

CAREER PLANNING Guide

Exploring Career Options

Résumés & Cover Letters

Job Search & Interviewing

Graduate School

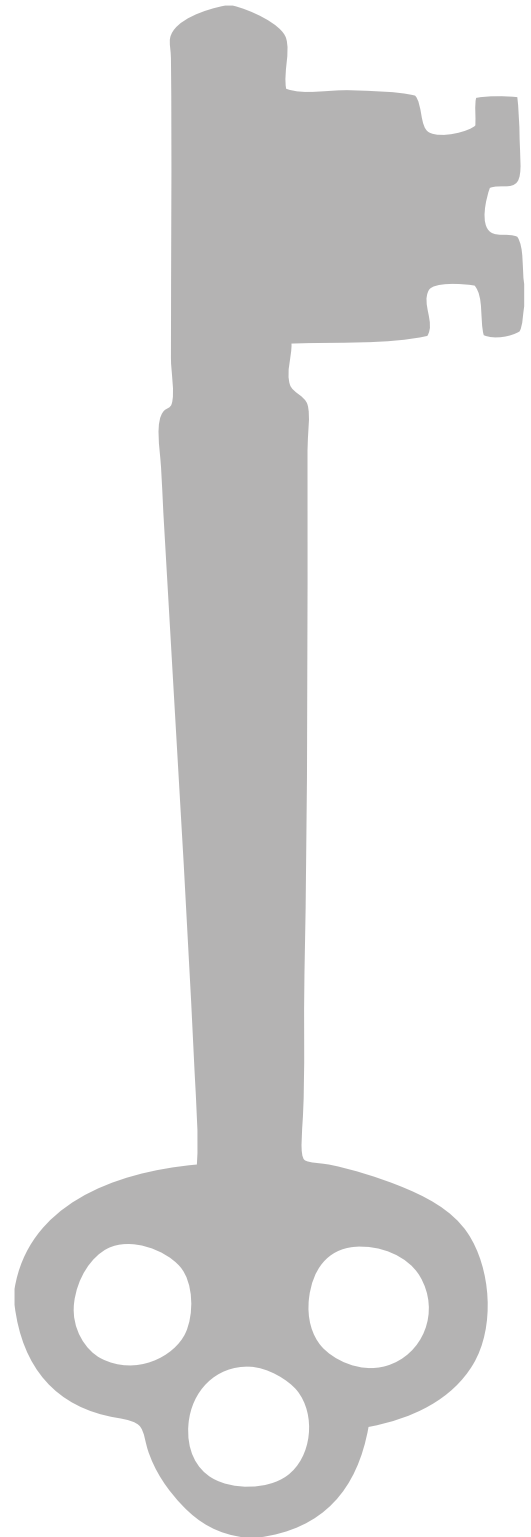
GOSHEN COLLEGE

Career Services

goshen.edu/careerservices

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DEAR GOSHEN COLLEGE STUDENTS,

Although graduation may seem far away, alumni will tell you that it arrives quickly. Many students delay planning for employment until very late in their collegiate life, adding additional pressure to an already full schedule. With strategic planning over four years, your stress will be greatly reduced as graduation approaches, giving you the confidence and professional tools to transition to your first experience after college.

This guide is intended to help you with the employment preparation process by offering a systematic four-year approach to achieving your work-related goals (see next page). Be proactive and take responsibility for your path by becoming informed. Remember that the Career Services office is willing to assist you with each step of your preparation process.

Employment planning

- One-on-one guidance and self-assessments
- Extensive online resources at www.goshen.edu/careerservices
- Workshops & seminars on career planning and creating professional tools

Job & internship search

- Individual assistance to develop strategies for identifying opportunities
- Online job & internship bank at www.goshen.edu/jobs
- Interview, résumé, and cover letter tutoring

Countdown to commencement

- Access to on- and off-campus professionals for job search/career preparation and networking
- Graduate school web site and admission overview seminars
- Regional career and internship fairs



ANITA YODER
Director



LIZ FISHER
Assistant

Call, e-mail, or drop in to use any of these services!

Located on the first floor of the Administration Building (AD 14)

Hours: Monday – Friday, 8am – 5pm

E-mail: careerservices@goshen.edu

Phone: 574-535-7547

4-YEAR CAREER PLAN

FIRST YEAR: EXPLORATION

Get to know yourself—your values, skills, & interests

- Meet with your academic advisor to discuss the process of choosing a major
- Explore student resources online and with Career Services staff
- Participate and take an active role within a campus group to develop leadership, organizational, and communication skills
- Your GPA will likely be a factor in securing internships and full-time jobs—develop good study habits now
- Explore part-time and work-study on-campus job options
- Schedule one or more internships starting after your sophomore year
- Get to know your professors outside of class

SOPHOMORE YEAR: EXAMINATION

Gather information about career options

- Participate in employment preparation workshops, including résumé writing and interviewing
- Create a résumé and cover letter; have them reviewed by the Career Services staff
- Develop universal career-related skills (computer, accounting, writing, second language, etc.)
- Conduct research and solicit information from professors, juniors and seniors, and other professionals to finalize your decision on a major
- Explore career interests through informational interviewing, job shadowing, or volunteer work
- Use the GC job & internship bank to research summer jobs and internship opportunities that test your major and career choices
- Complete your first internship this summer or next fall

JUNIOR YEAR: EXPERIENCE

Gain experience via internships, job shadowing, & volunteering

- Check your academic coursework and major requirements with your advisor
- Update your résumé and have it reviewed by Career Services staff
- Talk to professionals in your field to find out about their careers and to research your personal career interests
- Gather examples of work for your professional portfolio
- Maintain a strong GPA
- Seek positions of leadership in campus and/or voluntary service organizations
- If graduate/professional school is in your immediate future, research schools and financial aid and prepare for admission exams
- Complete your second internship this summer or next academic year

SENIOR YEAR: EMPLOYMENT & EDUCATION

Network in your chosen field to gain information & leads

- Ensure that your résumé and cover letter are tailored for a professional job search by talking with Career Services staff
- Research employers and job opportunities; use your network and contacts to acquire interviews and leads
- Create a professional networking profile on LinkedIn.com
- Visit the GC job bank for job openings
- If graduate school is in your immediate future, take graduate admission tests during the fall and complete applications to meet deadlines
- Participate in a practice interview during Super Tuesday to improve your interviewing skills
- Ask professors and supervisors to act as references
- Consider a post-graduation internship to gain further skills and a potential job

SELF-ASSESSMENT & RESEARCH

Knowing who you are is the foundation for career development. Self-assessment will assist you in choosing your academic major and selecting potential career paths. The Career Services office has several ways to assist you in this process:

- **Online self-assessments** — questionnaires to help you recognize your strengths, skills, and abilities
- **Career Exploration course (DCS 210)** — one-credit hour course designed for first- and second-year students offering a structured approach to the career planning process
- **One-on-one conversations** — discuss your career options and interests with Anita Yoder, director of Career Services



Research occupations that interest you in order to find a good fit for your skills, values, strengths, and personality. Use the questions below to help guide your research. Answers to these questions can be found in occupation-related web sites and books or by conducting formal informational interviews.

QUESTIONS TO CONSIDER AS YOU RESEARCH OCCUPATIONS

NATURE OF THE WORK:

- Why does the occupation exist? What need does it serve?
- What are the major duties and responsibilities?
- Are there specializations within the occupation?

EDUCATION, EXPERIENCE, AND SKILLS REQUIRED:

- What college courses are required or helpful for preparation?
- Are there licensure, certification, or other legal requirements for employment?
- What previous work experience is needed?
- What abilities, skills, or aptitudes are required to enter the occupation?

EARNINGS, BENEFITS, AND WORKING CONDITIONS:

- What is the average salary range — beginning, middle, and top earnings?
- What benefits are typically offered?
- What are the physical working conditions?
- What is the average work schedule (hours, time of day, overtime)?

EMPLOYMENT AND ADVANCEMENT OUTLOOK:

- What advancement or promotion opportunities exist?
- How stable is employment in this field and occupation?

RELATED OCCUPATIONS:

- What occupations are similar to this one?

RECOMMENDED WEB SITES

- stats.bls.gov/search/ooh.htm
- [salary.com](https://www.salary.com)
- [myplan.com](https://www.myplan.com)

INFORMATIONAL INTERVIEWS

An effective way to research occupations is through informational interviews with professionals who work in a field that you want to explore.

BENEFITS OF CONDUCTING INFORMATIONAL INTERVIEWS:

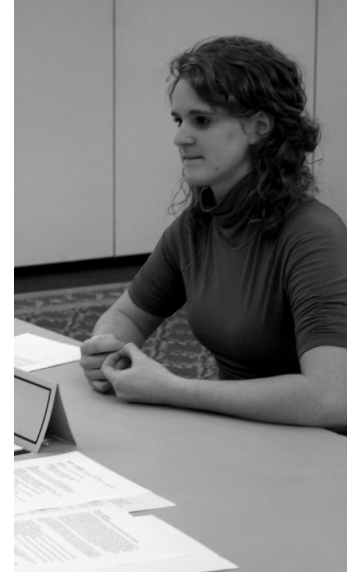
- Explore the realities of careers that interest you
- Learn additional ways to prepare for your future career
- Expand your network of professional contacts

WHY WOULD A PROFESSIONAL HELP ME?

- Opportunity to advance their field by encouraging others to enter it
- May have been in your situation at one time and desire to help others
- People often like to talk about themselves and their careers

FINDING PROFESSIONALS AND SCHEDULING INTERVIEWS

Choose one or two specific fields that interest you. Begin by talking to everyone you know: professors, relatives, friends, neighbors, co-workers, etc. Ask if they know anyone working in your field of interest. You may also find contacts from professional associations, the GC Alumni Network, LinkedIn.com, and Career Services.



A mutual friend can help you arrange an informational interview or you can send a letter or formal e-mail requesting an interview. Request 20-30 minutes for each interview and be sure to emphasize that you are looking for information, not a job. Face-to-face interviews ideally take place at the professional's place of employment, which allows you to see the physical work environment. Phone or e-mail interviews are options if the professional has a tight schedule or lives outside the local area.

BEFORE AND DURING THE INTERVIEW

Conduct preliminary research on the field prior to the interview. Write down 10-15 questions to ask. Dress professionally and arrive five to ten minutes early. You are leading the interview, so plan to initiate the conversation and keep track of the time. Close the interview by thanking them for talking with you.

SAMPLE INFORMATIONAL INTERVIEW QUESTIONS:

- What tasks do you do in a "typical" work day?
- What do you enjoy the most about your job? What are the stressful or frustrating parts?
- What opportunities exist for independence?
- What education or training have you had? Which courses have helped you the most?
- Other than education, what did you find most helpful in getting your job?
- What personal characteristics are important to possess in this field?
- What changes are occurring in this field?
- What entry-level positions would provide the best learning experiences?
- How does a person progress in your field? Are there advancement opportunities?
- What careers are similar to yours that I could also explore?
- What professional journals and organizations would help me learn more?
- Who else could give me information about this field? May I tell them you referred me?
- What is one thing you'd recommend I do to learn more?

INTERNSHIPS

An internship is a carefully monitored work or service experience designed to provide students with pre-professional experience before graduation. Interns have intentional learning goals and actively reflect on what they are learning.

Plan to complete your first internship after your sophomore year and consider participating in multiple internships. Students who complete two or more internships are often the most successful in securing full time employment quickly upon graduation. Your internships may pave the path to your future employment — many interns are hired with their host organization.

CHARACTERISTICS OF TYPICAL INTERNSHIPS:

- Three to six months in length
- Often taken for academic credit
- Part-time or full-time, paid or unpaid
- Include an intentional “learning agenda” structured into the experience, such as learning objectives, observation, reflection, evaluation, and assessment
- Balance the intern’s learning goals with specific work the organization needs completed
- Promote academic, career, and/or personal development

WHY EVERY STUDENT SHOULD COMPLETE AN INTERNSHIP:

- **Test your career choices**
“Try on” a career before making a long term commitment. Discover if the career you’re considering is right (or wrong) for you.
- **Increase your marketability**
Employers consistently rate internship experience as a top criteria used when selecting candidates.
- **Develop skills and apply knowledge**
Apply theories and knowledge learned in the classroom to actual on-the-job experiences. Develop skills specific to your chosen field and confidence with the skills you already possess.
- **Acquire job search skills**
Create a professional résumé, sharpen your interviewing skills, and practice interacting professionally.
- **Build networking contacts**
Develop relationships with professionals in your chosen career field.

EXAMPLES OF LOCAL ORGANIZATIONS WHERE GC STUDENTS HAVE PREVIOUSLY INTERNED:

- Bashor Children’s Home (Goshen)
- Eastlake Athletic Club (Elkhart)
- Midwest Museum of Art (Elkhart)
- WSBT-TV (South Bend)
- New World Arts (Goshen)
- IU Health - Goshen Hospital (Goshen)
- Amigo Centre (Sturgis, MI)
- Crowe Horwath (South Bend)
- La Casa (Goshen)
- The Elkhart Truth (Elkhart)
- Potawatomie Zoo (South Bend)
- Greencroft Retirement Communities (Goshen)
- Everence (Goshen)
- Ruthmere Beaux Arts Museum (Elkhart)
- Center for Cancer Care (Goshen)
- Eyedart Studio (Goshen)

INTERNSHIPS

Applying for an internship is very similar to applying for a job. Use this opportunity to learn and practice these important skills.

1. START EARLY!

- Securing an internship may take four to six months. You'll have more choices by applying early.

2. DO YOUR RESEARCH

- Talk to your advisor about the kind of internship that will meet your career goals and ask for recommendations.
- Check the GC job & internship bank at www.goshen.edu/jobs for open positions and leads.
- Talk with people in your network (family, peers, recent graduates) to inquire about potential internship sites.
- Speak with the director of Career Services.
- Search the GC internship database in the Career Services office for a listing of hundreds of employers who have hosted GC students.

3. TAILOR YOUR APPLICATION MATERIALS AND SEND THEM PROMPTLY

- Review the internship description; ensure that your resume and cover letter demonstrate the required skills and experience.
- Follow the organization's instructions about how to apply (via e-mail, postal mail, or on their web site). Meet any deadlines.

4. FOLLOW UP WITH THE ORGANIZATION

- Allow about one week for the organization to receive and process your request. Follow-up via e-mail or phone to make sure they received your application and ask where they are in the hiring process.

5. PREPARE TO INTERVIEW

- Check the interviewing section of this guide to help you prepare in advance.

6. SEND A THANK YOU LETTER

- A well written thank you letter is courteous and can make you stand out from other candidates.

7. CHOOSE THE RIGHT INTERNSHIP

- Discuss your options with your academic advisor, especially if you are offered multiple internships. Be sure your advisor knows your final selection and discuss any academic requirements with him/her before starting your internship.
- Consider which internship will best help you achieve your goals. Is it an organization where you might like to work after graduation? Are any benefits offered? Assess the time commitment for each internship.
- If you accept an internship and have not heard back from other potential sites, notify them. Tell these sites that you have accepted an internship with another company and they should remove you from their candidate list. Thank them for their time.

DISCUSS ACADEMIC REQUIREMENTS WITH YOUR FACULTY ADVISOR *BEFORE* STARTING YOUR INTERNSHIP

INTERNSHIPS

EXPECTATIONS FOR PROFESSIONAL BEHAVIOR

Be mindful that as an intern, you are representing Goshen College. Your performance at your internship site not only reflects who you are, but also the college. Your attitude and work ethic play a part in determining whether or not the organization will be open to hosting future GC students.

Remember that what you say, how you dress, and how you act have the potential for both positive and negative impact on your future employment. The following is expected of you as an intern representing Goshen College:

- Maintain confidentiality regarding all work-related matters.
- Understand what constitutes a permissible work absence and who to notify when absent; inform your supervisor ahead of time if you will be absent during GC holidays and academic breaks.
- Dress appropriately for your internship site; if you're unsure, ask your supervisor.
- Maintain a positive attitude.
- Do not conduct personal business during work hours, such as checking Facebook or texting and emailing friends.
- Be fair, honest, and cooperative when interacting with co-workers.
- Seek feedback from supervisors; view suggestions for improvement as valuable information.

If problems arise or if part way through your internship you decide it is not what you expected, don't quit. Talk to your academic advisor, and see if you and your on-site supervisor can agree on how to help make your experience more fulfilling.

FINISHING YOUR INTERNSHIP

The most important thing to do at the end of your internship is thank your supervisor and anyone else who was helpful to you. You can do this in person on your last day or by sending a card or note. Before the last day of your internship:

- Confirm you have fulfilled all your employment responsibilities.
- Make your supervisor aware of any projects you were unable to complete.
- Ensure you have met the requirements of the academic portion of your internship.
- Review your learning goals and objectives with your supervisor; determine if they were accomplished.
- Request a written reference letter from your supervisor or a recommendation on your LinkedIn profile.

REFLECT ON YOUR EXPERIENCE

After you've finished your internship, it's important to reflect on what you learned, the skills you developed and your feelings about the organization and industry and determine future employment. Ask yourself the following questions:

- What made the physical setting of your internship comfortable or uncomfortable?
- How did you feel at work? Excited? Bored? Stressed? What were the situations that caused these feelings?
- Were you comfortable with frequent deadlines or did you prefer to develop a project over time?
- Was it better to have a mix of tasks every day or work on one project steadily?
- Did your co-workers enjoy their jobs? What did they say about the organization and/or about the industry?
- How did your supervisor provide supervision? Do you prefer close supervision or more independence?
- What did you learn overall about the field/industry? Did you like what you saw of the field?

DON'T FORGET TO REVISE YOUR RÉSUMÉ TO INCLUDE YOUR INTERNSHIP EXPERIENCE!

TRANSFERABLE SKILLS

Sometimes students feel a bit unprepared to enter the professional working world, believing they do not possess relevant skills and experience for their first position. By this point in your academic career, however, you have likely developed transferable skills: abilities you have acquired through previous experience—part-time work, internships, voluntary service, coursework, athletics, hobbies, etc.—that will be useful for future employment. These are skills that you may take for granted, including the ability to multi-task, verbal and written communication, a strong work ethic and up-to-date computer skills.

Many transferable skills are highly desired by employers; so it's important for you to recognize the skills you offer and be able to articulate how they will benefit an organization. Here are examples of ways to demonstrate transferable skills on your resume.

RETAIL SALES

Quickly developed rapport with diverse customers while effectively marketing and recommending products

WAITRESS/WAITER

Served numerous patrons in prompt, efficient, and courteous manner during fast-paced lunch hour

SUMMER CAMP COUNSELOR

Mediated conflicts among pre-teen girls by listening attentively, finding common ground, and negotiating solutions

FARM HAND

Collaborated with team of four persons to efficiently harvest vegetables amidst demanding seasonal deadlines

OFFICE ASSISTANT

Accurately entered data into extensive database, demonstrating discretion with confidential information

EXAMPLES OF TRANSFERRABLE SKILLS

COMMUNICATION & HUMAN RELATIONS

- Organize and express ideas effectively in oral presentations and written documents
- Confidently present in large and small group settings
- Collaborate with team members to define goals & outcomes
- Write clearly, logically and concisely with correct grammar, spelling and punctuation
- Persuade others and negotiate using logical arguments
- Recognize nonverbal communication and respond accordingly
- Quickly develop rapport with team members or customers
- Communicate in more than one language

LEADERSHIP, MANAGEMENT, & ORGANIZATION

- Strategically manage project from beginning to completion
- Prioritize tasks and plan appropriate action steps
- Delegate tasks and responsibilities
- Make decisions (individually and in groups)
- Evaluate self and others
- Mediate problems and conflicts
- Teach, train, and motivate team members
- Understand how own behavior and style impacts others
- Use systems to organize and track behavior

RESEARCH, PROBLEM SOLVING, & CRITICAL THINKING

- Break down complex tasks into smaller, manageable steps
- Identify a problem and possible causes
- Identify appropriate resources and gather information
- Analyze an issue and make recommendations for solutions
- Design an experiment to test potential solutions
- Classify and manage large amounts of data and information
- Create databases to track information
- Make connections between seemingly unrelated ideas
- Appreciate & welcome different viewpoints on issues
- Anticipate potential problems

SELF-MANAGEMENT

- Assess and prioritize tasks daily to maximize time and meet goals and deadlines
- Accurately estimate time required to perform tasks
- Multi-task and manage several projects simultaneously
- Self-motivated and persistent even with unpleasant tasks
- Work effectively and calmly under pressure
- Learn new information quickly and eagerly
- Work effectively with minimal supervision
- Adapt to new environments and other changes

RÉSUMÉ BASICS

A résumé is a one- or two-page summary of your education, experience, skills, and accomplishments. It is a marketing document whose purpose is to earn you an interview. It should be brief and tailored to meet the needs of the specific position and organization to which you are applying.

The first (and often most difficult) step in writing your résumé is being able to articulate your skills, qualifications, and accomplishments. The self-assessment options listed earlier in this guide can assist you in this process. Use the results of your self-assessment and the key elements below to write an initial rough draft.

CONTACT INFORMATION: HOW CAN YOU BE REACHED?

Identify yourself and how employers can reach you:

- Full name
- Current address
- Preferred telephone number (home and/or cell)
- Professional e-mail address (not your work e-mail)

OBJECTIVE: WHAT ARE YOU LOOKING FOR? (OPTIONAL-USE ONLY IF NEEDED FOR CLARITY)

In one focused phrase, summarize your goal for your employment search. Your objective may be oriented to:

- The position (“Seeking full-time position as case manager providing service to adolescents.”)
- Your field of study (“Position working with youth in social services field.”)
- Your skills (“Seeking position utilizing my skills in counseling, research, and writing.”)

PROFILE: WHO ARE YOU?

In two to three bullets, answer the following questions.

- What you’re naturally good at (skills, languages, relationships, etc.)
- Experience with above
- What you’re interested in pursuing or learning more about

Profile Example:

*Full time, bilingual (Spanish/English) student athlete
Skilled in balancing academics, athletics and work and solving problems
Seeking social justice advocacy position*

EDUCATION: WHAT HAVE YOU LEARNED?

- College(s), degree and major(s) (or anticipated degree with graduation date)
- GPA (if 3.0 or higher) can use GPA from major only
- Special qualities of your education, including international experience, course highlights, and/or certifications

WORK AND RELATED EXPERIENCE: WHAT HAVE YOU DONE?

- List your experience--employment, internships, and voluntary service--in reverse chronological order (most recent first)
- Provide job title, organization name, location of organization, and dates of employment
- Describe work performed; emphasize the accomplishments and skills you developed (not simply a list of everything you did)

RÉSUMÉ QUICK TIPS

- Write in phrases, not complete sentences
- Use bullet points for easy scanning
- List work history in reverse chronological order (most recent first)
- Do not include personal information (age, marital status, ethnicity, etc.)
- If possible, limit to one page
- Tailor each resume to demonstrate the required skills and experience for the position
- Proofread and proofread again!

RÉSUMÉ TEMPLATE

Next, format your résumé. Career Services has developed several Word templates, available at www.goshen.edu/careerserv, which may assist you in this process. A sample template is included below.

Your Name

Street address | City, State Zip | phone number | email address

- PROFILE** Two to three bullet points describing your top strengths or skills
- What you're naturally good at (skills, languages, relationships, etc.)
 - Experience with above
 - What you're interested in pursuing or learning more about

- EDUCATION** B.A., Your Major, Goshen College, Goshen, IN, April 2012
Minor: Your Minor
Overall GPA: Your GPA (on a 4.0 scale)

- Goshen College Study Service Term in Country Name Dates
- Brief description of your SST (or other international education experience), including service performed
 - Begin phrases with action words (increased, participated, observed, etc.)

- EXPERIENCE** Most Recent Job or Internship Title, Organization Name, City, State Dates
- Several bulleted phrases emphasizing the most relevant responsibilities to the position for which you're applying
 - Identify and promote your skills and accomplishments
 - Begin phrases with action words (achieved, built, collaborated, completed, developed, directed, etc.)

- Second Most Recent Job or Internship Title, Organization Name, City, State Dates
- Several bulleted phrases emphasizing the most relevant responsibilities to the position for which you're applying
 - Identify and promote your skills and accomplishments
 - Begin phrases with action words (established, facilitated, gathered, implemented, instructed, recruited, etc.)

- Third Most Recent Job or Internship Title, Organization Name, City, State Dates
- Several bulleted phrases emphasizing the most relevant responsibilities to the position for which you're applying
 - Identify and promote your skills and accomplishments
 - Begin phrases with action words (maintained, organized, proposed, researched, served, supervised, trained, updated, etc.)

- ADDITIONAL HEADER (OPTIONAL)**
- Name your own additional category to strengthen your resume
 - Examples include: Extra-curricular Activities, Volunteer Experience, International Experience, On Campus Leadership, Awards, Memberships, Certifications, Research, etc.
 - Include several bulleted phrases describing your category

INTERNATIONAL EXPERIENCE

TRANSFERABLE SKILLS:

- Increased cross-cultural awareness and understanding
- Adapting to unfamiliar situations
- Communication across language and cultural barriers
- Perseverance, resilience
- Problem-solving and crisis-management skills
- Appropriate and thoughtful risk-taking
- Effectively working with diverse populations
- Respect and sensitivity for other perspectives
- Global point of view; aware of global issues
- Seeking out answers and applying new approaches
- Assertiveness and self-reliance

Many employers, graduate schools, and service organizations are looking for people who are experienced in culturally diverse environments. Be aware of the transferable skills that you developed during your college and international experience and incorporate them into your resume. For example, your proven success in transitioning to life in a new culture is an indicator that you will also likely be successful in adapting to an organization's own unique culture.

International experience can be listed on several places in a resume:

- **Profile or Summary** – if you know your international experience will be important to employers, mention it here
- **Education** – especially if you completed coursework and received academic credit
- **Employment or Experience** - include info in this section if there was a service or work component to your experience
- **International Experience** – create a separate section if you have had significant experience abroad

Develop a list of statements that describe your international experience. What did you learn? What did you accomplish? What inter-cultural competencies did you develop? Remember to consider how your diverse cultural experiences relate to the employment world. Review your list and select statements most closely associated with the required qualifications of the position to which you are applying.

SAMPLE STATEMENTS

GENERAL

- Established trusting rapport with Nicaraguan citizens through 12 week host family experience
- Developed intercultural openness and command of German language
- Cultivated deep appreciation for Chinese history and culture
- Effectively navigated rural and urban areas of country using public transportation system

SERVICE OR EMPLOYMENT-RELATED

- Volunteered at local soup kitchen; prepared traditional Peruvian food for 160 children daily
- Effectively worked on team with three native Cambodian teachers; collaborated to develop child-centered activities and assessments
- Served as rice cultivator and gardener for six weeks and practiced traditional cultural methods of organic farming
- Practiced basic nursing skills in Nicaraguan public health clinic; interviewed patients and accurately charted details in Spanish

STUDY-RELATED

- Achieved strong conversational proficiency in French through weekly classes and daily interactions with host family
- Successfully completed 15 credit hours while fully immersed in Spanish language
- Studied Tanzanian history and culture with native instructors for six weeks
- Visited and toured local coffee plantation; developed clearer understanding of global economic system

FINAL DRAFT

REMEMBER TO:

- Use short, concise phrases
- Eliminate complete sentences and the use of pronouns and articles (I, me, we, a, an, the)
- Incorporate enough blank space to ease reading
- Utilize industry specific language and terminology
- Tailor your résumé to the specific position for which you are applying. Review the job description and qualifications; make sure your résumé demonstrates the required skills
- Use a readable and familiar font (e.g. Times New Roman, Arial, Helvetica); except for your name, type size should be uniform and sized 10-12 point
- When possible, condense your résumé to one page

EMPLOYERS CHOOSE CANDIDATES THEY BELIEVE WILL BEST SOLVE THEIR PROBLEMS. TAILOR EACH RÉSUMÉ, MATCHING YOUR QUALIFICATIONS WITH THEIR NEEDS.

PROOFREAD, PROOFREAD AND PROOFREAD AGAIN!

ASK A FRIEND, PROFESSOR, OR CAREER SERVICES TO REVIEW YOUR RÉSUMÉ

START EACH BULLET WITH POWERFUL ACTION VERBS...

addressed	conceived	estimated	instructed	programmed	suggested
administered	conducted	evaluated	integrated	proposed	summarized
advised	conceptualized	examined	interpreted	published	supervised
advocated	consolidated	expanded	interviewed	recommended	supplied
allocated	constructed	expedited	introduced	reconciled	supported
analyzed	consulted	experienced	invested	recorded	surveyed
appraised	converted	experimented	investigated	recruited	
arranged	coordinated	explored		redesigned	tabulated
assembled	corrected	extended	launched	reduced	targeted
assessed	counseled		learned	regulated	tracked
assigned	created	facilitated	lectured	rehabilitated	traded
assisted	critiqued	familiarized		reinforced	trained
assured	customized	filed	maintained	reorganized	transferred
audited		financed	managed	repaired	transcribed
awarded	defined	focused	maximized	replaced	transformed
	delegated	formulated	measured	reported	translated
briefed	delivered	fostered	mediated	represented	transported
broadened	demonstrated	founded	modified	researched	traveled
budgeted	designed		monitored	restored	treated
	determined	gathered	motivated	reviewed	trimmed
calculated	developed	generated		revised	tutored
cataloged	devised	graded	navigated		
chaired	diagnosed	guided	negotiated	scheduled	uncovered
charted	directed			selected	unified
clarified	distributed	identified	observed	served	updated
classified	documented	illustrated	operated	serviced	upgraded
coached	drafted	implemented	organized	simplified	utilized
collaborated		improved		sorted	
collected	edited	incorporated	participated	staffed	verified
combined	educated	increased	performed	streamlined	visualized
communicated	eliminated	initiated	persuaded	strengthened	
compared	endorsed	influenced	prepared	stretched	weighed
compiled	enlisted	inspected	presented	structured	
completed	ensured	installed	processed	studied	
computed	established	instituted	produced	submitted	

RÉSUMÉ SAMPLE

Juan Diaz

1234 Main Street | Portland, ME 01234 | (123) 456-7890 | juan.diaz@gmail.com

PROFILE

- Proficient in Spanish, English and American Sign Language
- Experience with serving as advocate for underserved youth
- Seeking case management position for deaf children and adolescents

EDUCATION

B.A., Social Work, Goshen College, Goshen, IN April 2012
 Minor: History
 Overall GPA: 3.6 (on a 4.0 scale)

Goshen College Study Service Term in Peru May-July 2010

- Studied Peruvian culture, history and politics with native teachers
- Increased Spanish proficiency through 12 week host family experience
- Taught English and art classes to 15 local elementary children

EXPERIENCE

Social Work Intern, Oaklawn, Goshen, IN Sept 2011-present

- Manage cases for 11 adolescent male sexual offenders and facilitate weekly therapeutic group sessions
- Established trusting rapport with coworkers and clients
- Utilize supervision for professional development, self care, and personal reflection

Office Assistant, Goshen College Financial Aid, Goshen, IN Jan 2009-present

- Copy, edit, and collate sensitive documents, upholding strictest confidentiality
- Courteously answer telephone calls and promptly respond to email inquiries
- Experiment and test new software, making purchase recommendations based on research and experience

Social Work Intern, Interfaith Hospitality Network, Goshen, IN Sept-Dec 2010

- Managed day center for 15-25 homeless families; completed intake assessments, coordinated schedules, and answered phones
- Created positive rapport with guests through conversations, walks, and activities
- Translated guidelines into Spanish for Latino guests
- Initiated recreational activities with families and modeled holistic interaction

PROFESSIONAL DEVELOPMENT

- Latino Behavioral Summit 2012
- Mediation and Victim-Offender Reconciliation training 2011
- Diversity Circles: conversation about race and diversity issues 2009
- Grief seminar 2009

REFERENCES

References are usually a necessary and very important part of your job search. Once an employer narrows their list of potential candidates, references are often the determining factor for which candidate gets offered the position. References are usually requested by employers with your initial application materials or immediately after an interview.

Carefully choose your references. You should be able to provide a list of 3-5 individuals who can speak positively about your skills and qualifications. Ask a person if they are able to give you a strong reference before you include them on your list. If anyone hesitates or has reservations, look elsewhere. Students and recent graduates often include at least one person from each of the following categories:

- **Employment** - current and previous work supervisors
- **Academic** - professors and academic advisors
- **Character** - coaches, pastors, mentors, etc.

Provide each reference with a copy of your résumé and convey to them why you are applying for the particular position. Note any information you would like them to emphasize.

Your references are usually included on a separate page from your résumé; however, the page should contain the same header and contact information as your résumé.

Be sure to keep your references up to date on the status of your job search, especially when you accept a position!

Juan Diaz

1234 Main Street | Portland, ME 01234 | (123) 456-7890 | juan.diaz@gmail.com

REFERENCES

Henry Wilson
Professor of Social Work
Goshen College
1700 S. Main Street
Goshen, IN 46526
(574) 535-2222
henryww@goshen.edu

Cindy Garcia
Director of Financial Aid
Goshen College
1700 S. Main Street
Goshen, IN 46526
(574) 535-1111
cindygg@goshen.edu

Meredith Olson
Pastor
Main Street Mennonite Church
9876 Main Street
Goshen, IN 46526
(574) 123-4567
meredith@mainstreetmennonite.org

REFERENCES ARE OFTEN THE DETERMINING FACTOR FOR WHICH CANDIDATE GETS OFFERED THE POSITION.

COVER LETTER GUIDELINES

The purpose of the cover letter is to introduce you and your resume to a potential employer.

PREPARATION

Conducting some research will enable you to better articulate the abilities that make you a good match for the position and the organization, resulting in a more effective cover letter.

Research the organization: What new initiatives has the organization recently started? What are their current challenges? If you know individuals who work there, talk with them.

Research the position: Carefully analyze the advertisement or job description. Underline the specific experience and abilities that are necessary for the position. Take notes on how you meet the requirements.

COVER LETTER QUICK TIPS

- Tailor every letter to the organization and position to which you are applying
- Name the position for which you are applying
- Carefully proofread for errors

FORMATTING AND LENGTH

- Use standard business letter format. The top margin should be at least one inch; the other three sides should be a minimum of one half inch and a maximum of 1.25 inches.
- Be consistent; use the same font as your resume, size 10-12 point.
- Single space within paragraphs; double space between paragraphs.
- Keep your letter clear and concise; write three to four paragraphs that fit on one page.

CONTENT

The cover letter demonstrates your written communication skills and creates an important first impression. Follow these tips as you write the content of your letter:

- **Expand on your resume.** A cover letter should complement, not duplicate your resume. Focus on two to three key points within your resume and share examples of how you will add value to the organization.
- **Tailor every letter.** Do not send the same letter to every potential employer; effective cover letters are custom designed for each recipient.
- **Demonstrate knowledge of the organization.** Incorporate your research to illustrate your knowledge of the organization. For example, you could mention a recent merger or an award the organization earned.
- **Keep tone and content professional.** The cover letter is not an appropriate place to exhibit your comedic skills or to discuss anything personal.
- **Express enthusiasm.** While your letter should maintain a professional tone, a genuine show of enthusiasm can set you apart from other candidates.
- **Be specific.** Anytime you make a generalization, back it up with a specific example. Specifics are much more interesting than generalizations and they can distinguish you from the competition.
- **Focus on what you will do for them.** Don't waste time telling them what a good opportunity this will be for you. Instead, tell them what you can do for them. Clearly describe ways you will **contribute**.
- **Tell the reader what you will do next.** Unless the advertisement specifically states "no calls," indicate you will call within a specified time (usually a week) to ensure they've received your application.

COVER LETTER TEMPLATE

PROOFREADING

After you've written a draft of your cover letter, take time to revise and strengthen the letter. Proofread, then proofread again! Recruiters will use your cover letter to assess your communication and writing abilities – typos and grammatical errors are signs of carelessness. Don't simply rely on spell check:

- Read your letter out loud to catch typos and awkward phrasing.
- Ask others to read your letter and offer suggestions.
- Schedule an appointment to have Career Services review your cover letter.

To help you get started, review the cover letter template below and the sample letter on the following page.

Your Address
Your City, State, Zip Code
Your Phone Number
Your E-mail Address

Date

Recruiter's Name (if known)
Recruiter's Job Title
Organization
Street Address
City, State, Zip Code

Dear Ms./Mr./Dr. Last Name:

First Paragraph: Introduce yourself and name the position for which you are applying, including how you heard about it. If a mutual contact has referred you to the opening, mention her/his name. Reference prior interaction you have had with representatives of the organization (career fairs, phone calls, etc.). Be concise; this section is usually two to three sentences.

Middle Paragraph(s): Discuss your experience and abilities that are most applicable to the needs of the organization. Don't be redundant, but do expand on your résumé, including examples that illustrate relevant accomplishments. Focus on what you can do for the organization, not what you want from them. Demonstrate your knowledge of the organization. This section is usually four to six sentences and can be divided into two paragraphs, if necessary.

Final Paragraph: Suggest an action plan. Request an interview and indicate that you will call within a specific time period (usually one week) to follow up. Let the employer know how to obtain additional information he/she may need prior to that time. Express appreciation to the reader for her/his time and consideration. This section is usually two to three sentences.

Sincerely,

Your signature (if sending via postal mail)

Your typed name

COVER LETTER SAMPLE

1700 S. Main Street
Goshen, IN 46526
(574) 535-5555
regina.goodwin@gmail.com

March 15, 2012

Karla Miller
Director of Nurse Recruitment
Miami Hospital
665 Summer Street
Miami, FL 33128

Dear Ms. Miller:

I am excited to apply for Miami Hospital's Registered Nurse Summer Internship. As mentioned in our previous communication via telephone, I will be graduating from Goshen College with a BSN degree in April. Goshen College is a private, liberal arts college in northern Indiana dedicated to service and intercultural education.

As evidenced by my grade point average and membership in the Sigma Theta Tau International Honor Society of Nursing, I am a dedicated student committed to a lifelong career in nursing. My education provided a variety of international experiences, including a semester of study and service in Peru, South America, where I assisted a rural health clinic and became proficient in oral and written Spanish. I have a passion for serving others and am excited to begin my nursing career in an environment that encourages creativity and problem-solving.

Miami Hospital's recent national recognition for excellent service has been impressive. I am currently employed part-time at a Magnet Status hospital and am eager to contribute to Miami Hospital's goals while continuing its mission of service within the community.

Thank you for reviewing my resume. Because I am from out of state, I am somewhat limited in my in-person availability between now and the end of April. However, I will be in Miami in early May and look forward to our continued communication. I will follow up next week to confirm you received my application materials.

Sincerely,

Regina Goodwin

INTERVIEW PREPARATION

An interview is a two-way conversation in which both persons want to know if the candidate is the right fit for the position. After submitting your cover letter and résumé to an organization, the next step will likely be an interview. The key to having a successful interview is preparation.

One way to prepare for your interview is to conduct research on the organization. Check their web site and review the mission statement and history. Read current press releases and information about upcoming events.

Another way to prepare is to think about which skills, qualifications, and examples you want to emphasize during the interview. Because employers know that the best predictor of future behavior is past behavior, many questions will ask you to describe specific events. “Tell me about a time when...” or “describe a situation when...” Your response needs to be specific and detailed.

SAMPLE QUESTIONS YOU MAY BE ASKED DURING AN INTERVIEW:

- Why did you choose to major in _____? How has your college experience prepared you for a career?
- What goals do you have for your career? How do you plan to achieve them?
- Describe a situation in which you were effective.
- What motivates you?
- Why are you seeking a position with our organization?
- What qualities should a successful manager possess?
- What is the best criticism you’ve ever received?
- How do you work under pressure?
- Tell me about a time when you exhibited one of your strengths.
- Do you have any plans for further education?
- Have you ever done any volunteer work? What kind? What did you learn?
- Tell me about a time you had an ethical dilemma. What did you do?
- Tell me about a time you had a conflict with a supervisor or professor. What did you do?
- What do you know about our organization?

During an interview the recruiter is not the only one who should be asking questions. Most recruiters will offer you the opportunity to ask questions, too. Use this time to demonstrate your knowledge about the organization and show the recruiter you are prepared.

SAMPLE QUESTIONS TO ASK A RECRUITER:

- How would you describe your company culture?
- Why is this position open?
- What skills and personal qualities would an ideal candidate possess?
- What is your vision for this department over the next 2-3 years?
- What are the primary results you want to see from this position in the next year?
- What has been your career path within the organization?
- What is the organization’s employee retention rate?
- Is your organization environmentally conscious? In what ways?
- What opportunities are available for professional development?
- What is the next step in the hiring process?

THE KEY TO A SUCCESSFUL INTERVIEW IS PREPARATION.

- Learn everything you can about the organization and position
- Practice answering questions out loud
- Be able to articulate your skills with examples and stories
- Dress appropriately
- Smile and offer a firm handshake

PRACTICE INTERVIEWING

PRACTICE INTERVIEWS

Completing a practice interview can assist you in your preparation because it requires you to verbalize answers to sample questions. Practice interviews can take several forms:

WITH ANITA YODER, DIRECTOR OF CAREER SERVICES

Call ext. 7547 to schedule an appointment.

WITH AN EXPERIENCED PROFESSIONAL

Register for an interview during Super Tuesday, held once per semester. Professionals from on- and off-campus provide one-on-one practice interviews and offer valuable feedback.

WITH A FRIEND

Ask a friend to take the role of the interviewer. (Choose a friend who can remain serious throughout the process!)

BY YOURSELF IN FRONT OF A MIRROR

Practicing in front of a mirror can help you improve your posture and facial expressions. It is not enough to simply read through sample questions; be sure to rehearse your answers aloud.



WHAT TO WEAR

The final step in preparing for an interview is deciding what to wear. Whether or not you want it to be true, your personal appearance will make an impression on the recruiter. It's important to give a positive initial impression. Even though many organizations have a relaxed dress policy for employees, interviews still follow the traditional conservative standard.

GENERAL TIPS FOR INTERVIEWING ATTIRE:

- If possible, wear a conservative two-piece suit (men and women) or dressier outfit
- Clothing should fit well (not too tight or too loose) and be clean and pressed
- Avoid bright, bold colors or flashy patterns
- Go easy on jewelry, perfume/after-shave, and make-up
- Tattoos should be covered and body piercing removed (except traditional earrings)
- Bring a portfolio or briefcase with paper, a pen, and extra copies of your résumé

After your interview you want to be remembered for your strengths and skills, not for your clothing. Don't wear anything that may be distracting for the interviewer. When in doubt, choose the more conservative option.

**BE REMEMBERED FOR YOUR STRENGTHS
AND SKILLS, NOT FOR YOUR CLOTHING.**

THANK YOU LETTERS

CONSIDER THESE COMMENTS FROM COVER LETTER MAGIC:

Well written thank you letters can be a powerful marketing communication tool. They give you the opportunity to reiterate what you bring to the organization, offer new information that was not addressed in the interview, and keep you and your qualifications in the forefront of the hiring manager's mind.

People remember other people who go the *extra mile* and put forth the extra effort. When you send a thank you note after an interview, you are communicating appreciation and interest.

Send an email, typed, or handwritten thank you note as soon as possible, ideally within a day of your interview.

Remember to use a formal tone. Here are additional suggestions for emailed thank you letters:

- Use appropriate business format, punctuation, and capitalization
- Use a common font (like Arial or Times New Roman)
- Avoid colorful or distracting backgrounds
- Ditch the emoticons and slang
- Use an informative and specific subject line
- Sign your e-mail with your full name
- Always spell check and proofread your message before sending it

Check to see that your thank you letter communicates your enthusiasm, commitment, and the value you will bring to the organization. Review the sample email thank you letter below.

Ms. Miller-Schrock:

Thank you for taking the time to meet with me yesterday regarding the marketing intern position. I appreciated and enjoyed learning about the position, as well as the broader industry. I believe my coursework and part-time job experience will allow me to bring a level of performance to the position above and beyond your expectations.

I have attached the two letters of recommendation that you requested and look forward to hearing from you next week.

Thank you,
Heather Martin

STRATEGIES

After preparing your professional documents, identify several organizations to which you could apply. Remember that finding a job can be a job itself. The following advice adapted from WorkSource can help you get started.

NETWORK!

Think of the people you know – relatives, friends, professors, classmates, co-workers at summer jobs, and others. Make more of an effort to meet with people, and use these conversations to ask their advice, to make them aware of your job search, to learn more about their jobs or their organizations, and to get the names of others who might be useful in your job search. This is by far the most effective way to find employment.

**START YOUR JOB SEARCH EARLY!
ON AVERAGE, IT TAKES SEVERAL
MONTHS TO FIND AN APPROPRIATE
POSITION.**

TARGET YOUR RÉSUMÉ

Make sure your résumé is targeted to employers and is professionally written. Create more than one résumé if you are applying to more than one industry.

CREATE A CONTACT DATABASE

Track all the employers you contact, the date you sent your résumé, people you talked to, and notes about those contacts. Keep a note pad with you at all times and take notes as soon as you hear about an opportunity or when you leave an interview. Update your database regularly.

LEARN HOW TO TALK ABOUT YOURSELF

Throughout your job search, you will speak with many people at different levels. Become comfortable having conversations about yourself with other people. Know your skills and how to communicate them. Keep in mind that you never know who may end up being useful to your job hunt.

RESEARCH EMPLOYERS IN YOUR FIELD

Remain current on any issues or developments in the field. Read trade journals, professional publications, and the newspaper. It is extremely impressive during an interview if you know about the latest news in the industry.



PRACTICE FOR EACH INTERVIEW

Preparation is key to interviewing well. Friends, relatives, professors, and the Career Services office can help you formulate strong answers to questions you might not anticipate.

STAY CONFIDENT

Job hunting takes time and energy. Remain confident, but prepare yourself for challenges ahead. Don't get discouraged if you are still looking for a job and it seems like everyone you know has an offer. Most students find their jobs after graduation and even experienced job seekers often search for months before finding the right opportunity.

NETWORKING

Networking is connecting with the people you know to find your desired position.

NETWORKING CAN INCLUDE THE FOLLOWING ACTIVITIES:

- Contact people you already know and ask about their work (what they like best and least) and if they are aware of available positions
- Ask your contacts if they know of other persons who might be willing to talk with you; if yes, connect with those individuals, too
- Create an account on LinkedIn.com, a professional social networking site; join the GC alumni group and search for new contacts in your field of interest

Keep the network going! The least that happens is that you learn about potential jobs, and the best result could be that someone decides you are a good fit for their organization. The following people may be appropriate to include in your network:

PEOPLE YOU KNOW

Mentors
Family
Friends
Professors
Supervisors

PEOPLE WHO KNOW PEOPLE

Career Services
Chamber of Commerce
Volunteer Organizations
Public Relations Officials

PEOPLE YOU DON'T KNOW

Friends of Friends
GC Alumni
Professional Associations
Potential Employers

SOME SURVEYS ESTIMATE THAT UP TO 70-80% OF ALL JOBS ARE SECURED BY NETWORKING.

YOUR ONLINE PROFILE

Why is your online presence important? Because employers are influenced by what they find about you online. Social media platforms are the new resume; use them to present yourself as a knowledgeable emerging professional.

While sites like Facebook are for fun and keeping in touch, others, like LinkedIn.com, are professional networking websites you'll want to utilize as you prepare for employment. You can use LinkedIn to explore careers paths, connect with GC alumni and seek employment leads.

LinkedIn helps employers and alumni see you as a valuable beginning professional. Your LinkedIn profile serves as an online resume and portfolio. One of its best features is the ability to request recommendations, which lets other people talk about your skills and strengths, allowing you to enter the job market already endorsed.

Once you have your profile created, join the GC LinkedIn group with hundreds of other alumni and students (search groups for Goshen College alumni). Use it to connect with alumni and others in your field and to request information, taking advantage of the power of networking and putting you in touch with people who can help you reach your employment goals.

Remember that everything you post online, including tweets, photos, and comments, contributes to your online persona. Use it to your advantage.



LINKEDIN IS THE LEADING PROFESSIONAL NETWORK ON THE WEB, ENABLING YOU TO:

- Connect with classmates, faculty and family professionally
- Find new opportunities for internships and full time positions
- Manage what potential employers learn about you from the Internet

LINKEDIN GIVES YOU MORE CONTROL OVER THE INFORMATION PEOPLE LEARN ABOUT YOU ONLINE:

- Be aware that employers use social networks as part of their scouting activities
- Focus on an appropriate photo, smart headline, and rich summary
- Reach out to faculty and previous or current employers to get great recommendations

YOUR LINKEDIN NETWORK CAN HELP YOU FIGURE OUT WHAT YOU WANT TO DO:

- Search LinkedIn to learn about career paths, industries, and geographic locations
- Engage with industry groups to keep up on current topics and trends
- Visit company pages and follow companies to see who's coming and going

Information provided by the LinkedIn Learning Center at learn.linkedin.com

CHOOSING A GRADUATE SCHOOL

As graduation approaches, every student is faced with decisions about what comes next. If you are considering graduate school, review the following information.

GRADUATE SCHOOL MAY BE RIGHT FOR YOU IF:

- You have a clear sense of the career you want to pursue and an advanced degree is needed to enter that field. College level teaching, law, medicine, dentistry, pharmacy, and psychology are all areas in which education beyond the baccalaureate level is generally required.
- You are really interested in the particular academic discipline purely for the love of it and would never forgive yourself if you did not give it a try.
- After being employed for a while, you want to add a graduate degree in order to advance your career or change fields of employment.



GRADUATE SCHOOL MAY BE WRONG FOR YOU IF:

- You have not decided what kind of career you want to pursue. Competitive programs look for individuals who have clearly defined interests.
- You are being pressured to attend by family and/or friends.
- You are doing it simply to postpone the inevitable job search. A graduate degree is not a job guarantee.

Research schools and programs that interest you. If you intend to go straight to graduate school, begin researching schools during your junior year. Identify 5-10 schools of varying competitiveness and reputation where you wish to apply.

TALK TO INDIVIDUALS IN YOUR CHOSEN FIELD -

Always start with your professors and find out which schools they would recommend.

LOOK ONLINE

- Petersons.com
- GradSchools.com
- PrincetonReview.com
- GRE.org

These are comprehensive online sources for graduate school information. The Career Services web site contains links to additional sites.

VISIT THE GOOD LIBRARY ON CAMPUS - The reference section contains a wealth of information including comprehensive, specialized school directories and information on finding funding.

REVIEW COURSE CATALOGS - Catalogs can give you up-to-date information on any college or university program. CollegeSource.org is a virtual library of thousands of college catalogs.

QUESTIONS TO CONSIDER WHEN CHOOSING A SCHOOL:

- Does this program meet your academic needs?
- What stands out about this program?
- How accessible are the professors at the school for mentoring purposes?
- How prestigious is this school? Is prestige important to you?
- What jobs do graduates of this program find?
- What is the employment rate of graduates in this program?
- Is this program likely to admit you? Do you meet all of the prerequisites?
- What is the combined cost of tuition and living expenses? Can you afford it?
- What is the size of the school or program? Are you comfortable with this size?
- Are you willing to relocate? If so, what is the cost of living? What is the climate like?

FINANCIAL AID

An application for financial aid will generally come either as a part of your application packet or in a separate mailing or form from the campus financial aid office. Obtaining financial aid for graduate studies is not dependent on whether you received it as an undergraduate.

Make sure that you read all financial aid materials carefully and always file documents on time! When aid money is limited, institutions tend to use deadlines as a way of limiting the pool of applicants.

There are three basic ways to finance a graduate education: **fellowships, assistantships, and loans.**

FELLOWSHIPS are grants that are generally awarded on the basis of academic merit. They are similar to college scholarships and they are granted by the graduate school, private foundations, government, business institutions, etc. Fellowships generally provide payment of tuition and a stipend for living expenses.

TEACHING ASSISTANTSHIPS are paid work opportunities with a specific professor or department that may involve leading a discussion group, supervising a laboratory, grading papers, and lecturing. The typical appointment involves approximately 20 hours a week. These assistantships also provide excellent experience for graduate students preparing for a career in college or university teaching.

RESEARCH ASSISTANTSHIPS are probably the most important source of money for graduate students. This support is usually available as you enter your thesis work and is funded by a professor's grant.

FEDERAL LOANS are need-based. Students generally have ten years to repay their loans after they have completed their degree, although deferments and extensions are available in some cases.

THE FOLLOWING WEBSITES ARE GREAT RESOURCES FOR LEARNING ABOUT FINANCIAL AID FOR GRADUATE SCHOOL:

- www.gradschool.com
- www.graduateguide.com
- www.accessgroup.com
- www.gradview.com
- www.acinet.org/scholarshipsearch

Most graduate schools also have extensive information about financial aid on their websites. Be sure to look at what each school has to offer.

Good Library also has great sources of information for financial aid. Check out these call numbers in the Career Resources area: Career LB 2337.2 and Career LB 2338



Career Services Office

1700 S. Main Street, AD 14

Goshen, IN 46526

(574) 535-7547

careerservices@goshen.edu

www.goshen.edu/careerservices