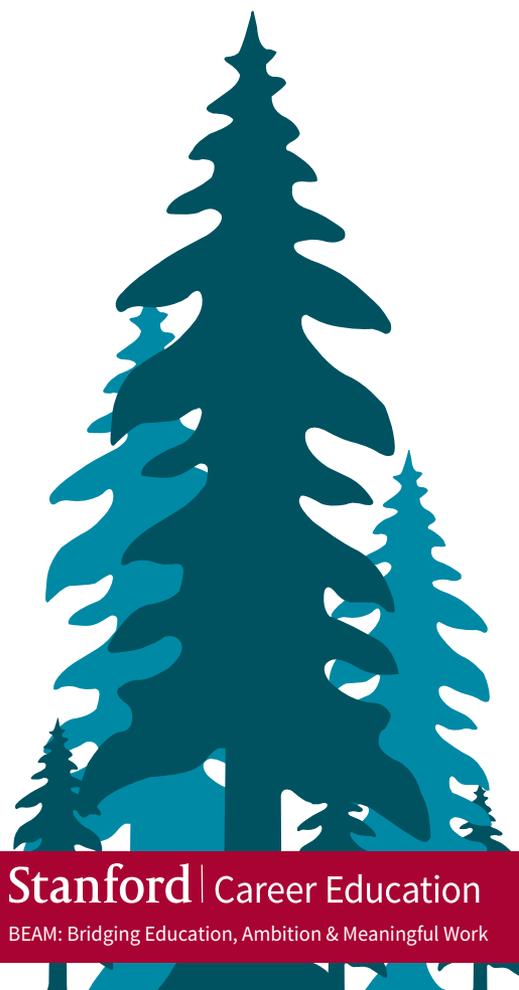


PURSUING MEANINGFUL WORK

A Strategies Guide

FOR BACHELOR'S & MASTER'S STUDENTS





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Stanford | Career Education

BEAM: Bridging Education, Ambition & Meaningful Work

Dear Student,

At Stanford University, we are pushing the boundaries of what career education can do for students. As you visit with our career educators this year, you'll notice that our focus is on empowering you to understand yourself and transform your education and ambitions into work that is meaningful to you. We encourage you to engage with BEAM's career coaches who are here to meet your needs, participate in our educational program offerings where you can connect with employers and alumni, and find opportunities through our website and Handshake.

Your transition from college to a meaningful life after Stanford is our highest priority. Our aim is simple: to provide you with customized career education and professional connections that will have a lasting impact on your experience at Stanford and beyond. This guide provides a collection of information that will help you take advantage of resources, career educators, alumni connections, and meaningful work opportunities.

Based on your academic major, you are assigned to a career community in which career coaches will help you explore careers or graduate schools, search and apply for internships and jobs, prepare for interviews, and connect with professional networks in your chosen field. I encourage you to learn about your career coaches on our website, schedule an appointment with them at your earliest convenience, and attend their many career meetups, labs, and programs.

As networking becomes more important in today's work environment, building connections with employers and alumni early in your experience at Stanford will pay lasting dividends in your professional life. I encourage you to attend the many career fairs, employer sessions and events we host throughout the year, participate in career exploration treks to get real life exposure to organizations that are interested in hiring you, and engage with the Stanford Alumni Mentoring (SAM) program to connect with thousands of Stanford alumni who are ready to coach and mentor you.

The transition from college to careers can be challenging and intimidating, especially in today's economic environment. We have mobilized all our resources to make this experience as smooth as possible for you, but we need you to do one simple thing: engage with us early and often.

I have no doubt that you will achieve great success at Stanford and beyond. We are here to help clarify your aspirations and transform them into meaningful work. If you have difficulties seeking our resources or staff guidance, I invite you to contact me directly.

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OUR EMPLOYER PARTNERS

The employer partners listed here are highly engaged on campus in various ways to help students in their journey to meaningful work. Find out all the ways you can connect with these employers and others by visiting: <https://beam.stanford.edu/students/connect-employers-and-alumni>



We thank these employers for their ongoing support

CONTENTS

Our Employer Partners	2
General Information	4
What is Meaningful Work?	5
Your Definition of Meaningful Work	Getting Started
Design	7
Go to a Meetup	Engage in BEAM Programs/Events That
Participate in a Lab	Help You Design Your Pathways
Assess Yourself	Meet With a BEAM Career Coach
Venture	8
✦ Find a Mentor	Experience a Career Trek
✦ Conduct an Informational Interview	Dig into Digital Resources
Enroll in an Exploratory Course	Engage in BEAM Programs/Events That
Speak With BEAM Industry Consultants	Help You Venture into Opportunities
Meet Employers	
Pursue	10
✦ Begin Your Job Search	✦ Attend Multiple Employer
✦ Build Your Resume, Cover Letter, and LinkedIn Profile	Connection Events
✦ Conduct Mock Interviews	Engage in BEAM Programs/Events That
	Help You Connect with Community
Quickstart Guides	
Create Your Own Community of Meaningful Work Connections	12
Find a Mentor	14
Conduct an Informational Interview	16
Begin Your Job/Internship Search	18
Build a Resume and Cover Letter	20
View a Verb List and Sample Resumes	22
Cover Letter Format	38
See Sample Cover Letters	39
Build a LinkedIn Profile	46
Learn LinkedIn Profile Basics	48
Conduct Mock Interviews	50
Attend Multiple Employer Connection Events	52
Advertiser Index	54



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Pursuing Meaningful Work: A Strategies Guide 2017-2018

STANFORD UNIVERSITY

BEAM, Stanford Career Education

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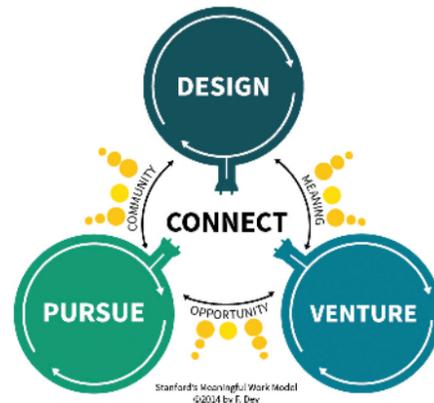
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GETTING STARTED: MEANINGFUL WORK MODEL

No matter where you are in your search for meaningful work—whether you are just starting out with no idea of what you want to do, or you have narrowed opportunities down to the perfect position for you—BEAM can connect you to people and knowledge you need to move forward.

The first section of this guide provides some suggested actions for you to take depending on which of the three stages of the meaningful work model you are navigating: design, venture or pursue. The checklist that follows serves as a useful tool throughout your career journey at Stanford. This list is not meant to be comprehensive, activities do not have to occur in a linear order, and actions can be repeated. Career Educators at BEAM are available to provide the help and guidance you need throughout this process.

The following model can act as a guide to help you navigate next steps toward connecting with meaningful work: The idea behind Stanford’s career education model is that people best construct their path towards meaningful work by connecting at a deep level with 1) their most genuine definition of meaning, 2) networks of supportive communities with shared interests, values, and abilities, and 3) opportunities to experiment and grow personally and professionally. Through labs/meetups, site visits, and mentorship, students build a network of professionals to help them succeed professionally—long after they’ve graduated. Students engage in the **Meaningful Work** model to build a network of alumni, employers, career coaches, and peers by following three critical steps that are based in design thinking:



Design different pathways and learn to tell your story by learning to articulate your skills and knowledge. By empathizing, defining and reflecting, you can begin to connect and link your experiences with your life and career goals.

Venture into meaningful opportunities by prototyping and testing different pathways. Connect with employers and alumni through on-the-ground industry immersions, coursework, and mentorship opportunities.

Pursue opportunities with confidence by understanding the steps and strategies needed to find and apply for desired positions, develop your brand in print and in the digital environment, and continue to venture off the Farm. By evaluating your options, developing skills, and continuing to grow, you will be better prepared for the opportunities waiting for you.

Connect with meaning, opportunity, and community throughout your efforts to design, venture, and pursue your pathways. Create your own meaningful work definition, develop a career community that will help you through your journey, and try out the many opportunities available to you through BEAM and your community.

QuickStart Guide

The second section of this guide is a quickstart guide where more in-depth information is provided for certain activities. **Checklist items that have a quickstart guide are indicated with this icon.**



DESIGN

Gain clarity about your interests, the skills you enjoy using, your work style, and the values you find necessary in order to pursue meaningful work during the design stage. These personal factors provide clues into potential career paths, serve as criteria for decision-making throughout your career, enable you to design a path that is unique to you, and help you describe yourself to potential employers and contacts. Connect with those in your community to research, discover, and explore career options.

Go to a Meetup

Our programming includes career-community building opportunities that engage students, employers, and alumni in informal group discussions on various career-related topics. Usually taking place in casual environments, meetups are a great way to make connections, share experiences, and learn from one another as you empathize and discover opportunities and networks. Check out the schedule of upcoming meetups in Handshake.

Participate in a Lab

Labs are interactive and give you the opportunity to work on a specific project with assistance and immediate feedback from a BEAM career coach. Projects could include resumes, cover letters, and/or other application materials. Check out the schedule of upcoming labs in Handshake and bring your work!

Assess Yourself

There are various online tools/inventories, including the Strong Interest Inventory, Myers-Briggs Type Indicator, StrengthsQuest, and Tools for Readiness, Exploration & Evaluation (TREE), available to help you clarify your interests and develop a professional vocabulary for yourself. These also provide an opportunity to reflect on your experiences and how you will choose to communicate those to others. Establish a starting point for your career exploration and connect with BEAM coaches to request a career inventory.

Engage in BEAM Programs/Events that Help You Design Your Pathways

Throughout the year, BEAM events and programs provide a variety of ways for you to engage and connect with fellow students, alumni, and employers around common interests. Mentoring Mondays, Ways of Working, and Frosh Winter Warm Up are just a few examples of programs and events tailored to support you, as you explore your interests and pursue meaningful work.

Meet with a BEAM Career Coach

Career Coaches are available to help you think through your steps and prepare for opportunities as you search for meaningful work. Schedule an appointment to meet with a career coach via your Handshake account or attend any of the programs and events where coaches are available.



“She, [Mili Dutt Reddy, 02’] hit on a lot of the points that were internal questions that I had... It was at the intersection of a lot of my personal interests... CS, finance, and luxury goods—literally the title of this presentation. That’s why I was really excited when I saw this on Handshake... What made me feel like I connected was... she was very relatable in the fact that she talked about how her experiences at Stanford transitioned into her professional career—and the steps that she took when she was in a position like ours of not knowing what she wanted to do, not knowing what major she wanted to do, talking to her parents about their expectations of her, but also her own personal intentions and her own personal goals... Her personal anecdotes about Stanford made it feel like a real conversation.”

—JEREMY MARCELO, '19 on hearing Mili, 02', speak at BEAM's Mentoring Mondays

VENTURE

The Venture stage includes prototyping, testing, and taking risks through connecting with others, connecting with opportunity and connecting with community. Venturing into the world of work will enable you to find answers to questions such as: What employers or types of jobs would I enjoy? Which jobs would make use of my strengths or skills? Which practices by employers are in line with my values? By using online resources, conducting informational interviews, and participating in experiential activities such as internships, you will gather key information about jobs and employers that will influence your decisions and direction.

- Find a Mentor** 

Receive assistance connecting with alumni who have been in your shoes and can offer both short-term and long-term guidance and insight. There is a general Stanford Alumni Mentoring (SAM) program or a SAM Diversity-Matching program if you prefer to connect with a mentor who shares your social identity. Various alumni panels, programs, and events connect you to alumni as they talk about their personal career journeys and how their own mentors have supported them along the way.

- Conduct an Informational Interview** 

Informational interviews are meetings where the interviewer seeks advice and input about careers, industries, and/or culture from individuals with experience in their field of interest. Note that an informational interview is all about learning and researching, not asking for a job. These meetings can be an incredibly efficient, yet impactful way of exploring opportunities, and for learning more about fields of interest. Reach out to those in your network (family friends, Stanford alumni, older classmates, etc.) to schedule a time to talk, as your contacts can provide great insight. See the Quick Start section for suggestions.

- Enroll in an Exploratory Course**

Designing Your Stanford, Designing Your Life, Designing the Professional, 10 Jobs in 10 Weeks, and other courses at Stanford offer rich opportunities to explore and prototype different opportunities. These courses regularly include mentorship from instructors, hands-on learning, distinguished guests, and transformative reflection. No matter your academic interests, these courses are invaluable ways to make meaning of your time on the Farm. Check the BEAM website and Stanford's Explore Courses site for course listings.

- Speak with BEAM Industry Specialists**

The Career Ventures team is dedicated to increasing student-employer connections on campus, and includes Industry Specialists available for appointments and drop-in hours (posted on Handshake). These sessions afford you the opportunity to raise questions, explore career options in specific industries, learn about upcoming BEAM employer connection events, and obtain other industry-specific insights and information.

- Meet Employers**

There are many opportunities to meet employers (on and off campus) to learn about meaningful work and specific job or internship opportunities. Employer Connection Events range from career fairs, industry nights/mixers, career exploration meetups, information sessions, employer panel discussions, and on campus interviews, to virtual events, such as the Unplugged at Stanford interview series. Regularly check the schedule of career fairs and employer connection events posted in Handshake.



"This was perhaps the most important, universal take-away of the Career Trek; even in the Bay Area, a region that famously exists at the forefront of technology's rapid advancement, there is no lack of need for students in the arts, humanities, and social sciences. This holds true even at companies who are inherently integrated in the tech world, like LinkedIn and Autodesk—there are a plethora of opportunities, both before graduation and after, for Stanford students pursuing non-engineering degrees. The Career Trek was a chance for students to find out first-hand that the education of a humanities or social science degree has meaningful value, and can pave the way for careers that are both fulfilling and respected."

—CHAZ CURET, '15, Bay Area Trek

- Experience a Career Trek**

Treks are valuable professional learning experiences that allow students to visit companies in a small group setting and get a sense of how they would translate their academic skills into meaningful work. On a typical Trek, students learn about employees' career paths, expand their professional networks, participate in "real world" simulations, and are exposed to company culture. Career Exploration Treks have taken students to visit 50+ employers (e.g., Atlassian, Box, Genentech, CBS Interactive, the Office of U.S. Senator Dianne Feinstein, Edelman, and Eventbrite).

- Dig into Digital Resources**

There are several digital resources to help you explore opportunities. Handshake and T.R.E.E., are offered by BEAM. You can find these tools at <http://beam.stanford.edu/students/digital-resources>. You should also explore company and organization LinkedIn pages and other social media, as they can give you insight to the culture and most recent happenings and are another way to connect to opportunities. BEAM also has social media channels that can connect you with different digital communities, for example, the Unplugged series and career playlists on our YouTube Channel.

- Engage in BEAM Programs/Events that Help You Venture into Opportunities**

BEAM frequently hosts events such as industry mixers, Expert in Residence, and alumni panel discussions in an effort to expose students to the wide array of possible career paths after Stanford. Attending programs like these is an excellent way to interact directly with employers, alumni, and fellow students as you venture into new opportunities. Check the schedule of events in Handshake.

PURSUE

The Pursue stage involves the job search and developing skills from the opportunities. This stage is an ideal time to evaluate what you have learned and how you can grow professionally and personally from the experience(s). You will learn to utilize multiple strategies that will help you identify meaningful opportunities, build connections, and share your career story in a manner that demonstrates that you have the skills, experience, and commitment employers seek.

-  **Begin Your Job Search**
An effective job search involves identifying and employing multiple, organized strategies to find meaningful work. It helps to target your job search to a specific industry and/or role. Once you have a particular target, you can research specific employers, search relevant job sites (including Handshake), network with alumni and professionals to learn about opportunities, connect with employers at industry mixers and career fairs, tailor your resume, practice your interviewing skills, and build an online brand. See the Quick Start section for more tips.
-  **Build Your Resume, Cover Letter, and LinkedIn Profile**
As you apply for internships, fellowship opportunities, and full time work, you will create materials that tell your story. A resume is a summary of your experiences and skills. A cover letter can help strengthen your resume by connecting your background

to the needs and values of employers. LinkedIn is a powerful professional social network. When employers Google your name, your LinkedIn profile can be the first thing that will be listed. Invest the time to create an effective profile with references, relevant projects, skills and a short description of your experiences. See the Quick Start section for tips, tricks, and samples.

-  **Conduct Mock Interviews**
Interviews take place in a variety of formats. Examples include phone screenings, panel interviews, group interviews, and one-on-one interviews, to name a few. Participating in a mock interview, which can be conducted during an appointment with a BEAM career coach, is an important part of the preparation process. Mock Interviews give you the opportunity to practice sharing your experiences, skills and expertise. See the Quick Start section for potential questions to ask during a mock interview and potential questions you may be asked during an interview.
-  **Attend Multiple Employer Connection Events**
Career fairs provide an opportunity to meet informally with several employers (often from a variety of industries) on a single occasion. Prepare by meeting with a career coach and attending pre-career fair events and meetups on how to engage recruiters. BEAM hosts roughly 15 career fairs each year, a series of Industry Mixers, and other employer connection events, many of which are open to all majors. You can find the annual schedule of employer connection events by logging into Handshake.
-  **Engage in BEAM Programs/Events That Help You Connect with Community**
Engage with BEAM in a wide variety of programs where you can begin to plan for and pursue the career options that you have identified. BEAM offers you a chance to attend large programs like Case Study Workshops, Career Fairs, Industry Nights/Mixers (e.g., Tech for Liberal Arts and the Spring Senior Mixer), the Frosh-Soph Winter Warm Up, as well as smaller events like group appointments, learning Labs, and meetups. Check out Handshake for a schedule of events hosted by BEAM.
-  **Reflect**
Reflect on all the connections you have made to opportunities, community, and meaning with those in your community of meaningful work connections, which may include alumni, educators, faculty, family members, fellow students or others whose input you value within your community.



"I've always wanted to be a comic writer, but [oftentimes] here on campus you have to focus on your major and put that...other goal on the backburner. [So] I think it's cool when Stanford [BEAM] is able to host stuff like this—when [you're] able to bring two worlds together. Not only can you do your homework and pursue [your major] but you can also learn about this other world of awesome things that you want to do. It's really cool—getting to see more of the world that I normally only get to hear about over the Internet."

— KRISTEL BUGAYONG, '18, on participating in an Art is My Occupation (AiMO) event and connecting with Shane Zackery from Patreon.





CREATE YOUR OWN COMMUNITY OF MEANINGFUL WORK CONNECTIONS

What is a Career Community?

As you think about and pursue meaningful work experiences and opportunities, having a community of people that can support you in various ways is important. The community you create can help connect you to people, knowledge, resources, and opportunities, as well as open your mind to experiences you may not have known about. By cultivating this community, both during and after your time at Stanford, you can open the door to meaningful work opportunities.

Many different people can be part of your community, from your roommate or BEAM Career Educators to employers with whom you connect. On the map to the right, you can begin brainstorming who might be part of your community.

Once you think about who might be in your community, begin connecting with them. Connecting with a person can happen in a variety of ways. You might have members of your community that inspire you but you may never meet, like a role model. In this case, connecting means you actively read about that person or track what they are doing. You might also have people in your community that you speak with everyday who help you reflect, like fellow students. Just be sure to actively engage your community in your search for meaningful work.

* Unplanned connections that you meet through events, travel, social functions, etc.

* This could include coaches, faith based connections, high school teachers, role models etc.



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"It was very inspiring to see women of color in the places and positions that I see myself in once I graduate. I appreciate each panelist sharing about their personal journey. It's always reassuring to hear from those whose aspirations and path to success is relatable."

—GABRIELLE DOTSON, '17, Bioengineering on her experience at BEAM and the Women's Community Center's Women of Color in STEM: Roundtable Dinner



FIND A MENTOR

Stanford Alumni Mentoring (SAM) connects you with alumni who have been in your shoes. They will help you clarify your values and preferences, develop your skills, and build your network as you create your personal definition of meaningful work. You can also join diversity mentoring groups within SAM that will help you find a mentor that matches your social identity. SAM is open to all current undergraduate, masters, and PhD students.



David Olson, '78 connects with a student at a SAM networking event

1. Sign up at <https://mentoring.stanford.edu>
2. Log in with your SUNet ID and connect your account to LinkedIn for easy profile updates.
3. Check out recommended alumni mentors based on what you include in your profile.
4. Browse hundreds of professional alumni profiles by filtering for industry, major, location and more.
5. Ask anonymous questions and source answers from all alumni.
6. Grab coffee with an alum or conduct an informational interview.
7. Ask an alum to be your mentor and connect regularly over the next 10-12 weeks and beyond!
8. Repeat!

TIPS AND TRICKS FOR MENTEES

Think About What You Want Before You Find a Mentor

Do you want a mentor with your same area of study or degree type?

Is there a particular industry or job you want to learn more about?

Is it important to connect with a mentor who shares your own ethnicity, gender, extracurricular interests, or other affiliations?

Do you want to meet in person with your mentor or with someone who lives where you want to live in the future?

Within SAM, you're able to ask questions of all alumni on the site, receive one-time advice from alumni, or request long-term, one-on-one mentoring from an alum. Long-term mentoring usually lasts 10 to 12 weeks. Along the way, BEAM provides advice on what to talk about with your mentor.

"I'm an international student, so my family isn't here. So having someone to talk to and... knowing that [I have] someone to give [me] support and advice—that's huge. I used to go to my dad for that, but if [my dad] isn't able to help in this case—he, [Bernard,] has taken over a lot of that trust. He's my go-to person... We still keep up a pretty good relationship... I think he is more like family and friend. It's [nice] having someone there [as] constant support."

—JUN MENG '16, International MS&E Graduate Student, SAM participant '14-'15, on the lasting impact and role of her SAM mentor, Bernard Ho, '83, M.S. Industrial Engineering

BE PROACTIVE

- Ask questions, reach out to new people, and check out the resources on the site.
- Don't be afraid to reach out to someone. Alumni volunteers are waiting for you to connect with them. Everyone in the community is there to support you.
- If you are matched with a mentor but haven't heard from them in a while, reach out again—he/she may have just gotten busy or missed your email.

ESTABLISH EXPECTATIONS

- Take time to let your mentor know what you want from the connection. Think about whether you want personal advice vs professional/career advice.
- Let your mentor know how often you would like to connect. Do you want to talk once a week or once a month?
- Would you like to meet in person, over video chat, or talk on the phone? What works best for you?

SET GOALS

- Define a few goals you have for the mentoring relationship. Ask your mentor to do the same.
- What are some actions you can take to achieve those goals?
- Make sure you have SMART goals: specific, measurable, action-oriented, realistic, timely.
- Some examples may include: help critiquing your resume or cover letter; developing your interview skills; decision to attend graduate school; introductions to other colleagues or contacts; discussions of how personal and professional life can fit together; understanding and narrowing your career path options.

KEEP IT CONSISTENT

- As the mentee, you are responsible for all initial outreach with your mentor.
- Take initiative to suggest times and days you are consistently free, and try to establish a regular time to connect with your mentor.
- Update your mentor on progress you are making, how they've helped, and what you're still struggling with.

TRY TALKING ABOUT:

- Your mentor's interests, experiences and background. Find out what you have in common.
- Lessons your mentor learned during college and beyond, what mistakes were made, and what he/she might have done differently.
- What skills and background are most relevant for a career in your mentor's industry or an industry of interest.
- Article or book recommendations related to your interests.
- Introductions to other colleagues or contacts if appropriate.
- A critique of your resume or cover letter.
- A mock interview.
- Guidance about where to look for jobs and internships.

Need help? Please contact mentoring@stanford.edu.



CONDUCT AN INFORMATIONAL INTERVIEW

Informational interviewing is a low-pressure way to discover which industries intrigue you, long before it is time to find your first job. Networking means connecting with people in a field or organization in which you might want to work and is the job seeker's equivalent of market research. You can ask for a meeting by phone, in person, via social networking sites, or by email.

SETTING UP THE MEETING VIA PHONE OR EMAIL

1. Introduce yourself and explain how you got their name.
2. Ask if they are free to talk for a few minutes. If they're not, ask for the best time to call back and be sure you actually call then.
3. Tell them you are RESEARCHING the _____ field and asking for ADVICE (Do not ask for a job.)
4. Request a 20-30 minute meeting at their worksite, if possible, or by phone or Skype and assure them you know they are busy and you will be brief.

PREPARING FOR THE MEETING

1. Read about a contact's field and organization to show your interest.
2. Review their LinkedIn profile to better understand their background.
3. Create a list of questions to ask your contact and be prepared to answer questions about yourself.
4. Build a target list of 5-10 organizations in which you are interested to demonstrate your focus in the field.

20 POTENTIAL QUESTIONS TO ASK DURING AN INFORMATIONAL INTERVIEW

1. What kinds of projects do you work on?
2. What led you to this position?
3. What do you like most and least about your work?
4. What are the personal qualities of people who are successful in this field?
5. How would you describe a typical week in terms of the percentage of time you spend on the various parts of your job?
6. What kinds of backgrounds do people in this organization (field) have?
7. What are the most pressing needs and issues for your department within the overall organization?
8. What are typical career paths in this field?
9. I've built a target list of organizations in this field to research. Would you be willing to look at my list and give me any suggestions you might have?
10. Given my background and interests, are there other organizations you might suggest I explore?
11. How would you advise me to get started on building experience in this field?
12. What organizations hire entry-level people in (field)?
13. How do you see the next few years in terms of job prospects in this field?
14. Are there conferences that might be useful for newcomers to attend? A professional association I could join as a student?



"I'm very undeclared [in terms of my major, and] I had no idea that there were all these options out there for non-tech people. But it's helpful to know that even if I don't major in tech, there are all these opportunities out there."

—SHARON PLATT, '19 on participating in BEAM's event, *What to do with your Summer: Beyond Banking and Consulting*

15. Are there certain classes or training programs you would recommend for building experience for this type of position?
16. What kind of training is provided for new staff?
17. How is performance evaluated? What is rewarded?
18. What is the work environment like in terms of pressure, deadlines, new projects, teamwork vs. independent work, etc.?
19. What are typical work schedules here? Is it possible to balance career and personal life reasonably well?
20. Do you know anyone in these kinds of jobs who would be willing, like yourself, to provide me with additional advice and information?

Following Up

- Send a thank-you note and include your address, phone, and email, so that your contact can get back in touch with you if they so desire.
- Keep track of your contacts, periodically update them to let them know how they assisted you, and let them know if you followed up with the additional contacts they provided.
- If appropriate, ask to connect on LinkedIn.



BEGIN YOUR JOB/INTERNSHIP SEARCH

BEAM supports your job and internship search early and often in a variety of ways. Career educators can help you create a strategy, make progress on your goals, and build connections along the way. Three specific strategies you can begin with are applying for positions, connecting with employers and alumni, and actively sharing your work and background.

- ✓ Applying for posted positions is one of the most common ways to begin your job or internship search. Through BEAM, you can find opportunities on Handshake. Employers add jobs and internships to Handshake daily, purposefully seeking Stanford students. Career coaches can also assist you in appointments by leading you to industry-specific, online communities.
- ✓ Online applications should not be your sole strategy. By connecting with employers and alumni, you greatly increase your chances of finding a meaningful opportunity. Attending career fairs, information sessions, meetups, and labs (listed on Handshake) is important because people hire people, and employers want to get to know you. Putting a face to your application makes it more meaningful, impactful, and memorable. Connecting with the alumni community is one of the best ways to conduct a successful job or internship search. Through programs like Mentoring Mondays, Expert in Residence, and Stanford Alumni Mentoring (SAM), you can meet alumni with expertise, advice, and widespread connections.
- ✓ Actively sharing your work and background enables employers to find you. Just as you are searching for the right job or internship, employers are searching for the right candidate. By sharing your background through LinkedIn, a blog, social media, or personal website, you enable employers to find you. Sharing your background also means allowing happenstance to support you in your search. Attending events of interest, job-search related or not, can connect you to new people every day. You never know whom you might meet by going to that concert, class, conference, or seminar!

10 TIPS AND TRICKS FOR THE JOB SEARCH

1. Let everyone know you're beginning your job or internship search. Tell family and friends what you're looking for so they can make suggestions, watch for opportunities, and provide encouragement.
2. With online postings, experiment with search criteria, check for opportunities regularly, and don't wait for the deadline to apply. Employers often review applications as soon as they come in, and postings may be open one day and filled the next.
3. Searching by major typically does not produce the desired results. Think about searching by skills, such as writing, social media, coding, graphic design, or research.
4. If an employer requires that you receive academic credit, please search the term "internship" within the resources tab of Handshake for an explanation of options. BEAM does NOT grant academic credit to students for internships.
5. Contact employers directly even if you don't see online job or internship opportunities. As many as 80% of opportunities are never posted online, and your initiative can help you discover these un-posted jobs or internships.
6. Build your online brand through professional profiles. BEAM Career Educators can help you utilize LinkedIn, social media, or a personal blog or website for your search.
7. Keep yourself accountable by scheduling time for your search, engaging friends in your progress, and connecting with BEAM Career Educators.
8. Reach out to faculty, alumni (using LinkedIn and/or Stanford's alumni database—CareerConnect), and family friends for informational interviews. Write brief emails that share who you are, why you are contacting them, and what you are requesting (such as 15-20 minutes of their time to ask about their work).
9. Unlike college applications, sending a handful of applications (or emails, requests to connect) or attending a couple of events will not be enough. Keep working until you have secured an opportunity.
10. Stay aware of the abundant opportunities available through BEAM and other campus offices to make connections; by reading newsletters and checking Handshake, you'll find almost daily ways to make progress on your search.



"I enjoyed many aspects of the event, from FiveStars' presentation of their business model and experiences to the real-world problems they presented and helped us solve. The activities gave me valuable insight into the problems a business may face in industry, as well as some of the approaches to avoid and overcome them. I truly appreciated listening to their experiences and was grateful that they were so willing to answer my questions. It was the first time that I had become so deeply acquainted with a company's experiences and growth by directly interacting with its leadership, and having such an invaluable opportunity increased my understanding of the environment that any business or entrepreneur may encounter in industry. Once again, thank you for hosting such a wonderful event and I look forward to attending the events that you host in the future!"

—Srinivas Malladi, '19 on participating in BEAM's Ways of Working with FiveStars



BUILD A RESUME AND COVER LETTER

Building a strong resume, cover letter, and LinkedIn profile is essential to your job search and career journey. A resume and cover letter are typically required to apply for a job or internship with the purpose of demonstrating your interest and qualifications in order to secure an interview. Some companies do not require a cover letter and may provide you the option of including one. One benefit to providing a cover letter is that it can express your enthusiasm and reason for applying. Your LinkedIn profile is central to your online presence, allowing you to market yourself and create a professional brand. To get started, review the sample resumes, cover letters, and LinkedIn profile that follow. Visit LinkedIn's online resources for students. Attend a lab, meetup, or group session. Consult your career coaches and trusted professionals in your field of interest for opinions, advice, feedback, and a grammar/spelling check on your documents and profile.

10 HANDY RESUME TIPS

1. Design your descriptions to focus on your accomplishments, using action verbs to clearly indicate the skills you've used. See the Sample Action Verb list in the Quick Starts section.
2. Quantify results in your descriptions, such as "Created marketing campaign that increased club membership by 25%."
3. Keep your resume brief enough to fit on one page (or two pages if your experience is extensive).
4. Accompany your resume with a cover letter unless specifically requested not to.
5. Have others look over your resume for content and grammar and to ensure there are no errors.
6. Keep margins between .5 and 1 inch and font size between 10-12 pt.
7. Don't include personal pronouns (e.g. I, me, we) or personal information, physical characteristics, or photographs on your resume.
8. Don't include the last line: "References available upon request"
9. It is more appropriate for freshmen and sophomores to include high school experiences. However, important high school experiences that have some relevance to your job objective may be appropriate for upper classmen.
10. For International Students it is sometimes a disadvantage to include your nonimmigrant visa status or permanent address (if outside the U.S.) on your resume. Usually your visa status should be discussed during the interview. If you have obtained permanent residency or U.S. citizenship, it might be to your advantage to list the information on your resume.

"I can't even tell you how many times I've googled 'how to make a resume.' Despite my numerous attempts, I always ended up with a lot of confusion, but no resume. The Resume Lab was a very different experience for me – I was given an abundance of references and resources, one-on-one instruction and criticism, and handy tips to make my resume impressive and attractive. After the lab, I walked away feeling confident and employable with a complete resume in hand."

—KAYLEE BEMENT, '19 on participating in a BEAM Resume Lab

5 SUGGESTIONS FOR WRITING AN EFFECTIVE COVER LETTER

1. Write a draft, let it cool off overnight, and then rewrite if necessary. Be mindful of over using the pronoun "I."
2. Best results come from personalizing each cover letter to fit the specific circumstances, position, or organization.
3. Limit your letter to one page; a letter is an opportunity to sell, so say something about yourself, while also focusing on the needs of the employer. Use a strong close, e.g., "I look forward to further qualifying myself in an interview." Avoid weak endings such as "I look forward to your reply" or "Please call me at your earliest convenience."
4. Remember to include your phone number and email address.
5. Devise a system to keep track of the follow-up steps you will take. You'll improve your odds dramatically if you follow up your letters with a phone call.

A sample format and examples are included beginning on page 38.





VIEW A VERB LIST AND SAMPLE RESUMES

SAMPLE ACTION VERBS LISTED BY FUNCTIONAL SKILL AREA

COMMUNICATION

Aided
Advised
Arbitrated
Clarified
Co-authored
Collaborated
Consulted
Coordinated
Counseled
Defined
Enlisted
Formulated
Influenced
Informed
Inspired
Interpreted
Interviewed
Mediated
Merged
Negotiated
Promoted
Publicized
Recommended
Represented
Resolved
Suggested

CREATIVE

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

DETAIL ORIENTED

Analyzed
Approved
Arranged
Classified
Collated
Compared
Compiled
Documented
Enforced
Followed through
Met deadlines
Prepared
Processed
Recorded
Retrieved
Set priorities
Systemized
Tabulated

FINANCIAL

Administered
Allocated
Analyzed
Appraised
Audited
Budgeted
Calculated
Computed
Developed
Evaluated
Figured
Maintained
Managed
Performed
Planned
Projected

MANUAL SKILLS

Arranged
Assembled
Bound
Built
Checked
Classified
Constructed
Controlled
Cut
Designed
Developed
Drove
Handled
Installed
Invented
Maintained
Monitored
Prepared
Operated
Repaired
Tested

PROVIDING SERVICE

Advised
Attended
Cared
Coached
Coordinated
Counseled
Delivered
Demonstrated
Explained
Furnished
Generated
Inspected
Installed
Issued
Mentored
Provided
Purchased
Referred
Repaired
Submitted

ORGANIZING

Achieved
Assigned

Consulted
Contracted
Controlled
Coordinated
Decided
Delegated
Developed
Established
Evaluated
Negotiated
Organized
Planned
Prepared
Prioritized
Produced
Recommended
Reported

LEADERSHIP

Administered
Chaired
Convinced
Directed
Examined
Executed
Expanded
Facilitated
Improved
Initiated
Managed
Oversaw
Produced
Recommended
Reviewed
Supervised

RESEARCH/ INVESTIGATION

Calculated
Cataloged
Collected
Computed
Conducted
Correlated
Critiqued
Diagnosed
Discovered
Evaluated

Examined
Experimented
Extrapolated
Gathered
Identified
Inspected
Investigated
Monitored
Proved
Reviewed
Surveyed
Tested

TECHNICAL

Assembled
Built
Calculated
Computed
Designed
Engineered
Fabricated
Maintained
Operated
Programmed
Remodeled
Repaired
Solved

TEACHING SKILLS

Adapted
Advised
Clarified
Coached
Developed
Encouraged
Evaluated
Informed
Inspired
Motivated
Participated
Provided
Represented
Supported
Taught
Trained
Verified

JANETTE POWELL

P.O. Box 2738 • Stanford, CA 94309 • jan@stanford.edu • linkedin.com/in/janettecampbell • (650) 555-1234

EDUCATION:

9/XX-present **Stanford University**, Stanford, CA

- Pursuing a Bachelor of Arts degree in International Relations, to be conferred 6/XX
- Course work includes economics, organizational behavior, computer science, and statistics
- GPA - 3.8/4.0

6/XX-9/XX **Oxford University**, Stanford-in-Oxford, Oxford, England

- Studied Comparative Anglo-American Judicial System

EXPERIENCE:

9/XX-present **Resident Assistant**, Madera House, Stanford University, Stanford, CA

- Collaborate with a staff of four resident assistants in an 88-student, freshman dormitory
- Create, plan and implement academic, cultural and social activities
- Encourage and facilitate discussion of social, political and ethical questions among the students
- Build community spirit and guide residents in assuming responsibility
- Coordinate "Madera Makes Music," a weekly educational program during winter quarter
- Schedule performances, organize the budget of \$1,000 and create publicity

10/XX-6/XX **Visual Display Artist/Salesperson**, The Gap, Palo Alto, CA

- Designed and assembled window and floor displays
- Assisted customers with selection and purchase of merchandise

1/XX-1/XX **Vice President**, Delta Gamma Sorority, Stanford University, Stanford, CA

- Directed planning and implementation of activities for 95 chapter members
- Supervised and approved officer budgets totaling \$20,000
- Increased member participation through innovative motivational techniques
- Created prototype for annual chapter retreat and member recognition program
- Organized rush activities for 100+ prospective members

6/XX-6/XX **Entrepreneur**, The Sewing Studio, Durham, CA

- Created business offering fashion design and clothing construction courses to home-sewers
- Developed advertising strategies, coordinated class schedules, and taught classes
- Expanded into a business with \$200,000 in annual gross sales of merchandise and services

ATHLETICS:

9/XX-present **Division I Varsity Athlete**, Women's Water Polo Team, Stanford University, Stanford, CA

- Balance 20+ hours per week of practice, travel and competition with a rigorous academic schedule
- Demonstrate the ability to set and achieve both individual and team goals at an extremely high level
- Able to perform effectively in high-pressure situations

SKILLS & INTERESTS:

- Familiar with Mac and PC software applications including Excel and PowerPoint
- Proficient in Spanish, basic skills in French
- Interested in Entrepreneurship and International Development

PATRICIA DIXON

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- SKILLS**
- Extensive program development and motivational skills.
- SUMMARY:**
- Proficient with MS Word, Excel, FileMaker Pro, and PageMaker.
 - Experienced lab technician executing DNA sequencing and gene analysis.

EDUCATION:
9/XX-present

Stanford University, Stanford, CA.
Bachelor of Arts degree in Psychology with Honors to be conferred 6/XX.
Course work includes biology, calculus, chemistry, and statistics. GPA - 3.7/4.0

EXPERIENCE: RESEARCH/WRITING
9/XX-6/XX

Public Relations Intern, Hoover Institute Public Affairs Office, Stanford, CA
Compiled Hoover Fellow articles from an array of journals, magazines and newspapers. Used PageMaker to create mastheads and retype opinion editorials. Developed efficient proofreading methods and an innovative talent for pasting up difficult articles.

6/XX-9/XX

Research Assistant, University of Illinois at Chicago Cancer Center, Chicago, IL
Quickly learned complicated laboratory procedures. Successfully executed molecular biology experiments involving DNA sequencing and gene analysis. Maintained detailed records for procedural and statistical purposes. Gained significant independent research and writing experience.

9/XX-6/XX

Feature Writer, The Stanford Daily, Stanford, CA
Developed journalistic writing style and interviewing skills. Successfully met all deadlines and published 25 front page articles.

TEACHING/COUNSELING

10/XX-present

Math/English Tutor, Self-initiated and directed, Palo Alto, CA
Tutor two seventh grade students 2-3 hours per week. Employ the Socratic method to help develop their analytical skills and help them with their homework. Design tests to chart their progress. Create interactive games to increase understanding of math and grammar. Plan quarterly outings.

9/XX-6/XX

Focus Assistant, Stanford's Environmental Theme House, Stanford, CA
Participated on a team of five developing well organized and thought provoking programs to familiarize the 50+ residents with the environmental theme.

LEADERSHIP/MANAGEMENT

9/XX-6/XX

Officer's Core Member, Black Student Union, Stanford University, Stanford, CA
Worked with a team of ten to plan, organize, and publicize a variety of activities and programs designed to motivate and educate Stanford's African-American community. Chaired a committee to rejuvenate The Real News, an African-American news publication.

INTERESTS: Writing short stories • developing culinary skills in African-American cuisine • listening to jazz

Jane Frosh

(650) 555-1234 | janefrosh@stanford.edu

EDUCATION

Stanford University, Stanford, CA | Class of 2020

Prospective B.S. in Computer Science and a minor in Public Policy

GPA: 3.5/4.0

Relevant Coursework: Programming Abstractions, Introduction to Public Policy, Regression Data Management Analysis in Social Science

Carlmont High School, Belmont CA | Class of 2016

GPA: 4.2/4.0

- Grand Prize Winner, Siemens Competition in Math, Science & Technology
- Selected Exhibitor, White House Science Fair by President Obama

RELEVANT EXPERIENCE& PROJECTS

Administrative Assistant, Stanford University Library, Stanford, CA 01/2017 – Present

- Provide customer service to students, staff, and faculty by checking out books and answering questions
- Contribute to inventory management by evaluating returned books and re-shelving

Policy Researcher, The Peninsula Gazette, San Mateo, CA 06/2016 – 09/2016

- Conducted policy research with non-profit partner on local economic issues
- Drafted memos, reports, and presentations on research; presented to various stakeholders
- Organized bi-monthly government / industry meetings of 15-20 participants

Software Engineering Project, CHS Computer Science Club, Mountain View, CA 01/2016 – 06/2016

- Parsed large data sets and model trends by age, sex, and occupation with statistical computer language of R with a team of 5 classmates
- Developed vision for, designed, and implemented new smartphone app to assist individuals with personal and small business finances using Java
- Assisted in development of technical solutions for pre-existing software programs utilizing Python, C++, and Java by partnering with local financial literacy startup

LEADERSHIP AND CO-CURRICULAR ACTIVITIES

Bootcamp Member, Asia-Pacific Student Entrepreneurship Society 10/2016 – Present

Member, Society of Women Engineers 10/2016 – Present

President, Computer Science Club, Carlmont High School 9/2015 – 6/2016

SKILLS & INTERESTS

Technical: C, C++, Java, Python, SPSS, Excel, Word, PowerPoint

Interests: The intersection of Computer Science and Policy, Local Advocacy, Financial Literacy

JOE STUDENT

P.O. Box 1234 • Stanford, CA 94309 • (650) 555-1212 • jstudent@stanford.edu

EDUCATION

9/XX-12/XX **Stanford University**, Stanford, CA
BA with Honors in Economics. GPA: Major: 3.86/4.00, Cumulative: 3.78/4.00
Relevant Coursework: Econometrics, Multi-Variable Calculus, Micro and Macro Economic Analysis, Economics and Public Policy, Imperfect Competition, Financial Economics, International Economics.

9/XX-12/XX **Oxford University**, Oxford, England
Completed tutorial on the Political Economy of Trade and Trade Agreements.

Sophomore College: Participated in intensive seminar entitled “Economic Thoughts of Plato and Aristotle.” Academic work focused on economic ideas among major Greek philosophers, and also on assumptions behind modern economic theory. Culminated in a paper critiquing rational choice and preference ranking.

EXPERIENCE

6/XX-8/XX **Research Assistant**, National Economic Research Associates (NERA), White Plains, NY
Conducted quantitative and qualitative research, collected and analyzed data, created and managed spreadsheets. Worked with a team of four other researchers on cases relating to antitrust, intellectual property and labor economics.

6/XX-8/XX **Financial Analyst**, Galleon Group, New York, NY
Collected and analyzed relevant financial statistics. Performed qualitative research to form an assessment of the current status of the companies. Assigned to track a group of technology companies for this New York based hedge fund.

5/XX-6/XX **Economics Tutor**, Undergraduate Advising and Research, Stanford University, Stanford, CA
Assisted 30 students with understanding concepts and solving problems in micro and macro economics, econometrics and statistics. Organized review sessions and prepared practice problems for upcoming exams.

7/XX-9/XX **Business Intern**, American International Group (AIG), New York, NY
Developed a business analysis on a foreign company, located in Sri Lanka, with which AIG had recently formed a joint venture. Wrote a report on Sri Lanka’s insurance sector, focusing on privatization of insurance companies and on a recent merger between two insurance companies.

LEADERSHIP

4/XX-present **Staff Editor**, Undergraduate Journal of International Relations, Stanford, CA
Review and edit articles relating to capital inflows and international trade in emerging economies. Help with distributing the journal to think tanks, academic institutions, and faculty and students at Stanford.

5/XX-present **Program Director**, SAT Success, Haas Center for Public Service, Stanford, CA
Coordinate all aspects of the tutoring program including recruitment of tutors and tutees. Organize 2-3 events per month to introduce high school students to SAT preparation and the college application process. Conduct training sessions on tutoring the math and verbal sections of the SAT.

1/XX-6/XX **Staff Editor**, Undergraduate Journal of Philosophy, Stanford, CA
Evaluated, edited and helped select and compile papers for Stanford’s undergraduate philosophy journal, The Dualist. Focused on reviewing papers on political philosophy and ethics.

SKILLS

Computer: Proficient in Excel, PowerPoint, and Outlook.
Language: Speaking and writing skills in French

KENYA RIOS

P.O. Box 12345 • Stanford, CA 94309 • 650.123.4567 • student@stanford.edu

EDUCATION:

Stanford University—Stanford, CA 9/XX-present
B.A. in American Studies with Mass Media & Consumer Culture focus, expected 6/XX - GPA: 3.7/4.0

Stanford Bing Overseas Study Program—Paris, France 9/XX-12/XX
Language, literature and theater/cinema courses taken

ARTS ADMINISTRATION EXPERIENCE:

Stanford Concert Network—*Chief of Staff / Publicity Manager*—Stanford, CA 4/XX-present
• Liaison between Executive Board of 10 and general staff of 30
• Lead meetings and planning of quarterly concert events
• Manage print and media relations, marketing and external promotions

Inphanye Records—*Executive Cabinet Member and Recording Artist*—Stanford, CA 11/XX-present
• Coordinate campus events to promote records and artists
• Write lyrics and work in studio recording and editing

Culture Pub (French television syndicated series)—*Research Intern*—Paris, France 10/XX-12/XX
• Devised new system to catalogue and retrieve film stock
• Performed internet and archive research for upcoming specials

Fender Center for the Performing Arts—*Programs Development Intern*—Corona, CA 6/XX-8/XX
• Selected to be Arts for Youth Fellow by Stanford’s Haas Center for Public Service
• Implemented three month marketing plan resulting in increase of center recognition and concert attendance by 15%
• Developed and designed music camp program for summer 20XX with 20 students
• Produced and directed promotional video as part of Capital Expansion Campaign using Final Cut Pro

Student Organizing Committee for the Arts—*Selection Team Member*—Stanford, CA 1/XX-4/XX
• Chose artists and track listings for Stanford Soundtrack, Vol. 3 and developed record image

Stanford Student Enterprises—*Account Executive, Advertising*—Stanford, CA 6/XX-9/XX
• Met and frequently exceeded weekly sales goals; twice chosen as employee of the term
• Designed several advertisements for clients and managed the accounts
• Identified leads and used persuasive communication skills to generate advertising prospects

LEADERSHIP/ACTIVITIES:

Vice President / Philanthropy Chair—Kappa Kappa Gamma Sorority, Stanford University

Production Intern—Stanford Film Society short film: “Sold America”

Course Instructor—Modern French Cinema, Stanford University

Peer Academic Advisor—Stanford University

Volunteer Dance Instructor—Bay Area Boys and Girls Club

Writer—contribute to *Womenspeak* and *Black Arts Quarterly* publications, Stanford University

SKILLS:

Technical: Drupal web design, Photoshop, Illustrator, InDesign, and Final Cut Pro

Language: Proficient in French

PATTY SHRUCE
 pattys@stanford.edu (555) 555-1115
 12124 Jensen Ct., Owings Mills, MD 21117

EDUCATION **Stanford University, Stanford, CA**
 9/XX-6/XX **MA Sociology**, GPA 3.8/4.0; **BA Urban Studies with Honors**, GPA 3.9/4.0
Coursework: Advanced Models for Discrete Outcomes, Statistical Analysis in Education: Regression, Data Management Analysis in Social Science

4/XX-6/XX **Bing Stanford in Washington Program**, Washington, DC

RELEVANT COURSE PAPERS

“School Failure and Juvenile Delinquency”
 “High School Dropouts and Making School Relevant”
 “Money Matters: A Critique of Evidence Supporting the Privatization of Education”
 “Urban Public Policy Memo: Incorporating Teachers into Federal Education Policies”

RESEARCH EXPERIENCE

5/XX-5/XX **Independent Research**, Senior Honors Thesis, Stanford University, Stanford, CA
 • Conducted quantitative analysis of national data set on family income and child cognitive development
 • Presented clear and compelling research at Stanford Research and Public Service Symposium

4/XX-7/XX **Research Assistant**, Urban Institute, Education Policy Center; Housing Policy Center, Washington, DC
 • Synthesized array of research on vocational education; wrote research brief for grant submission
 • Designed maps from data on subprime mortgage loans and foreclosures for presentation on housing crisis

TEACHING EXPERIENCE

9/XX-12/XX **Hebrew Language/Judaic Studies Teacher**, Palo Alto School for Jewish Education, Palo Alto, CA
 • Worked with 10 to 12 students in 2nd and 6th grades including students with learning disabilities
 • Challenged students to think critically/openly about Jewish identities, Bible stories, relationship with Israel

9/XX-3/XX **Tutor**, Stanford University Ravenswood Reads Program, Palo Alto, CA
 • Prepared lessons, tutored, and mentored second grader in reading, phonics, and vocabulary
 • Strengthened ability to connect/engage with low-income, minority students to strengthen academic skills

6/XX-8/XX **First Grade Teacher**, Johns Hopkins University, Center for Summer Learning, Baltimore City, MD
 • Adapted detailed reading and math lesson plans to range of student learning styles and levels
 • Enhanced cultural competence through teaching in a poverty-stricken urban area

6/XX-7/XX **Camp Counselor**, Summer Stock Performing Arts Camp, Hunt Valley, MD

4/XX-5/XX **Child Development Intern**, Campfield Early Childhood Learning/Developing Center, Pikesville, MD

LEADERSHIP

8/XX-6/XX **Program Creator/Instructor**, Arab-Jewish Community Center, Jaffa, Israel
 • Pioneered program to empower and foster mutual respect/understanding between Jewish and Arab youth
 • Developed, choreographed, and taught after-school Hip-Hop Dance Club classes

3/XX-4/XX **Student Ambassador**, Stanford University Alternative Spring Break Program, Sacramento, CA
 • Engaged with state policymakers, Superintendent of public schools, and leaders of education non-profits
 • Discussed challenge of narrowing achievement gaps with fiscal crisis/reduction of education budget

3/XX-3/XX **President**, Stanford Jewish Student Association, Stanford University, CA
 • Spearheaded directional shift to community building
 • Results include revolutionizing image from religious to cultural group, increasing budget seven-fold, expanding and restructuring student board

HONORS/AWARDS

5/XX
 • School of Education Award: Best Written Honors Thesis
 • Department of Urban Studies Award: Excellence in Honors Thesis Presentation
 • Haas Center for Public Service Urban Summer Fellowship

SKILLS

STATA; R, ArcGIS Mapping Software; PowerPoint

FREDA RACHELLE

freda@stanford.edu
 (555) 213-8866
 20214 NE 39th Street
 Seattle, WA 98074

EDUCATION:

Stanford University, Stanford, CA

MS Earth Systems; Emphasis: Conservation Communication and Stakeholder Engagement 1/XX – 6/XX
 • *Coursework:* Green Research and Writing; Creating Sustainable Development; Promoting Behavior Change; NAFTA and the Environment; World Food Economy; Sustainable Agriculture; Environmental Education
 • GPA – 3.95/4.0

BS Earth Systems with Honors; Emphasis: Ecology and Conservation Biology 9/XX – 6/XX
 • *Coursework:* Conservation Biology; Environmental Economics and Policy; Intro to Earth Systems; Ecological Anthropology; Biology and Global Change; Micro-Economics; Soil Science; Galapagos Islands Field Seminar
 • GPA – 3.9/4.0
 • *Phi Beta Kappa; School of Earth Sciences Dean’s Award for Undergraduate Academic Achievement*

Stanford Alternative Spring Break, Stanford, CA & Washington, D.C. 3/XX
 • Course on sustainable development and poverty alleviation; 1-week trip to the capitol to meet with non-governmental organizations, government agencies, and legislative representatives

Stanford Hopkins Marine Station, Monterey, CA 4/XX – 6/XX
 • Coursework: Biostatistics; Independent Research Project on Invasive Marine Mussels

Stanford Program in Australia, University of Queensland, Brisbane, Australia 9/XX – 12/XX
 • Coursework: Coral Reef Ecosystems; Coastal Resource Management; Research on Indigenous Resource Management

ENVIRONMENTAL/RESEARCH EXPERIENCE:

Environmental Protection Agency Smart Growth, Research Intern, Washington, DC 6/XX – 8/XX
 • Researched and compiled smart growth case studies. Updated status of past projects
 • Performed independent research on affordable housing, green buildings, and smart growth

Ranomafana National Park, Independent Field Researcher, Madagascar 6/XX – 8/XX
 • Conducted six-week research project on lemur eating habits and conservation for honors thesis
 • Independently organized, developed proposals/budget, and received grants for travel & research

E.N. Huyck Preserve and Biological Research Station, Field Intern, Rensselaerville, NY 6/XX – 8/XX
 • Designed and implemented independent research project. Presented results at symposium. Learned field techniques

Tropical Ecology and Conservation Field Seminar, Veracruz, Mexico 4/XX – 6/XX
 • Wrote 20 page scientific paper, and final presentation
 • Analyzed data after 10-week field research in tropical rainforest ecology

Cougar Mountain Endangered Species Zoo, Environmental Education Intern, Issaquah, WA 6/XX – 8/XX
 • Educated visitors about animals. Created educational literature on endangered species at zoo

LEADERSHIP:

Stanford University Introduction to Earth Systems, Teaching Assistant, Stanford, CA 9/XX – 12/XX
 • Taught weekly discussion section on topics such as biodiversity, ocean circulation, and environmental policy
 • Collaborated with team of eight teaching assistants to design sections and write exams and problem sets

Stanford University Earth Systems Program, Student Advisor, Stanford, CA 9/XX – 6/XX
 • Advised students on planning classes, internships, and jobs. Organized educational and social programs and events
 • Acted as program representative and liaison with faculty advisors of students in major

Students for a Sustainable Stanford, Stanford, CA 9/XX – 6/XX
 • Developed awareness campaigns for sustainable habits on Green Living Council (20XX–20XX)
 • Chaired organization of Earth Day events (20XX). Coordinated the dorm environmental representatives (20XX)

Jewish Students Association, Shabbat and Holidays Chair, Stanford, CA 3/XX – 3/XX

ADDITIONAL INFORMATION:

• **Skills:** Proficient in French and familiarity with Spanish; Experience with Microsoft Office and Mac OSX; Basic GIS
 • **Volunteer:** Organic farm in Bologna, Italy (8/XX – 9/XX); involved in planting, harvesting, and attending markets

ADRIANA SMITHFIELD

P.O. Box 121212 • Stanford, CA 94309 | xxx-xxx-xxxx • asmithfield12@stanford.edu

EDUCATION

Stanford University, Stanford CA

B.A. Candidate Human Biology | Global Infectious Disease and Women's Health, Class of 20xx 9/xx – Present

Academic interests: Access and utilization of health resources, emerging health technologies, gender disparities in health

Oxford University, Oxford, England

3/xx – 6/xx

Relevant coursework: Tutorial in International Health - studied social determinants of health, global governance, and behavior change

HEALTH EXPERIENCE

Research Intern at Center for Health Research in Women's and Sex Differences in Medicine

Stanford, CA

6/xx – Present

Research ethical challenges to enrolling women in research studies globally. Organize Global Women's Health Conference and presentation for a conference speaker. Created and designed a course investigating the physical, emotional, and mental effects of sexual abuse through the life course and from multiple perspectives. Identified course topics and drafted course syllabus.

Health Education Intern at Stanford Health 4 America

Stanford Prevention Center, School of Medicine, Stanford, CA

6/xx – Present

Assist with the launch of an innovative professional certificate program. Develop admission process, fellow handbook, and memorandum of understanding between Stanford Health 4 America and Community Partners. Create promotional animations while working on marketing strategy and outreach.

Research Assistant | Department of Psychiatry and Behavioral Sciences, Stanford, CA

3/xx – 2/xx

Assisted with the development of a clinical trial investigating use of a novel drug in children with autism. Awarded a \$6,000 Bio-X Undergraduate Summer Research Grant from Stanford University, culminating in a presentation at Bio-X symposium. Presented research at the Symposia for Undergraduate Research and Public Service (SURPS).

Community Service Intern at Southeast Asian Leadership Network (SEALNet) Project Philippines

Cebu City, Philippines

8/xx

Collaborated on a high blood pressure awareness and prevention campaign. Conducted blood pressure screenings within local village and created health fairs for children and adults. Organized and taught leadership workshops addressing team building, public speaking, goal setting, and professional career skills to students. Created a healthy lifestyle guide and leadership handbook for students.

LEADERSHIP

Conference Coordinator, Southeast Asia Conference | Stanford, CA

11/xx – 3/xx

Pioneered inaugural Southeast Asia (SEA) Change Conference seeking to spark a dialogue about Southeast Asia and its place in the world. SEA Change aims to address SEA adapting to a shifting global environment, preserving culture and society, and challenges for development. Recruited keynote speakers, scheduled day of events, secured venue, and assisted with marketing and publicity.

SPLASH Underserved Student Recruiter and Teacher | Stanford, CA

4/xx – 11/xx

Communicated with primary contacts at various low-income high schools in the bay area to draw hundreds of students to attend Fall SPLASH 20xx. Assisted in the logistical planning as a member of the administration team. Taught classes on the biology and historical context of lactose intolerance to students attending Spring SPLASH 20XX

Assistant Team Lead/ThinkMath Instructor/Trainer | Stanford, CA

9/xx – 1/xx

Taught elementary school students from a Singaporean math curriculum. Led training sessions for new ThinkMath instructors about lesson planning and teaching techniques. Compiled placement results for students and communicated with parents on site.

SKILLS/ADDITIONAL INFORMATION

Languages: German (proficient); Spanish (conversational)

Computer Skills: MS Office Suite, Macromedia Suite, DreamWeaver, PhotoShop

Other: Alpha Kappa Delta Phi Sorority Vice President of Community Service & Philanthropy; Multicultural Greek Council Representative & Recruitment Chair; Data Intern at Center for Interdisciplinary Brain Science Research; Participant in Stanford Immersion in Medicine Physician Shadowing Program

STEPHEN OLSTED

P.O. Box 88888 • Stanford, CA 94309 • 415-121-3434 • solsted88@stanford.edu

EDUCATION

Stanford University, Stanford, CA | Class of 20xx

Pursuing B.S. in **Biology** and a minor in Mathematics | GPA 3.82 / 4.00

Relevant Coursework: Theory of Probability, Computer Science, Demography, Environmental and Health Policy Analysis, Biomedical Ethics, Modeling Infectious Diseases

RESEARCH EXPERIENCE

Health Policy Intern, The World Bank, DC

09/xxxx – present

- Research and write global pharmaceutical policy articles for publication
- Assess challenges of adhering to international standards when conducting clinical trials in developing countries; write weekly briefings for department directors

Research Assistant, Demography, Economics and Health of Aging, Stanford, CA 06/xxxx – 12/xxxx

- Analyze recent convergence of male and female life expectancy in the U.S.
- Parse large data sets and model trends by age, sex, and cause of death with the statistical computer language of R
- Discovered critical sex disparities in younger age groups not in previous literature
- Continuing toward honors thesis

Research Assistant, Lab of Culture and Emotion, Stanford, CA

01/xxxx – 06/xxxx

- Recruited, scheduled, and ran hundreds of participants in multiple studies of ideal affect
- Organized materials, coordinated with 3 other research assistants, and met strict deadlines.
- Mastered SPSS statistical software and Excel
- Synthesized literature review

HEALTH/LEADERSHIP EXPERIENCE

Co-President, FACE AIDS Chapter, Stanford, CA

09/xxxx – 12/xxxx

- Marketed and directed multiple HIV education events, taught in high school outreach, facilitated HIV research seminars with faculty, organized 500+-person campus speaker event with Paul Farmer, and led multiple fundraising events leading to \$50,000+ in donations
- Managed organization webpage faceaids.wix.com/Stanford

Peer Counselor, HIV*PACT and The Bridge, Stanford, CA

01/xxxx – 06/xxxx

- *HIV*PACT*: Provided anonymous, confidential HIV testing, counseling, and personalized health education to undergraduate and graduate students
- *The Bridge*: Counseled on a range of topics from emergency crisis, academic, relationship, social, to other mental health issues via phone and in-person conversation

Fundraiser/Advocate/Spokesperson, National AIDS Awareness Event

06/xxxx – 08/xxxx

- Biked 4,000 miles in 67 days from San Francisco to Boston to fundraise and educate thousands of people about the complexities of the HIV/AIDS pandemic
- Planned, led, and spoke at multiple broadcast/media engagements, youth group presentations, and fundraising events
- Located, coordinated, and delegated housing each night for 18 riders. Personally raised \$11,500 of the total \$85,000 as a group

ADDITIONAL INFORMATION

Computer/Technical: R, Java, Microsoft Word, Excel, and PowerPoint, SPSS

Honors: Levison Fellow 20xx, Stanford leadership and service program through a Jewish lens

Interests: Technology Education Connecting Cultures (Stanford, 09/20xx – 06/20xx)

GUI-PING (GWEN) ZHOU

659 Escondido Road, Apt. 16E • Stanford CA 94305 • (650) 555-5555 • istudent@stanford.edu

EDUCATION

- 9/XX-6/XX **Stanford University**, Stanford, CA
- M.S. Management Science and Engineering
 - Coursework: Strategies in Innovation, New Product Introduction, Technology and Society, Strategic Marketing
 - GPA: 3.6/4.0
- 8/XX-5/XX **Swiss Federal Institute of Technology (ETH)**, Zurich, Switzerland
License (M.S. degree), with Honors, Materials Science and Engineering
- Coursework: Nanofabrication, Semiconductor Devices, MEMS, Renewable Energy
 - GPA: 9.2/10

EXPERIENCE

- 6/XX-8/XX **Technology Intern**, National Solar Technology Institute, Beijing, China
- Translated honors thesis from French to Mandarin.
 - Expanded assessment of technologies to include installation and operating costs specific to China and to meet varied forecasts of China's expanding energy needs.
 - Co-authored report and executive summary for Ministry of Energy officials.
- 8/XX-5/XX **Independent Researcher (Honors Thesis)**, Swiss Federal Institute of Technology, Zurich, Switzerland
- Conducted extensive literature review to assess competing solar energy technologies.
 - Estimated and compared projected efficiency limits and cost per generated kilowatt-hour of photovoltaic and solar-thermal configurations.
- 6/XX-8/XX (summers) **Research Assistant**, Swiss Federal Institute of Technology (ETH), Zurich, Switzerland
- Characterized electrical and optical properties of amorphous and polycrystalline silicon photovoltaic devices.
 - Automated test apparatus, reducing data collection time from 2 hours to 20 minutes.
 - Assisted fabrication of photovoltaic devices with 50-nm dimensions in a Class 10 nano-fabrication facility.
 - Became familiar with ion beam deposition and directional etching.
 - Helped empirically identify and document process parameters for depositing a new type of passivation layer.

LEADERSHIP

- 8/XX-5/XX **Founder/President**, Chinese Students Association, Swiss Federal Institute of Technology (ETH), Zurich, Switzerland
- Founded organization to support Chinese students and to promote cultural awareness.
 - Surveyed students and university officials to clarify the club's mission.
 - Persuaded Dean of Student Life to allocate seed funding to launch the club.

ADDITIONAL INFORMATION

- **Languages:** fluent in English (TOEFL 273/300) and French; native speaker of Mandarin; basic skills in German
- **Computer:** Excel, Access, Stata 5.0
- **Travel:** Europe, Asia, Central and North America
- **Interests:** Skiing, mountain biking, playing piano, listening to jazz

CINDY WU

cindywu09@gmail.com • (949) XXX-XXX

Present Address
XX Campus Drive, Apt 3102B
Stanford, CA 94305

Permanent Address
XX Street
Town, CA 92XXX

EDUCATION

Stanford University Sept 20XX – Dec 20XX

- M.S. Environmental Engineering and Science - GPA: 3.8/4.0

University of California, Los Angeles Sept 20XX – June 20XX

- B.S. Civil and Environmental Engineering - GPA: 3.6/4.0

RELEVANT COURSE PROJECTS

Hydrologic Modeling Apr 20XX – June 20XX

- Created a preliminary design for a pump and treat remediation system in MODFLOW and MT3DMS for a contaminated groundwater aquifer

Design of Water Treatment Plants Jan 20XX – Mar 20XX

- Developed a plan for a water treatment plant, taking into account effective unit operations, plant hydraulics, process control, and water quality regulations

Introduction to Water Resources Engineering Jan 20XX – Mar 20XX

- Designed a water distribution system in EPANET, utilizing concepts in hydraulics and system analysis

EXPERIENCE

Co.X, Remediation Intern June 20XX – Dec 20XX

- Assisted the Environment and Nuclear group on numerous remediation projects in the Bay Area
- Performed soil vapor and groundwater sampling at monitoring wells at various sites
- Contributed to technical memorandums and reports
- Obtained 40-hour HAZWOPER certification

UCLA Civil and Environmental Engineering Department, Research Assistant Oct 20XX – June 20XX

- Assisted with research that observed the phenomenon of competing ions that influenced the sorption of arsenic on soil particles
- Learned how to use Graphite Furnace Atomic Absorption Spectrometry that measured the concentration of free atoms of arsenic in contaminated soil samples
- Assisted with experiments that grew microbial species collected from air samples

Soil Water Air Protection Enterprise, Research Intern Apr 20XX – Sept 20XX

- Conducted research and wrote reports to scientifically prove or disprove claims made in environmental lawsuits throughout the country
- Reviewed the depositions of defense experts to isolate scientifically inaccurate statements
- Utilized online mapping tools to depict community areas affected by certain air pollutants

ACTIVITIES

Chi Epsilon Civil Engineering Honor Society, Member Sept 20XX – June 20XX
Engineers Without Borders – USA, Southern California Representative June 20XX – May 20XX
Engineers Without Borders – UCLA Chapter, Secretary Sept 20XX – June 20XX

PUBLICATION

Chen, J.A., A.R. Zapata, A.J. Sutherland, D.R. Molmen, B.S. Chow, and C.R. Wu et al., 20XX. Sulfur dioxide and volatile organic compound exposure to a community in Texas City, Texas evaluated using AERMOD and empirical monitoring data. Am. J. Environ. Sci., 8: 622-632

SKILLS

Languages: Spanish (speaking proficiency)
Application Software: MATLAB, COMSOL Multiphysics, Biowin 4.0, EPANET, MODFLOW, MT3DMS, ArcGIS

JULIA ENG-BACHELOR

563 Salvatierra Walk • Stanford, CA 94305 • (650) 723-0000 • SUId@stanford.edu

EDUCATION

Stanford University, Stanford, CA - B.S. in Mechanical Engineering expected 20xx
Major GPA: 3.7/4.0 Cumulative GPA: 3.5/4.0

Stanford in Berlin, Germany – studied German language, history and culture 4/xx - 6/xx

RELEVANT COURSEWORK

Robotics Machine Vision	Mechatronics Product Design	Control Systems Machines and Society
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COURSE PROJECTS

Integrated Compliant Arm-Wrist Robot 4/xx - 6/xx

- Worked on a team of three to simulate and program an existing robot with 6 degrees of freedom
- Empirically determined the acceptable gripping pressures for objects of differing shape, weight, and surface texture
- Successfully trained robot to pick up and manipulate a delicate wineglass without causing damage

Throw & Catch Robots 1/xx - 3/xx

- Trained twin robots to repeatedly throw and catch a tennis ball
- Worked on a three-person team to simulate and develop the motion and control algorithms
- Led the team in rendering and fine-tuning the algorithms into C++

EXPERIENCE

Engineering Intern, Siemens AG, Munich, Germany 6/xx - 9/xx

- Provided drafting and engineering support at a plant manufacturing drives and motors
- Updated and maintained electro-mechanical drawings and documentation
- Adhered to best-practice protocols for document control
- Observed factory operations employing precision robots and machine vision

ACTIVITIES

Social Chair, Sigma Delta Tau Sorority 9/xx - present

- Led committee that planned and organized monthly events for 50 women
- Organized a successful benefit dinner that exceeded fundraising goal of \$5000

Tour Guide, Stanford University 9/xx - present

- Polished public speaking skills while conducting three campus tours per week

SKILLS

Design:	SolidWorks
Programming:	Matlab, C/C++, Java, HTML
Fabrication:	CNC mill, lathe, brazing
Languages:	German (conversational)

PROFESSIONAL AFFILIATIONS

American Society of Mechanical Engineers • Tau Beta Pi Engineering Honor Society
• Society of Women Engineers

SAUL GOODMAN

• saul@stanford.edu • (650) 485 - XXXX • linkedin.com/XXXXXXXX • Stanford, CA - 94305

EDUCATION

Stanford University, CA (Sept 20XX – Present)

- MS in Management Science and Engineering to be conferred June 20XX
- GPA: 3.94/4.0

Name of University, State (July 20XX – July 20XX)

- BS in Software Engineering
- Five year program (including two six-month co-ops) focused on breadth in Computer Science and depth in Software Engineering

EXPERIENCE

Program Manager Intern, Name of Company (June 20XX – Sept 20XX)

IPTV Platform provider, previously a part of the Name of team, recently acquired by Name of Company

- Developed a vision for, designed, and managed the execution of 'Design Mode' – an extension to the company's video content delivery web application. The extension allows operators to customize and extend the application.
- Resulting product showcased at IBC, the leading industry tradeshow, to drive interest in new platform.

Lead Research Assistant, Name of Department, Stanford University (Sept 20XX – Present)

- Analyzed latest technology developments and industry trends for a global IT giant (annual revenues of \$30B), to help develop their growth strategy for systems integration and related services.
- Primary outcomes of project – description of outcomes.

Senior Software Engineer, Name of Company (Dec 20XX – Aug 20XX)

- Developed a new product 'Name of Product' into revenue-earner (\$5M+ over 18 months) with lower incident rates than comparable products.
- Expanded in less than a year to include two additional products.
- Architected a solution for the company's largest client (Name of Company) that enabled use of the existing product instead of hand-coding, resulting in additional sales and project completion shortened by three months.
- Recognized by the customer support team for leading critical escalations with large clients like Name of Company and Name of Company.
- Evolved role to become owner and primary point of contact for product; acted as technical lead for two engineers.

Program Manager Intern, Name of Company (June 20XX – Dec 20XX)

- Defined and architected a system to measure relevance of contextual ads.
- Created the metrics used to measure ad quality. Resulting system used for improving the key algorithms of the ad engine.
- Discovered a credit-card fraud that was causing loss of revenue from millions of impressions.

ACTIVITIES

Board Member, Name of Organization, Stanford University

- Initiated new program 'Name of Program' with six events, each attended by 80+ students.
- Program received funding from two Stanford bodies for future iterations.

Name of Group, Stanford University

- Built an active student community around Name of Group.
- Organized talks by speakers from companies including Name of Company and Name of Company.

Student Representative, Name of Organization (20XX – Present)

- Goal for the year is to decrease the time spent by students in securing jobs and internships.

SKILLS

- **Technical:** C, C++, Java (EE), Ruby (on Rails), JavaScript (including node.js), Python
- **Marketing:** Helped a startup raise \$300K in crowd-funding by developing marketing collateral and gamification plans
- **Design Thinking:** Gained experience in user empathy, need-finding and behavior design through six Stanford d.School courses



KADRI KOOP | 卡德丽
filmmaker | cinematographer | editor

1.650.555.5555
student@stanford.edu
LinkedIn: Kadri Koop

FILMS

- CHARLIE (working title)** | 25 min | 2016
director, cinematographer, editor
HD video | color
Four decades after hijacking a plane to Cuba to avoid charges of killing a state trooper, a former black militant reflects on his past in a letter to his nine-year-old Cuban son.
- THE CROSSING** | 6 min | 2015
director, cinematographer, editor
HD video | color
Combating one of the highest teen suicide rates of the country, a man working as a crossing guard in a wealthy Silicon Valley town reflects on his experience.
- I AM AYOTZINAPA** | 10 min | 2015
co-director, cinematographer, editor
HD video | color
Three Latin American artists collaborate on an exhibition to raise awareness of forty-three missing Mexican students.
- MONUMENTING** | 4 min | 2014
director, cinematographer, editor
16mm | black + white
A third-generation gravestone magnate reflects on memorializing one's legacy.

EXPERIENCE

- Essence Pictures** | Tallinn, Estonia | February – June 2014
producer's assistant | assisted on the production of TV-commercials
- Mandarin Film** | Beijing, China | October – December 2013
producer's assistant | assisted on documentary film shoots as a fixer and a runner and researched film topics for clients

AWARDS

- Tuition Fellowship** | Middlebury College | Summer 2015 + 2016
- Tuition Fellowship** | Stanford University | 2014 – 2016
- The New Talent Award** | Peking University TV-Station | Winter 2012
- AUC Scholarship Fund Grant** | Amsterdam University College | 2010 – 2012
- Culture and Science Grant** | Dutch Ministry of Education | 2010 – 2012



KADRI KOOP | 卡德丽
filmmaker | cinematographer | editor

1.650.555.5555
student@student.edu
LinkedIn: Kadri Koop

EDUCATION

- STANFORD UNIVERSITY** | Stanford, CA | September 2014 – August 2016
Master of Fine Arts | Documentary Film and Video
- BEIJING FILM ACADEMY** | Beijing, China | September – November 2013
Studied film Chinese and related subjects in the Department of Basic Education
- PEKING UNIVERSITY** | Beijing, China | September 2012 – July 2013
Studied Chinese in the Department of Chinese as a Foreign Language | Member of the Campus-TV production class
- LOMONOSOV MOSCOW STATE UNIVERSITY** | Moscow, Russia | Summer 2013
Studied Russian language
- THE NATIONAL UNIVERSITY OF SINGAPORE** | Singapore | August – December 2011
Exchange semester in the Department of Arts and Social Sciences with the focus on theatre literature and Chinese language and film
- LONDON FILM ACADEMY** | London, UK | July 2011
Completed a film course
- AMSTERDAM UNIVERSITY COLLEGE** | Amsterdam, The Netherlands | 2009 – 2012
Received a BA degree with honors from a joint program by University of Amsterdam and Vrij Universiteit Amsterdam

LANGUAGES

- Estonian** | Mother tongue
- English** | Fluent | TOEFL IB score 100
- Spanish** | Advanced proficiency
- Mandarin Chinese** | Intermediate proficiency
- Russian** | Beginner proficiency
- Dutch + Finnish** | Survival knowledge



JOHN DOE

650-5555 | johndoe@stanford.edu | http://johndoe.com

EDUCATION

Stanford University, Stanford, CA
B.A. Art History, Minor: English, June 20XX
GPA: 3.7

SKILLS

Computer: Adobe Photoshop, Illustrator, and InDesign
Language: Conversational French

RELEVANT COURSES

Couture Culture: Fashion, Art & Modernism from Manet to Mondrian
American Style and the Rhetoric of Fashion
Issues in Contemporary Art
Representing Fashion
Creative Nonfiction Writing

RELEVANT EXPERIENCE

Cuyana, San Francisco, CA
Merchandising & Marketing Intern, June 20XX-August 20XX
Performed market research on competing e-commerce brands to design more effective social media and SEO strategy. Increased social media followers by 20% and website traffic by 10%. Collaborated with creative team on product design, creating product mood boards. Coordinated showroom visits with suppliers, textile manufacturers, and distributors from across the world. Assisted in styling and directing three studio and street-style photo shoots.

Ram's Head Theatrical Society, Stanford, CA
Costume Designer, September 20XX-June 20XX
Researched historical garments and dress for theatrical performances including Rent and Theory of Relativity. Communicated with student directors, actors, and other designers to conceptualize costumes and construct carefully curated pieces.

MINT Magazine, Stanford, CA
Contributing Writer & Stylist, September 20XX-June 20XX
Wrote and published six articles for Stanford's student-run fashion and culture magazine. Topics included sustainable fashion design, fashion entrepreneurship, and fashion week coverage. Styled several photo shoots focused on trends in festival and workout attire.

OTHER WORK EXPERIENCE

Kappa Alpha Theta, Stanford, CA
Facility Manager, March 20XX-Present
Maintain and organize on-campus house, including furniture, kitchen supplies, and storage areas.

Stanford Office of Undergraduate Advising & Research, Stanford, CA
Program Assistant, August 20XX-March 20XX
Assisted in coordinating New Student Orientation, disseminating information with University staff, faculty, and incoming students. Provided administrative and executive support by managing office calendar, planning client meetings, preparing reports, and managing sensitive student records.

COVER LETTER FORMAT

A general outline for a cover letter is provided below and sample letters follow. The top of the cover letter could be a copy of your resume header, or a more traditional letterhead like the one below.

Employer Contact Information

Name (if unavailable use Hiring Manager or Search Committee)
Title
Company
Address
City, State, Zip Code

Salutation

Dear Mr./Ms./Title Last Name (Don't know the name? Use Hiring Manager or Search Committee),
Examples: Dear Director Smith, or Dear Netflix Hiring Manager,

First Paragraph (Introduction)

The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for. Include the name of a contact, if you have one, or mention if you met them on campus. You can use the paragraph's end to mention your fit with the position and interest in the field of work.

Second Paragraph (Fit with Job)

The next section should describe what you have to offer the employer. Mention specifically how your qualifications match/exceed those in the job you are applying for using work or classroom experience. Remember, you are interpreting your resume, not repeating it. For example, you can say: "I recognize how important quantitative analysis is as an intern at _____, which I developed in my _____ class (or at an internship, etc.)." Share how you hope to contribute to projects or responsibilities in the job description.

Third Paragraph (Fit with Company)

The third paragraph should establish synergy between you and the company. Identify common ground between you and the employer. This can include values, traits that you are looking for in an employer, corporate culture, diversity, etc. Mention a project they completed, a positive article in the news, or a positive change/development/trend in the industry.

Final Paragraph (Closing)

Reiterate your interest in the position and ask for an interview. Conclude by thanking the employer for considering you for the position. For example, you can say "I hope to further qualifying myself in an interview." Lastly, be sure to review the job description for requests the company has made, such as including your availability, start date, or location preference in your cover letter.

Complimentary Close

Sincerely,

Name

SAMPLE COVER LETTERS

SAMPLE #1 - Letter of Application in Response to a Job Listing (This letter accompanies a completed application form or may be used to respond to a specific job listing that requests a letter and resume, and possibly other documentation.)

October 19, 20XX

P.O. Box 000033
Stanford, CA 94000

Ms. Marian Armstone
Human Resources Manager
Random Company Consulting
9999 Oak Street
Palo Alto, CA 90003

Dear Ms. Armstone:

This letter and the attached resume serve as my application for the Associate position at Random Company Consulting. After speaking with Jo Kimmer at Stanford's Career Fair on October 9, I'm excited to contribute my skills, academic training, and work experience. When Mr. Kimmer shared that you are seeking analytical skills to apply to your work with major automotive manufacturers, I knew it would be a great fit.

As an intern at General Motors this past summer, I developed analytical skills by taking measurements on a development vehicle, identifying design problems, offering solutions for improvement, and making recommendations in a written report. I was awarded a General Motors scholarship for my exceptional contributions as a member of the S-10 Crew Cab launch team.

At Stanford, I demonstrated leadership ability by serving as the elected president for a service organization with over one hundred active members. In this effort, I honed my ability to make good decisions, plan and organize my time, work well on a team, and develop sound interpersonal, oral, and written communication skills. Finally, I would bring an entrepreneurial spirit and creativity to this position, as evidenced by my experience designing, patenting, and marketing my own product.

I would enjoy speaking with you further to discuss, in detail, how I am a match for the Associate position. I am eager to apply my energy, experience, and enthusiasm to the work of Random Company Consulting and look forward to hearing from you soon.

Sincerely,

John Duncan

John Duncan

SAMPLE #2 - Letter of Application in Response to an Internship Listing

Andrea Abre

12345 First Street | Palo Alto, CA 94305 | 650.555.1234 | andreaabre@stanford.edu

Jonson Inc.
123 Fifth Avenue
New York, NY 10019

Dear Internship Coordinator:

I am writing to apply for your Summer Intern position posted on JonsonInc.com. Currently, I am a junior at Stanford University studying Communication and International Relations and I plan to pursue a career in fashion upon graduation. Jonson would be a great springboard in achieving that goal.

My passion for fashion and art comes from my grandmother who was a fabric designer in New York during the 1940s and 50s. From her, I learned a great deal about color and design. Since the age of 10, I have been consumed by the industry and have studied *Vogue*, *Harper's Bazaar* and *Elle* magazines. In addition, I analyze and examine the work of designers and follow fashion critics like Suzy Menkes. After beginning to write for the online magazine, *One Line to You*, I had the opportunity to parlay my depth of knowledge into written pieces about various aspects of the fashion world. My expression through this medium also allowed me to further my education of the industry.

The marketing internship at the San Francisco Symphony best prepared me for the responsibilities of an intern at Jonson. I wrote newsletters, researched artists to compile performance programs, helped with event planning, composed press releases and edited and proof-read written material. Through these tasks I learned the importance of being thorough while working in a fast-paced environment. My attention to detail and organization allowed me to thrive in this context and they will do the same at Jonson.

After reviewing Jonson's spring ready-to-wear collection, it would be amazing to work toward the new creative director Heather London's vision. It must be a very exciting time for the Jonson label.

I look forward to hearing from you in the near future and am available for an interview at your convenience. Thank you for your time and consideration.

Sincerely,

Andrea Abre

Andrea Abre

SAMPLE #3 - Letter Accompanying a Resume for an On-Campus Interview (While not always required, resumes submitted for campus interviews are often accompanied by cover letters. This letter provides you with an opportunity to demonstrate your knowledge of the organization, indicates why you are interested in the position, and highlights your background and experience as it applies to the position.)

2468 College Avenue
Palo Alto, CA 94306

January 10, 20XX

Mr. John Boulton (or if name is not known, "Recruiting Staff")
Director, Technical Administration
Hillview Laboratories
22244 Stevens Creek Blvd.
San Jose, CA 94000

Dear Mr. Boulton:

After learning of Hillview's visit to Stanford, I was eager to apply to the (title of position) role. I reviewed your website and spoke with Janet Morris, who works at Hillview. Her comments have given me a clearer idea of your R&D efforts and the work with which I might be involved. In particular, I am impressed by your state-of-the-art laboratories and how Hillview has effectively integrated a participatory management style in its total operation.

As my resume reflects, I have previous research experience in the area of... where I... (explain what you did). You will note my graduate work also directly relates to the type of work currently being done at Hillview (or highlight previous summer experience, coursework, thesis topic, or special skills that may be relevant to this employer. DO highlight or expand on a relevant entry from your resume, but DO NOT simply repeat what is already on your resume.).

Thank you for your interest in my application and your willingness to come to Stanford University for interviews. I look forward to meeting you and discussing how my background and experience can contribute to your work.

Sincerely,

Jason E. Jefferson

Jason E. Jefferson

SAMPLE #4 - Letter as the Result of a Phone Conversation

P.O. Box 11335
Stanford, CA 94309

February 2, 20XX

Mr. Scott Campbell, Managing Editor
Corpus Christi Caller-Times
P.O. Box 9136
Corpus Christi, TX 78469-9136

Dear Scott:

Thank you again for speaking with me on January 31. I am sending along my resume as you requested. I have also taken the liberty of attaching a sample of my writing. As I mentioned in our discussion, I am currently a student at Stanford University and am very interested in journalism, advertising, and graphic design. I am seeking an opportunity to develop and utilize my skills and qualifications in an internship. Growing up in Corpus Christi, the *Caller-Times* has always been part of my life. Now that I am older I have come to respect it as a professional service vital to our community.

My passion for journalism has only grown with time. As a Managing Editor of *Hoofbeat*, my high school's national award-winning newspaper, I collaborated with fellow editors and managed a staff of nearly 30 writers as part of overseeing production of the newspaper from conception to publication. As my resume indicates, I have demonstrated strong leadership and undergone extensive training through active participation in academic and professional organizations. In my effort to fully develop these important skills, I will continue to serve as a Layout Designer for *The Stanford Scientific*, the only full-color publication on campus for the duration of this academic year. I hope to gain the position of Head of Production in the years ahead.

In addition to my experience in journalism, my coursework includes statistics, psychology, and persuasive writing, and experience fielding phone calls and collecting data. My education has honed the writing, planning, organization, and presentation skills that I believe are essential to working in communications.

I am excited about the many aspects of the journalism world and welcome the prospect of discussing opportunities to explore them at the *Corpus Christi Caller-Times*. I will follow up in a week to answer questions you may have or provide additional information. In the meantime, should you have questions, I can be reached at 650-555-5555 or sjohnson@stanford.edu.

Thank you for your time and I look forward to speaking with you again.

Sincerely,

Sarah Johnson

Sarah Johnson

SAMPLE #5 - Approach Letter or Networking Letter (Approach letters request information about an organization or industry. They are generally sent to specific contacts you may have obtained from a friend, the Stanford Alumni Network, a career fair representative, or faculty member. Depending on your purpose, you may or may not want to send a resume with this type of letter.)

P.O. Box 12345
Stanford, CA 94309
650-999-1212

February 10, 20XX

Ms. Laura Valencia
Manager
Creative Services Department
Putnam, Blair and Associates
12 Front Street
San Francisco, CA 94108

Dear Ms. Valencia:

This June, I will graduate with a B.A. degree in English from Stanford University. I have a strong interest in advertising and will soon seek a position as a Junior or Assistant Copywriter. Robert Blum encouraged me to contact you, suggesting that you might be willing to meet with me and provide an insider's view of how I can best identify employment opportunities in this field.

I completed a summer internship in the Marketing Department of a small high-tech company and have worked as the Advertising Manager at the *Stanford Daily*. I have strong writing and communication skills and enjoy working in a fast-paced environment. In addition, working throughout my Stanford career to finance a substantial portion of my education has strengthened my time management skills and determination to pursue and achieve my goals. These skills, together with my passion for photography, fascination with the consumer market, and personal interest in the creative side of advertising lead to my strong interest in this field.

At your convenience, I would like to set up a short 20-30 minute meeting with you at your worksite. Any advice or suggestions for my job search are welcomed.

I understand you are busy, and I appreciate your time.

Sincerely,

Amy Chen

Amy Chen

SAMPLE JOB ACCEPTANCE LETTERS

Dear Mr. Smith,

It is with great excitement that I accept the offer for the position of Legal Assistant. Included is the signed offer letter you requested.

I have been communicating with the relocation company and am currently in the process of moving to Seattle. I expect to be settled in by the end of the month and ready to start in early August.

I will contact you as my start date approaches. Please feel free to contact me if you have any questions. I look forward to my new position at LMN.

Sincerely,

Mary Barton

Dear Jane,

Thank you for your employment offer for the position of Program Coordinator. I would like to reconfirm my acceptance of this position. I look forward to joining the *ZZZ* team and am confident in the contributions I will make to your organization. I am excited to apply my passion and skills to this position.

Per our phone conversation, I will start work on Monday, August 22. I will be out of town until mid-July but can be reached at (555) 465-1834 if you have any questions. Thank you again for this opportunity.

Sincerely,

Jesse Lewis

SAMPLE JOB OFFER REJECTION LETTERS

Dear Mr. Smith,

Thank you for your employment offer to be an Assistant Director with XYZ, Inc. Unfortunately, I am writing to inform you that I am unable to accept the offer. After evaluating all opportunities available to me, I have decided to accept another position.

I truly enjoyed meeting and speaking with you and other representatives and learning firsthand about your experiences. Best wishes for the continued success of XYZ, Inc.

Thank you again for your consideration.

Sincerely,

Laura Craft

Dear Michelle,

I hope this email finds you well. I am writing to inform you that I will unfortunately not be accepting the generous offer of Management Trainee, from ABC. I really appreciate the care and friendliness extended to me during this time. Foremost, I am grateful that ABC granted me an extension so that I could fully consider my options. It was an extremely tough decision for me to make, as evidenced by my request for a month long extension. I again want to thank you and everyone else at ABC for this great opportunity and for your help and support through this process.

Sincerely,

Irwin Jones

SAMPLE WITHDRAWAL FROM CONSIDERATION LETTER

Dear Mr. Cline,

I enjoyed meeting with you and your colleagues last week regarding the position of Assistant Researcher. Thank you for your time and consideration during this process.

While I am not sure where you are in the hiring process, I wanted to let you know that I would like to withdraw my application from consideration for this position. I have accepted a similar position at another organization.

Thank you again for your consideration and best of luck in your search.

Sincerely,

Anne Green



BUILD A LINKEDIN PROFILE

14 Tips for Your LinkedIn Profile

1. Create a Findable and Visually Appealing Profile

LinkedIn walks you through each section, will measure the “completeness” of your profile as you work, and will offer suggestions on how to make it stronger.

2. Get a Custom URL

On the Edit Profile screen, at the bottom of the gray window that shows your basic information, you’ll see your LinkedIn address. Click on the gear next to the address. On the upper right side of the page you will have the ability to edit the URL and specify what you’d like as your address.

3. Choose a Great Photo

Take a look at the headshots of people in your target company, industry sector, or future role.

4. Write a Headline That Rocks

If someone just looked at your headline without reading your profile, what do you want him or her to know about you? Do you want them to know your current status, your skills set, your interests, that you are seeking a particular position?

5. Be Warm and Welcoming in Your Summary

The summary section is your opportunity to showcase the good stuff about you, with your target audience in mind. It’s basically your elevator pitch online.

6. Treat Your Profile Like Your Resume

When describing relevant skills/accomplishments, use the acronym **C-A-R** to ensure you are communicating your experience effectively and quantify when possible

a. Context:

- Relevant Setting (if not clear in name of organization),
- Who did you work with (team collaborated on and/or population served)

b. Accomplishments:

- Overall task/project/goal accomplished
- Relevant skills/methods/tools utilized (what you did to accomplish task/project/goals)

c. Results:

- Outcomes of actions (quantify results when possible) or include the purpose or significance of task/project/goal (why did you do something)

7. Add Multimedia to Your Summary and Your Work Experience

LinkedIn lets you add photos, videos, and slideshow presentations to your profile summary. So instead of just talking about your work, you can show examples or share a presentation. Click “Edit profile,” and scroll down to the bottom of each section where you will see the options to add media.

8. Add Projects, Volunteer Experiences, and/or Languages

Adding these extra sections to your profile is a great way to showcase additional skills and experiences. In a project section, you can add a relevant URL and, if your team members are also on LinkedIn, you can connect them (by name and by link to profile) to the project as well. The option of adding sections to your profile appears below the summary section on your profile.

9. Request LinkedIn Recommendations

Move your cursor over your photo in the upper top right of your homepage and select Privacy & Settings. From here you will be prompted to sign in. Under the *Helpful Links* section, select *Manage your recommendations*. Click the *Ask for recommendations* tab at the top of the page. Follow the prompts to request the recommendation. Click send.

10. Update Your Status

To update your profile make sure public notifications is turned on. When you are in profile edit mode this button is located to the right hand margin of your profile. Be sure to turn off public notification when simply editing your profile.

11. Become an Author

Write your first blog post on the LinkedIn publishing platform: <https://www.linkedin.com/pulse/20140326191638-235001-how-to-write-your-first-blog-post-on-the-linkedin-publishing-platform>

12. Be a Groupie

5 Ways to Get the Most Out of LinkedIn Groups:
<https://www.themuse.com/advice/5-ways-to-get-the-most-out-of-linkedin-groups>

13. Make Yourself Anonymous (temporarily)

If you’re gearing up for some serious LinkedIn research, whether you are looking for connections or job hunting, you may want to switch your profile setting to anonymous. In order to do so, move your cursor over your photo in the upper top right of your homepage and select Privacy & Settings. From here you will be prompted to sign in. Under the *Helpful Links* section select what others can see when you’ve viewed their profile. Once you’re done with your sleuthing, be sure to switch your settings back. Remaining anonymous on LinkedIn for a long period of time won’t do you much good when it comes to networking.

14. Make Sure People Can Find You

Don’t forget to add your email address (phone, blog, or Twitter handle, or anywhere else you’d like to be found) to the contact information section in the summary section. On the Edit Profile screen, at the bottom of the gray window that shows your basic information, click on *Contact Information*. You can also include contact information in the section called *Advice For Connecting*.

LEARN LINKEDIN PROFILE BASICS

Written by Michelle López-Mullins, PR & Marketing Coordinator at the University Career Center & The President's Promise. Adapted with permission for Stanford University.

Since its creation in May 2003, LinkedIn has changed the shape of recruiting. According to a 2015 study, 95% of recruiters use LinkedIn to source and vet candidates. LinkedIn search results come from scanning the user's 1st, 2nd and 3rd degree connections for the search query. Recruiters often use trending, industry-specific keywords and phrases in their queries. Incorporating industry-specific keywords and phrases into your profile can increase your visibility. This is called **Search Engine Optimization (SEO)**. As you build your LinkedIn presence, remember that SEO is a major contributor to LinkedIn success. Check out even more helpful tips at www.University.LinkedIn.com.

PROFILE PHOTO

Aim for

- Professional attire
- Clarity (in focus, high-res)
- Good lighting
- Headshot

Avoid

- Noisy, distracting backgrounds
- Selfies and vacation photos
- Group photos
- Extreme closeup or full-body shot

SUMMARY

Support your headline with a personable and professional look into your experience and goals.

Who Am I?

This comes through in your words and your tone. Rather than saying you are passionate and leaving it at that, **show your passion** through your word choice and **examples of engagement**.

Are you witty? Are you a huge comic book fan? Do you have a theme song? Sprinkling in a bit of **what makes you unique** gives recruiters a better idea of who their coworkers will be working with if they do hire you. However, this should be used in moderation and not at the expense of your professional image.

What Do I Want to Do?

What are your professional goals? How have you already started reaching for them? Discuss your experience and expertise, then state exactly what you want to do in your future workplace. **It's good to know what you want and this will help recruiters determine** if they are the right fit for you.

What Do I Bring to the Table?

Experience, personality and skills. Work them through your summary and **reinforce them at the end using keywords popular in your field**. Remember to incorporate Search Engine Optimization. By the end of your summary, a recruiter should have a feel for who you are, your level of experience, your ideal focus and your future goals.

RECOMMENDATIONS

Tap into your network for powerful testimonials.

Ask for recommendations from those who really know you—such as supervisors, professors, teammates or those you've led—who will highlight what working with you is like and how you contributed to the organization or experience. Requests should be personalized, polite and gracious. Include a few words outlining accomplishments or qualities they might mention about you and ALWAYS send a thank-you afterward.

ACADEMICS

Do you consistently challenge yourself by enrolling in rigorous coursework? List select courses on your profile—especially those that qualify you for positions you are seeking, or demonstrate your commitment to expanding your academic horizons. Listing courses helps you showcase the skills and experience you have achieved. You can list them in the Courses section, which also helps the SEO of your profile.



John Smith

Worker's rights advocate seeking non-profit opportunities in Stanford, CA | Graduating 2018

Stanford, CA | Philanthropy

Current	Stanford University
Previous	United Auto Workers Union
Education	Stanford University

133 connections

www.linkedin.com/in/johnsmith/

Background

Summary

I went into college with sights on a Law degree. By spring semester my sophomore year, I was staying up late planning meetings and holding discussions with fellow members of the Stanford Law Organization. By my junior year, I was elected The Law Organization's President. My interest expanded from campus to the surrounding area and onto a national level. This past summer I was involved with the United Auto Workers Union, helping broadcast social media messages and spreading awareness of auto workers' rights issues in five major cities.

After graduation I want to dedicate my time to an opportunity that understands the value of public image and social media in their fight for quality working conditions for our nation's workforce.

I have spoken with hundreds of workers and employers from varying backgrounds in Stanford, CA; Miami, FL; Canton, MS; and Atlanta, GA. During my Presidency in the Law Organization, I also spoke with decision-makers on multiple levels, both local and national media outlets, and rooms of 100+ engaged community members and activists.

I think Big. I keep calm in the face of a dozen microphones (or those who disagree). I'm all about the group AND the individual. **I've been known to blast "Eye of the Tiger" before a rally or two.**

Specialties: Event planning, policy, social media, grassroots marketing, Spanish.

Recommendations

President, The Law Organization
Stanford University



Ariel La
HR Specialist at National Institutes of Health

"John was one of the most passionate and well-organized student leaders I encountered during my time advising student activists at Stanford University. He took project ideas and transformed them into amazing events that made a real difference in our campus community. It was a great honor to know and work with John and I can only imagine what his next move will be!"

HEADLINE

Reinforce your brand with a succinct, memorable professional slogan.

Search Engine Optimization (SEO)

No matter what, include keywords/phrases that describe your skill sets/goals in terms that your field's recruiters will search for. Your field's trending topics can fluctuate, so look over the field's job postings for ideas of what to use.

Suggested Formulas

Seeking [industry] position.
ex. "Currently seeking social media position."

[Major] major seeking opportunities in [location/industry] | Graduating from [University] in [Year].
ex. "Political Science major seeking opportunities in Stanford, CA | Graduating from Stanford University in 2018."

[Student affiliation] seeking [industry] position.
ex. "Honors student seeking human resources position."

CONNECTIONS

Build your professional network. To start, you can sync your email contacts with LinkedIn to create a list of "Suggested" connections. Only connect with those you're comfortable associating with professionally. Some great additions would be friends and coworkers of your parents, those you've worked with, classmates and professors.

Etiquette

When requesting a connection, do NOT send the generic LinkedIn message. It leaves the requestee with little to no context and may cause them to think you're just fishing for superficial connections.

Groups

Active memberships in relevant groups shows your serious interest in the field. It also gives you a place to discuss relevant topics and expand your network.

Alumni

Stanford has a strong alumni network with which you can connect. Reach out to alumni by going to the "My Network" menu item in LinkedIn and then selecting "Find Alumni." From there, you can filter which alumni you might be interested in contacting. When reaching out to an alum, focus on learning from their expertise, not asking for a job or internship. Many alumni are excited to help students—don't be discouraged if you don't hear back right away.

EXPERIENCE, PROJECTS, ETC.

Format experience and project sections the same way that you present them on your hard copy resume. Include portfolios, photos and/or videos if you feel they enhance the viewer's understanding.

Honors & Awards

Include 1-2 sentences explaining criterion and how/why you were selected.

Skills & Endorsements

Choose self-descriptive keywords used by professionals in your interest field. Example: For PR/Marketing, you could use "event planning," "social media" and "public speaking."



CONDUCT MOCK INTERVIEWS

Mock interviews are opportunities to practice interview skills, such as answering questions, making a good impression, and understanding interview etiquette. Through Handshake, you can make an appointment with a BEAM career coach to practice for interviews in general, or a specific interview you have scheduled. Additionally, you can discuss preparation for various kinds of interviews including phone, Skype, group, and/or panel.

Learning strategies for effective interviewing is a better goal than memorizing answers to specific questions. There's no way to know what you will be asked, but you can have a strong, effective plan for responding to questions. Career coaches can help you strategize and develop a plan for answering questions like the ones listed in this guide.

BEAM also offers events to practice technical and case study interviews. These are industry-specific interviews that you would likely encounter for roles in computer science and engineering, consulting, business, and finance. BEAM often partners with employers on special events for you to practice these types of interviews.

Meetups, labs, Handshake articles, and coaching appointments are also informative ways to learn about interview preparation and follow up, including topics such as company research, crafting questions, and writing thank you notes. An important part of an interview is asking questions of the employer, and a mock interview or appointment is a great way to develop these questions.

Mock interviews can help you prepare to answer common questions like the ones below.

Sample Interview Questions

Introductory

- Tell me about yourself.
- Why would you like to work for us?
- What motivated you to apply?
- What do you know about our organization?
- What attracts you to this industry?

Skills and Personality

- What skills do you have that will make you successful?
- What would make you stand out from other candidates?
- Describe a challenging experience you have had, and how you managed it.
- Discuss some of your leadership roles and what you learned.
- Share an example of your initiative.
- What are your strengths? Weaknesses?
- Tell us about your experience using _____.
- What role do you typically assume on a team?

Career Goals and Objectives

- What are your long term career goals?
- Where do you see yourself going in this industry?
- What would you like to accomplish in this role?
- What other goals do you have for your professional development, such as graduate school?

Academic Preparation

- Why did you choose to attend Stanford?
- What factors influenced your choice of major?
- What have been some of your most and least favorite courses and why?
- What courses gave you the most difficulty?
- How has your coursework prepared you for this position?

Work Experience

- Tell me about your experience with _____ (a specific company, tool, or concept).
- What have you enjoyed most about your most recent job experience?
- What qualities are you looking for in a work environment?

Closing Questions

- What else would you like to share with us?
- Do you have any questions for us?
- Is there anything you are concerned about regarding this role?
- What salary range are you expecting?

Sample Questions for the Employer

- How would you describe the management style in this organization?
- What skills make the most successful employees here?
- Can you describe recent projects of someone in this position?
- What do you enjoy most about working for your organization?
- How are new hires trained and developed?
- How and when is performance evaluated?
- What are the most common challenges facing the person in this role?



ATTEND MULTIPLE EMPLOYER CONNECTION EVENTS

Stanford hosts over 35 employer connection events during the academic year, covering a wide variety of industries, majors and degree levels. Employer connection events are open to all students, from freshmen to PhD's and Postdocs, and are an excellent way to connect with recruiters, alumni and industry professionals to learn about different industries, companies and roles. The types of employer connection events offered range in size and scope, and we recommend participating in a variety of these unique activities.

Benefits of Attending Employer Connection Events

Consider Employer Connection events similar to one-stop shopping. They provide a great opportunity to:

- Learn more about specific industries, careers and organizations
- Make contacts within organizations for which you are one day hoping to work at
- Make an impression on a company representative in person rather than just submitting a resume online
- Ask someone in the field for feedback about your resume, education or experience
- Build your network of fellow students and alumni – who may have interests similar to your own

Types of Employer Connection Events

Career Fairs

Career Fairs host anywhere from 15 to 350 employers, and provide opportunities for students to meet with representatives from a variety of industries. BEAM hosts smaller fairs such as the Social Impact Fair and the Start-up Fair(s) which cater to students interested in specific sectors. Log into Handshake and select "Fairs" to find a current list of such events.

Students are typically both excited and a bit nervous when attending their first Career Fair. However, most find it reassuring to see how many employers are seeking to hire Stanford students. It is the employers' job to promote their organization to YOU, not just the other way around. Career Fairs provide a venue for exploration, and to make employer contacts in an efficient and economical way.

Industry Nights/Mixers

Industry Nights/Mixers are more intimate employer connection events, typically including 6 to 12 organizations, linked by a common theme or industry of interest to students. Past event themes include Tech for Liberal Arts, Last Call for Hardware/Software Engineering, Sports and Entertainment, Writing Careers, Data Science, and Rotational Programs. Employers who participate in these events are interested in hearing from students about their interests and identifying candidates for current or future internship and/or full time opportunities.

The smaller size and more targeted nature of Industry Nights/Mixers allows students to learn more about each organization and to have a more meaningful dialogue with their representatives. The formats for these events vary, as do the specific events offered each year. Event descriptions are located in Handshake, so you will be able to plan accordingly.

Industry Experience Events

Industry Experience Events help you better understand what it is like to work within specific industries, while delivering deeper engagement with individual employers. Through a more immersive experience, the employer's goal at these events is to provide students with insights about working at their organizations while connecting with potential candidates for current or future internship or full-time opportunities. Past Industry Experience Events include Facebook's BEAM Take Over, and Edelman's Public Relations Brief event. Event descriptions are located in Handshake.

Make the Most of Your Employer Connection Experience

Before the Event:

- Attend a BEAM meetup to learn helpful tips on how to interact with employers to help clarify your career direction and make the most of your time at a career fair.
- Review the list of employers attending (available on Handshake) and prioritize your top preferences.
- Conduct research on the employers that are high on your preference list using sites such as LinkedIn and Glassdoor.
- Prepare questions for employers based on your goals for the fair, such as career exploration or job search. Sample questions include:
 - *What qualities and background are you looking for in employees?*
 - *What is the application process for your organization?*
 - *Do you have a business card—for future reference?*
- Create your resume and bring copies with you.
- Complete your Handshake profile and make it viewable to employers.
- Prepare a 30-second pitch to engage recruiters.
- At larger events (e.g. Career Fairs), have a game-plan. This will help you determine which organizations to approach. Some prioritize by company location, or skills/majors being sought, while others simply wish to explore.
- Be open-minded and flexible; you might be surprised at what you discover.
- Bring a pen, folder, notepad, and/or a log sheet to help organize your efforts.

During the Event:

- Approach employers and introduce yourself. Shake hands, make good eye contact, and tell the employer your name, major, and interests.
- If an employer is busy speaking with others, be patient, observe, and await your opportunity to make a positive and lasting impression.
- Utilize the opportunity to speak with multiple employers, and gather pertinent information each company you approach. Such information will enhance your job or internship application(s).
- Hand out your resume if you are interested in an organization. Have multiple copies available.
- Thank employers for participating at the events and for any promotional materials you are given.
- Collect business cards and jot down a fact on the back to jog your memory for future interactions.

After the Event:

- Follow-up is key! Keep track of those organizations and representatives with whom you spoke.
- Send a personalized thank-you letter to representatives with opportunities you may wish to pursue (now or down the line). This sets the stage for future correspondence.



Advertiser Index

Acumen, LLC	58	Magna International Inc.	58
Alfa Fellowship Program	61	MathWorks	64
ALICE Technologies	56	The Princeton Review	64
Amgen, Inc.	54	Rice University, Master of Global Affairs	61
Apstra	63	Schlumberger	58
Bigstream	56	D. E. Shaw & Co., L.P.	55
Brownson, Rehms & Foxworth	56	Siemens	Inside Front Cover
Causeway Capital Management	63	Simpson, Gumpertz & Heger Inc.	61
Earthjustice	62	U.S. Army Health Professions Scholarship Program	57
Educational Housing Services	Inside Back Cover	USA.gov	63
Gotion Inc.	59	WPP	59
Keep America Beautiful	60		

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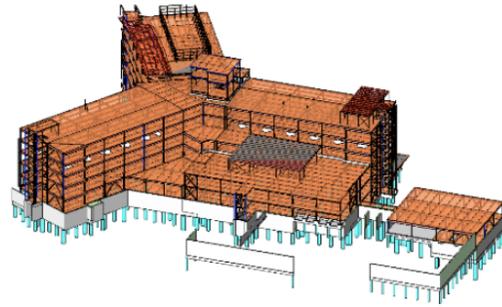
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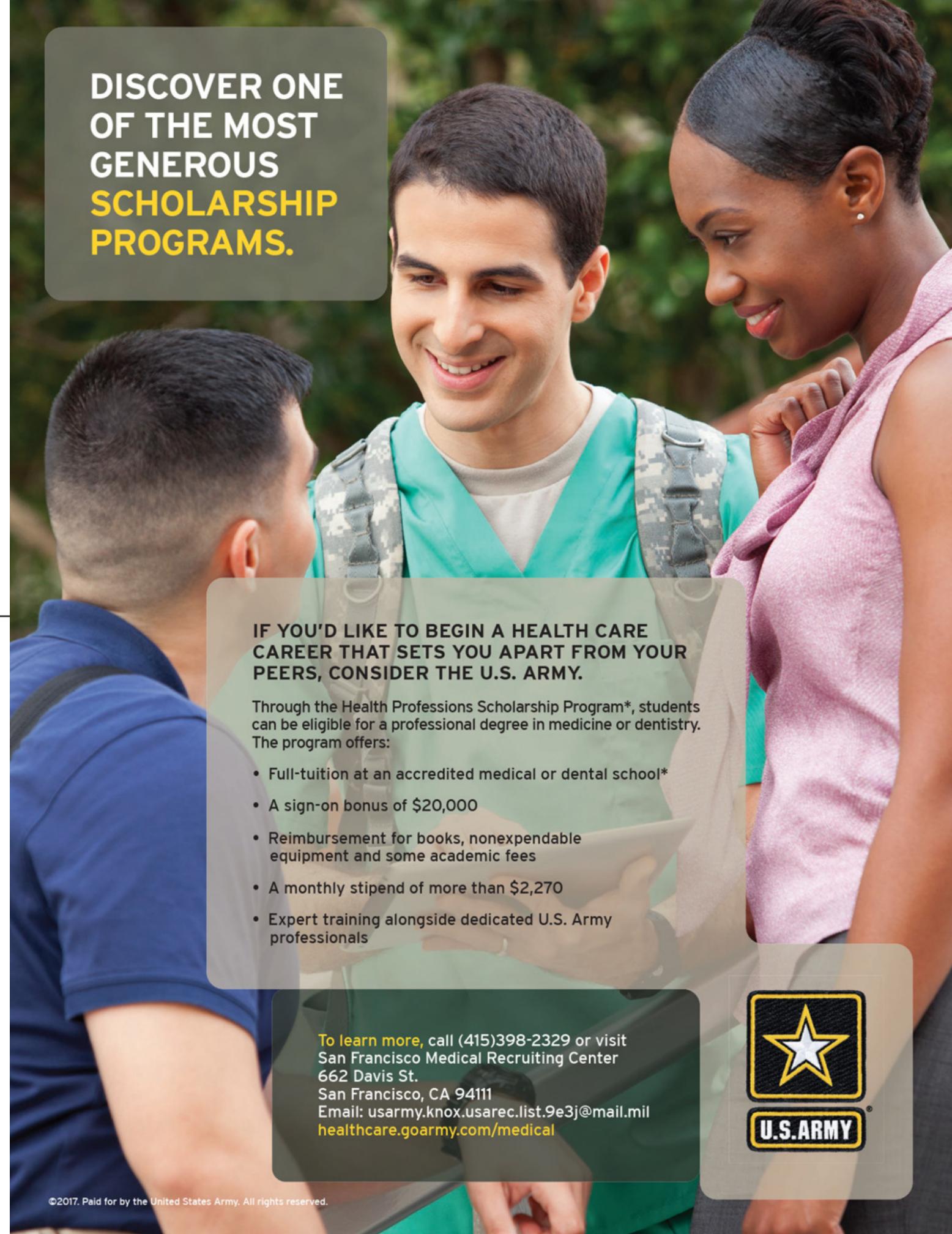
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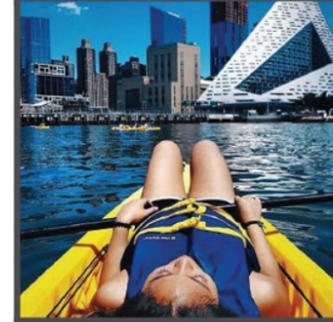
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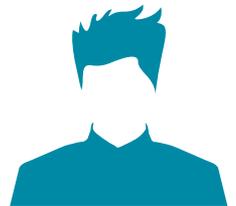


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