Winter Intersession Course – “A Toolkit for Career Success”

Connecting students to global careers!

Paul Hutchinson, Asst. Director
paul.hutchinson@jhu.edu
410-955-3034
http://www.jhsph.edu/careers
Overview of Career Services

Connecting students to global careers!

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http://www.jhsph.edu/careers
Who are Career Services?

Betty H. Addison, M.S., Sr. Director, Student Life Services
Manages the office, counsels and advises students, plans, implements and conducts workshops and seminars, promotes and markets the Bloomberg School to employers, manages the alumni mentor program in JHSPHConnect, and coordinates Career Services publications.

Paul Hutchinson, M.S., Assistant Director, Career Services
Counsels students, conducts mock interviews, conducts workshops and seminars, coordinates the Public Health Career Fair, and manages JHSPHConnect.

Penny White, C.A.P., Sr. Administrative Coordinator
Assists with all career-related projects, manages the career library, coordinates the school-wide photo, schedules appointments for the director and assistant director, and assists with the JHSPHConnect.

The Career Services Office recently moved back to the Wolfe St. building in Suite W1600.
Where can you find Career Services?

http://www.jhsph.edu/about/careers/

Careers

Looking to begin your career in public health? Or hire someone who is? The Bloomberg School provides many resources in the ever-expanding area of public health careers.

STUDENTS AND ALUMNI

For current students just starting their careers in public health to alumni interested in building their skills, the Bloomberg School offers an exclusive jobs database called JHSPHConnect.

JHSPHConnect links students and alumni with public health positions around the world. For more information on the database and other opportunities available to students and alumni, visit the Career Services Office website.

CURRENT FACULTY, STAFF AND EMPLOYERS

The Career Services Office also provides assistance to Bloomberg School faculty, staff and employers who may be looking to hire student assistance or recruit a recent graduate.

PROSPECTIVE FACULTY

To review all current faculty openings, visit the faculty openings page.

PROSPECTIVE STAFF
Where can you find Career Services?

http://www.jhsph.edu/student-life/
Where can you find Career Services?

http://www.jhsph.edu/student-life/contact-student-affairs/
Where can you find Career Services?

http://www.jhsph.edu/offices-and-services/
Career Services Office

The Office of Career Services at the Bloomberg School helps students, alumni, faculty, staff and employers navigate the world of public health jobs.

Whether you are a prospective student curious about where a degree in public health might take you or an employer looking to hire a recent graduate, the Office of Career Services provides valuable resources to students in the process.

http://www.jhsph.edu/careers
Career Services for Students

For current students just starting their careers in public health and alumni interested in building their skills, the Bloomberg School's Office of Career Services provides a variety of assistance including individual consultations, an exclusive jobs database, career development workshops and events, a list of helpful resources, and an annual career fair.

Interested in what Bloomberg School alumni are doing now that they've graduated? Download this sample of current alumni jobs. You can also contact the Office of Career Services directly with any questions.

CAREER COUNSELING

Our career counselors can help you strategize career options, improve your resume or CV, prepare for an interview, provide salary negotiation techniques and assist you with your search for a job or internship. To set up an appointment with a career counselor, you can contact the Office of Career Services directly.

JHSPHCONNECT

JHSPHConnect is an exclusive jobs database that links Bloomberg School students and alumni with public health jobs around the world.
Career Counseling

Our career counselors can help you...

- improve your resume or CV
- strategize career options
- with your job/internship search
- prepare for an interview
- get the most out of your salary negotiation
Every year, the Bloomberg School of Public Health hosts a public health career fair that attracts dozens of employers from around the world – and provides students and alumni with an opportunity to search for jobs and build relationships with professionals in their field of interest.

In 2016, almost 45 employers filled Feinstone Hall and the 1st floor Gallery with over 500 students in attendance.

You can review the employers that have attended the fair most recently and download a copy of the 2016 career fair handbook. For more information, interested students can visit the career fair student information page.

http://www.jhsph.edu/careerfair
The Career Services Office maintains an essential tool for any public health job search – the Career Planner. The Career Planner shows you:

• how to develop an eye-catching resume
• write the perfect cover letter and
• even prepare for a public health career fair

Career Planners are available...

• in the Career Services Office
• in the Student Affairs suite (E-1002) and
• at all Career Services events

In addition, you can download sections or the entire current version – Career Planner: Connecting Students to Global Careers

http://www.jhsph.edu/offices-and-services/career-services/for-students/career-resources/career-planner/index.html
Welcome to the Johns Hopkins Bloomberg School of Public Health’s Passport Career System!

Welcome to all students/alumni of the Bloomberg School of Public Health. We, in Career Services, are delighted to provide you access to our global career and internship support system, called Passport Career, designed to support you with your global career exploration, worldwide job search, and internship planning. We hope you take advantage of the many resources and tools, including the Country Portfolios (accessible on the top right corner of every page), the extensive networking lists for each country, the global career guidance in Global Topics, the weekly webinars on global career topics, the H1b Employer Database (if you are an international student/alum seeking employment in the US), the Get Connected global social network, and much more!

We strongly encourage you to sign up for the webinar How to Use Passport Career Strategically, which is offered every month and can be found under the Webinars tab above. It offers you the opportunity to discuss your global career interests and learn how to maximize your use of this system to help reach your career goals.

We also want to remind you of other key career and support services, including:

> Our Career Services website
> JHSPHConnect: an exclusive jobs database that links Bloomberg School students and alumni with public health jobs around the world.
> Vault.com: Get the inside scoop on companies, schools, internships, jobs and more.

Take time to explore Passport Career and be sure to return frequently for updated content, daily job/internship additions to the Global Job/Intern Portal, and to use as part of your global career planning strategy.

We look forward to continuing to help you with your global career interests and wish you success!

Our best to you,

Betty H. Addison, MS
Sr. Director, Student Life Services
"Passport Career is the leading multi-purpose, online global career strategy program that makes international career advancement both attainable and profitable. We serve employees of companies, universities, government and non-governmental entities, as well as international mobility providers and professionals."

Where will your career take you?
JHSPH Connect is...

an exclusive jobs database that links Bloomberg School of Public Health students and alumni with public health jobs around the world.

- Available 24 hours a day, 7 days a week
- Updated calendar of events, workshops, & employers
- One-click Job Searches (35 – 45 new job postings per week)
- Over 3800 employers linked to the Career Services Office
JHSPHConnect Login Page
JHSPH Connect Student Home Page
Career Resources

The Bloomberg School's Career Services Office wants to help you prepare for the next stage in your public health career by:

- telling you everything you would want to know about writing resumes and CVs;
- explaining how networking is your most effective job search tool; and
- helping you learn the tips to acing the interview.

In addition, the Bloomberg School's Career Services Office also provides a number of helpful online resources.

- The Bloomberg School's Career Planner - your comprehensive career development guide
- PassportCareer.com - Find detailed career/internship information for over 80 countries
  - Use the Job/Intern Portal to access job and internship openings in over 200 countries including the US!
  - Review strategies and guidance on how to find internships and opportunities in other countries, including country-specific guidance on resumes/CVs, interviews, salaries, job resources, networking, business cards, culture, and much more!

- Career Services ONLINE
  - Writing Resumes for Public Health
    - Resume Samples (Hybrid, Chronological, Functional)
    - Webinar
  - Networking for New Professionals
Resumes and Curriculum Vitae (CV)

WHAT IS THE PURPOSE OF A RESUME/CV?

The purpose of a resume/CV is TO GET AN INTERVIEW! An employer will select applicants on the basis of how well their skills match up with the job requirements. Sometimes, the difference between getting an interview and being placed in the “no” pile is a well-put-together resume/CV.

Top two things to remember about resumes/CVs

1. RELEVANCY – how relevant is the information about yourself to the position you are applying for?
2. CLARITY – how clearly can you present this information to the audience reading your resume/CV?

KEY CHARACTERISTICS

RESUME

› Lean toward brevity
› Position-driven
› Have more than one version
› Strong emphasis on content & action verbs
› Goal of a resume is to...

construct a professional identity
Networking

Networking can mean different things for different people, but mainly networking is simply talking and listening to people and at the same time developing relationships around common interests and experiences. Or put more simply, networking is how you met your friends, selected your classes, chose your concentration, or decided where to go for lunch/dinner. Why network? Because networking is the most effective means for getting a job. It is important to know that only 15% of available jobs are advertised through online resources, newspapers, and trade journals. That means that the other 85% are found by being in the right place at the right time or through word of mouth. So, the saying "It's not what you know, but who you know" takes on new meaning. The theory behind networking is relatively simple, but to get results, it takes work.

Resources:
1. Networking (from 2013-14 Career Planner)
2. Career Services Workshop: How to Network in a Digital Age (Spring 2013)
3. How to Find a Job Using LinkedIn
Interviewing

An interview is your opportunity to show a potential employer that you are the right person for the position. The employer is attempting to gauge whether you will fit into the organization’s culture. They want to know how interested you are in doing the work and if you can be counted on to get the job done. If you are being called into an interview, then it means at least two things: you have the minimum qualifications and someone thinks you can do the job. The key to successful interviewing is convincing the interviewer(s) that you’re the “right fit” for the job.

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.
Thanks & Stay Connected
to the Career Services Office!!!

Subscribe to the Career Services Office listserv (jhsph.careers)
  • Send an email to JHSPH.Careers@jhu.edu and type "subscribe" in the subject line.

To schedule an appointment, email me (paul.hutchinson@jhu.edu) or the Career Services Office (JHSPH.Careers@jhu.edu).
Resume Writing for Public Health Students

Connecting students to global careers!

Paul Hutchinson, Asst. Director
paul.hutchinson@jhu.edu
410-955-3034
http://www.jhsph.edu/careers
Resumes – First impressions

Top two things to remember...

1. Relevancy
2. Clarity

The purpose of any resume is to get ...

TO GET AN INTERVIEW!!!
Key Differences

Resume
- Lean toward brevity
- Usually 1-2 pages
  - Position-Driven
  - More than one
  - Content is all-inclusive—avoid “one size fits all”
- Summary of experiences and education
  - Must be tailored
  - Strong emphasis action verbs
- Reflects your abilities to be a competent and trusted working professional
- More self-promoting

Goal of a resume...
  - to construct a professional identity

Curriculum Vitae (CV)
- Lean toward completeness
- Exposé of one’s scholarly work life
  - Overarching
  - Only one
  - Content should relate to desired area
- Listing of ALL education and training
  - Does not have to be tailored
  - Less emphasis on action verbs
- Reflects your abilities to excel as either a teacher, scholar or researcher
- More about blending in

Goal of a CV....
  - is to construct a scholarly identity

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Resume Myths

“I change the cover letter for each job, but not the resume.”

“All resumes should be only one page in length.”

“Recruiters only spend 30 seconds looking at my resume.”
Questions to ask yourself before writing resume

Who is my intended audience?

What is my biggest selling piece?

What resume format is best?

Do I have a job/position announcement to refer to?

How many pages do I want to have?
Resume Format

Chronological (Michelle Bloomberg)

- Reverse date order (present to past) & most popular style
- Emphasis on job titles and organizational names
- Generally used by people with stable work histories to show upward progression
- Can categorize based on experience

Michelle Bloomberg
615 N. Wolfe St., Room 1200
Baltimore, MD 21205
Mobile: 818-998-6512
Email: mbloomber@gmail.com

PROFILE
Master of Science in Public Health student studying international health with a strong focus towards global disease epidemiology and control and vaccine science and policy. Research assistant with experience in both lab and applied research settings for both foreign and domestic partners. Community volunteer serving in a variety of levels ranging from leadership to support. Fluent in French and Arabic.

EDUCATION
Master of Science in Public Health, GPA: 3.97/4.0
Johns Hopkins Bloomberg School of Public Health (JHSPH), Baltimore, MD
Concentration (Track): Global Disease Epidemiology and Control
Relevant Coursework (to be completed by May 2015): 3 terms of Epidemiologic Methods, 4 terms of Biostatistics, Introduction to International Health, Infectious Disease Epidemiology, Global Disease Control Programs and Policies, Foundations of Behavioral Change Interventions in Developing Countries, Managing NGOs, Tropical Environmental Health, Infectious Diseases and Childhood Survival
Certificate in Vaccine Science and Policy
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
Expected May 2017
Bachelor of Arts in Biology, GPA: 3.7/4.0
Widmore College, Widmore, IL
Honors: Phi Beta Kappa, Widmore Scholar (4-year merit scholarship)
May 2014

EXPERIENCE
Vice President
African Public Health Network, JHSPH
- Assisted in student group oversight, volunteering, coordinating events and funding
- Serve on the 2014 World AIDS Day Planning Committee
- Coordinate a school-sponsored Run for Africa event
- Volunteer for Episcopal Refugee and Immigrant Center Alliance
Fall 2016-Present
Research Assistant
Clinton Health Access Initiative (CHAI)
- Promote the informed policy on HIV vaccine uptake in low income countries
- Assist the communications team with material cataloging and updates
- Research special topics such as modeling HIV supply/demand/cost
Dec. 2015-Present
Program Intern
Bill & Melinda Gates Foundation
Recipient of the Gates Foundation award for Population and Reproductive Health
- Conducted research examining risk factors for malaria in pregnant women in rural villages
- Developed the protocol and questionnaire for study
- Managed, collected and analyzed data which will assist in future research at the project site
Jan. — May 2014
PROFILE
Master of Science in Public Health student studying international health with a strong focus towards global disease epidemiology and control and vaccine science and policy. Research assistant with experience in both lab and applied research settings for both foreign and domestic partners. Community volunteer serving in a variety of levels ranging from leadership to support. Fluent in French and Arabic.

EDUCATION
Master of Science in Public Health (MSPH), GPA: 3.97/4.0
Johns Hopkins Bloomberg School of Public Health (JHSPH), Baltimore, MD
Concentration (Track): Global Disease Epidemiology and Control
Relevant Coursework: 3 terms of Epidemiologic Methods, 4 terms of Biostatistics, Introduction to International Health, Infectious Disease Epidemiology, Global Disease Control Programs and Policies, Foundations of Behavioral Change Interventions in Developing Countries, Managing NGOs

Certificate in Vaccine Science and Policy
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

Bachelor of Arts in Public Health, GPA: 3.7/4.0
Widmore College, Widmore, IL
Honors: Phi Beta Kappa, Widmore Scholar

EXPERIENCE
Vice President
African Public Health Network, JHSPH
• Assist in student group oversight, volunteering, coordinating events and funding
• Serve on the 2015 World AIDS Day Planning Committee
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Research Assistant
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• Promote the informed policy on HIV vaccine uptake in low income countries
• Assist the communications team with material cataloging and updates
Program Intern
Bill & Melinda Gates Foundation  
Jan. – May 2014
- Conducted research examining risk factors for malaria in pregnant women in rural villages
- Developed the protocol and questionnaire for study
- Managed, collected and analyzed data which will assist in future research at the project site

Monitoring and Evaluation Intern
PATH Malaria Vaccine Initiative (MVI)  
Sept. – Dec. 2013
- Created a database for a unified country evaluation system of advocacy activities
- Conducted malaria-related research for the advocacy project
- Wrote and edited fact sheets and success stories

Senior Research Assistant
Widmore College  
Summer 2013
- Performed a comprehensive genetic screen to discover new genes involved in insect olfaction leading to the discovery of a probable new class of odorant receptors
- Assisted with qualitative and quantitative analysis, quality assurance and quality control
- Trained and supervised two laboratory technicians and two research assistants

Laboratory Assistant
Crane Chemical Senses Center  
Winter 2012
- Performed general laboratory tasks including preparing slides for health related studies of the effects of malaria outbreak

Child Life Volunteer
Children’s Hospital of Chicago  
Fall 2011
- Consoled and entertained hospitalized children and infants to provide relief and comfort during traumatic and stressful times

PUBLICATIONS

PROFESSIONAL DEVELOPMENT
Language Skills: French (Fluent); Arabic (Fluent); Swahili (Basic)
Computer Skills: STATA (Biostatistics computing software); Microsoft Office products (Word, Excel, and PowerPoint); Filemaker Pro; ArcGIS
Memberships: Global Health Council (2015-Present); Officer, JB Grant Society (2016-Present)
Resume Format

Functional (Paige Health)

- Focuses on transferable skills and qualifications of the individual

- Categories are defined by what you want to highlight

- Can neatly organize how cumulative experience at different places and times

- Be sure to include the work history

Paige Health
600 N. Wolfe St.
Baltimore, MD 21205
410-955-3034 • phealth@hotmail.com

PROFILE
Master of Science student studying epidemiology with additional training in humanitarian assistance. Public health professional and researcher with strong skill sets on program management and implementation of resources. Fluent in French and conversational in German.

EDUCATION
Master of Science in Epidemiology
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

Certificate in Humanitarian Assistance
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

Bachelor of Arts (BA) in Anthropology
State University, Eastham, MA

PUBLIC HEALTH TRAINING
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

Principles of Epidemiology (Fall 2016)
- Designed studies using basic epidemiologic methods
- Reviewed papers and assess the validity of their design and their inferences
- Identified the place of epidemiology in preventive medicine and disease investigation

Social Epidemiology (Fall 2016)
- Identified and described four distinct core areas of research
- Applied concepts, theories and methods from the field of social epidemiology to a research problem

INTERNATIONAL EXPERIENCE
- Assisted in the implementation of child-focused mobile medical units to serve 2000+ vulnerable Iraqi refugee children, including the training of school officials, development of operational plans, provision of logistical support, and development and implementation of a monitoring and evaluation system
- Developed and submitted funding and project proposals for both the Jordanian government and international funding agencies such as UNICEF, United Nations Development Programme (UNDP), and the US Bureau of Population, Refugees and Migration
- Identified, compiled and mapped the psychosocial and mental health services available to refugees and vulnerable Jordanians in the Amman area
- Supervised a health assessment study of Iraqi refugees including training interviewers, sample supervision, data management and quality control and analysis of study findings
PROFILE
Master of Science student studying epidemiology with additional training in humanitarian assistance. Public health professional and researcher with strong skill sets on program management and implementation of resources. Fluent in French and conversational in German.

EDUCATION
Master of Science (ScM) in Epidemiology
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
Expected May 2017

Certificate in Humanitarian Assistance
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
May 2017

Bachelor of Arts (BA) in Anthropology
State University, Eastham, MA
May 2014

PUBLIC HEALTH TRAINING
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
Principles of Epidemiology (Fall 2016)
Aug. 2016 – Present

• Designed studies using basic epidemiologic methods
• Identified the place of epidemiology in preventive medicine and disease investigation
• Reviewed papers to assess the validity of their design and inferences

INTERNATIONAL EXPERIENCE
• Assisted in the implementation of child-focused mobile medical units to serve 2000+ vulnerable Iraqi refugee children, including the training of school officials, development of operational plans, provision of logistical support, and development and implementation of a monitoring and evaluation system
• Developed and submitted funding and project proposals for both the Jordanian government and international funding agencies such as UNICEF, United Nations Development Programme (UNDP), and the US Bureau of Population, Refugees and Migration
• Identified, compiled and mapped the psychosocial and mental health services available to refugees and vulnerable Jordanians in the Amman area
• Supervised a health assessment study of Iraqi refugees including training interviewers, sample supervision, data management and quality control
• Conducted research on the psycho-social and behavioral risk factors associated with poor adherence to highly-active anti-retroviral therapy (HAART) for AIDS
• Assisted in providing medical care, primarily malaria, pre-natal and wound care, for the displaced Batwa people in rural southwest Uganda
• Analyzed barriers in villagers rural sub-Saharan Africa face in accessing adequate health care
RESEARCH EXPERIENCE

• Identified and enrolled eligible patients and their families at primary care clinic serving primarily low-income families in inner-city Baltimore for a study on how the relationships between health providers and parents of infants.
• Administered initial and follow-up surveys to eligible patients in Baltimore.
• Monitored patient appointments and clinic attendance.
• Compiled and analyzed data on global trade by researching and evaluating sources for two journal articles on double standards in international agricultural trade and the impact of trade liberalization on agricultural productivity in sub-Saharan Africa.
• Conducted extensive reviews of the literature on epidemiology and disease surveillance for USAID funded research project.
• Assisted with data entry and analysis on study related to establishing new intervention and safety planning program.
• Engaged in research site recruitment and participant retention by creating new recruitment materials and outreaching to local health clinics, and hospitals.
• Trained in conducting qualitative interviews for research studies by faculty.

WORK HISTORY

Research Assistant, Harriet Lane Pediatric Clinic, Baltimore, MD (Sept. 2016-Present)
Program Support Officer, International Medical Corps, Amman, Jordan (July 2015-Aug. 2016)
Research Assistant, Infectious Disease Care Center, Gaborone, Botswana (Aug. 2013-July 2014)
Medical Support Staff, Bwindi Community Health Centre Kanungu District, Uganda (Summer 2013)
Volunteer, SHAWCO Mobile Health Clinics Cape Town, South Africa (Feb.-June 2013)
Volunteer, Treatment Action Campaign Cape Town, South Africa (Feb.-June 2013)
Research Assistant, Boston University, Boston, MA (Aug. 2011-May 2013)

PROFESSIONAL DEVELOPMENT

Language Skills: Fluent English, French, Conversational German
Computer Skills: Proficient in Word, Excel, Access, PowerPoint, STATA, EpiData, research search engines including LexisNexis and PubMed
Training: Medication Adherence Training and AIDS Care Fundamentals Workshops, Botswana, KITSO AIDS Initiative Partnership (April 2014)
Resume Format

Hybrid (John Hopkins)

- Hybrid resumes are a combination of the chronological format and functional format

- Since most public health students have divergent backgrounds, the hybrid style helps with organization of content
PROFILE
Master of Public Health candidate concentrating in child and adolescent health. Health educator with over 6 years experience in both domestic and international settings. Researcher and community organizer with a strong focus towards improving the quality of life through health communication and cooperation with local governments. Fluent in Spanish, French and Russian.

EDUCATION
Master of Public Health (MPH) Expected May 2017
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
Concentration: Child and Adolescent Health

Bachelor of Science in Biology May 2015
University of Georgia, Athens, GA

PUBLIC HEALTH EXPERIENCE
Health Educator/Treasurer Aug. 2015—Present
Latinos for Progress, Baltimore, MD
Latinos for Progress is a non-profit organization focused on providing Hispanic health outreach services, including HIV/AIDS prevention and diabetes/obesity prevention.
• Administer HIV/AIDS testing for Baltimore’s Latino population
• Counsel participants on health issues and help with navigation of the public health system
• Act as a Spanish-English Translator for participants and medical staff
• Provide health and legal information and support to callers
• Manage 3 multi-thousand dollar grants
• Serve as member of the executive committee and of the Community Health Advisory Board

Internal Team Coordinator May 2014 – Jul. 2015
Bhutan Practicum Project in Health, Baltimore, MD and Thimphu, Bhutan
• Oversaw group preparations for a trip to work with the Bhutan Ministry of Health
• Exchanged maternal and child health related information with Bhutanese counterparts
• Prepared grant proposals and requests of support

Peace Corps, Colonia Takuare, Paraguay
• Co-led national HIV/AIDS conference and training
• Designed and facilitated health training and authored a manual for teachers
• Taught classes on nutrition, dental health, intestinal parasites, and reproductive health
RESEARCH EXPERIENCE
Research Assistant
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
Oct. 2016 – Present
- Collect, organize and compile all data pertaining to project sponsored by Food & Drug Administration
- Assist in the organization and development of expert panel on measuring quality indicators
- Coordinate various sources of patient information to inform symposium focus

Faculty Research Assistant
University of Maryland, College Park, MD
- Assisted in managing the Child Development Lab in the Department of Human Development
- Developed working relationships with a portion of the 600 participants and their families
- Scheduled annual visits with the families
- Administered visits with participants who ranged from 2 to 6 years of age
- Managed and trained 25 undergraduate research assistants
- Cultivated a number of research skills including project design, data collection through questionnaire administration, behavioral assessments, and data entry

TEACHING/TRAINING EXPERIENCE
Trainer
Area Primary Schools: Nghezimani, South Africa
Spring 2016
- Created and led teacher workshops on integration of HIV/AIDS into future curriculum
- Developed and presented lesson plans for life skills, family planning and HIV/AIDS prevention for host-country national students at a local secondary school

Pre-School Facilitator
El Círculo de Recreación y Aprendizaje: Santa Isabel, Quito, Ecuador
Fall 2014
- Assisted and often led class of twelve 3-6 year olds
- Developed the children’s social, language, hygiene skills
- Taught two 4th grade classes of 35 students in history, math, and science

PUBLICATIONS/PRESENTATIONS

PROFESSIONAL DEVELOPMENT
Computer Skills: Microsoft Office Suite, STATA, SPSS
Languages: Spanish (Fluent), French (Conversational); Russian (Conversational)
Travel Abroad: Paraguay, South Africa, Bhutan, Ecuador, Dominican Republic, Bangladesh, China, Peru, Colombia, Costa Rica, Mexico, Ireland, Romania, Czech Republic, Hungary, Austria
Volunteer: Coordinator, JB Grant Child Survival Week (2016-Present); Crisis Counselor, Maryland Sexual Assault Crisis Service (2014–2015)
Contact Information

John Hopkins  
2017 E. Monument St.  
Baltimore, MD 21205  
410-955-3034 • jhopkins@jhsph.edu

**Tip:** Be sure the voicemail message on your listed phone number is professional sounding.

**Things to remember**
- Centered at the top of the page
- **Proper Name** (should be the largest font size)
- **Address** where you may be reached (local and/or permanent OK)
- **Telephone Number** (Home or cell phone are fine)
- **Email** (check junk mail)
- Be sure to include zip and area codes
PROFILE
Master of Public Health Candidate concentrating in child and adolescent health. Public health educator with over 6 years experience in both domestic and international settings. Researcher and community organizer with a strong focus towards improving the quality of life through health communication and cooperation with local governments. Fluent in Spanish.

**Things to remember**
- Emphasizes your qualifications up-front and matches them to what the employer is looking for
- Designed to draw the reader in and to give an overview what you bring to the table
- 2 to 3 sentences long
- Supported by content in your resume
- Lose the objective statement
- Last addition to the resume after design and content are done

**Tip:** Think of the profile as your “30 second commercial” or “elevator speech” on paper.
Education

EDUCATION

Master of Public Health (MPH)
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
Concentration: Child and Adolescent Health
Honors: Sommer Scholar

Bachelor of Arts in Biology
University of Georgia, Athens, GA

Tip: Bold your degree names and have degrees appear before school

Tip: Include your coursework to highlight how your academic training prepares you for the position desired.

Things to remember
• List educational experiences in reverse chronological order (current school first)
• Include the following:
  • Degree and/or Major (bold) & graduation (or expected) date (on right margin)
  • Name of institution plus location (city/state)
  • Relevant Coursework, Honors, Awards, etc.
  • GPA is personal choice, not required. Rule of thumb: Graduate GPA - 3.6 or higher; Undergraduate GPA – 3.2 or higher
Public Health Training

PUBLIC HEALTH TRAINING
Johns Hopkins Bloomberg School of Public Health, Baltimore, MD Aug. 2016 – Present
Principles of Epidemiology (Fall 2016)
• Designed studies using basic epidemiologic methods
• Identified the place of epidemiology in preventive medicine and disease investigation
• Reviewed papers to assess the validity of their design and inferences

Social Epidemiology (Fall 2016)
• Identified and described four distinct core areas of research
• Applied concepts, theories and methods from the field of social epidemiology to a research problem

Things to remember
• Write about all activities in the class where you had to apply your knowledge
• Use information from course syllabus to write content
• Re-write course objectives or course outcomes
Experience

PUBLIC HEALTH EXPERIENCE

Health Educator/Treasurer

Latinos for Progress, Baltimore, MD

Aug. 2015-Present

Latinos for Progress is a non-profit organization focused on providing Hispanic health outreach services, including HIV/AIDS prevention and diabetes/obesity prevention.

- Administer HIV/AIDS testing for Baltimore’s Latino population
- Counsel participants on health issues and help navigation of the public health system
- Act as a Spanish-English Translator for participants and medical staff
- Provide health and legal information and support to callers
- Manage 3 multi-thousand dollar grants
- Serve as member of the executive committee and the Community Health Advisory Board

Things to remember

- Experience should include jobs, internships, fellowships, volunteer work, and summer employment – anything that is relevant to the position you are seeking
- Use action verbs which specifically describe what you have done
- Be sure experience aligns with new position seeking as best as possible
| accomplished | cut | indoctrinated | purchased |
| achieved    | decreased | influenced | recommended |
| acted       | delegated | informed | reconciled |
| adapted     | demonstrated | initiated | recorded |
| addressed   | developed | innovated | recruited |
| administered | devised | inspected | reduced |
| advanced    | diagnosed | installed | referred |
| advised     | directed | instigated | regulated |
| allocated   | dispatched | instituted | rehabilitated |
| analyzed    | distinguished | instructed | remodeled |
| approved    | diversified | integrated | repaired |
| arranged    | drafted | interpreted | represented |
| assembled   | edited | interviewed | researched |
| assigned    | educated | introduced | restored |
| assisted    | eliminated | invented | restructured |
| attained    | enabled | launched | retrieved |
| audited     | encouraged | lectured | revitalized |
| authored    | engineered | led | saved |
| automated   | enlisted | maintained | scheduled |
| balanced    | established | managed | schooled |
| budgeted    | evaluated | marketed | screened |
| built       | examined | mediated | set |
| calculated  | executed | moderated | shaped |
| catalogued  | expanded | monitored | solidified |
| chaired     | expedited | motivated | solved |
| classified  | explained | negotiated | specified |
| coached     | extracted | operated | stimulated |
| collected   | fabricated | organized | streamlined |
| compiled    | facilitated | originated | strengthened |
| completed   | familiarized | overhauled | summarized |
| composed    | fashioned | oversaw | supervised |
| computed    | focused | performed | surveyed |
| conceptualized | forecast | persuaded | systemized |
| conducted   | formulated | planned | tabulated |
| consolidated | founded | prepared | taught |
| contained   | generated | presented | trained |
| contributed | guided | prioritized | translated |
| controlled  | headed up | processed | traveled |
| coordinated | identified | programmed | trimmed |
| corresponded | illustrated | projected | upgraded |
| counseled   | implemented | promoted | validated |
| created     | improved | provided | worked |
| critiqued   | increased | published | wrote |
Publications/Presentations

PUBLICATIONS/PRESENTATIONS


**Things to remember**
- Any research projects/publications/other projects that you participated in
- Great if you don’t have a great deal of professional experience
- Bold your name when listing publications
- Publications show your “written communication” skills
- Presentations show your “spoken communication” skills

**Tip:** Remember to bold your name in the list of authors.
Professional Development

PROFESSIONAL DEVELOPMENT

**Computer Skills:** Microsoft Office Suite, STATA, SPSS

**Languages:** Spanish (Fluent), French (Conversational); Russian (Conversational)

**Memberships:** American Public Health Association (2015–Present); Global Health Council (2015–Present); Maryland Public Health Association (2016–Present)

**Travel Abroad:** Paraguay, South Africa, Bhutan, Ecuador, Dominican Republic, Bangladesh, China, Peru, Colombia, Costa Rica, Mexico, Ireland, Romania, Czech Republic, Hungary

**Volunteer:** Coordinator, JB Grant Child Survival Week (2016–Present); Crisis Counselor, Maryland Sexual Assault Crisis Service (2014–2015)

*Things to remember*

• Designed to showcase additional work and effort undertaken to develop yourself professionally
• Memberships in student organizations, national associations, volunteer work, committees, etc.
• Prioritize your involvement by listing the areas directly related to your career goals first
• A great way to show transferable skills and your leadership abilities
• The “catch-all section” for everything you’ve done but don’t fit in education or experience
Suggestions

Have one template, base resume – internal document

Avoid “cookie-cutter” – one size \textit{does} not fit all

Make your resume easy to scan over quickly – outline

Education = biggest selling piece!!!
Suggestions
Proofread several times

PROFESSIONAL DEVELOPMENT section - Catch-all area

Lose the objective statement – have a profile
General Tips

• Tailor it to the position
• Proofread!
• Keep copies: create & save different versions
• Read job descriptions carefully
• Use 11-pt or 12-pt, legible fonts
• Keep standard margins
• No fancy fonts, colors or pictures
Specifics for Public Health Resumes

• Emphasize Skills & Experience + your new education

• Use different resumes/CVs for different jobs
  – Customizing is the KEY!!

• Add more detail for research jobs -similar to project mgmt.
  – Data analysis, literature review, etc.

• List your Capstone Project in the Education section
  – Experience section if work is substantial

• Highlight language fluencies in profile

• Include relevant public health volunteer activities in separate category under experience or in professional development
Networking for New Public Health Professionals

Connecting students to global careers!

Paul Hutchinson, Asst. Director
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410-955-3034
http://www.jhsph.edu/careers
What are we going to cover?

• What is networking

• Why is networking important

• Informational Interviewing – Networking Icebreakers

• Networking Contacts
What are we going to cover?

• What is networking

• Why is networking important

• Informational Interviewing – Networking Icebreakers

• Networking Contacts
What is networking?

• By definition, networking is the informal exchange of information or services among individuals, groups, or institutions who have grouped together for some common purpose (http://www.quantum3.co.za/CI%20Glossary.htm#N)

• Networking is the act of meeting new people in a business context. (http://en.wiktionary.org/wiki/networking)

• Well, I’d like to re-define it...
Networking is *simply talking and listening* to people while at the same time *developing relationships* around *common interests & experiences*
What are we going to cover?

- What is networking
- Why is networking important
- Informational Interviewing – Networking Icebreakers
- Networking Contacts
Why is networking important?

It is important because only **15%** of available jobs are advertised through company webpages and online resources (CareerBuilder.com, Indeed.com, Monster.com)

That means that the other **85%** are found by being in the right place at the right time, through word of mouth...(aka, **Networking**)

Why is networking important?

Before jobs are posted online they’re filled either internally or through a referral from a trusted source. Even better, candidates don’t need to be a perfect fit to be hired for these jobs.

It gives you the opportunity for someone to get to know, meet, learn about you in-person, rather than from a resume.
Why is networking important?

Networking makes you more likely to get noticed

If you actually know some of the people who are going through resumes you are more likely to stand out when they see your resume

If you know people in various firms, they might put in a good word for you with the people who are choosing whom to interview
Networking - Misunderstood

Some jobseekers misunderstand the purpose of networking. They think it's all about them.

Networking is not quickly acquiring names of people just to get a job.

They constantly ask without giving, which is the quickest way to drive away people to network with.

“Hidden Agenda” of networking
Why is networking so stressful?

The “meeting” people part of networking can be intimidating – *it takes us out of our comfort zone!*

Networking should be more about “planting the seed” and building “advocates”
What are we going to cover?

• What is networking

• Why is networking important

• Informational Interviewing – Networking Icebreakers

• Networking Contacts
Informational Interviewing = Networking Ice Breakers

Informational interviewing can be your first step in networking with anyone – Alumni, Faculty, Professional, etc.

What to remember:

1. Not asking for a job
2. Think like a reporter gathering information
3. Planting the “seed” for future help
4. People generally like to talk about themselves and usually they are willing to help
Informational Interviewing – How it helps?

*Create advocates* – other people can be your “eyes” and “ears”
Informational Interviewing – How it helps?

*Influential introductions* - new or old connections can help you to “meet” people you wouldn’t otherwise know or know how to connect with them.
Informational Interviewing – How to do it?

1. Start with an email – less intrusive

Subject line: Questions from a current JHSPH student

Email Text: My name is __________ and I came across your information in a search of ______________ in the ____________. I’m curious to learn more about your career path and about your work at (name of organization). I’m emailing you today to see if it would be possible to find a convenient time in your schedule for an informational interview. I’d only ask for approximately 30 minutes of your time as I’m sure your schedule is quite busy.

If necessary, I can send you more information about me and what I’m currently doing at the Bloomberg School of Public Health. I’m hoping you’ll be able to accommodate this request.

Thanks in advance for your consideration and I look forward to hearing from you soon!

Sincerely,

• Don’t attach resume.
• Don’t ask for help in finding a job.
2. Timely follow-up

Possible email reply from alumni/contact:

Thanks for reaching out. It would be helpful to see your resume and I would be happy to speak for 20-30 minutes via phone in the next couple of weeks. My flexible days are Wednesday, Thursday and some Fridays. Have a good weekend!

Your email reply:
Thanks so much for getting back to me. Attached you will find my resume for your review. Please let me know if the following dates and time slots are available to you. My calendar is fairly wide open on the flexible days you mention above. Look forward to speaking with you soon.

- Maintain momentum. Reply within 24-48 hours if possible.
- Be flexible.
3. Confirm and offer to call them

**Email confirming:**
Wednesday Nov 17th at 1 pm would be great for me. I will plan to call you at the number in your contact information below.

Should you need any additional information from me prior to our call, please don’t hesitate to contact me.

- **Confirm with a reminder 24 hours beforehand.**
- **Email communication between you and contact is a reflection on how you will be viewed as a potential employee or colleague.**
Informational Interviewing – What to ask?

1. How did you get to be where you are at? or What was your career trajectory?
2. What ways do you use your JHSPH training in your current position? Or How did your JHSPH training prepare you?
3. What advice would you give to a student preparing for their transition from school to working?
4. Can you describe your typical day to me?
5. What is it like to work at your organization?
What are we going to cover?

• What is networking

• Why is networking important

• Informational Interviewing – Networking Icebreakers

• Networking Contacts
Who makes up your network?

Everyone!!!!

• Classmates (current & past)
• Professors/Advisors
• Alumni
• Co-workers and former co-workers
• Former supervisors
• Your contacts from community
• Neighbors, friends, relatives
Who do you know?

Three levels of your contacts:

**Level 1:** Those you currently know
- Close friends
- Family
- Work Colleagues

- Where do they currently work?
- How could they help you?
- Reach out to them first to let them know your situation and what you are looking for from them
- Make sure they are updated on what you are doing with your career
- They will need to know SPECIFICALLY what you want them to do

Courtesy of JHU-Carey Business School
Who do you know?

Three levels of your contacts:

Level 2: Those with a connection
- Friends of friends
- Other students
- Other alumni
- Other business associates

There is a connection that you can use to bring them into Level 1

- Who are your classmates? What do they do?
- Who are your professors? Who might they know?
- Who are your current and past colleagues?

Courtesy of JHU-Carey Business School
Who do you know?

Three levels of your contacts:

**Level 3:** Those without any viable connection (COLD CONTACTS)
- Professional Associations;
- Membership Guides;
- Networking Events
- Targeted Google searches
- LinkedIn

Courtesy of JHU-Carey Business School
Rethink networking

Informal conversations; small talk

Relationship building; connecting the dots

Paying attention to opportunities
Why is networking effective?

Essentially, it serves as a pre-interview—a live sales tool...and what are you selling....

YOURSELF!!!!!

It gives your audience an opportunity to know, meet, learn about you in-person, rather than just from a resume

It also connects you to hidden job opportunities either before they are posted, or ones that an organization is looking to fill from a known source and never formally posts
Building Your Professional LinkedIn Profile

Connecting students to global careers!
What we are going to cover

- Updating your LinkedIn Profile
- LinkedIn and JHSPH Alumni
- Tips
Updating your LinkedIn Profile

Notify your network?: Make sure you turn this off
Updating your LinkedIn Profile

Add sections to your profile: Don’t need to include everything
Updating your LinkedIn Profile

Photo is most important item in profile.
Updating your LinkedIn Profile

Replace Professional Headline with degree title:

MPH Candidate or MHS Student or PhD Candidate
Updating your LinkedIn Profile

Choose industry best suited for you.

Top choices for public health:
1. Hospital & Health Care
2. Health, Wellness & Fitness
3. Non-Profit Organization Management
4. International Affairs
5. Research
6. Higher Education

Paul Hutchinson
Assistant Director, Career Services at Johns Hopkins Bloomberg School of Public Health

Country
- United States
- Postal code: 21205
- Location name: Baltimore, Maryland

Industry
- Higher Education
- Health, Wellness & Fitness
- International Affairs

Background

Summary
Higher education professional with over recently at the #1 school of public health professional development programming in both clinical and organizational counseling. Manager in charge of developing and pre-coordinator of small and large scale career programmatic and advising support to relationships with both internal and external.

Education
The Johns Hopkins University
MS, Organizational Counseling
2000 – 2004

Recommended for you

- Experience
- Skills
- Projects
- Languages

Notify your network?
Yes, publish an update to my network about my profile changes.
Updating your LinkedIn Profile

Similar to the PROFILE section of a resume

Paul Hutchinson
Assistant Director, Career Services at Johns Hopkins Bloomberg School of Public Health
Baltimore, Maryland Area | Higher Education

Edit experience
Edit education

Summary
Higher education professional with over 14 years of experience at Johns Hopkins University, most recently at the #1 school of public health in the world. Assistant director overseeing the career and professional development programming for graduate public health students. Counselor with training in both clinical and organizational counseling from the #1 ranked school of education in the country. Manager in charge of developing and presenting career seminars, workshops and resources and coordinator of small and large scale career themed events. Administrator with expertise in providing programmatic and advising support to students. Developer and collaborator skilled at building strong relationships with both internal and external constituents.

Save | Cancel

Available to edit:
- Experience
- Skills
- Projects
- Languages

You can also add:
- Publications
- Honors & Awards
- Test Scores
- Courses
- Patents
- Certifications
- Volunteering & Causes

Notify your network?
No, do not publish an update to my network about my profile changes.
Updating your LinkedIn Profile
Updating your LinkedIn Profile

Copy and paste from resume
Updating your LinkedIn Profile

Similar to Professional Development section of resume
Updating your LinkedIn Profile

Choose which groups you are following to make visible to connections.

Also, joining groups allows you to bypass the need to be a first-degree connection in order to someone...
Updating your LinkedIn Profile

Choose which companies you are following to make visible to connections.
Updating your LinkedIn Profile

IMPORTANT!!!!
Manage and review all of the settings on our profile
Tips for Using LinkedIn

- 100% complete profile – don’t forget the photo!
- Think broadly about your experience
- Use the contacts you already have in your address book
- Join LinkedIn groups
- Update your status early and often
- Send invitations to connect with contacts
- Do your homework on connections
  - Where do they current work?
  - Where did they use to work?
  - How long have they stayed at their jobs (1 year, 3 years, 10 years, etc.)
Tips for Using LinkedIn

Customize your public profile URL

• Make your personal profile look more professional (and much easier to share) by customizing your LinkedIn public profile URL.

• Instead of a URL with a million confusing numbers at the end, it will look nice and clean like this: http://www.linkedin.com/in/paulrhutchinson.

• Also, add badges for email signatures
Tips for Using LinkedIn

Show work samples

• Did you know LinkedIn allows you to add a variety of media such as videos, images, documents, links, and presentations to the Summary, Education, and Experience sections of your LinkedIn profile?

• This enables you to showcase different projects, provide samples of your work, and better optimize your LinkedIn profile.
Networking Activity – What are we doing?

Similar to speed dating, we will be having lightning rounds to talk with your classmates. Here are the ground rules:

1. **Take a seat in either Row A or Row B**
   - Sit next to someone you have already met during orientation
   - ROW A is sitting across from ROW B

2. **Introductions and background information**
   - Short conversations
   - Interests
   - Things in common

3. **Each round will last 2-3 minutes and the # of rounds will be TBD**

4. **After round ends...**
   - ROW A – Stay seated
   - ROW B - Move one seat over to your right
     - Person at the end of the row moves to the beginning of the row.
Interview for Career Success

Connecting students to global careers!

Paul Hutchinson, Asst. Director
paul.hutchinson@jhu.edu
410-955-3034
http://www.jhsph.edu/careers
Agenda

• What are employers looking for?
• Conversation about you
• Preparing
• Process & types of interviews
• Image & Body Language
• Interview Questions
Agenda

• What are employers looking for?
• Conversation about you
• Preparing
• Process & types of interviews
• Image & Body Language
• Interview Questions
What do employers say they’re looking for?

Strong skill sets
• Communication Skills
• Leadership Skills
• Technical Skills
• Analytical Skills
• Teamwork Skills
• Interpersonal Skills
• Problem Solving Skills

Personality Characteristics
• Honesty/Integrity
• Flexibility/Adaptability
• Work Ethic
• Motivation/Initiative
• Academic Achievement
But, what they’re really looking for is...

- how will your personality fit in this organization
- how interested are you in doing the work
- how long do you plan on staying here
- can you work in a team setting
- can I (or we) count on you to get the job done

A conservative estimate is that you will spend at least 2100 hours a year working at an organization and it wants to be sure it knows what it will get out of you
Agenda

• What are employers looking for?
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Interviewing – A conversation about you

• If you’ve been called for an interview, then it means at least two things...
  - you have the minimum qualifications
  - someone thinks you can do the job

• The best types of interviews are the ones where you evolve into a conversation with your interviewer
  – If you get to this point, hopefully your conversation will begin to center around your passions and interests
  – If your interview is just question, then answer, question, then answer, it might not be going so well
Interviewing = Personality

Interviews are all about how your personality is going to “fit” into:

- an organization’s culture
- a team’s group dynamics
- a supervisor’s working style
- the various personality types

The interviewer really is trying to dig at or probe into what type of personality you have so it is best to act as natural as possible to allow your personality to come out.
Agenda

• What are employers looking for?
• Conversation about you
• Preparing
  • Process & types of interviews
  • Image & Body Language
  • Interview Questions
Preparing for the Interview

Prepare so well that you don’t care how well you do

Enter the interview with a strong confidence in you

The less nervous you can be, the more likely your personality will be natural

You will not have a perfect interview – it doesn’t exist

Bad interviews are not bad – there are just ones that you can learn from

Interviewing is a practiced skill – the more you do it, the better you will get at it
Agenda

• What are employers looking for?
• Conversation about you
• Preparing
• Process & types of interviews
• Image & Body Language
• Interview Questions
Screening

Done by Human Resources representative

Usually 30 minutes

*Tip:* Stick to the information you sent in

  Avoid verbal tics

  *No umms, hmms, likes, you knows*

Have everything in front of you – resume, notes, and calendar

Make sure it’s the right time & place for the call
Panel Interview

Usually made up of 3-6 people from the same or various areas of organization --- *possibly not always the areas you will be working in!!*

Why organizations like them?

• Way for organization to save time and to gain a group consensus
• You will not have to interview with each candidate individually and repeat yourself – all parties hear the same answers
• Interviewers can ask questions relative to their department, unit, or division

How to be successful at time?

• Choose the person(s) on the panel who seem to favor you, but...
• Don’t ignore the others
  • this will ultimately be a group decision, and your “friend(s)” on the panel may be able to sway any doubters
Mealtime/Social Setting Interview

Social skills & emotional intelligence

Build rapport

**Tip:** Your manners should be impeccable

- Have a pleasant and open attitude
- Thank the interviewer for the food
- Eat less and order an easy to eat meal
- Do not drink (if you do drink in this setting keep to a minimum)
  - Candidates often get too relaxed and begin “letting their guard down”
Agenda

• What are employers looking for?
• Conversation about you
• Preparing
• Process & types of interviews
• Image & Body Language
• Interview Questions
Image – the 1st impression

60% is... the way you look
- *What you are wearing? Do you look professional?*

30% is... the way you physically present yourself
- *Positive body language*

10% is ... what you say
How to dress for an interview

How NOT to dress

Sunglasses on head
Poorly groomed
Baggy jacket
No tie

Exposed shoulders and neckline
Bright colors
Heavy jewelry
Bright nail polish

How to dress
How to dress for an interview

WOMEN

• http://www.oprah.com/style/What-to-Wear-to-an-Interview-Professional-Outfits
• http://www.goodhousekeeping.com/beauty/makeovers/what-to-wear-job-interview#slide-1
• http://www.more.com/what-not-to-wear?sssdmh=dm17.647045&esrc=nwmu011013
• http://www.ehow.com/video_12255239_shoes-should-women-wear-interview.html
• http://pinterest.com/acemyinterview/job-interview-attire-for-women/
• http://www.nextavenue.org/article/2013-02/what-wear-ace-your-job-interview

MEN

• A suit, a tie, polished shoes
Image – the 1st impression

60% is... the way you look
- What you are wearing? Do you look professional?

30% is... the way you physically present yourself
- Positive body language

10% is ... what you say
Positive Body Language

1. Enter a room confidently and look pleased to be there
2. Smile!!!! – Show enthusiasm
3. Firm handshake – NO vice-like grip or dead fish hand
4. Sit back in your seat and place your feet firmly on the floor
5. Body spacing - Do not stand too close to someone – about three feet away is acceptable
6. Sit upright and lean forward slightly
7. Speak clearly
8. Control your tempo – don’t speak too fast or too slow
Image – the 1st impression

60% is... the way you look
- What you are wearing? Do you look professional?

30% is... the way you physically present yourself
- Positive body language

10% is ... what you say
Interview Questions

With any interview, there are the “asked questions” and there are the “questions-behind-the-questions”.

Questions are usually open-ended and used to probe deeper into you as a person.

Questions are not usually asked to make you look bad or perform badly during the interview.
Common Interview Questions

Tell me a little about yourself.

What do you consider to be your greatest strength? Weakness?

What two or three accomplishments have given you the most satisfaction? Why?

How do you think a friend, classmate, or professor, who knows you well would describe you?

Tell me what you know about our organization?

When presented with a variety of tasks, how do you prioritize your activities?

If you had the luxury of creating the ideal work environment, what would it look like to you?

Why should I hire you?
Behavioral Interview Questions

- **Give an example** of a time when you could not participate in a discussion or could not finish a task because you did not have enough information.
- **When have you** had to be relatively quick in coming to a decision.
- **Tell me about a time** when you had to use your spoken communications skills in order to get a point across that was important to you.

- **Provide an example** of a time when you used your fact-finding skills to gain information needed to solve a problem; then tell me how you analyzed the information and came to a decision.
- **Give me an example** of an important goal you had set and tell me about your progress in reaching it.
- **Describe** the most significant written document, report, or presentation that you've completed.
- **Demonstrate for me** a time when you had to go above and beyond the call of duty in order to get the job done.

Behavioral questions are used to show how previous behaviors can be predictors of your future performance.

There are no wrong answers to these questions!!!!

The key here is to be specific, but don’t get caught up storytelling!!
Illegal Questions & Asking Questions

Illegal Questions

Most employers are familiar with the laws regarding what questions they can ask and what they can not ask.

If you feel a question is inappropriate, don’t get upset and refuse to answer.

—Ask the question “Can you tell me how that pertains to the job” in a polite and respective way

Asking Questions

You should have questions prepared. It is your chance to interview the interviewer.

Don’t ask questions that can be readily found on the company website.

Ask questions that will directly affect you or shows your interest in the companies success.

Clarifying questions are OK.

Same questions you might use during an informational interview.
Tell me a little about yourself.

QBQ = How do you view yourself?
What do you see yourself doing five years from now?

QBQ = How committed are you?
Commonly Asked Interview Questions

Name two or three accomplishments have given you the most satisfaction and why?

QBQ = What do you value?
Commonly Asked Interview Questions

How do you think a friend, classmate, professor, or family member would describe you?

QBQ = What is your personality type?
Tell me what you know about our organization?

QBQ = Did you do your homework on us?
When presented with a variety of tasks, how do you prioritize your activities?

QBQ = How do you work? What is your work process?
Commonly Asked Interview Questions

Why should I hire you?

QBQ = Explain to me why you are qualified for this position?