built on a weak foundation.
- Be specific. Don't generalize about several events; give a detailed account of one event.

How the Behavioral Interview Works

- Instead of asking how you would behave in a particular situation, the interviewer will ask you to describe how you did behave.
- Expect the interviewer to question and probe (think of "peeling the layers from an onion").
- The interviewer will ask you to provide details, and will not allow you to theorize or generalize about several events.
- The interview will be a more structured process that will concentrate on areas that are important to the interviewer, rather than allowing you to concentrate on areas that you may feel are important.
- You may not get a chance to deliver any prepared stories.
- Most interviewers will be taking notes throughout the interview.

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

What to do about Illegal Interview Questions

The bad questions:

In the United States, there are many things that potential employers cannot ask job candidates.

http://www.jhsph.edu/Student_Affairs/career/

(410) 955-3034

Some examples are "Are you married?", "Do you have kids?", "How old are your children?", "How old are you?", "Do you have any health-related problems?" etc.

The answer:

Answering a question like this is a bit tricky. But we can offer some help. There are three basic strategies for handling a question like this:

Option #1 - Refuse Completely

This method can be used if you would just rather not answer the question, or if you feel the interviewer is going to use the answer against you. It is dangerous though and may make you look like a troublemaker. The fear that you may sue them can work either for or against you. This depends completely on the interviewer. For this refusal you would say something like "That question is not really very proper so I think we should go on to the next question."

Option #2 - Mention that the question is illegal, but answer it anyway

This option is sometimes used when you don't really mind answering the question, but you don't like that it was asked in the context of a job interview. You are perfectly within your right to say "I don't think that question is completely proper, but I don't mind answering. No, I am not married."

Option #3 - Just answer it

This is the simplest approach. If your answer is probably what they want anyway, then sometimes the safest approach is to just answer the question. A job interview is no place to fix all of society's problems. If you really want to do something, if you don't get the job, then get a lawyer and sue for the illegal questions.

TIPS FOR INTERVIEWING IN INTERNATIONAL ORGANIZATIONS

Take your time. Get focused, organize your points, and recall what you said in your cover letter.

Showcase your second language. If a second language is required, expect to conduct at least a part of the interview in that language.

Be clear about your motives. Be prepared to explain in a compelling way why you want to work overseas.

Tell a good story. Prepare an anecdote or two that is based on your past experience: one that relates to the position requirements and shows you in a favorable light.

Translate theory into practice. Some organizations use case studies in their interviews to describe common global health challenges, and ask you how you would respond. Being able to relate a story about a relevant past experience is far more memorable than a "textbook" answer.

Stress your writing skills. Offer copies of your writing, both in English and in any required second language.

Know your timeline. Be ready to discuss possible departure and return dates, if going overseas.

Be curious. Ask some questions of your interviewers.

Finally, get personal. The best time to mention any special needs (disability, special education for children, major family problems) is toward the end of the first interview when you sense things are going well.

FOLLOW-UP LETTERS

Why do you send Follow-up Letters?

Follow-up letters are critical in today's busy world. Follow-up letters show that you are professional and interested in the organization, position, etc. It also keeps consistent contact with your networking contacts, which puts you in a better position to be considered for career opportunities.

Types of Follow-up Letters

- Thank You Letter
- Acceptance Letter
- Declining Offer Letter
- Response to a Rejection Letter
- Withdrawal of Application Letter

Send the appropriate follow-up letters to anyone who has:

- Referred you to employers or other contacts
- Interviewed you for employment
- Offered you a position
- Rejected you for employment
- Provided you with general information
- Written recommendations for you

Timing

In most cases follow-up letters should be sent **within 24 hours** of the interview, conversation, receipt of letter, etc; but no more than two days later.

Length of your letter

Keep it to a brief page. Don't stress a lot of details - it's more important to send something quickly rather than to delay doing it for days.

Winter Break Career Services Checklist

Take advantage of your winter break by reviewing and following up on career and job search activities. Here are a few things you can do to get your job search off the ground.

- **Reflect** on your skills, qualities, experiences, and academic work.
- **Network.** Identify and choose people to connect with. Begin with people you know...faculty, classmates, former employers and colleagues, family members, and alumni. Collect new contacts; develop relationships. [Develop a networking plan: make calls, send emails and letters.]
- **Research companies.** Know as much as possible about the organizations that interest you. Check websites, local newspapers, state industrial directories, and reference books such as *Standard and Poor's Register*, available in public libraries. A partial list of career related websites is available on our Career Services Website – http://www.jhsph.edu/Student_Life/career/job.htm
- **Develop** a strong resume and cover letter. Have these critiqued.
- **Log on to the eRecruiting System (<http://jhsph.erecruiting.com>).** Post your resume/CV, search and apply for jobs, and create a search agent. A search agent will notify you via email when a new position is posted on the system that is of interest to you.
- **Engage in informational interviews.** Contact alumni in specific geographic areas in which you seek employment – you can use <http://alumni.jhu.edu/> to find alumni of the Bloomberg School of Public Health. Treat the informational interview like any job interview. Wear appropriate attire, bring questions and resumes, and know and be prepared to talk about yourself and your skills.
- **Research salary ranges** in your specific field and geographic location(s) of interest. There are many informational sources on the Internet. One such resource is www.salary.com

Personalize each letter

- When interviewing with several people at one organization, take a few seconds between interviews to write down some notes about each conversation. Use these notes when writing individualized thank you letters to each interviewer.
- When sending letters to several people at an organization, each letter does not need to be completely different from the rest. However, do not send identical letters to several people - your letters will generally all end up in your file in the Human Resources department.

Content of the Thank You Letter

- Thank the person for his or her time, and state your interest (or non-interest) in the job and your enthusiasm for the organization.
- **Whenever possible, say something that will help your interviewer remember you as an individual from amongst all the candidates:**
 1. Addressing a topic of particular interest (to the interviewer or to you) that arose during the conversation, especially where that topic reflects favorably on your job-related skills (for example, you talked for 15 minutes about the mountaineering trip you led last summer or your research on the health care industry); **OR:**
 2. Addressing an interviewer's specific concern in greater detail than was possible during the actual interview (for example, the interviewer seemed concerned that you did not have the quantitative skills necessary for the job); **OR:**
 3. Re-emphasizing a skill or strength important to that interviewer (for example, the interviewer showed a particular interest in your research and publications activities).

Other Tips

- **Ask for your interviewers' business cards**, or write down the interviewers' titles and the proper spelling of their names before leaving the interview site.
- **Carefully proof read each letter** and have one other person do so, too.
- **Print each letter on a high quality linen or bond paper** (available at most copy centers), in white, off-white, cream or *light* gray, and mail them in matching envelopes.

E-mail vs. Postal Mail**Thank You Letters**

In a recent survey by the National Association of Colleges and Employers, employers were asked if thank you letters could be sent by e-mail. Three out of the four employers responding said that an e-mail thank-you note is acceptable.

Winter Intercession Course

Each year Career Services provides a course to assist students and alumni in their job search. The course consists of a comprehensive list of career development topics and a special alumni networking panel. The alumni networking panel usually consists of 10 – 20 alums who are willing to share their on-the-job experiences and insights into the job market with you. Some of the career development topics include: Resume/CV and Cover Letter development, Interviewing, Salary Negotiation, Networking, Successful Career Management, Financial and Budget Management, and more. Public health professionals teach many of the course topics. The dates, times and costs will be announced during the second term.

BE ON THE LOOKOUT FOR MORE INFORMATION!!

Thank You Letter

454 N. Baltimore St
Baltimore, MD 21205

April 2, 2008

Jessica Agency
Recruiting Specialist
ABC International
Any Address
Anywhere, Any state, Any zip

Dear Ms. Agency:

Thank you for taking the time to interview me for the position of Senior Clinical Project Manager with your organization. Your discussion of upcoming public health trends at ABC International, as well as your expectations of clinical managers, was very informative and interesting. I am confident that I would make a strong contribution to your staff by increasing the efficiency in the labs and expanding your research program.

As discussed in our interview, my qualifications that would directly relate to your company include:

- Over four years of broad based experience in the medical field,
- My ability to effectively handle many different projects simultaneously, and
- My experience working with Medical Doctors.

Again, thank you for taking the time to consider my candidacy. If there are further questions, please feel free to contact me at (410) 955-1111 or via email at astudent@jhsph.edu. As we discussed, I look forward to hearing from you the week of May 6, 2008 with your final decision.

Sincerely,

Any Student

Any Student

Other Follow-up Letters

Other Follow-up letters should be sent via mail to present a professional image. Sending a 'declining offer letter' via email may be construed by some individuals as being evasive.

ACCEPTANCE LETTER

5555 S. Bmore Ave.
Baltimore, MD 21205
(410) 555-5555
December 20, 2007

Joe Jones
Executive Director
XYZ Government Agency
555 Executive Lane
Washington, D.C. 20211

Dear Mr. Jones:

It is with great pleasure that I accept your offer of employment as a Senior Epidemiologist at XYZ at the salary of \$75,000 and a start date of June 1, 2008. I am confident that I will make a strong contribution to your staff by performing expert analyses.

I appreciate your help and all the information that you have given me. It will make my upcoming transition to your company successful. Throughout the interview process I found the individuals at XYZ to be very knowledgeable and I look forward to working with you and other XYZ employees.

Thank you again for your assistance during the interview process.

Sincerely,
Jane M. Doe
Jane M. Doe

DECLINING OFFER LETTER

5555 S. Bmore Ave.
Baltimore, MD 21205
(410) 555-5555
December 20, 2007

Joe Jones
Executive Director
XYZ Government Agency
555 Executive Lane
Washington, D.C. 20211

Dear Mr. Jones:

Thank you for extending an offer to me for the Research Scientist position with your organization. After much consideration, I am declining your offer to accept a position that I feel is a better fit for my career goals.

I appreciate your help and all the information that you have given me. Throughout the interview process my excitement about XYZ grew and I found the individuals at XYZ to be very knowledgeable and happy to be employed at XYZ. Again I appreciate your time and consideration.

Sincerely,
Jane M. Doe
Jane M. Doe

RESPONSE TO A REJECTION LETTER

5555 S. Bmore Ave.
Baltimore, MD 21205
(410) 555-5555

December 20, 2007

Joe Jones
Executive Director
XYZ Government Agency
555 Executive Lane
Washington, D.C. 20211

Dear Mr. Jones:

Thank you for allowing me the opportunity to interview for the Health Care Analyst position. I appreciate your assistance during the interview process and all the information that you have given me. Throughout the interview process my excitement about XYZ grew and I found the individuals at XYZ to be very knowledgeable and happy to be employed at XYZ.

Although I was not the candidate you chose for this position, I am still excited about XYZ and if possible would like to be considered for future opportunities. Again I appreciate your time and consideration.

Sincerely,

JANE M. DOE

Jane M. Doe

WITHDRAWAL OF APPLICATION

5555 S. Bmore Ave.
Baltimore, MD 21205
(410) 555-5555

December 20, 2007

Joe Jones
Executive Director
XYZ Government Agency
555 Executive Lane
Washington, D.C. 20211

Dear Mr. Jones:

Thank you for allowing me the opportunity to interview for the Health Educator position. At this time I do not wish to pursue the potential of future employment at your company. Again I appreciate your time and consideration.

Sincerely,

JANE M. DOE

Jane M. Doe

NETWORKING

When you talk to two friends, and they talk to two friends, and they talk to two friends, that's networking. Why network? Because networking is the number one way to get a job.

The theory is simple, but to get results you have to work at it. Start by identifying people who might know something about the type of job you want. Ask them if they know of any jobs available in your field. They may not, but may refer you to someone else who does. Each time you are referred, your job search becomes more and more informed.

TYPES OF NETWORKS

Personal

- Immediate family
- Relatives, near and far
- Close friends, neighbors and casual acquaintances
- Distant friends, old friends, ex-roommates
- Your personal doctor, lawyer, dentist, accountant, insurance agent, broker, personal banker, beautician, barber, manicurist, tailor, mechanic
- Your minister, priest, spiritual leader, rabbi, psychologist, psychiatrist or counselor
- Members of country clubs, social clubs, fraternal organizations, recreational groups, school parent groups, sports teams

Professional

- Colleagues in your organization: superiors, subordinates, peers, secretaries, support staff
- Colleagues in other organizations: customers, clients, collaborators
- Vendors, consultants, contractors, lawyers, accountants, investment bankers
- Competitors and professional acquaintances, Lobbyists, regulators and licensors
- Joint ventures, investors, shareholders
- Your advertising agency, PR firm or marketing representative, Pharmaceutical companies, nurses, patients, pharmacists

Organizational and Community Affiliations

- Board of Directors, board of trustees and advisory boards
- Community or volunteer organizations (Boy Scouts, Girl Scouts)
- Professional, cultural and civic organizations.
- Philanthropic organizations and fundraising groups
- Public-private organizations; business development organizations; chambers of commerce, and certifying or licensing bodies

Career Services Road Trips – GET ON THE BUS!

Throughout the academic year, Career Services partners with student groups to visit public health agencies. These events give students exposure to the inner workings of public health agencies and in some cases give students a better understanding of how to get jobs in a particular agency. Last year, we visited The World Bank, PAHO, UN Offices in New York, and the Center for Medicare and Medicaid Services (CMS), and students were pleased with the trips. This year we are planning several trips. Email your suggestions to careers@jhsph.edu

BE ON THE LOOKOUT FOR UPCOMING ROAD TRIP ANNOUNCEMENTS...

YOU DON'T WANT TO MISS THESE EVENTS!!

PURPOSE OF NETWORKING

- To compile information that helps with focusing your job search objectives, learning about trends, events or facts relevant to your search, and, hopefully, hearing about existing job openings;
- To gain as much exposure as possible in the job market; and
- To gather more names and referrals so that you can continue to expand your network, gain more information sources, get more exposure, obtain more referrals, and so on.

GETTING STARTED

Start by determining what you want. Know your strengths, aptitudes, weaknesses, etc.

Then, establish priorities. Where will you start? Professional directories, colleagues, business correspondents during the past year? *Don't confine your network to contacts in your profession.*

Keep it all in perspective. The key to successful networking lies in understanding that you aren't asking for a giant favor that creates a giant debt and gives others leverage over you. On the contrary, skillful networking is low-key, low-intensity, low-stakes, low-demand and low-risk to both parties.

Get the ball rolling

- Conferences, conventions and meetings
- Requests by letter
- Telephone
- Face-to-face, information interview

THE NAME GAME: *Always ask permission to use someone's name to help you get a networking meeting with another person.*

EFFECTIVE NETWORKING

People skills needed for effective networking

- Assert yourself positively
- Take responsibility for getting what you want
- Don't apologize for asking for help
- Take the initiative in offering help
- Don't compare yourself to others
- Accept rejections as part of being assertive

Ask good questions

- Consider your goals before meetings and interactions. Formulate your questions beforehand.
- Use open-ended questions that start out with "How," "Why," "In what way.." to search out more depth of information and to keep conversations going.
- Use more specific questions that start with "Who," "When," "Where," and "What" when you need direct, factual information.

Listen with your "third ear"

- Listen carefully; concentrate on the speaker
- (If face to face), watch the speaker's body language for emotions and unspoken meanings
- Keep an open and accepting mind to what is being stated
- Listen for topics of mutual interest
- Give regular feedback through smiling, nodding, eye contact, and asking good questions.

Present yourself as a professional

- Make it a practice to "dress for where you want to get to"
- Wear clothes that look best on you and colors that make you feel good
- Wear and carry accessories that communicate your seriousness about your goals
- Prepare a 30-second introduction of yourself and practice until it sounds smooth and natural.

Show interest in empowering others

- People generally want to be valued. Show and tell them they are valued.
- Listen to them. Listening is an excellent way to communicate value.
- People are more likely to help you when you help to empower them.

NETWORKING A ROOM

- 1. Go to the function with a goal in mind:** Decide what your networking goals will be for the event. What information or resources are you seeking to help you achieve your goal? Is this a likely event for getting that support? What types of people will be attending such an event? What is the agenda?
- 2. Present yourself professionally:** Go confidently. Go prepared. Dress to win. Wear your best colors and an outfit that helps you to feel your best.
- 3. Take your networking tools:** Take a supply of business cards, a good pen, and a pocket calendar.
- 4. Decide how many strong contacts you want to make for the evening:** Go for quality of contacts rather than for large numbers. Keep in mind your primary purpose for networking at this event. One or two quality contacts may be a reasonable goal.
- 5. Enter the room, center yourself, and observe:** Before getting into conversations with people, take a few seconds to center yourself. Mentally decide on 1 or 2 people you want to meet.
- 6. Initiate a conversation:** Smile, establish eye contact, extend a handshake, and introduce yourself. The person standing alone will appreciate your rescuing them. Initiate a conversation. There are three ways in which you can start a conversation: *talking about the situation, talking about yourself; and talking about the other person.* This can be done through asking questions, voicing an opinion, or stating a fact.
- 7. Ask good questions, and listen:** Ask no more than one or two key questions at the beginning. Refine your questions. Rather than asking, "Can I pick your brain?" say, "I need some advice. Can you help me?" This will generate a more positive response. Listen carefully to their reply; be willing to hear what they say.
- 8. Circulate:** Use your discretion as to the amount of time you spend with your contacts at the event. Remember that your goal is to get quality contacts. Be sure to exchange cards as you circulate. At the first opportunity, jot down some interesting points about people on the back of their business cards, such as how you met and what you discussed.
- 9. Don't get stuck:** Don't get drawn into lengthy business discussions at a networking event. Other valuable contacts may be missed. Arrange a follow-up meeting if you want to have a longer discussion. If you find yourself having difficulty in circulating, try these simple strategies: *"Here is a person I need to talk with. Will you excuse me?" "Here is a person I need to follow up with. Would you care to be introduced?"*
- 10. Follow up:** Be patient when you network. It takes time. Schedule follow-up times on your calendar. A follow-up can be a call to say, "Did you know...?" or it could be sending your contact a clipping of an interesting article. Clippings of articles will always sit favorably with any network contact. They help you appear knowledgeable and informed on ideas and events.

HOPKINS/NET ALUMNI DATABASE

One of the resources that you have available to you in your job search is the vast number of Alumni that the School has working in Public Health Careers. Our alumni are the best alumni, and many of them are willing to share information with you to assist in your job search. One way to contact alumni is to use the Alumni Association's HopkinsNet Alumni Database. The database can be accessed via the web at <http://alumni.jhu.edu>. The online search feature will allow you to find alumni with your interest and/or alumni who are in a specific geographic area.

FOR MORE INFORMATION CONTACT

THE JHU ALUMNI ASSOCIATION AND COUNCIL

Steinwald Alumni House
3211 North Charles Street
Baltimore, MD 21218

410-516-0363
1-800-JHU-JHU1

SALARY NEGOTIATION

As your job search nears completion, you will need to evaluate each job offer that you receive. In addition, you may find that you wish to negotiate a job offer. Give careful consideration to evaluating and negotiating job offers in order to assist in your career success. Listed below are some key points that can help you in this process.

Evaluating Offers

A job offer involves more than just salary. When evaluating a job offer take the total compensation package (salary, signing bonus, benefits and perks) into consideration. In particular, you should consider benefits such as tuition reimbursement, medical coverage, vacation time, sick leave, savings plans (401k, 403b, etc), stock options, and flexible work practices; and perks such as relocation reimbursement, free movie tickets, training, etc.

Also, you should consider the organization's culture and growth potential when evaluating a job offer. Try to develop an understanding of how the organization operates on a daily basis. Questions you should ask are: Is the environment supportive?, Are employees valued?, and Can I be successful in this organization's environment? In addition, you should be looking at your growth potential in the organization. Ask yourself: Do I see myself growing in the organization? and Where will I likely be in 2-5 years if I stay with this organization?

Negotiating Offers

When negotiating salary take the following details into account:

- Never begin negotiating a job offer until you are offered the position
Explanation: If you begin negotiating before an offer is made, you may find that the organization will not make you an offer.
- Negotiating job offers can be risky
Explanation: Unfortunately, you may lose a job offer if you choose to negotiate the offer. Some employers rescind their original job offer when the negotiation process begins.
- Seek to receive all job offers in writing and be cautious of employers that will not give you written offers
Explanation: Make sure that you get offers (including new offers that are made after negotiating) in print. A verbal offer cannot be verified and can be changed.
- Research the organization before negotiating in order to find out the salary range for the position you are seeking
Explanation: Organizations (even those in the same industry/field) provide compensation at different levels. Do research to find what the organization normally offers for the position you are seeking.
- Remember some offers are not negotiable
Explanation: Do not be surprised if an organization does not allow you to negotiate an offer. Some organizations have a strict policy when it comes to compensation.
- Ask questions about benefits that are not stated in the offer such as tuition reimbursement, etc
Explanation: Be sure that you have all the information possible on the benefits of the job offer. Some benefits may not be explained in the job offer and you should search for clarity on the benefits that you can expect to receive.
- Know what you are worth in the current job market
Explanation: Understand the value of your skills in the current job market. This will help you understand your negotiating power.
- Never lie during job offer negotiation and use discretion
Explanation: Lying during the negotiation process can catch up to you. Many employers will ask to verify the information that you have told them. In addition, be careful with disclosing too much information and over-negotiating.
- Timing can be extremely important
Explanation: Considering that the organization is making a business decision in hiring you, take into consideration that they are expecting you to make a timely decision and to keep them informed of your employment status/decision.

THE PROCESS

1

Begin by stating your interest in the position and how well your skills match the qualifications of the position

Start the conversation on a positive note. For example: *"I was excited to receive the job offer and I am very interested in the position. I feel confident that my communication and analysis skills will allow me to make a positive contribution to the organization"*

2

State your position

Build your case for desiring to negotiate the offer. Some scenarios for building your case may be:

1. Based on your research of the cost of living and/or the market value for your skill set, you found that you need more compensation
2. Based on other job offers that you received you found that your market value is higher than what you have been offered by the organization
3. Based on the shortage of individuals in your chosen field you found that you are worth more than what the organization offered
4. Based on your current situation you find that you need to negotiate your start date and/or benefits package

3

Ask the employer if they can provide more compensation

After stating your position, ask the employer if they can provide additional compensation. For example: *"After doing research on the cost of living in New York, I found that the total compensation of the offer will not allow me to secure an apartment and live in the surrounding area. Is there anything else you can do in terms of the offer?"*

4

When asked, state an acceptable salary range

Be careful not to give an exact salary figure. State a salary range. For example: *"I would be interested in an offer between \$65,000 and \$75,000."*

5

Work on creative solutions if necessary

Be prepared to be involved in creating the solution. The organization may ask you to provide options for them to consider when negotiating the job offer. Consider all angles including benefits, perks, signing bonuses, relocation expenses, etc. For example: *"I would consider accepting a lower salary if the organization could provide relocation expenses and tuition reimbursement."*

Points to Remember

- Seek to create a win-win situation
- Never fabricate information
- Stop interviewing once you accept an offer
- Know when to stop negotiating
- Understand your needs and the needs of the organization
- Write a letter of acceptance to formally accept the offer

JOB SEARCH STRATEGIES FOR INTERNATIONAL STUDENTS

International students are encouraged to include skills assessment in the job search process while completing academic studies. Visit the Career Services Office to find out what services are available to you. Talk with a career consultant who can help identify your skills, interests, and abilities and assist you with identifying what jobs might be appropriate. In addition, you can discuss the best strategy for translating previous overseas experience.

Internships

An internship experience in the U.S. enhances your skills and adds American work experience to your credentials. In addition, they provide valuable networking contacts with potential employers and professionals in your field and give you exposure to the work environment of an American or multinational company. Similar benefits accrue for students who pursue work experience in other countries or at home.

Rules of the American Job Search Process

For positions in the U.S., begin eight to ten months in advance of the date you wish to be employed. This will help you to become familiar with the American job search process and allow adequate time to research employers, develop job search skills, and conduct the search. Meet with a career consultant to discuss goals and plans for your job search. Take advantage of the workshops offered throughout the academic year to develop your job search skills and gain confidence in American-style interviewing.

Hiring in the U.S.

Meet with an international student advisor in the Office of International Student, Faculty and Staff Services, to learn about regulations governing practical training and employment, and prepare to educate potential employers about visa issues and practical training. Some employers may be reluctant to hire individuals who are not permanent residents or citizens of the U.S. because:

- They have government contracts which preclude hiring non-U.S. citizens.
- They believe the process for understanding and working with immigration laws and visas to be too complex.
- They have a wealth of other qualified candidates from which to choose.

Be prepared to answer these questions: "Why should I invest time and resources in hiring you for only twelve months of practical training?" "What happens after practical training ends?" "Are you willing to return to our home country or relocate to another country?" Appropriate responses impact the outcome of the interview. Remember to apply for a social security number. This is a requirement if you are considering employment in the U.S.

Employer Expectations

Make sure you understand the cultural dynamics and overall expectations of working in an American organization. U.S. employers expect their employees to be hard-working, creative, problem solvers, and independent workers as well as team players. The ability to communicate well is important. In addition, employers appreciate a professional style of dress and personal interaction that is direct and assertive, not aggressive. Work with a Career Services consultant to better understand American employer expectations and attitudes, and become familiar with this type of work environment.

Start a Networking Campaign

While you may have excellent credentials and an impressive academic record, you will need to find contacts that can assist you in your job search. Do not ignore direct sources of finding a job such as internet advertisements or job fairs. Johns Hopkins alumni are key to your job search: <http://alumni.jhu.edu>. You will find that personal contacts (family, friends, faculty, classmates and alumni) can help you discover valuable opportunities and introduce you to prospective employers. Look for expatriates and tap into their cultural network. It is also helpful to seek out professional organizations such as the American Public Health Association (APHA) and the Association of Schools of Public Health (ASPH).

Use Other Job Search Strategies for U.S. and Home Country Employment

- **Campus Interview Program:** Several employers participate in our on-campus interviewing program.
- **International Student Groups**
- **Your Country's Embassy in Washington, DC**
- **Direct Contact with Employers through Letters, Calls, Information Interviewing**
- **MPH Societies (J.B. Grant)**

You may not get the first, second or even fifth job for which you have applied or interviewed, but do not take this as a personal rejection. To increase your competitiveness, use all you have learned in the job search process to present your capabilities effectively. In addition to your experience (internationally and in the U.S.) and your language skills, do not forget to emphasize your academic experience received through work on major projects, papers, etc. Remember, any information that signals unique or special talents will help you stand out in a prospective employer's eyes. Don't delay. Start the process as soon as possible. Come to the Career Services Office to speak with a career consultant.

Office of International Student, Faculty, & Staff Services

Phone: 410.955.3371 FAX: 410.955.0871 <http://www.hopkinsmedicine.org/intlsvcs/>

The staff members in the *Office of International Student, Faculty, & Staff Services* assist internationals in three primary capacities: (1) As **advisors** concerning immigration rules and regulations; (2) as **advocates** who are sensitive to the unique needs of non-immigrants; and (3) as **liaisons** between non-immigrants and the U.S. Citizenship & Immigration Service, the U.S. Department of State, various U.S. consulates and embassies abroad, various departments/offices at JHMI, etc.

Staff members provide advising services to internationals which relate to their particular visa status within the United States. In accordance with U.S. immigration law and the various rules and regulations contained therein, staff members assist non-immigrants with the following:

- Initial entry to the United States
- Extensions of stay
- Work authorization
- Changes of visa status
- Reinstatement to legal status
- Waiver applications
- Travel authorization / re-entry to the U.S.
- Transfers to/from JHMI
- Accompanying dependents' issues
- Adjustment of status to U.S. Lawful Permanent Resident

This list is by no means exhaustive. In addition to these advisory functions, staff members advise and assist internationals with many other specialized and individualized issues relating to a particular non-immigrant visa status.

Internationals often have unique needs and require a person sensitive to those needs to be their advocate. Staff members in the *Office of International Student, Faculty, & Staff Services* are experienced advocates who recognize the value of international educational exchange and who appreciate the many positive contributions internationals make to the Johns Hopkins community and to the United States. As advocates, staff members are well acquainted with cross-cultural adjustment problems and other related issues. As a result, their involvement with internationals at JHMI goes well beyond the area of immigration regulations.

Staff members are routinely called upon to act as liaisons for international students, faculty, and staff at JHMI. In their role as liaisons, staff members function as representatives on behalf of internationals. Staff members work with government agencies, university offices and departments, and a variety of other entities to seek solutions to problems faced by foreign nationals, to voice specific concerns on their behalf, and to request appropriate assistance when needed.

CAREER FAIR PREPARATION

Each year public health employers attend career fairs (including the Public Health Career Fair here at the Bloomberg School of Public Health) in an effort to attract top talent to their organizations. Below are some tips to assist you in preparing for a career fair.

Be sure to:

- Arrive early
- Dress appropriately
- When possible know the interviewer's name: pronunciation, spelling, and title (Mr., Miss, Ms., Mrs., Dr.)
- Extend a warm greeting and firm handshake
- Maintain good eye contact
- Show enthusiasm and zeal
- Display knowledge of the company, industry, position, interviewer, and job location
- Be prepared to answer and ask questions
- **Turn off cell phones and pagers**

Ensure that you have:

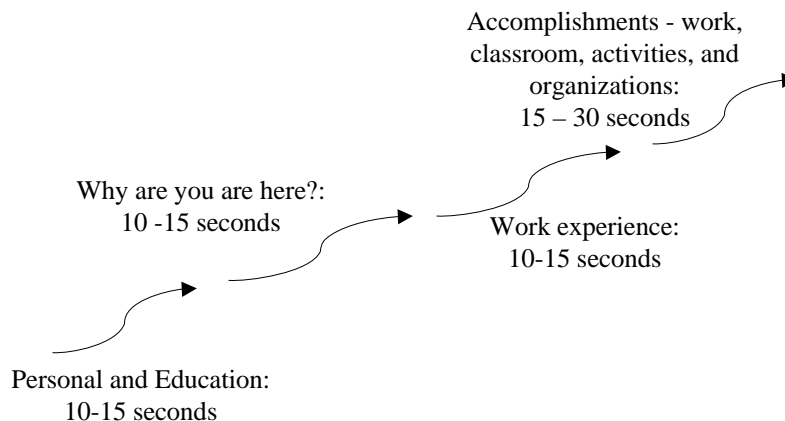
- A briefcase or portfolio
- A note pad
- Pens
- Several resumes
- Several reference sheets
- Letters of recommendation
- Educational transcripts
- Work samples (where applicable)
- Business Cards
- Toothbrush and dental floss if you are attending a career fair after lunch
- For Women: Extra hosiery and if you carry a briefcase leave the purse behind to keep your hands free

Remember to:

- Obtain the representative's business card
- Leave your resume/CV with the representative
- **Follow-up after the career fair with a thank you letter**
- Make the most of the day

HOW TO INTRODUCE YOURSELF AT A CAREER FAIR

How you initiate a conversation with an employer representative is important. The first words you speak make a big impression on a potential employer. When you meet a representative at a career fair you should greet them with a smile, firm handshake and introduce yourself using the below format or a similar format:



CAREER SERVICES OFFICE

The mission of the Career Services Office is to:

- Provide competent and professional career planning and job search assistance to students and graduates of the School.
- Strengthen partnerships between the students and representatives in public health agencies (government, private, non-profit, for-profit) throughout the Baltimore/Washington metropolitan areas.
- Provide career forums, workshops and seminars designed to sharpen students' career goals and job search skills.
- Assist students in locating full-time and part-time positions, internships and consultancies during and after their training programs.

STUDENT AFFAIRS

Student Affairs (SA) is a comprehensive student services unit in the Johns Hopkins Bloomberg School of Public Health that provides advising to students, faculty and staff on academic policies, financial support and information management, and helps to create linkages between the academic mission of the School and public health careers. SA brings together the functions of several offices to serve a student from the time of initial inquiry through graduation and beyond:

- Admissions
- Career Services
- Disability Support Services
- Student Outreach Resource Center (SOURCE)
- Records and Registration
- Student Diversity
- Student Financial Services
- Student Affairs Operations

DIVERSITY AND INCLUSION STATEMENT

Johns Hopkins is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We firmly believe that we can best promote excellence by recruiting and retaining a diverse group of students, faculty and staff and by creating a climate of respect that is supportive of their success. This climate for diversity, inclusion and excellence is critical to attaining the best research, scholarship, teaching, health care and other strategic goals of the Health System and the University. Taken together these values are recognized and supported fully by the Johns Hopkins Institutions leadership at all levels. Further, we recognize that the responsibility for excellence, diversity and inclusion lies with all of us at the Institutions: leadership, administration, faculty, staff and students.

Questions regarding Title VI, Title IX and Section 504 should be referred to the Office of Institutional Equity, 103 Garland Hall, Homewood Campus, (410) 516-8075, TTY (410) 516-6225.