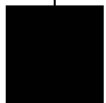


GRADUATE
STUDENT
SERIES

RESUMES AND COVER LETTERS



cdc



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Graduate Level Checklist

The following checklist was created to assist co-term, two-year Master's level and non-academic track Ph.D. students prepare for the job search.

Fall Quarter – Begin now!

- Meet with your program coordinator/advisor to determine when students enrolled in your program are advised to begin their job search. Also, what are suggested job search strategies from their perspective?
- Identify potential professors and supervisors who may be references for you. Start a reference file through the CDC.
- Begin putting your resume together.
- Get activated for Cardinal Recruiting via our Web site - <http://cardinalrecruiting.stanford.edu/recruiting>
- Attend career fairs, alumni open houses, presentations, and programs that are designed by your department to help you become aware of future opportunities and network contacts.
- Visit the CDC or the CDC Web site to find out about career fairs, presentations, services, and programs that may help you in your job search.
- Schedule a counseling appointment if you are feeling lost or have questions.

Winter Quarter – Make your job search a priority.

- Meet with a CDC counselor or liaison to have your resume critiqued. If you are just getting started, feeling anxious or needing direction in the career planning process, meet with a CDC counselor. It's not too late!
- Check to ensure that your reference file has been updated and completed.
- Apply for interesting jobs. Participate in Cardinal Recruiting at the CDC.
- Visit the CDC for counseling, testing, library resources and/or job search strategies.
- Learn and refine skills and strategies, such as: cover letter writing and interviewing.
- Continue to attend career fairs, search Web sites, etc.

Spring/Summer Quarter – Tie it all together.

- Meet with CDC counselors to refine interviewing, salary negotiation, and/or resume skills.
- Meet with a CDC counselor or discuss with mentors your job options and which fits best.

RESUMES FOR GRADUATE STUDENTS

For graduate students, a resume is a one to two page overview of an individual's education, work experience, volunteer activities, and other relevant information used to support a specific job objective when applying for employment. It's easy to confuse the terms "resume" and "curriculum vitae" (also called "vita" or "cv"). A resume emphasizes skills, is more concise, and is used when applying for most positions that do not emphasize academic research and/or teaching. In contrast, a vita may be three or more pages in length, emphasizes research and teaching in academic settings, and is used when applying for faculty positions or fellowships and grants and sometimes government and management positions.

This packet will focus on resumes and cover letters for positions outside of academic teaching and research. Also available at the Career Development Center (CDC) under separate cover is a packet that provides examples of vitas and cover letters for academia (*Curriculum Vitae & Cover Letters*). While resume contents will vary from field to field, it's worth noting the major categories and information usually included.

Identifying Information

This section includes your name, address(es), phone number(s), and electronic mail address (if available). Some people choose to include their contact information for both home and campus to ensure quicker contact with employers. Do not include date of birth, marital status, health, or other personal information that is not job related. Personal information of this nature may even cause some employers to disqualify you from consideration.

Objective

Including your objective is a good way to highlight a specific skill that you bring to the job, to indicate a true career focus, and to specify a job position for which you are applying. It should be kept at 1-2 lines total and is an optional section.

Skills Summary

This section may directly follow an objective statement or identifying information section and provides employers with a few of your qualifications upfront. It is especially helpful for students applying for positions outside of their field of study. Usually four or five bullet points are included. Refer to the resume in this packet titled *Steve Grossman*, p.10, for an example of this optional section.

Education

You should list this information in reverse chronological order, with the expected or most recent degree first. Include the institution (bold font is recommended), location, degree, academic major, and date of completion for each educational accomplishment. Some resumes include minors, subfields, relevant courses, and honors in this section.

Experience

Begin with your most recent experience and list the employer/organization/institution, location, job title, and description for each position in reverse chronological order. Begin each description with a skill or action verb and avoid using "responsible for", "duties include", and "worked on" as part of your description. Use either past or present tense as applicable and keep your format consistent. Describe any particular experience in the sequence that works in your favor. For example, if your last job involved supervising others only 30% of the time, yet it is a skill you would like to emphasize, list supervisory experiences first. You should always include non-paid experience if it is in any way related to the job you are pursuing.

Other Optional Section Headings

Academic Service
Publications

Professional Memberships
Honors & Awards

Community Service

Chronological, Functional, and Combination Formats

- The *chronological* format is the most commonly used format and *is preferred by employers*. The emphasis is on presenting education, experiences, and additional information in a clear, straightforward, and concise manner (most examples in this packet are chronological resumes).

- The *functional* format emphasizes skill areas. This format allows you to highlight relevant experience by function while de-emphasizing specific dates or jobs because of gaps in employment or lack of relevant experience (see *Jennifer R. Stout*, p.11, resume for a functional resume example).
- The *combination* format emphasizes both skill area and specific experience. It is a combination of both the chronological and functional formats and is useful for students who lack direct experience or extensive work experience (see *Steve Grossman*, p.10, for a combination resume).

Keys to an Excellent Resume

Because most employers review resumes for less than 15-30 seconds, you should maximize its visual impact by asking yourself the following questions:

- *Is my resume organized and attractive?*
- *Are subject headings clearly labeled?*
- *Is it easy for the reader to find specific sections?*
- *Have I emphasized skills in describing my past experiences?*
- *Have I avoided using acronyms?*
- *Has it been prepared on a computer with laser quality print?*
- *Has someone else proofread the content to eliminate typos?*
- *Does my resume make a good first impression, reflecting what I have done, can do, and will do for the employer?*

Resume Technology

Resume writing is still basically a matter of putting words on paper in an organized and persuasive way. Many organizations screen resumes using optical scanners, while an increasing number of employers are accepting resumes via their Web sites, electronic newsgroups, and fax.

Optical Scanning

Optical or electronic scanning technology allows organizations to handle large amounts of information on incoming job applicants by scanning resumes for key words which indicate skills, education, and knowledge areas the employer is seeking. Your resume is scanned into the computer as an image. Optical character recognition (OCR) sorts the image into recognizable letters, words, and symbols. Do not discard your conventional resume, as it can be effective once your resume has passed scanners and is read by a hiring manager.

Suggestions for Success with Scanning Technology

- Use laser printing with black ink on white or light-colored 8.5x11 paper. Clear contrast improves recognition.
- Use standard fonts where none of the characters touch each other. Such fonts include Times, Palatino, Helvetica, and New Century Schoolbook. Stay within a 10-14-point font size.
- Underlining, italics, graphics, shading, or fancy scripts do not scan well.
- Use boldface and/or all capital letters for section headings and emphasis, as long as the letters do not touch each other. At least ¼" is required between all lines and typeface.
- Columns, centering, and indentations may change when converted to optimally scanned text.
- If you use bullets, include a space after each bullet.
- Use only one side of the page. Keep vitally important information on the first page.
- Be descriptive in your titles and use multiple synonyms for the same skill so that all skills are read.
- Place your name at the top of each page.
- Mail a laser print or original copy and paperclip together (do not fold or staple).

The Importance of Keywords

The scanner searches your credentials for keywords that describe your education, experience, skills, knowledge areas, and professional affiliations. Every occupation and career field has its own jargon, acronyms, and buzzwords. You can compile a list of keywords for your field using the *Occupational Outlook Handbook* (<http://stats.bls.gov/oco/>), job announcements and organizations' Web sites. Also remember there are general keywords that apply to transferable skills important in many jobs such as: teamwork, writing, planning, coordinating, facilitating, designing, etc. If you are responding to a job listing, use words from the job listing in your resume and cover letter. In addition, conducting informational interviews with people in the field can be highly effective in "learning the language" of your intended field. (See the CDC guide **Networking: The Most Effective Job Search Technique** and access the **Stanford Career Network** (alumni contacts) at: <https://www.stanfordalumni.org>.)

Preparing Different Versions

It is useful to prepare different resumes: one for scanning purposes, one for people to read during a face-to-face interview, one that highlights technical skills, one that highlights managerial skills, etc. This makes the job application process much easier on you and is a way to cater different resumes to different job types.

Faxing Your Resume and Cover Letter

Though most employers are accepting applications via their Web sites, it is still common to find job listings with instructions to fax your resume. The advantage of faxing is that it allows you to respond instantly to a hiring source. In some offices, faxed material is read more often and faster than material arriving by mail. However, the quality of a fax machine copy is usually low. To increase legibility, use a cover sheet, fax both a resume and cover letter, and note that a printed copy of your resume will be sent via mail.

Email, World Wide Web, and Newsgroups

Resumes sent online should be left aligned with no formatting (no tabs, bold, columns, italics or underlines). Any elements of style to direct your reader's attention should come from text items such as capitals, spacing, and characters such as *** or <<<>>>. How your resume looks on-screen and prints on paper is dependent upon your receiver's email program, margins, and font settings. Therefore, send your resume in ASCII text, as it can be read by PC's, Mac's, workstations and mainframes, providing the best chance for getting your resume entered into most searchable databases. (See *Chiang Wu's* example)

Do not send your resume as an attachment! Although it may look better to you, employers often scan email text for keywords, and their computer may not recognize your attachment. Be sure to email your resume to yourself before sending it to an employer.

As resumes are reduced to ASCII characters and keywords, your cover letter becomes more important as a way to communicate who you are and what you can contribute to the organization. Your cover letter should supplement, not repeat the information in your resume and each paragraph should transition nicely into the next.

In general, human resources professionals state that they prefer resumes posted on their Web sites, as they do not have time to access resumes from personal Web sites (unless you are applying for a job such as Web Designer). If you do decide a Web resume might be useful, be sure to keep it current, on a single Web page, using a keyword summary at the beginning, and avoiding excessive hyperlinks that distract viewers from their primary intention – deciding whether or not to contact you for an interview.

Resume Examples:

- **Suzanne R. Menchaca** - MA in Administration Policy Analysis in Higher Education, p.5
- **Jeffrey R. Smith** - Ph.D. in English, p.6
- **Veronica Sularz** - MA in Communication, p.7
- **P. Sheila Kelly** - MA in Latin American Studies, p.8
- **Josef A. Zawinul** - MS in Mechanical Engineering (international student with limited experience), p.9
- **Steve Grossman** – Ph.D. in Computer Science (Combination Resume), p.10
- **Jennifer R. Stout** - MS in Geophysics (Functional Resume), p.11
- **Kelly VonBuellar** – MA (working on Ph.D.) in Psychology, p.12
- **Chiang Wu** – Ph.D. in Computer Science (Electronic Resume), p.13

SUZANNE R. MENCHACA

P.O. Box 2934 Stanford, CA 94309 (650) 497-1042 menchaca@stanford.edu

EDUCATION

Stanford University Stanford, CA
MA, Administration and Policy Analysis Expected 6/XX
Course Highlights: *Social Conflict: Models and Methods of Mediation; Firms, Markets and States; Urban Youth and their Institutions and Topics in Identity Development.*

San José State University San Jose, CA
BA, History 5/XX

EXPERIENCE

Stanford University Office of Residential Education Stanford, CA
Intern, Academic and Ethnic Theme Houses 9/XX-Present
Review the role of ethnic and academic theme houses for undergraduate students, conduct focus groups with students and staff, assist in development of informational documents for Residential Education Program.

Cañada College Instructional Tutoring Program Redwood City, CA
Tutoring Supervisor 9/XX-9/XX
Supervised 8 part-time staff and 60 student tutors, coordinated and directed daily functions of program including tutor training. Coordinated community outreach services for secondary and elementary school students.

Alliance Center for Employment Redwood City, CA
Assessment Counselor 8/XX-6/XX
Created personal development and job preparation programs for over 100 youth ages 14-21. Organized basic skills and job search workshops. Established referral services and community outreach activities.

LEADERSHIP/COMMUNITY SERVICE ACTIVITIES

Member, Cañada College Student Personnel Services Reorganization Task Force
Facilitated discussions on characteristics necessary within the department. Presented final results to a review board.

Student Body Vice President, Cañada College
Created and implemented educational programming. Assessed and presented student preferences and needs at committee meetings.

Volunteer, East Palo Alto Youth at Risk
Developed lessons and materials to educate students on English and History subjects.

ADDITIONAL INFORMATION

Computer Skills: Proficient with Microsoft Word, Pagemaker, and Excel computer software.
Language Skills: Conversational Spanish.

Jeffrey R. Smith

1474 Portola Drive
San Francisco, CA 94113
(415) 968-4533
jeff_smith@worldwire.net

OBJECTIVE: To obtain a research analyst position using demonstrated research and writing and editing skills.

SUMMARY: Self-initiating professional with broad experience in researching, analyzing, writing, and editing materials for publication. Adept at conveying specialized technical information to non-technical audiences. Experience includes training and project management.

WRITING/EDITING/RESEARCH EXPERIENCE:

9/XX-present

Texas Commission on Economy and Efficiency, Austin, TX
WRITER/EDITOR: Analyze data, write, and edit Commission reports on the state personnel system and computer services.

4/XX-7XX

Comptroller of Public Accounts, Austin, TX
RESEARCH ANALYST: Researched and wrote quarterly reports on Texas business trends. Monitored legislative meetings relevant to economic issues. Conducted research on cost-cutting measures.

1/XX-3/XX

South Educational Development Laboratory, Austin, TX
TECHNICAL WRITER: Researched and wrote monthly publication on educational technology issues. Developed curriculum materials and set up six-state teleconference.

9/XX-1/XX

Studies Enterprise Research, Austin, TX
DIRECTOR: Developed curriculum and audiovisual materials in business education. Conducted workshops for teachers and Texas Education Agency. Researched and wrote reports on small business education needs.

TRAINING/PROJECT MANAGEMENT EXPERIENCE:

5/XX-4/XX

Texas Commerce Bank, Austin, TX
TRAINING COORDINATOR: Conducted training in business communication and customer service. Interviewed personnel for management succession.

8/XX-12/XX

Foundation for Resources in Education Research, Austin, TX
DIRECTOR: Founded non-profit education organization for business education. Developed curriculum materials and trained teachers.

EDUCATION:

9/XX-6/XX

Stanford University, Stanford, CA, PH.D./MA in English

8/XX-5/XX

Brandeis University, Waltham, MA, B.A. in English

8/XX-9/XX

University of Texas, Austin, TX, Coursework in library and computer science.

Veronica Sularz

230B Escondido Village
Stanford, CA 94305
(650) 497-1830
veronicas@stanford.edu

EDUCATION

20XX-20XX **Stanford University, School of Communication**, Stanford, CA
M.A., Communication, Specializing in Journalism

19XX-19XX **University of Southern California**, Los Angeles, CA
B.S., Computer Science, 19XX, Cum Laude.

EXPERIENCE

20XX-Present **Discover Magazine**, New York, NY; Stanford, CA
Founder/Publisher/Features Editor. Manage editorial, production, marketing, distribution, finance, and areas of magazine publishing.

19XX-Present **Stanford Daily**, Stanford, CA
Staff Writer. Wrote several feature stories ranging from profiles of campus administrators to that of the CEO of a Fortune 500 company.

19XX-Present **KZSU**: Stanford Radio Station, Stanford, CA
Talk Show Host for *Campus Tonite*, a public affairs program. Interviewed guests from various campus and community organizations. Researched and reported on current programs and events.

19XX-19XX **Intel Corporation**, Configuration Systems Development Group, Marlboro, MA
Knowledge Engineer. Participated in design and implementation of software and in leading development of products. Interviewed individuals on the phone and via electronics memos for knowledge acquisition.

Summers
19XX, 19XX **Intel Corporation**, Core Systems Applications Group, Nashua, NH
Assistant Software Engineer. Created tests for graphics software package. Developed surveys to assess client satisfaction with new graphics packages.

College
19XX-19XX **University of Southern California**, Computer Lab, Los Angeles, CA
Supervisor. Managed operation lab. Supervised a staff of 5 students and assisted users with general lab and computer complications.

ACTIVITIES

Nominated member of a task force for driving Valuing Diversity related issues inside Intel
Member of Intel Toastmasters Club • Member of Intel newsletter group

INTERESTS

Avid reader • Enjoy skiing, swimming, and gourmet cooking • Connoisseur of art and film

P. SHEILA KELLY
ps_kelly@stanford.edu

Present Address
Blackwelder 6H EV
Stanford, CA 94305
(650) 555-4404

Permanent Address
2375 Clover Road
Calistoga, CA 95322
(707) 555-1824

OBJECTIVE

To obtain a financial analyst position using demonstrated research and quantitative skills within the field of investment banking.

EDUCATION

20XX – Present

STANFORD UNIVERSITY STANFORD, CA
M.A. in Latin American Studies. Course work will include Economic Development in Latin America, International Economics, and Policy Analysis. Emphasis on economic changes in Latin America.

19XX – 19XX

MILLS COLLEGE OAKLAND, CA
B.A. in Political Science/History
Minor: Italian. GPA: 3.5.

EXPERIENCE

May – August 19XX

RESEARCHER
Los Madres Especiales, Inc. Lima, Peru
Sole researcher for Peruvian investment group establishing first modern health club/fitness facility in Peru.
• Performed market analysis to evaluate potential in Lima.
• Investigated companies and products in U.S. and presented recommendations to investor group.
• Assisted with patent/trademark responsibilities.

Sept. – Dec. 19XX

RESEARCH ASSISTANT
United States Trade Council Washington, DC
• Researched Latin American trading blocks (CARICOM, MERCOSUR).
• Produced summary briefs on trade developments.
• Analyzed trade patterns.

Jan. – June 19XX

INTERN
U.S. Senate, Subcommittee on Latin American Trade Washington, DC
• Maintained updates on country/issue briefs.
• Aided in preparation for subcommittee hearings.
• Produced detailed analysis on NAFTA and U.S.- Mexican trade.

Previous Summers:

MARKETING/PUBLIC RELATIONS ASSOCIATE INTERN
Kelly Brewery Calistoga, CA
• Promoted from Assistant Intern position
• Developed market strategies for new territory in domestic U.S. market.
• Assisted in marketing Kelly beer by participating in tastings and exhibitions.
• Produced spreadsheets of case sales and maintained inventory databases.

LANGUAGES

Spanish – fluent, *Italian* – proficient, *French* – conversant

**HONORS/
AWARDS**

Elected President – Latino/a Graduate Forum, 20XX
President's Undergraduate Fellowship, 19XX

Josef A. Zawinul

123 Gerhart Way, Palo Alto, CA 94305
(650) 866-5544
zawinul@hotmail.com

OBJECTIVE

To obtain an applications engineer position which allows me to apply my technical, creative, and communications skills.

EDUCATION

Stanford University, Stanford, CA

MS, Mechanical Engineering, June 20XX

Focus: Smart Product Design GPA: 4.00

University of California, Berkeley, CA

BS, Mechanical Engineering, 20XX, Magna Cum Laude

HONORS

President, Pi Tau Sigma (Mechanical Engineering Honors)

Member, Tau Beta Pi (Engineering Honors Society)

QUALIFICATIONS AND TECHNICAL EXPERIENCE

- computer aided design – CAD
- sensor design
- thermodynamics and heat transfer
- solid mechanics
- fluid mechanics
- signal mechanics
- fluid mechanics
- signal processing, conditioning and analysis
- software requirements for embedded systems
- design and simulation of control systems
- digital control design
- microprocessor architecture
- real time operating systems
- analog, digital, and clocked circuit design

PROJECT TEAMS

- Designed and developed a “Boxing Match” involving artificially intelligent robots, radio-controlled robots, and electro-mechanically interactive games.
- Semifinalist in robot design competition. Designed and built a stand-alone robot to compete against another robot in a wrestling match.
- Designed precision machined parts using AUTOCAD.
- Constructed the user-interface and designed the software of a hunting robot that traversed a grid as it picked up objects and determined their shapes, conductivity, and tone-emitted.

PROGRAMMING SKILLS

Operating Systems: Linux, Solaris, MS Windows, HP-UX

Languages: C, C++, SQL, XML, HTML, JAVA, Cobol

Databases: Oracle, Informix, Postgre SQL

ADDITIONAL SKILLS

Trained in making presentations and writing.

Studied Spanish for six years.

Steve Grossman 3 Sandalwood Terrace Los Altos, CA 94040 (650) 792-3371 slg@orb.org

Objective: Member of a software development team in the areas of operating systems, compilers, graphics or user interfaces.

Qualifications:

- 7 years experience in software development, requirements analysis, testing and verification of small, medium and very large scientific applications.
- 4 years experience in budget analysis and planning.
- 4 years of practical leadership experience and management training in Naval ROTC.
- Strong problem analysis and resolution as well as teaching skills.

Special Skills:

- Extensive programming experience in OS and VM/CMS on IBM 360/370 and 3090 mainframe computer systems as well as Pascal, Fortran, PL/1, IBM, TSO CLIST, SPF and JCL languages.
- Detailed training and moderate experience in programming with Apple Macintosh, IBM AS/400, Unix on VAX 8800 computer as well as C, C++, MC68000 Assembler, Ada, LISP, Scheme, Prolog and SmallTalk languages.

Education

9/XX-12/XX STANFORD UNIVERSITY, Stanford, CA
PH.D. Computer Science
Dissertation Title: "Strategies for 'Business Friendly' Computer Programming"

2/XX-6/XX UNIVERSITY OF CALIFORNIA, Los Angeles, CA
Completed 7 courses in Artificial Intelligence Program

9/XX-1/XX UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, CA
B.S. Aerospace Engineering

Employment Experience:

9/XX-Present Computer Science Department, Stanford University
TEACHING ASSISTANT: Assisted professor in teaching CS110 (Macintosh 68000 Assembly Language). Designed, created and graded assembly language programming assignments.

6/XX-9/XX ROLM Systems, Santa Clara, CA
SOFTWARE TEST ENGINEER: Created and executed system error recovery test plan for AS/400 to CBX application, prepared requirements, coordinated setup of lab equipment.

2/XX-9/XX Rockwell International, Downey, CA
TECHNICAL STAFF: Created and maintained simulation, data analysis and software evaluation tools; tested and verified requirements for Space Shuttle Navigation System.

Related Publication and Patent Information:

Grossman, S. and Hennessey, J. "Computer Trends: Professional User Strategies". *Computer Journal*, Winter, 4(3), 20XX.
Verbal Command Monitor System, 20XX. US Patent Number: 1444X

Jennifer R. Stout
989 Solina Court
San Mateo, CA 94123
650-832-4512
jenniferr@stanford.edu

Objective

- Marketing support position in applications software for energy industry.

Technical Skills

- Familiar with both PC and Macintosh environments and mainframe systems.
- Computer operating system experience includes UNIX and VMS.
- Software experience includes Stanford/USGS geophysical programs and various communication, spreadsheet, and word processing packages.
- Programming capabilities include Fortran, C, C++, and Basic.
- Successfully developed computer processing methods for interpreting geophysical data; presented results to an international audience, Cambridge University, July 19XX.

Management, Supervision and Teamwork

- Collaborated in an international scientific experiment, with research teams from five countries.
- Organized itinerary and contributed to a scientific expedition in Kenya and Tanzania.
- Taught laboratory course segments at undergraduate and graduate level.
- Supervised research co-team members in the use of programs required for research.

Communication

- Authored four professional papers, published in leading geophysical journals.
- Produced technical report for upper management of a major oil corporation.
- Presented speeches at professional conferences and in-house progress meetings.
- Co-authored graduate level textbook with 30 scientists across the nation.
- Trained in public speaking.

WORK EXPERIENCE

Geophysicist, Earth Sciences Company, Palo Alto, CA.

Reporting directly to president of ESC, reviewed directors reports and supervised 5 research assistants. 1/XX-present

Research Assistant, Stanford University, Stanford, CA and U.S. Geological Survey, Menlo Park, CA.

Conducted research on the interpretation of seismic data to determine the crustal structure of tectonic significance of the Avalo Terrane, Maine, 9/XX-12/XX; Teaching Assistant for graduate geophysics course, 1/XX-3/XX.

EDUCATION

M.S. Degree, Geophysics, Stanford University, Stanford, CA

Completed coursework toward Ph.D. April 20XX

B.S. Degree with honors, Geology, Millview College, Millview, PA, May 19XX

Phi Beta Kappa; Magna Cum Laude; Dean's List.

Course work included engineering, sciences, computer science and mathematics.

Received research fellowship from Laman-Doherty Geological Observatory, Columbia University, New York, New York, Summer 19XX.

Kelly VonBuellar

18 Oxford Dr., Palo Alto, CA. 94306 (650) 342-4000 kvb@stanford.edu

Education

Stanford University, Stanford, CA

M.A. in Psychology, 19XX. Ph.D. in Psychology anticipated 20XX

Oberlin College, Oberlin, OH

B.A. in Psychology, 19XX

Austrian Study Abroad Program, 19XX

Research Experience

5/XX – 9/XX: **Researcher**, California Occupational Guidebooks, Warmot, CA
Collected and analyzed information about outlook and salaries for various careers. Assessed the level of satisfaction people experience with each career. Processed and reported all statistical data.

9/XX-6/XX: **Research Associate**, Stanford University Department of Psychology, Stanford, CA. Research focus: factors contributing to satisfaction/dissatisfaction with group work activities. Gathered and reported research findings from survey data to research team.

9/XX-6/XX: **Research Assistant**, Stanford University Department of Psychology, Stanford, CA. Research focus: factors contributing to job satisfaction and career choice. Gathered and reported research findings from survey data.

Consulting Experience

6/XX– 4/XX: **Strategy Consultant**, A.T. Kearney and Associates, Cleveland, OH
Consulted with major corporations to define and identify potential problems. Gathered data on various companies and reported implications to up to ten team members at a time. Developed strategies for improving client/customer satisfaction at diverse venture capital firms.

Additional Information

Languages: Fluent in French, proficient in Thai, and conversant in Spanish

Computer Skills: Mac/PC environments, Word, C++, Quark, SPSS and Powerpoint

Leadership Experience: Relay for Life (Planning Coordinator) 2000-current, Future Women Leaders of America (Planning Coordinator) 20XX-20XX

Complete list of publications and papers available upon request.

CHIANG WU
314 Colorado Place
Palo Alto, CA 94304
(650) 555-4154
cwu@stanford.edu

<<<OBJECTIVE>>>

Member of a software development team in the areas of graphics, operating systems, and user interfaces.

<<<KEYWORD OVERVIEW>>>

* Extensive programming experience in OS and VM/CMS on IBM 360/370 and 3090 mainframe computer systems as well as Pascal, Fortran, PL/1, IBM TSO CLIST, SPF and JCL languages.

* Detailed training and moderate experience in programming with Macintosh, IBM computers as well as C, C++, Ada, LISP, Scheme, JAVA, Prolog languages and html and web development.

* 5 years experience in software development, requirements analysis, testing and verification of small, medium and very large scientific applications.

* 2 years experience in budget analysis and planning.

* 2 years experience in event planning.

* 4 years of practical teamwork and leadership and management training.

* Strong analytical, presentation, and teaching skills.

<<<EDUCATION>>>

STANFORD UNIVERSITY, Stanford, CA.
Ph.D. Computer Science, expected 6/XX
MS Computer Science, 6/XX

BOWLING GREEN STATE UNIVERSITY, Bowling Green, OH.
BS Aerospace Engineering, 6/XX

<<<RELATED EXPERIENCE>>>

COMPUTER SCIENCE DEPARTMENT, STANFORD UNIVERSITY, Stanford, CA. 9/XX-present
RESEARCH ASSISTANT: Created and maintained simulation, data analysis and software evaluation tools. Assisted in the development of Space Shuttle Navigation System requirements. Results of dissertation awaiting publication.

COMPUTER SCIENCE DEPARTMENT, STANFORD UNIVERSITY, Stanford, CA. 9/XX-present
TEACHING ASSISTANT: Assisted professor in teaching C and C++ language classes. Designed, created, and graded programming assignments. Held regular office hours and practice sessions.

ROLM SYSTEMS, Santa Clara, CA. 4/XX-9/XX
SOFTWARE TEST ENGINEER: Worked with a team to create and execute system error recovery test plan for AS/400 to CBX application. Prepared requirements and coordinated setup of lab equipment.

Sample References Page

References For:

Jane Smith-Hodges

Dr. Jan Venhorto

Dissertation Chair, Department of Biological Sciences
Stanford University
Stanford, CA 94305
(650) 725-8000
jvenhorto@stanford.edu

Jerome Titan

Supervisor, Genentech
1424 Lloyd Street
South San Francisco, CA 94080
(415) 555-1847
jt@genentech.com

Vanessa Jean

Supervisor, The Gap
400 Main Street
Columbus, OH 43160
(614) 859-4300
vanessa@columbus.gap.com

Sample Action Verbs Listed By Functional Skill Area

<p>Communication</p> <p>Aided Arbitrated Advised Clarified Consulted Contributed Cooperated Coordinated Counseled Debated Defined Directed Enlisted Explained Expressed Helped Influenced Informed Inspired Interpreted Interviewed Mediated Merged Negotiated Promoted Recommended Represented Resolved Suggested</p> <p>Financial</p> <p>Administered Allocated Analyzed Appraised Audited Budgeted Calculated Computed Developed Evaluated Figured Maintained Managed Performed Planned Projected</p> <p>Technical</p> <p>Assembled Built Calculated Computed Designed Engineered Fabricated Maintained Operated</p>	<p>Creative</p> <p>Acted Abstracted Adapted Composed Conceptualized Created Designed Developed Directed Drew Fashioned Generated Illustrated Imagined Improvised Integrated Innovated Painted Performed Planned Problem Solved Shaped Synthesized Visualized Wrote</p> <p>Providing Service</p> <p>Advised Attended Cared Coached Coordinated Counseled Delivered Demonstrated Edited Explained Furnished Generated Inspected Installed Issued Mentored Referred Repaired Provided Purchased Submitted</p> <p>Programmed Remodeled Repaired Solved</p>	<p>Detail Oriented</p> <p>Analyzed Approved Arranged Classified Collated Compared Compiled Documented Enforced Followed Through Met Deadlines Prepared Processed Recorded Retrieved Set Priorities Systemized Tabulated</p> <p>Organizing</p> <p>Achieved Assigned Administered Consulted Contracted Controlled Coordinated Decided Delegated Developed Directed Established Evaluated Led Negotiated Organized Planned Prioritized Recommended Reported</p> <p>Bookkeeping</p> <p>Prepared Projected</p> <p>Teaching Skills</p> <p>Adapted Advised Clarified Coached Developed Evaluated Encouraged Informed Inspired</p>	<p>Investigating/Research</p> <p>Calculated Cataloged Collected Computed Conducted Correlated Critiqued Diagnosed Discovered Examined Experimented Extrapolated Evaluated Gathered Identified Inspected Interpreted Investigated Monitored Observed Organized Proved Reviewed Surveyed Tested</p> <p>Manual Skills</p> <p>Arranged Assembled Bound Built Checked Classified Constructed Controlled Cut Designed Developed Drove Handled Installed Invented Maintained Monitored Prepared Operated Repaired Tested</p> <p>Mentored Motivated Represented Participated Provided Supported Taught Trained Verified</p>
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COVER LETTERS FOR GRADUATE STUDENTS

Cover letters provide you with the opportunity to:

- initiate contacts
- personalize your resume
- respond to job openings
- highlight information that addresses the needs and interests of the employer

Bear in mind that the letters you write not only convey your interest and qualifications, but also give the employer an opportunity to observe your attentiveness to detail, spelling, grammar, and the overall quality of your written communication. **Flaws in letters are often interpreted as flaws in your qualifications.**

We have prepared the following guidelines to help you write cover letters. We have also attached sample cover letters in an attempt to help you compose your own letters. These are not scripts for actual letters, rather, they are simply guides.

Informational interview approach letters are sent to contacts, alumni/nae, friends, and referrals asking for information, advice, or suggestions. The goal of these letters is to point out your qualifications and obtain more contacts, not to ask for a job. Always personalize the approach letter by building a connection between yourself and the addressee. Ask for suggestions, information, or request a meeting (see page 22).

Job listing response letters are sent to respond to actual job openings, or to inquire about the possibility of a job. These letters are appropriate for situations where you know you are a logical candidate for a position, advertised or not (see page 19).

A Good Letter Will:

1. Focus on the employer's needs – not just your own. Ask yourself: "what are they asking for, why do I want this position, and in what ways do I meet their qualifications?" Address these questions in your letter.
2. Be aesthetically pleasing with special attention paid to spacing and format.
3. Be individually typed, in business-letter format, onto letter quality printer paper or high quality bond paper that matches your resume paper. Use white or cream colors.
4. Generally be only one page.
5. Demonstrate your knowledge of the organization.
6. Display your professionalism. Avoid bold assertions and egocentric statements, though you should not disqualify yourself with statements like "Although I have not..." either. Discussion of personal issues should be kept at a minimum and do not address salary or visa issues in the cover letter.
7. Highlight your skills and abilities and go beyond your resume content. Be clear on your objective and think about the 2-3 skills that most represent you.
8. Ideally be addressed to the hiring manager, including a specific individual's name, title, and organization (all correctly spelled). Use "Dear Human Resources Manager" only as a last resort.
9. Show high quality writing and proofing skills. Have someone proofread your letters to avoid errors. Avoid overuse of the pronoun "I" and pay special attention to paragraph transition.
10. Address specific skills and interests without being copied verbatim from the attached samples.

Cover Letter Format

Date

Street Address
City, State, Zip
(Area Code) Phone Number

Employer's Name
Title
Company/Organization/Institution
Street Address
City, State, Zip

Dear Mr./Ms./Dr. _____ :

Who are you and what do you want? Your opening paragraph should briefly introduce you and your interest in the organization or position. If you are aware of a specific position or opening, refer to it now. This paragraph could also mention the name of an individual who recommended that you contact the employer, or cite other research that prompted you to write. It is important to indicate why you are interested in their organization.

Why are you a good candidate? The middle paragraph(s) should consist of a selection of highlights from your background that would be of greatest interest to the organization and consequently create the "notion of fit." Focus on your skills and accomplishments and how they could contribute to the employer. Again, try to display knowledge of the field and organization. Use action verbs to describe relevant skills and expertise and mention specific knowledge you may have (i.e., lab techniques, computer applications, etc.). A second middle paragraph could touch on a particular topic that seems important in the job description that the employer developed. This is one means of separating yourself from all of the other candidates.

What will you do next? Your closing paragraph should outline the procedure for action. State that you would like to discuss employment opportunities or other information with the person and that you will call to make arrangements. If you will be in the area, let them know. Thank the addressees for their time and interest.

Sincerely,

(Your Signature)

Your Typed Name

Enclosure(s) *(If you send a resume and other materials.)*

Cover Letters Online

Increasingly, job seekers are being asked to send their resumes and cover letters online. In terms of content, cover letters are much shorter and more concise. They should address a few key points:

- How you learned of this position
- What your objective is
- What qualities you can bring to the organization (you can still use a few key words for which you feel they are searching)

Most experts recommend composing your letters off-line first before “importing” it to an outgoing email message with your resume. Though you can send both documents as attachments, most companies prefer them to be embedded into the body of the email message. You can do this by using your software’s “copy and paste” function. **Remember:** companies also use key word searches on these documents!

Final Tips

- While a general cover letter allows you to send more letters out and provides a starting foundation, they tend to be more effective when tailored to the specific circumstances (position, organization, etc.)
- Devise a system to organize your job search materials – especially responses you have received and any follow-ups you have completed. Binders, file folders, or spreadsheets may be effective tools.
- You may schedule a 15-minute same day or 45-minute appointment with a counselor at the CDC to review your application materials, proofread your resume/cover letter, etc. To schedule an appointment, call 725-1789 between 9:00AM and noon, or 1:00PM and 5:00PM M-F. Same day appointments are given on a first-come, first-served basis, so call early.

CDC Related Resources

Adams Cover Letter Almanac, Bob Adams, Inc.

Cover Letters, National Business Employment Weekly, John Wiley & Sons, Inc.

Cover Letters that Knock 'em Dead, Martin Yate, Bob Adams, Inc.

Damn Good Resume Guide, Yana Parker, Ten Speed Press

Dynamic Cover Letters for New Graduates, Ten Speed Press

Dynamite Resumes, Krannich

Electronic Resumes, Joyce Lain Kennedy, John Wiley and Sons, Inc.

Financial Careers: How to Put Together a Winning Resume, Leslie Hamilton, McGraw-Hill

Resumes that Knock 'Em Dead, Martin John Yate, Bob Adams, Inc.

Resumes: National Business Employment Weekly, John Wiley & Sons, Inc.

Resumes That Mean Business, David Eyler, Random House

201 Dynamite Job Search Letters, Ronald L. Krannich, Impact Publications

Job Listing Response Letters

49 Arbor Drive
Sunnyvale, CA 9408
March 10, 20XX

Dr. Yolanda Lee
Director, Admissions Office
University of California, Berkeley
University Hall - Room 21
Berkeley, CA 94022

Dear Dr. Lee:

I am excited about the opportunity to apply for the position of Student Affairs Specialist with the Admissions Office of the University of California at Berkeley, which was listed in The Chronicle of Higher Education. I am currently completing a Master's degree in Administration Policy Analysis in Higher Education at Stanford University. I would like to continue to work in a university environment, especially within the University of California system. I believe that my past experiences as an employee and a student of the University of California will enable me to succeed in this position.

As an Intern with the Dean of Students Office at Stanford during this past year, I assisted Dean of Students, Marc Wais, on a number of research projects. I also served as an Intern with Residential Education at Stanford, where I was able to coordinate a "Speakers on Campus" program and supervise student assistants. This program brought alumni/ae speakers to the residences to make presentations regarding their experiences in arts, law, medicine, and business. As a Resident Assistant during my undergraduate years at the University of California at Los Angeles, I enjoyed the freedom to plan a variety of stimulating programs to best suit the needs of other students. I was able to successfully juggle the details of complex schedules while attending to the personal attention the students and staff needed to provide a well-organized program. I am confident that these skills transfer to the sometimes hectic admissions office environment.

I work effectively with diverse groups of people. While serving as Conference Host with the Hayward State Summer Housing Program, I interacted closely with international students and enjoyed both introducing them to the university environment and referring them to resources. I also collaborated with a staff of 22 hosts, where we supported and encouraged one another. With the College Readiness Program at Hayward State, I had the opportunity to encourage students of color to pursue educational opportunities and establish learning goals.

Enclosed are my resume and a list of references as requested. I will call your office next week to follow up on this letter. Thank you for your time and consideration.

Sincerely,

Estelle Perkins

enclosures

December 14, 20XX

1483 San Antonio St. Unit C-4
Mountain View, CA 94040

Patricia Morisette
Manager, Corporate Administration
Corvie Systems
2604 Calderon Ave.
Mountain View, CA 94040

Dear Ms. Morisette:

In response to your advertisement in the *San Francisco Chronicle* for a systems analyst, I have enclosed my resume for your consideration.

As a graduate student at Stanford University, my education has exposed me to extensive programming assignments using C++, JAVA, and various other programming languages in both MAC and PC environments. These assignments have not only allowed me to hone my programming skills, they have also allowed me to learn from my peers in a project team setting. The collaborative potential of the systems analyst position, combined with Corvie Systems' significant advances within the tech industry, is what most attracts me to this position.

Although my coursework has set a foundation for my career goals, I believe that my internships at both Klavin, Inc. and Interbold give me the necessary capabilities to successfully handle the responsibilities of a systems analyst. Through these opportunities, I have considerable experience with telecommunications applications, database management, spreadsheets, and graphics software.

I have a high degree of initiative and am able to learn new concepts quickly, which proved invaluable to the fast-paced environments in which my internships and education were completed. Further, I believe that my analytical skills and enthusiasm for the work that I do would positively contribute to the systems strategy department of your company.

I would welcome the opportunity to discuss my qualifications in person and to learn more about the opportunities at Corvie Systems. I will follow-up on this letter on December 20 to provide any additional information and perhaps discuss interview possibilities.

Sincerely,

Mazalia Kuanni

enclosure

July 26, 20XX

Human Resources Department
Hayward University
WA Room 615
Hayward, CA 94542-3026

Dear Search Committee:

It is with great enthusiasm that I am writing to express my interest in the Enrollment Advisor position (job #00-108) as posted on the Hayward University web site.

For the past five years, I have worked in settings that have provided me with skills and experiences directly relevant to the qualifications listed in the position description. By working as a counselor, I have been able to develop both the depth and breadth of perspective necessary to serve as a helping professional to clients through advising, teaching, referring, and networking with other service providers. By working as a student affairs professional, I have attained a firsthand education in campus-wide programming, building coalitions with other departments, and navigating a rigorous work environment where expectations were high and the pace was fast.

In addition to applicable skills, it is my sincere belief that some of my unique experiences on a more personal level have allowed me to develop traits that would be assets to your organization. First, both the counseling and student affairs fields require impeccable judgment and a high degree of professional decorum as one is constantly shifting roles in working with students, parents, clients, colleagues, other service providers, and community leaders, sometimes all in the same day. Similarly, both fields allow the opportunity for interpersonal interaction with people from diverse cultural, socioeconomic, and racial backgrounds, thus providing me with a multicultural awareness. The knowledge gleaned from these experiences provides me with a solid foundation in the skills that you cite as important qualifications in your position description.

In addition to the broad skills of relationship building and professionalism, I believe I could make a viable contribution in terms of more hands-on skills as well. For instance, I have implemented campus-wide programs, taught educational sessions on a host of topics, and provided individual instruction as regular responsibilities in most of the positions I have held. The opportunity to engage in these activities at a more advanced level while continuing to work in a helping capacity by facilitating the growth of students and clients as they progress toward greater self-efficacy is the primary feature which compels me to apply for this position.

I believe that my professional experiences, combined with my rigorous work ethic and enthusiasm about this position, provide a solid fit with the qualifications you seek for the Enrollment Advisor position at Hayward University. Thank you for your consideration regarding this important opportunity. I look forward to hearing from you. Best wishes in your search process.

Sincerely,

Crystal N. Valquez

enclosure

Informational Interview Approach Letter

August 5, 20XX

1339 Oreda Way
Mountain View, CA 94040

Mr. Sean McCord
Personnel and Staffing Coordinator
System Electronics, Inc.
P.O. Box 998
Menlo Park, CA 94025

Dear Mr. McCord:

I am interested in learning about technical opportunities at System Electronics, Inc. I have been following System Electronics' progress with great interest for the last two years. I believe my coursework, interest in computers and science, and previous work experience would be of value to your company. I am especially interested in a Research Associate position that was described in your company's brochure.

As my enclosed resume indicates, I have recently completed a Master's degree in Applied Physics from Stanford. My areas of specialized courses include computational physics, electronics and lasers. Beyond the computer science courses I have taken as an undergraduate at MIT, I have learned programming languages (C, Pascal, FORTRAN) and operating systems (UNIX, DOS, Macintosh). Through my involvement in my research group's computer network, I have been able to keep up to date about the latest software applications. I therefore believe I would be very effective in the position of Research Associate with System Electronics.

To be part of System Electronics' growth process would be an exciting opportunity to focus my skills with a company in which I believe. Enclosed my resume for your consideration. I will call your office to follow up on this letter next week. If you have any questions, I can be reached at 408-272-9035.

Thank you for your consideration.

Sincerely,

John Snelling

Enclosure