

Graduate Student Career Resource Guide Brock University Career Services

Navigating Your Career Search

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Compiled By:

Shane LeBlanc, Stephanie McIntosh 2010-12

Acknowledgements

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As mentioned, this is a first time publication, which we hope addresses the needs of our graduate students as they prepare for the next steps in their journey beyond Brock University. We welcome feedback and suggestions as we will be updating this document periodically to keep current with employment trends and new resources. Please feel free to contact us in Career Services at career@brocku.ca.

Amy Elder
Director, Career Services

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Introduction

Getting started

or graduate students, career planning is crucial. Research into the kinds of work that can be undertaken with your degree in hand - and the kind of work that will be commensurate with your talents, training and values - is indispensible. Career planning is an investment that is parallel to the scholarly investment that you are making in your program of studies. It can both capitalize on the co-curricular activities that you can undertake as a student, and identify the credentials that you may wish to pursue in moving forward with your future plans.

It is the purpose of this guide to help you through this process. Rather than offering quick or pat answers to important questions about very personal decisions - your future career and your life path - we wish to provide you with the tools for answering them, in light of your own needs and directions.

Opportunities exist for graduate students both inside and outside the world of teaching and academia. In fact, if you are a graduate student, you have already picked up many transferable skills to help you with your job search - communication skills, problem-solving abilities, computer proficiency, and well-developed work habits, to name only a few. Employers are looking for people who are self-managing, persistent, responsible and good communicators — all skills you have developed as a graduate student. Once you have identified your skills and strengths, and the fields of most interest to you, it will be a matter of matching what you have to the opportunities in those fields.

Job hunting is the other piece of the puzzle. Having earned your degree, and having identified and honed your skills, you will want to access this guide to assist you in negotiating the job market.

Navigating this guide

The guide consists of three major sections:



- 1. Choosing a career path
- 2. Preparing for a career in academia
- 3. Preparing for a career in the private and not-for-profit sectors

Throughout the guide you will find suggested resources to assist you during each stage of your process. Sections with resources can be identified by the images listed in the icon key to the left. Important information will also be highlighted so you can easily locate the central points and

suggestions.

Getting to know your Career Centre

As a first step, we suggest visiting your Brock Career Resource Centre. The staff at Career Services will provide information and resources (both online and in the resource centre), and can connect you to potential employers, volunteer opportunities and community contacts. Career Services also offers comprehensive workshops, such as resume and CV development, and interview preparation. In short, they can provide a great start to your career search and can help point you in the right direction.

While enrolled in Graduate Studies

There is much you can do while enrolled in graduate studies that will help prepare you and qualify you for jobs once you finish school.

Identifying career options — the earlier the better

The earlier you can begin to think about a career trajectory, within academia or beyond, the better. While a graduate student, you need to think about which aspects of the courses you are taking most intrigue you. You need to define research assignments where possible that will dovetail with the interests you are developing. You will want to become involved in the professional discourse of your field by reading journal articles, talking with professors, attending conferences, serving on committees, preparing work for publication, contributing to studies as a research assistant, and presenting papers at conferences. In every way you need to concentrate on professionalizing yourself.

Make it your goal to be seen as more of a colleague in your department, than as a student only. Networking with professors, alumni and other scholars is not only an effective way to learn about your discipline, but can also help you build valuable professional connections. Membership in professional associations and organizations is also an excellent way to keep up-to-date on important news in your field. By reading professional journals in your field, you may also find postings for job vacancies.

Make the most of the graduate experience

During your graduate studies, it is recommended that you develop as much experience as possible in your field of study. Finding work as a Research Assistant, undertaking internships, holding teaching assistantships and serving on university committees of various kinds will provide skills and relevant work experience that will make you more competitive in the job market when you emerge with your degree at the end of your program.

Experience Plus — tracking your achievements

Consider participating in the Experience Plus program as a way of documenting your professional experiences and job-related skills while a graduate student. The Experience Plus program offers an official Brock transcript, parallel to your academic transcript, that verifies the co-curricular experience, training and skills that you have developed during your time at university.

For further information on Experience Plus link to http://www.brocku.ca/career-services/students-alumni/plus-programs

The Faculty of Graduate Studies and departments in the university partner to offer resources and workshops that focus on carry-forward skills for your future as a professional, whether in academia or outside. Visit the Faculty of Graduate Studies website (http://brocku.ca/graduate-studies/current-students/professional-development) for more information.

Chapter

2

Choosing a Career Path

Taking the first steps towards identifying a career path right for you.

here are a variety of different directions and opportunities for those holding graduate degrees, from those to be found in academic life, to working for a government agency, a not-for-profit organization, contract research jobs, positions in industry, and more entrepreneurial enterprises such as joining or initiating a start-up venture.

The quest for the career path always begins with you: what do you love to do, what are you good at, and what do you want to make of your life? Analyzing yourself is the imperative first step. This takes research and reflection on your part, but is without a doubt the foundational investment in your career development process.

This chapter is dedicated to helping you find out more about yourself and what career is right for your personality, talents, interests and values.

Finding your bearings

You need to take stock of where you are in your program of graduate study, as different levels of graduate training are required for different career options. Some career choices require a PhD, as is the case, for example, if you wish to become a tenured professor. In other cases, seeking a post-doctoral research position after completing a PhD (i.e. "holding a post-doc" as part of a high-level research team at a university or research institute), is the mechanism for entry into university teaching or high-level research positions elsewhere. Many other opportunities, however, are well-suited to those holding master's degrees, which is the most common graduate qualification, and one that employers are increasingly seeking within today's job market.

Here is a list of the types of postgraduate degrees and qualifications you can pursue:

• Master's degree (post undergraduate degree)

A master's degree is more specialized and focused than your undergrad degree. Your master's program of study provides you with specialized academic knowledge and skills that will be not only useful but critical for certain jobs. At the same time, your work and supplementary experience within a master's program will provide you with transferable skills that can be identified and promoted as rendering you ready for work and able to contribute to work teams in positive and energetic ways. It is important to learn how to analyze and itemize the knowledge and skills package that your degree represents. Employers seeking master's degree holders, within environments of all kinds, are looking for specialized knowledge, but also the wide range of applicable skills that such graduates embody.

Doctorate (PhD)

Pursuing your doctorate takes great commitment in terms of time and finances, among other things. It will take four to five years to complete your PhD, possibly longer. This will normally bring the period of your post-secondary studies to nine to 12 years in total. However, having a doctorate opens up many career opportunities within academia and beyond, and comes with a great amount of prestige. A PhD demonstrates your intellectual abilities and your competence at research. With the right planning and commitment, you can certainly turn your doctoral degree into a lucrative career.

Post-doctoral Fellowships

Post-doctoral work, academic or scholarly research conducted after an individual's doctorate, is intended to further an individual's expertise in a specialist subject and provide relevant field experience. Post-doctorates are a mechanism for making yourself more marketable as a researcher and professor. Post-doctoral fellowships are more important in certain fields than others, especially in the research-intensive areas of the sciences. Post-doctoral opportunities are advertised year-round, but commonly late in the academic year and need to be applied for during the final phase of PhD completion, generally under the guidance of one's PhD supervisor and supervisory committee.

Self-assessment – personality and interests

Self-assessment is the crucial initial step in determining your most fitting career options. It involves looking inward to determine your strengths, skills, interests, values, sources of motivation and preferred work environments. It requires a willingness to engage with questions such as "who am I?" "where do I see myself in the future?" "what do I want to accomplish in life?" and "what career would I enjoy doing for much of my life?"

At this point in your life, you may already know your interests and what you want to do. You have probably undertaken other kinds of work both inside the academic world and elsewhere. You may even have had a career prior to returning to university to pursue new interests or to upgrade. Self-assessment involves figuring out, on the basis of self-knowledge and past experience, what kinds of work or aspects of work you enjoy - and after that, determining which careers will relate to and take advantage of your passions. There are also a variety of self-assessment tools to help you determine who you are and what careers are right for your personality.

Resources

Personality Assessment:

If you want an independent evaluation of your personality type, these resources can offer some assistance. Remember that you are unique and these tests are not specifically directed towards graduate students. Tests are not perfect, so you won't want to base your entire future on their outcomes. However, these assessments are a good start.

- Keirsey Temperament Report is a personality instrument that helps individuals learn more about themselves. The tool allows you to discover your personality type, preferred styles of expression and gain a better understanding of how you interact with others around you. www.keirsey.com
- <u>Type Focus Careers</u> is a self-assessment tool to help you better understand yourself and point you in the right direction regarding your career and education. This tool identifies your values, skills and interests, to help you to develop professional goals. Access available through CareerZone: http://careerzone.brocku.ca

Interests Assessments:

You might already know what you are interested in and have probably conducted your education in a field that excites you. If you are still unsure about your interests or are looking for jobs that suit your interests, the following sites are helpful. Again, these sites are not specifically designed for graduate students, but can still provide a helpful start. These resources can be accessed through the Brock University Career Services website under "Students and Alumni" "Career Planning" "Self-assessment."

Holland Code Quiz is based on a system to classify jobs into categories, interest clusters, or work personality environments. Assessments use a two-or three-letter RIASEC (realistic, investigative, artistic, social, enterprising and conventional) or Holland code. Different assessments provide

information on the relationship between job personalities and key characteristics, college majors, hobbies, abilities, and related careers.

- <u>Career Cruising</u> is an online career exploration tool that helps you find careers that match your interests. You can also research many jobs to see if they appeal to you.
- Strong Interest Inventory (coming soon) measures your interest in a broad range of occupations, work activities, leisure activities, and school subjects. The questionnaire compares how these interests are similar to the interests of people successfully employed in those occupations. It is used to help people understand their work interests and to illustrate the kinds of work in which they might be most satisfied.

Identifying your skills

Graduate school provides an individual with a set of abilities and skills that can be transferred into a variety of careers. It is important to properly market these competencies and talents to potential employers.

It should be relatively easy to identify the skills and competencies that derive from previous employment experience. To get started, make a list of full- and part-time jobs held and the kinds of skills that underpinned your accomplishments while employed in this area.

The following brainstorming steps may help identify the skill sets you have acquired as a graduate student:

Common Graduate Student Skills:

- Computer
- Problem-solving
- Leadership
- Communication
- Presentation
- Research
- Time management
- Writing
- Organization
- Analysis
- Networking
- Teamwork
- 1. Write everything down that you have done as a graduate student, from attending seminars to participating in major research.
- 2. Describe the tasks associated with each activity, such as "attention to detail."
- 3. Then outline the skills and strengths you need in order to successfully complete the tasks. For example, "objectively evaluated a variety of research." Save these descriptions, as they can later be applied to your resume.

Your skills and strengths are important, as these are what potential employers are looking for when reviewing candidates. You will need to emphasize your skills in your resume, in your cover letter and during your interviews. Mining your personal history, in order to be able to highlight what you have to offer, is fundamental to career search success. The chart that follows provides examples of the skill set that you acquire as a result of completing a major research paper or thesis for your graduate degree. You will want to consider how to best present these skills with specific job requirements in mind.

Tasks	Skills Statement
undertake original research	surveyed existing literature and ideas
 synthesize information and research findings 	 exercised analytical skills in evaluating research outcomes
devise original approach and methodology to topic or problem	 employed creativity, imagination and problem solving in devising original approach and methodology
writing paper	disseminated
	acquired knowledge through production of coherent final document and related material
	 undertake original research synthesize information and research findings devise original approach and methodology to topic or problem produce sustained

Resources

Skills Assessment:

- <u>B Degree Exploration Guides</u> Brock Career Services has a number of Degree Exploration Guides that describe possible careers related to your field and degree specific skills you have acquired during your studies. The Degree Guides were designed for undergrads, but still offer great information and provide a good starting point to addressing potential careers. [Also available online at Brock Career Services website https://www.brocku.ca/career-services/students-alumni/degree]
- *Skills Profiler This tool develops a list of your skills and matches them to job types that need those skills. You can use this profile to identify occupations that use your current skills, find gaps you need to fill, or polish your resume. (American) www.acinet.org/skills/default.aspx

Values

It is important to examine your values as they relate to a work environment.

Values refer to what is important to you, and therefore what motivates you.

Career options need to align with your values, as values influence work satisfaction and self-fulfillment. Examine what is important to you such as:

- the nature of the work undertaken
- its impact on society or the environment
- salary ranges
- compatibility with family
- work environment
- · degree of autonomy
- time commitment
- benefits

Work values:

- Do I like working with others?
- Do I want to contribute to society?
- Do I want a prestigious job?
- Am I competitive?
- Do I enjoy being creative?
- Do I like supervising?
- Can I handle a fastpaced workplace?
- Do I need moral fulfillment?

For the purposes of your own personal analysis, you need to think hard and be honest about such criteria: there is no sense entering a sphere that is not

commensurate with who you are and how you can best contribute to a work environment. By determining what will bring you the greatest satisfaction in your life's work, you will be able to better locate the job or field right for you.

Research — the world of work

When you have identified your interests, skills, and values, it is easier to recognize potential jobs that suit you. At this point another kind of research is needed. Until now, the emphasis has been upon knowing yourself and identifying what it is that you have to offer and what kind of work environment will suit you best.

It is also important to do extensive research on the world of work itself - adopting an external research focus by making yourself aware of the work settings that people in your field are qualified for that will match your personal profile in significant ways.

When researching various occupations, it is important to keep in mind:

- Job responsibilities
- Skills and knowledge requirements
- Degree/experience requirements
- Starting salary and range
- Work environment and conditions
- Opportunities for advancement
- Potential need to relocate
- Employers that may hire those positions

It can be beneficial to speak with a career advisor, professors or experienced alumni to get insight and advice on certain industries, fields and careers. Researching a career or industry or profession will also help to prepare you for writing a resume and the interview process.

To start researching a job, consider the following:

- Visit the websites of organizations in which you are interested. Concentrate on the kinds of departments you are interested in how they are organized, what titles and organizational structures they employ, what their evident entry-level positions are.
- Look at job postings to get a good idea of what employers are looking for in terms of capabilities and experience, as well as information on salary range and working conditions. This will give you an idea of what you should focus on in constructing your resume or CV to fit the positions you are interested in.

- Career mentoring, available through Mentorship Plus, provides students with opportunities to meet with professionals working in their field/occupation areas of interest. Career mentors are Brock graduates or community members willing to volunteer their time to share their experiences with interested students. Students will learn about their mentor's career and education path, the successes and challenges of the industry and other helpful tips. For more details visit http://brocku.ca/career-services/students-alumni/mentorship-plus/graduating or contact mentoring@brocku.ca
- For those seeking entry into academic institutions, it is particularly important to do research on the departments you are considering, to help understand values and expectations.

Labour market trends

Labour market trends determine which employment fields are currently in demand, and will be needed or diminishing in the future. By taking advantage of labour market information, you can discover occupations in need of workers and the skills that will be of value.

Resources

*Working In Canada - The Working in Canada Tool produces a detailed report based on an occupation and location of your choice. It can show you where the jobs are now and where they are expected to be in the future.

www.workingincanada.gc.ca

<u>*Labour Market Information</u> - The labour market information website can help you examine job descriptions, job and skills requirements, employment prospects and potential employers.

www.labourmarketinformation.ca

■ <u>Niagara Workforce Planning Board</u> - Serves the Niagara region providing local labour market planning, delivering authoritative research, identifying employment trends, targeting workforce opportunities and bringing people together to action solutions. The organization conducts annual research on the trends, opportunities and priorities impacting Niagara's labour market and releases an annual publication that captures strategic actions to address key priorities.

www.niagaraworkforceplanningboard.ca

B Trends and labour market - Brock Career Services has two binders of

gathered material on current labour market information and trends.

Moving forward

Decision-making is a challenging process when so much is at stake.

When it comes to deciding on career options, you will bring a number of things to the table, including your completed self-analysis (your profile with respect to your knowledge, interests, talents and values), and your knowledge of the fields that are likely to represent a good fit with that personal profile. We speak of "career options" in the plural very deliberately because it is important when thinking about post-graduation opportunities to have a back-up plan - two or three options that will be worth pursuing in case your top option does not work out.

Chapter

3

Preparing for a Career in Academia

s a graduate student, you have undoubtedly spent countless hours researching, writing papers, working with peers, and attending discussions/conferences. These are many of the common activities and responsibilities of an individual in the academic career stream.

The classic route for a research-focused individual in a PhD program is to plan to become a university professor. However, there are a number of options available to those holding doctorates even within the academy, and given the limited number of tenure-track positions available in universities it is wise to consider all options as part of your career development plan.

If you would love to teach in your field but do not wish to prioritize research, options include becoming a college professor or teaching at a less research-focused institution. Another option is seeking out teaching-only positions in a university, understanding that such positions do not command the salaries of tenure-stream appointments or guarantee continuing employment, but can blossom into rewarding careers for those suited to them. You could also pursue an administrative position if you are interested in the workings of the university itself.

Resources

- The Chicago guide to your academic career: A portable mentor for scholars from graduate school through tenure. (2001). Goldsmith, J. A., Komlos, J., & Gold, P. S. [Available at the Brock Career Resource Centre]
- The academic job search handbook (4th ed.). (2008). Vick, J. M., & Furlong, J. S. [Available at the Brock Career Resource Centre]

Academic career options

There are many advantages to pursuing a career in academia. Academics enjoy freedom and flexibility in the pursuit of their research interest. Their teaching and research are likely to be cutting-edge and prestigious. The application of research findings, whatever the field, will make a difference to the broader community, and indeed the wider world.

University Professor

The university professor is responsible for teaching, research and university service, and is evaluated in these three categories each year. Teaching and research are typically ranked as equally important, but in practice, research responsibilities have become extremely important and continue over one's lifetime as a professor. For example, every university professor must publish articles and books and present research at conferences in order to achieve tenure and progress through the ranks from Assistant through Associate and to Full Professor. It goes without saying that teaching is also very important, but and this is another reason for the prioritizing of research - being up-to-date in research is considered to be a requirement for good teaching in the university. Professors also usually sit on a variety of committees at their institution.

To become a professor in a University requires a doctorate and a substantial publication/research dissemination record upon entry. University professors will have opportunities to compete for administrative positions as well - from Associate Dean and Dean levels through Associate Vice-President and Vice-President levels, both within their institutions and external to them.

College Professor

Most college professors work in a single department that fits their specialty. They usually teach two to four courses each semester. Their duties include facilitating lectures and discussions, marking student papers and examinations, attending faculty meetings, holding office hours and advising students. College professors are likely to have administrative duties and committee responsibilities as well. A master's degree or doctorate is typically expected for the position. In recent times, as more colleges become applied degree granting institutions at the bachelor's level, there is more pressure on college professors to develop and sustain research programs in their areas, though in colleges teaching remains at the forefront and is often applied or practical in nature. For college teachers, the main academic year runs from September through May, although some now run on a tri-semester schedule. As with university professors, there are opportunities for administrative advancement by professors within the governance structure of the institution.

University/College Administration

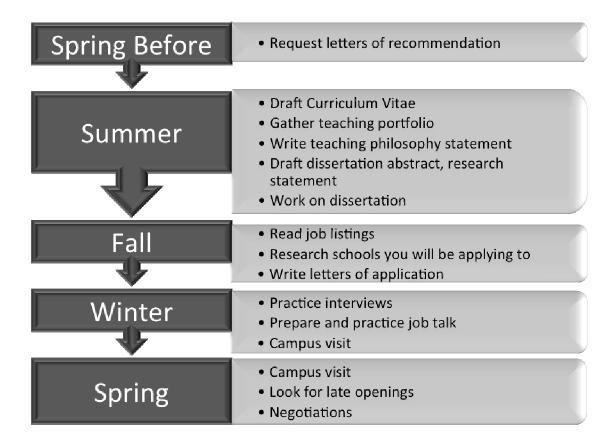
Post-secondary education administration encompasses a variety of jobs and responsibilities and may be located in departments, faculties, or central areas of the school. Some are part of the academic organization of the university - such as Chairs, Deans, Vice-Presidents Academic and so on. These are filled by faculty members appointment to the university's teaching departments.

However, other positions are to be found on the administrative side of the university that are typically filled by those not holding academic positions - from Student Services, through Finance, Human Resources and Athletics. Such administrators typically contribute to policy, examine student success and needs, develop support systems, and keep track of budgets, to mention but a few examples. These positions can require a master's degree or doctorate depending on the institution.

Preparing for a career in the Academy

If you have decided that an academic career is right for you, you should begin to research the experience and qualifications you will need. Some things to keep in mind are your teaching experiences, research accomplishments, and service, as well as any post-graduate experience you have acquired. You want your application/CV to stand out to the review committee since departments can often receive 50 to 100 applications for a single position.

Preparation is crucial and developing a timeline can be very helpful. The following is a guide for an academic application preparation timeline from Brown University.



Where and when to look for jobs in academia

There are a number of approaches you can take to locating an academic job:

- Word of mouth It is important to network and use all your resources. Talk to your advisors and former professors. Networking at conferences can be a good way to learn about positions and meet people who can help you in your career search.
- Conferences Read conference programs and schedules. Some conferences have sessions about finding employment and funding in your field. This can be helpful for acquiring jobs and is a great place to network.
- Volunteering/Internships Volunteering on committees and associations or completing internships in the academic institutions where you are studying or may want to work, may lead to a job opportunity. If not, it will at least provide you with further experience and connections. The opportunity will also provide you with an idea of what working in the field is like. An internship may lead to a discovery of new options or a niche within your field.
- Postings There are a variety of sources for academic postings. It is important to note that all tenure-track academic postings will be public and highly competitive. At the same time, keep an eye on a variety of posting sites,

especially since alternate sources are likely to advertise different kinds of academic jobs. Some good sources for job postings are:

- University Affairs the premier site for advertising tenure-track and academic administration positions in Canada.
- University and Department websites Faculty websites can contain postings for job openings.
- Major newspapers Newspapers such as the Globe and Mail, National Post and other large newspapers or magazines can contain academic job postings.
- Online job boards There are a variety of job boards that are directed towards academic careers. This is a good starting point but is not the most effective strategy for pursuing jobs.
- Online academic communities Online academic communities such as The Chronicle of Higher Education and Canadian Association of University Teachers contain many job postings.
- Specialty publications Magazines and journals in your area of specialization
 will advertise available positions. Some examples are New Scientist, and
 Canadian Chemical News. Brock specifically places ads in University Affairs
 and with the Canadian Association of University Teachers (CAUT).

When to look for jobs in academia? - Positions are usually posted a full academic year before the candidate will begin to teach. October and November are the most popular months for academic job postings, but jobs can appear as early as September and as late as December. Contract positions tend to be posted between January and March.

• **Networking** - Networking is a valuable way to learn about your field, learn about jobs in your field and meet important contacts. Attend conferences, meet scholars visiting your institution, and speak with any connections from other universities, so that if a position is available you can target it before the application process.

How to apply for jobs in academia

Read postings carefully to be sure you bring everything needed. Your application package will include your Curriculum Vitae (CV information and writing tips appear later in the chapter), cover letter and relevant supplementary materials. Since academic institutions receive a large volume of application packages, it is important to provide only requested materials in your application.

Depending on the school, each Faculty may have its own hiring process. Become acquainted with the application process of the department you are planning to apply to. Faculty handbooks sometimes outline the hiring/application process and could be a useful resource when applying to a position.

CV writing

If you are using your postgraduate degree to pursue a career in academia, it is likely that a curriculum vitae (CV) will be required, as opposed to a resume. CVs are generally used when applying for faculty positions, professional positions (i.e. medicine and law), and research positions (i.e. post-doctoral positions, government research agencies). A CV can also be required when applying for a scholarship or grant, a professional membership, or a conference presentation. A CV is more comprehensive and detailed than a resume, and is used to demonstrate your expertise in your discipline by meticulously listing all research, published articles, teaching experience and administrative experience. CVs will vary in length, depending on your qualifications. They are typically two to four pages for a young professional, and six to eight for an experienced candidate. CVs will also vary according to your discipline; therefore, it may be of interest to examine some CVs of individuals who are in your discipline that have been used to apply to similar jobs.

As with a resume, your CV should reflect the expectations of the position and employer's needs. You can find out what is important to the position by exploring the institution's website (where CVs may be available or posted within departments, on faculty pages, etc.), or by emulating those of individuals in your field, such as that of your advisor.

A CV is best printed on white paper and enclosed with a cover letter in a regular business-sized envelope, or if the CV is especially thick, in a plain envelope matched to the 8.5 X 11 page format.

A CV will typically include:

- Name
- Education
- Academic Awards & Scholarships
- Research Interests
- Research/Teaching Experience
- Grants held
- Publications

- Presentations
- Invited Lectures
- Professional Memberships
- Employment Experience
- Volunteer Experience
- Languages
- References

Cover letter: should accompany CV and will be addressed to the person in charge of the search or addressed to "the Search Committee."

Supplementary Materials (as requested, which may include the following):

- Dissertation Abstract
- Transcript
- Statement of Research and Scholarly Interests
- Statement of Teaching Interests

Identification

At the top of your CV you should state your name and all relevant contact information. This will include: name, address, city, province, country (if applying out of Canada), postal code, phone number, fax number, email address and citizenship (if applying abroad). If you have an office on campus, include it in your address to make the affiliation clear. You do not need to include personal information such as age, marital status and sex.

Shane L. Rodgers

13 Eglinton Ave. W. Toronto, Ontario M8N 9J5

Home phone: (905) 987-6541 Email: s_rodgers@brocku.ca

Education

Under the education heading of your CV, list your degrees in reverse chronological order, beginning with your most recent. If you are currently enrolled in a program, list your expected date of completion. The title of your thesis or dissertation, and the name of your supervisor should be included. An abstract of your research can be included; if so, it may be printed on a separate piece of paper and included with supplementary materials. Supplementary training, if relevant, can be included, but under a separate heading. Education that is not relevant to the position may be omitted from your CV.

I. Education

2009-2010 Masters of Education - Administration and Leadership stream

Brock University, St. Catharines, Ontario

Major Research Project: EXPLORING THE EXPERIENCES OF

DEPARTMENT CHAIRS: CHANGING IDENTITIES

Thesis Advisor: Denise Armstrong

2004-2009 Concurrent Education - Bachelor of Arts Integrated Studies

(Honours)/ Bachelor of Education Brock University, St. Catharines, Ontario

Awards/Scholarships/Patents

In this section list the awards you have received during your studies. Consider including dates, details of the selection process (if it is an internal award) and the amount awarded.-Scholarships that were awarded but could not be accepted can also be listed, but should be properly identified as such. It is suggested that you do not include fellowships given solely on the basis of financial need.

II. Academic Awards

Norah Morgan Memorial Scholarship (\$3,000.00)

 Awarded to a master's of education student, on the basis of academic merit and significant personal contribution and support to the education department.

2010 Ontario Graduate Scholarship

John W. Bean and Kathryn Bean Becker Scholarship in

Concurrent Education (\$1,000.00)

 Awarded to a student who has made significant contributions to Brock University and surrounding community through volunteering efforts.

2006-2009 Brock Scholars Award 2007- 2008

For achieving an average above 80%

2006-2009 Deans Honour List 2007-2008

For achieving an average above 80%

Research/Teaching Areas

In this section list expertise you have established through research, publications, and teaching. This section can be split into two subheadings or put together under a single heading, such as Areas of Specialization.

III. Areas of Specialization

- Educational administration in aboriginal communities
- University chairpersons in contemporary society
- Identity changes in university administration
- Educational policy development

Teaching Experience

Your teaching experience should be in reverse chronological order, including part-time, full-time and adjunct teaching experience. It may be useful to briefly outline your responsibilities and skills that were developed and the details of the position, as teaching duties vary between institutions.

Research Experience/Areas of Interest

Formal research experience (i.e. field, clinical and lab experience) should be included in this section. Include positions held, location, date and other details that make the experiences clear to the reader. The entries in this section may be categorized as you wish and find relevant. You may also highlight areas of potential interest to your prospective institution.

Publications

This section is for your works that have been published. You can also list books and articles that have been accepted for publishing or are in the process of being reviewed, but they must be identified as such. List author(s), title, name of journal, volume or issue date.

IV. Publications

A. Published Abstracts

- **Rodgers, S.,** & Smith, K. Attracting and retaining teachers in Northern Ontario. *The Education Journal of Canada*, 20(2).
- **Rodgers, S.,** & Tiflin, P. Exploring the experiences of department chairs. *Education Administration Monthly*, 44(3).

B. Articles Under Review

• **Rodgers, S.,** Waters, N., & Rorke, H. The aboriginal experience: The struggles of non-aboriginal individuals teaching in an aboriginal community. (Under review by *Journal of Aboriginal Education*.)

Presentations

If you were a speaker at conferences or presented your research via poster, this can be included in your CV. If you were invited, you can indicate that in brackets beside the entry or include a separate sub-heading if you have been invited to three or more. List lecture or presentation title, date and audience. Display in reverse chronological order.

V. Conference Presentations

- Rodgers, S., Smith, K., & Roberts, A. "Attracting and retaining teachers in Northern Ontario." Canadian Society for Educators Conference, University of Ottawa, Ottawa, ON, May 11th, 2010. (Podium Presentation) (Invited)
- Rodgers, S., Smith, K., & Roberts, A. "Attracting and retaining teachers in Northern Ontario." Canadian Society for Educators Conference, Brock University, St. Catharines, ON, February 14th-16th, 2010. (Poster Presentation)
- **Rodgers, S.**, Tiflin, P., Robinson, S., & Yusif, R. Exploring the experiences of department chairs. Hyatt Regency Orange County, Garden Grove, CA, January 23rd-26th, 2010.

Administrative Experience/Institutional Service

If you have ever held administrative positions in an educational setting, you would indicate so here. Such positions include committee work, executive experience, elected positions or other leadership positions. Hiring committees will appreciate a candidate's willingness to be involved with the institution. Include dates, description of the position, name of the committee and any other relevant information pertaining to the position.

VI. Administrative Experience

2009-2010 **Student Representative** – Graduate Students Association (GSA)

Professional Affiliations (Optional)

List any current memberships to relevant professional associations (local, regional, national and international). Include date joined or length of membership.

Educational Travel (Optional)

Include name of country, date and purpose of travel (if relevant).

Language Proficiency (Optional)

Include language spoken/written and level of proficiency (fluent, working knowledge, basic knowledge).

References

List the references that will be sent, so that the hiring committee knows what to expect and when your application file is complete. Only in this way will they know that it is complete. Include name, job title, institution address, phone number and email. Letters of reference are taken seriously by hiring committees. Be sure to seek referees who will write you an exceptional letter.

Tips for Selecting Referees

Select your referees strategically - Your principal advisor or supervisor will be your most important referee. Other committee members will also be familiar with your most recent research, and should be approached. It may be useful to include a referee beyond your committee, within or from outside the university, if that person can speak about relevant accomplishments or character attributes. Ensure that you have permission to use the names of each and that they will be easily accessible.

Find someone who will give you a good recommendation - It is important to determine, when asking for a potential referee's support, to ensure that he or she is able to provide a strong letter of reference. This needs to be asked outright, and you need to give your referees a graceful way to decline when asking for their support. Consider diplomatically suggesting what content would be of most value in the letter/call in mutually determining this individual's suitability to the task. If an individual agrees to provide a strong reference, find out what he or she needs from you by way of an information package, in order to write a detailed letter of reference. Deliver those materials to the referee with a reminder of the due date and address to which the reference will be sent (or the electronic repository to which it is to be sent), immediately after your conversation. Make sure that you have enclosed a copy of the position you are applying for so that they can focus on your abilities that complement the job, and a copy of your CV so that they can refer to all your experience and support vou for the role.

VII. References

Dr. Stacey Ducker, Chair of Master of Education program, Brock University, (905) 555-0000 ex.1234 (Thesis Supervisor)

Dr. Jane Klayh, Professor, Brock University, (905) 555-0000 ex.5678 (Thesis Committee Member)

Dr. Greg Dunn, Professor, Brock University, (905) 555-0000 ex.0123 (Thesis Committee Member)

Resources

- CV example A general graduate student CV to give you an idea of how one might look and flow. (Appendix B)
- **B** <u>CV resources</u> Career Services offers print resources and example CVs to assist you with the development of your CV.
- ☐ How to prepare your curriculum vitae: Revised edition. (2003). Jackson, A. L., & Geckeis, C. K. [Available at Brock Career Services]
- Brock University's Career Services website has an online CV writing presentation to help you create your CV.

www.brocku.ca/career-services/students-alumni/resumes/create-cv

Academic interviews

The screening processes for academic positions can be intensive. They often consist of a three-stage process designed to find a single candidate out of potentially hundreds of applicants. However, with the right preparation, you can improve your chances of having a smooth and successful academic interview.

Stage one

First, as an applicant you would submit your CV/portfolio (see page 38). The hiring committees will then review and evaluate the portfolios of the applicants and shortlist several candidates.

Stage two

The shortlisted applicants will most likely go through preliminary interviews. These are sometimes held at large conferences/conventions where parties can meet without incurring extra costs. The interviews, which will be with the hiring committee or representatives from it, will last approximately 30 minutes to an hour.

Stage three

The most impressive applicants (usually three to four) will be invited for a formal interview. This generally takes place over a day or two, and will allow the department and the applicant to determine if the fit is right. Over this period, there will probably be a few social events (dinners, lunches), and also an academic demonstration where the applicant will be asked to present an academic paper to faculty or students. The kinds of "job talks" required will vary from institution to institution and may consist of a formal academic paper in the candidate's research area, a presentation that

combines one's academic expertise and teaching philosophy, or the teaching of an actual class to students as if it were part of a course in the candidate's area. It is important to achieve clarity about the kind of presentation the institution is asking for and what they will be trying to determine from it. It is appropriate to ask the chair of the search committee to articulate the nature of the job talk expected, and the criteria that will be used to assess it.

It is important to remember that the entire time you are at the institution you are at an interview and are being evaluated. Your demeanor during the informal parts of the interview process will also be seen as an indication of your poise and suitability.

After the interview process, consider immediately sending a written thank you note to demonstrate your appreciation. Keep the note brief, no more than four paragraphs, thanking the committee for their time and expressing your gratitude for their interest and consideration of your application. You may wish to refer very briefly to the skills that you believe will match the job and the department.

Resources

Academic job interview sample questions - 30 questions that could be asked during an academic interview relating to research, teaching and participation in school community. It is suggested that you drill yourself on these questions, as well as any other questions you suspect might be asked in the interview, so you are thoroughly prepared to articulately answer the questions. (Appendix C)

Negotiating a wage

Negotiating a wage is an important part of obtaining any job, including academic jobs. After being a student and living on a very modest income, potential professors are sometimes so excited about the job, they hesitate to properly negotiate a salary. New faculty members have some leverage they can use to negotiate a wage with a job offer. Once a final applicant has been selected, the institution will try to ensure the candidate does not reject the offer. Your starting salary is a determinant of your lifetime earnings, so it is worth becoming educated on your options when it comes to negotiating a wage. You don't want your wage to be a source of future dissatisfaction. Other points of negotiation include teaching time, start-up costs, expense account and administrative duties. Contact the university's faculty liaison officer and/or Faculty Association (the collective bargaining unit to which professors belong) to obtain information on the institution's

expected wages for those entering your Faculty or other university unit, before signing the final papers.

Resources

- *Academicwork.ca A Canadian academic job posting site that also offers other helpful resources and information pertaining to academic careers. www.academicwork.ca
- Academic Careers Online (Canadian) A global database of career opportunities in education and academia from kindergarten through college. www.academiccareers.com
- Canadianresearch.org A recruitment site that focuses on academic research positions in Canada. www.canadianresearch.org
- Career.edu An academic career search site that displays opportunities for
- potential professors located in Canada and the U.S. www.career.edu
- <u>University Affairs</u> *University Affairs* is a magazine/website for and about Canada's university community. It offers news, commentary, in-depth articles on a wide range of topics, and career advice for academics. The magazine is also the largest source of career ads for people seeking academic positions in Canada. www.universityaffairs.ca
- <u>University and College Academic Careers in Canada</u> Provides a list of Canadian universities and colleges and directs you to the hiring pages for each school website. www.canadian-universities.net

Chapter

4

Preparing for a Career in the Private and Not-for-Profit Sectors

Not every advanced-degree holder is in search of an academic career. There are many career options available in the private and not-for-profit sectors where a master's or PhD is an asset.

any students undertake graduate studies with no intention of entering into the world of academia. Some individuals feel after experiencing graduate studies that an academic position is not right for them. Fortunately, there are many opportunities in the private and not-for-profit sectors, and using the knowledge and skills that you have developed during your graduate studies may lead to success in many professional settings.

Challenges

In finding a career path, it is important not to underestimate your strengths and proficiencies; you are among the highest educated members of society. Your disciplinary knowledge, communications skills, and maturity as an advanced-degree holder will make you an appealing candidate if you can adapt your message to a non-academic audience.

Some graduate students worry that there are no jobs in their field or specialty. However, your field of study is merely where you started. There does not need to be a strict linear connection between what you do in school and what you do as a career. Your skills and abilities can be applied across many sectors and can allow you to succeed in many kinds of settings.

While this is by no means always the case, it is true that you may need to begin at a lower level than anticipated. However, where you start is less important than where you finish. During the initial phases of employment, even in what may feel like an entry-level job in an area related to your training, you will learn about the organization and become acclimatized. Soon, using your intelligence and skills, you can prove your abilities to your

employer and demonstrate leadership in projects you are assigned to, allowing you to move up in your field.

Your first steps

Research is fundamental to any job search, and as a graduate student you have the skills necessary. The process begins with a search of fields related to your interests and skills, and the Brock Career Resource Centre can certainly offer guidance in locating this kind of information. It is then a matter of researching companies and other kinds of organizations that operate in the fields you have identified. Here too career development professionals can guide your exploration of an amazing array of online resources. Your 'research imagination' will turn up much information and many leads. Once you have identified fields of interest, talk to people in the field about how they found their jobs, as well as what advice they have for you.

Here are some useful ways to explore career options:

- Departmental statistics Look at the jobs that alumni from your department have gone on to. See if what they are doing interests you.
- Scholarly associations Scholarly associations can provide career information on their websites.
- <u>Career workshops</u> Attend career workshops through your academic institution or at professional meetings.
- > Career Centre Resources and Personnel Seek their advice.

After exploring career options, you need to narrow your list to around three to five main choices. To help you reduce your career choices, remind yourself of what is most important to you in a job, to determine which career fits you best. To decide which option is best for you, gather more specific information on wages, educational requirements, work duties, and workplace settings through:

- company websites
- professional organization websites
- government websites
- career centres
- community directories
- libraries
- interviews with people in those careers (information interviews)

- job shadowing
- apprenticeships

It is now time to consider your options further. Even if you have chosen an area of primary interest, you may wish to keep other options open as well, so that your search can proceed on several fronts, in response to multiple opportunities, rather than just a few. In any case, you need to develop a plan for proceeding. You need to gather information about what it will take to make you competitive for the positions you desire.

Information interviews

Twenty-minute interviews with individual employees will provide you with first-hand knowledge about the occupation — what they love about the job, what they dislike, how it affects their lives, and the values of the organization. It may be beneficial to interview a number of individuals to access different perspectives. Do some research on the job beforehand so that you appear informed and can plan questions in advance. Also, be sure to not focus only on the positive aspects of the job; you want the most complete picture. Send those interviewed a thank you note afterwards.

Tip:

An information interview is not the right time to ask for a job or job interview. The purpose of an information interview is to gather information about a specific occupation or company.

Career Hunt Don'ts:

Don't - Mistake your dissertation as your greatest accomplishment. The skills and qualities you used to complete it are more valuable.

Don't - Depend on classified ads. There are many other more effective ways to find the job right for you. Try talking to friends about any job openings they know of.

Don't - Underestimate the value of your non-academic pursuits. You are more than just your formal education. Who are you outside of academia? These outside interests may launch you into a career.

Don't - Be afraid to start at entry-level. Everyone needs to start somewhere. Prove yourself! With hard work you will be promoted. The private sector can move employees up surprisingly quickly, especially those who are highly qualified.

Don't - Rush the process. Take your time and set achievable goals. Career planning is a lot of work. Give things a chance to unfold. With the right time and energy, you are more likely to find the position that is right for you.

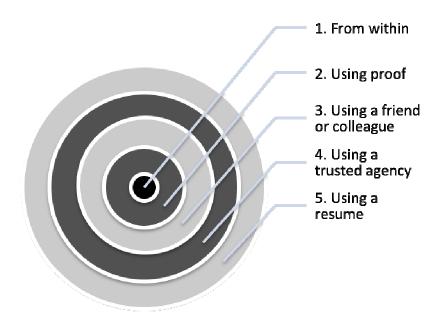
www.universityaffairs.ca/career-sense/

Resources

- So what are you going to do with that?: A guide for MA's and PhD's seeking careers outside the academy. (2007). Basalla, S., & Debelius, M.
- ☐ Occupational Handbooks and Labour Market Information
 - Canada's National Occupational Classification (NOC) and Career Handbook from Human Resources and Skills Development Canada, provides access to the National Occupational Classification, Canada's authoritative resource on occupational information. www.hrsdc.gc.ca/NOC/
 - Labour Market Information from Human Resources and Skills Development Canada. <u>www.labourmarketinformation.ca/</u>
 - Strategis: Canada's Business Information Site maintained by Industry Canada. www.ic.gc.ca
 - Working In Canada www.workingincanada.gc.ca
- <u>Information interview sample questions</u> A list of questions you may be interested in asking when conducting an information interview with a professional. (Appendix D)

Where to look/The hidden job market

It is a given that many, if not most, jobs are found not through public advertisements, but through networking and connections, which give access to the so-called "Hidden Job Market." The following is a list from What Colour is Your Parachute, a highly recommended guide for those entering the job market. The book lists the typical ways employers prefer to fill a position:



The Internet represents a good start to your job hunt. As well, and as a priority, get leads from family friends, past professors and people you know in the field.

Keep an eye on company websites. Most organizations post jobs on their websites before they ever post through job posting forums.

LinkedIn

One of the most popular social networking sites for professionals is LinkedIn (www.linkedin.com). LinkedIn is currently used by over 135 million professionals. Not only is it a great resource for connecting with colleagues and classmates, it is an informative site for resource sharing and job search. To join the site, individuals must create a username and password and create a detailed profile of outlining their education, employment and extra-curricular involvement.

Advice from Professionals

- Do an internship
- Use career services and your undergrad college alumni network
- > Be fully committed about pursuing opportunities
- > Be willing to take an entry-level position, because talent is rewarded quickly
- Recognize that promotions happen more often by moving between companies than by moving within them

Resources

*Watch That Page - By registering with Watch That Page, you can receive email updates every time a web page you are watching changes. By tracking the job posting boards of the companies' websites you are interested in, you will be the first to know about all changes right away. It will save you time checking multiple pages daily.

www.watchthatpage.com

B <u>LinkedIn</u> - Effective use of social networking sites can be of importance. Clean up your online profiles and consider joining linkedin.com. It is a more professional social networking site that acts like an online resume. It will improve your networking ability by electronically connecting you to individuals you know and organizations you are interested in.

www.linkedin.com

Industries and sectors offering employment

The skills you develop as a graduate student will provide you with a good fit for certain careers. Some industries offer fast-track and mid-level entry positions for graduates with the right prerequisites. In this section we explore some industries and positions in the private and public sectors that

are suitable and attractive to students with graduate degrees. These will be broad suggestions, taking into account many different disciplines. There are many jobs to choose from.

Some of these opportunities may involve or be enhanced by further training, either at a college or through other kinds of extended learning opportunities. But it is also possible to obtain an entry-level position, evaluate the need for upgrading, and do the upgrading part-time while employed.

Government and public policy

The skills obtained as a graduate student relate to those needed for many government activities, such as analyzing and developing public policy, writing speeches, lobbying, managing programs and participating in think tanks.

Administration and management

Typically, graduate students have developed strong organizational skills, as well as leadership abilities that make them excellent managers or other administration professionals.

Not-for-profit organizations

Positions in development, administration, grant writing, editing, public relations, research, analysis, community work, interpreting, consulting, advocacy and fundraising are tailored to the strengths of graduate degree holders. Not-for-profit think tanks and education-related organizations, such as the Ontario Education Services Corporation, are potential employers for those with graduate degrees. These positions are best suited for individuals with exceptional interpersonal skills and communication skills. If you speak multiple languages proficiently, you can also join multi-national organizations and live abroad and travel.

Arts and culture

You can work as a researcher and curator for historical societies, museums and research institutes. Other positions in arts and culture include publishing, writing, journalism, and illustration.

Human resources and training

Postgraduate teaching experience can make you a desirable candidate for positions in human resource departments, particularly in training and development. Positions that are available in this field include trainers, instructional designers, master instructors, and curriculum specialists. You can specialize in training people in managing and supervising, technical skills, safety and procedures, communication, conflict resolution, project management and many other areas.

Finance

Advanced degree holders can enter into finance, provided that their training pertains to relevant positions in areas such as research and development, consulting and risk analysis.

Education

If you are interested in teaching, but not at the level of universities or colleges, there are many options. With your degree you can teach at a private school even if you haven't attended teachers' college, especially if you have taught at your academic institution. You can also enter, on the administrative side, into curriculum development, evaluation, academic administration, counseling and educational tours.

Consulting

Consulting firms may be interested in hiring advanced degree holders because of their work ethic and knowledge of specific areas. Some individuals with specialized skills who see a gap in their specialty can open up their own firms and become independent consultants.

Entrepreneurship

Graduate students may establish businesses in counselling, consulting, freelance editing, writing, engineering and software design, launching very successful and lucrative enterprises through the application of their specialized knowledge and skills.

Sales and marketing

Graduate students in the humanities, arts, and social sciences can pursue opportunities in business. Often you must enter through an entry-level position like sales and can then move up through the organization using your credentials, experience and hard work.

Communications

You may consider applying skills in writing, editing, analyzing and public speaking to a communications career. You can join a publishing firm as a freelance editor, acquisitions assistant or copy editor. You could also obtain a position in corporate communications developing training material, editing corporate newsletters, or directing communications initiatives. There are also jobs in public broadcasting and journalism.

Your skills

A survey of 500 U.S. employers conducted by the University of Michigan concluded that the most sought-after skills that organizations are looking for include:

- Ability to get things done
- Common sense
- Integrity
- Dependability
- Initiative
- Well-developed work habits
- Interpersonal skills

- Enthusiasm
- Motivation to achieve
- Adaptability
- Intelligence
- Oral communication skills
- Problem solving abilities

The Conference Board of Canada Employability Skills Profile

In consultation with private industry, public institutions, and not-for-profit organizations, the Conference Board of Canada developed the Employability Skills 2000+ profile. These skills are identified as the skills you need to enter, stay in, and progress in the world of work - whether you work on your own or as part of a team.

The Conference Board of Canada is the foremost independent, not-for-profit applied research organization in Canada. The Conference Board builds leadership capacity for a better Canada by creating and sharing insights on economic trends, public policy and organizational performance.

Employability Skills 2000+ include:

- Communication
- Managing information
- Using numbers
- Thinking and solving problems
- Demonstrating positive attitudes and behaviours
- Being responsible

- Being adaptable
- Learning continuously
- Working safely
- Working with others
- Participating in projects and tasks

Resume writing

Your resume is a representation of you on paper and it is important that you put your best self forward. The way you express yourself through the information you choose to use and the words you select, is critical in writing a compelling resume. In your resume you need to express your graduate experiences in a clear and concise manner that is relevant in a non-academic setting. Most likely you worked before graduate studies, and/or during your studies. Careful analysis will permit you to take your experiences and pull out the parts that complement the job you are looking to attain. If you are accustomed to the culture and vocabulary of your field, you should be able to successfully translate your experiences into appropriate terms. Make sure to keep information relevant to the job/career goal you are seeking. If possible, examine examples of resumes used by others in your field.

There are three common resume styles:

Chronological

- Most popular
- Presents information in reverse chronological order
- Illustrates how your career has developed

Functional

- Focuses on skills and accomplishments rather than dates of employment
- Organized by skill set related to job function
- Highlights achievements and unique skills related to position you are applying to

Combination

- Combines the elements of chronological and functional resumes
- Leads with description of functional skills and related qualifications, followed by employment history in reverse chronological order
- Highlights skills accomplishments and employment progression

Common elements to put on your resume include:

- Contact information (name, address, phone number, email)
- Objective or statement of focus
- Key features, or qualification summary
- Professional experience
- Skills

- Personal interests
- Volunteer work
- Education, credentials, and licences
- Professional training
- Professional affiliation
- Awards and honours
- Languages

Tips:

- Highlight your accomplishments rather than your duties
- Use strong action verbs to give your resume punch
- Include unpaid work such as internships and research
- ➤ Have your resume thoroughly reviewed and proofread (if possible, have it reviewed by someone in the field)
- Do not include personal information such as age or marital status
- Do not include reasons for leaving previous jobs
- Pay attention to formatting: no font smaller than 10 pt.; margins should be at least a half inch; be consistent with your formatting
- Highlight your strengths and make your resume easy to read by using bullets and headings

It will be useful to develop multiple resumes if you are applying for different kinds of jobs since specific skill sets will need to be emphasized depending upon the nature of the work being sought and the job environment in each case.

A resume is simply one tool in your job search. Resumes are more effective after face-to-face or voice contact, in other words, in connection with networking. Use it in conjunction with your job goals to help you get there.

A resume is not a CV

A CV is a document used for applying to positions in academia and professional positions such as medicine and law. It should not be used outside of these instances. A resume is meant to be a briefer and more pointed document that will focus on the potential employer's interests and needs. For example, there is no need to include your advisor's name or research subject. Most employers don't need to know the specifics of your dissertation. What may be of more interest is an indication of the skills and attributes that were involved in its completion - such as your ability to manage time, conduct research or communicate in written and oral forms. If you were a seminar leader, you could talk about your ability to supervise groups. If your graduate work included a great deal of teamwork, indicate your subsequent ability to participate in and lead teams effectively.

Resources

- **B** Resume resources Brock Career Services has a number of resources to improve your resume and resume writing skills. They offer online workshops, facilitated workshops, print resources, personal assistance and examples.
- Resume Workshop Brock University's Career Services website has an online resume writing workshop.

http://careerzone.brocku.ca

Available under the Resources tab.

- <u>Sample resume</u> This can get you started on your resume by giving you an idea of how a resume should look, sound and flow. (Appendix E)
- Action verbs It is important to give your resume some enthusiasm by using action verbs to describe what you did. In this section you will find a variety of great verbs to use in your resume. (Appendix F)
- Best Canadian Resumes (2nd ed.). (2010). Graham, Sharon [Available at Brock Career Services]\
- Mnock 'em dead resumes (8th ed.). (2008). Yate, M. [Available at Brock Career Services]
- Resume magic: Trade secrets of a professional resume writer (4th ed.). (2010). Whitcomb, S. B. [Available at Brock Career Services]

Cover letter writing

Cover letters are extremely important and are taken seriously by employers. A good cover letter will be tailored specifically to the organization. A typical cover letter has five main elements:

Address: In your cover letter be sure to properly address the person reviewing your application and the full address of the organization.

First Paragraph: Address the position you are applying for and why you would fit the position. Demonstrate here that you have a thorough understanding of the organization and explain why you want to work for the organization.

Second Paragraph: Capture the reader's interest by highlighting additional information concerning your background. Describe the two qualifications you think would be of interest to the employer. Show the employer what you can do for their organization. Point out any specialized training.

Third Paragraph (optional): Indicate what it is in this workplace that is of interest to you. Relate it back to your previous experiences and skills.

Fourth Paragraph: Make a request for an interview or appointment to discuss your qualifications and fit with the job. State your availability and how you can be reached.

Sign off: Sign your letter and state how many additional pages are enclosed.

Cover letter writing tips:

- Know the employer if you are interested in the job be sure you do extensive research on the employer and find out what this organization wants in an employee
- Clearly state the purpose of your letter (i.e. identify the job you are applying for)
- Discuss how you would be a 'good fit' for the company/organization
- Write about how your skills, accomplishments and experiences match the job requirements
- Like your resume, have your cover letter thoroughly reviewed and proofread (if you can, by someone in the field)

Resources

- Cover letter resources Brock Career Services has a number of resources to improve your cover letter and cover letter writing skills. They offer online workshops, facilitated workshops, print resources, personal assistance and examples.
- Brock University's Career Services website has an online cover letter writing workshop.

http://careerzone.brocku.ca

Available under the Resources tab.

- Sample cover letter (Appendix G)
- Best Canadian Cover Letters. (2010). Graham, Sharon. [Available at Brock Career Services]
- □ Cover letter magic: Trade secrets of professional resume writers (4th ed.).
 (2010). Enelow, W. S., & Kursmark, L. M. [Available at Brock Career Services]
- ☐ Knock 'em dead cover letters (8th ed.). (2008). Yate, M. [Available at Brock Career Services]

Delivering resumes and cover letters

It is unwise to send out resumes blindly. Wait for job postings or find the person responsible for hiring and submit your resume, particularly after personal contact, to that individual. Contrary to popular belief HR is not always the best place to send a resume; instead, it may be better to mail or hand your resume to the hiring manager. After delivering your resume and cover letter, it is appropriate to call back and ask about the status of your application and to ask "what can I do to make it to the next round of consideration?"

Portfolios

In today's competitive job market a portfolio is another way to set yourself apart from your competition. A portfolio is a compilation of documents and real examples of your work, organized in a professional-looking binder. A portfolio will help you track and present your accomplishments to your potential employer, particularly as part of the job interview process.

Build a portfolio around your: 1) resume 2) samples of your work 3) a list of accomplishments 4) list of your attributes 5) list of ways you can benefit your employer.

Consider including the following sections and be sure to thoroughly proofread all material:

Education: Lab reports, term papers, academic certificates, diplomas, degrees, awards and transcripts

Experience: Works in progress, reports, records of involvement, professional memberships, and internships

Skills: Reports you have created, performance evaluations, skill summaries, self-assessment, and if you have participated in the Experience Plus program, include your transcript from the program

Extra-curricular activities: Athletic teams, volunteering, charities you are a part of and any social groups

Characteristics & attributes: Letters of recommendation, letters of appreciation, and performance evaluations

Experience Plus for Graduate Students

Experience Plus provides students with a transcript documenting cocurricular activities. This official document shows that your skills and experiences have been verified by Brock University.

What gets tracked on Experience Plus?

- Volunteer work (on or off-campus)
- On-campus jobs
- Workshops (ie. CTLET Teaching Assistant workshops)
- Scholarships / Awards
- Certificates (ie. CPR / First Aid)
- Internships
- Volunteer work that is part of a course
- Professional Development activities (ie. Student member of a professional association, conference presenter/delegate)

What can Experience Plus do for you?

Your Experience Plus transcript can be used to highlight your accomplishments when:

- creating your portfolio
- writing cover letters and resumes, applying for employment
- applying for scholarships, funding

Get Started Now!

Activating your account is easy:

- 1. Login to my.brocku.ca
- 2. Select the "Applicant & Student Self Serve" tab on the top menu
- 3. Select the "Student Self Serve Menu" link
- 4. Select the "Career Services", "ExperiencePlus", and "StudentData" menus
- 5. Once you click on "StudentData" review the information and click, "I agree"

Once you complete an activity that can be tracked, log into your Experience Plus account and add the information.

Please note: all activities tracked on Experience Plus must be completed while you were registered as a student at Brock. High school or activities completed at another post-secondary institution cannot be tracked.

Visit brocku.ca/career-services or contact pdawson@brocku.ca for more details.

Job interviews

The interview is used by the employer to determine your experience and suitability for a job. You should use the interview to demonstrate your interest in working for the employer and the ways in which you are right for the position.

Before you go to your job interview keep these tips in mind:

- Thoroughly research the company you are applying to
- Complete self-assessments to help you understand your skills and accomplishments
- Review your resume and cover letter
- Carefully review the job description and the skills, qualification and experience required for the job
- Practice interview questions you think might be asked or attend an interview workshop
- Prepare questions to ask the interviewer

During your interview make a good first impression by demonstrating your:

- Knowledge of self
- Listening ability
- Communication skills
- Social skills
- Research talents
- Professional manner
- Interest in the job

During the interview:

- Dress in appropriate professional business attire
- Bring materials with you: binder, pen, paper, second copy of your resume, and portfolio

After the job interview:

- Send a thank you letter
- If you are not hired, it is acceptable to ask for feedback on your interview performance

There are many different styles of interviews. You can be interviewed in a group, by a panel or one-to-one. You may also be asked to complete a test, conduct a presentation on a topic or do a case study. If you can, try to discover what style of interview you will face, so you can be fully prepared.

Resources

Interview Stream - Brock University's Career Services website has many interview resources. A great resource is interview stream. With this program you can record yourself answering interview questions from your computer and send them into Career Services to examine, so they can provide feedback.

https://www.brocku.ca/career-services/students-alumni/interview-preparation/interviewstream

- Interview magic: Job interview secrets from America's career and life coach (2nd ed.). (2008). Whitcomb, S. B. [Available at Brock Career Services]
- Brock University's Career Services website has an online interviewing workshop.

http://careerzone.brocku.ca

Available under the Resources tab.

B Brock University Career Services offers mock interviews allowing you to come in and practice your interview skills with another person. This can help assist you for an interview by making you more comfortable and prepared for your actual interview.

Job examples arranged by field

The job possibilities available for post-grad students are virtually endless and the job opportunities for each degree vary tremendously. In the following section you will find some examples of employment opportunities in the private sector as broken down by field, to provide you a start to your career search.

Faculty of Applied Health Sciences

A graduate degree in Applied Health Sciences prepares individuals to apply their knowledge gained to help benefit their community and make advances in their field. Graduates can learn how to make real world applications of what they have learned by working for:

- Consulting firms
- Mental health facilities
- Nursing care corporations
- Laboratory research centres
- Medical clinics

- Medical policy organizations
- Hospitals
- Health insurance organizations

A graduate degree in the health sciences field also prepares graduates for a career as a:

- Community health official
- Health science research director
- Health promotion consultant
- Hospital director/administrator
- Athletic therapist
- Sports journalist

- · Rehabilitation counselor
- Policy developer
- Laboratory technician
- Occupational therapist
- Public health inspector
- Volunteer coordinator
- Child life specialist
- Health educator

Degree specific skills:

- Coaching skills
- Health education & promotion
- Quantitative statistical analysis
- Self-direction
- Providing feedback in a diplomatic manner
- Designing customized programs

- Knowledge in the mechanics
 & health of the body
- Motivating others to reach goals
- Prioritizing
- Documentation skills
- Trust building
- Working in a team

Faculty of Business

Obtaining a master's in the Faculty of Business is different from some other graduate degrees, in that it is a degree someone obtains usually to help gain a promotion or reach a desired salary. Usually the candidate already has years of professional experience. After obtaining an MBA an individual usually stays in the same field, but climbs the corporate ladder and takes on more responsibility and further challenges. Coordinators become directors, administrators become top management, CPAs become high-end consultants.

A master's in business can lead individuals into:

- Product marketing
- Finance
- Government jobs
- Personal business
- Training and development
- Fundraising

- Research
- Purchasing
- Business development & sales
- Public relations
- Non-profit organizations

Possible jobs include:

- Senior financial analyst
- Marketing director
- Marketing manager
- Financial controller
- Consultant
- Project manager/director
- Information technology project manager
- Audit manager
- Global recruitment
- Chief Financial Officer (CFO)
- Chief Executive Officer (CEO)

Degree specific skills:

- Analytical skills
- Entrepreneurial spirit
- Exhibit diplomacy
- Results oriented
- Ability to self-manage
- High level of ambition
- Negotiation
- Perseverance and drive

- Dedication to continuous improvement
- Discretion and business ethics
- Global strategies
- Adaptability
- High degree of tolerance for uncertainty

Faculty of Education

A master's degree in Education is often obtained by individuals looking to teach or enter into administration. A MEd can also be used to pursue careers outside of teaching at:

- Teacher training facilities
- Children's camps

Adult education schools

• Educational software companies

- Non-profit organizations
- Museums

You can also find work as a:

- Social service worker
- Education outreach specialist
- Textbook writer
- Educational policy developer for the government
- Educational consultant

- Curriculum designer
- Educational TV host
- Distance educator
- Career counselor
- Corporate trainer

Degree specific skills:

- Analytical skills
- Ability to self-manage
- Ability to communicate complex ideas in accessible ways
- Adaptability
- Capability to make changes on the fly
- Ability to cope with stressful situations

Faculty of Humanities

The programs under the Faculty of Humanities are quite diverse. Therefore it would be in your interest to research jobs specifically in your discipline. Some popular fields under the Humanities faculty are:

- Advertising
- Film
- Broadcasting
- Politics
- Record industry

- Human rights
- Journalism
- Education
- International trade

Popular jobs and jobs that are possible to pursue with a degree from a Humanities faculty are:

- Animator
- Art/music therapist
- Cinematographer
- Historian
- Human rights and equity officer
- Design consultant
- Photojournalist
- Critic
- Diplomat

Degree specific skills:

- Appreciation of aesthetics
- Development & presentation of ideas

- Interpreting ideas & emotions
- Ability to persuade
- Ability to work independently
- Presentation skills

- Persuasive argument
- Articulating abstract concepts
- Critical reading skills
- · Public speaking skills

Faculty of Mathematics and Science

Mathematics

Mathematicians usually find positions as part of technical teams in laboratories for research and development. Many individuals holding a degree in mathematics do not work in mathematics, but in similar fields that use mathematics, such as:

- Computer science
- Geology
- Physics
- Life Sciences
- Business and industrial management
- Actuarial science
- Economics
- Epidemiology

- Statistics
- Financial mathematics
- Public policy
- Behavioural sciences
- Engineering
- Numerical computation
- Information systems
- · Operations research
- Chemistry

Due to the skills and knowledge acquired during their studies, mathematicians can sometimes find work as a:

- Computer programmer
- Statistician
- Software engineer
- Systems analyst
- Systems engineer
- Actuary

- Meteorologist
- Mathematician
- Consultant
- Economist
- Technical support analyst
- Data analyst

Degree specific skills:

- Ability to understand complex concepts
- Analytical & problem-solving skills
- Attention to detail
- Compiling and organizing information
- Deductive reasoning

- Developing research models
- Gathering & analyzing data
- Measurement & evaluation
- Numerical computation
- Performing advanced calculations
- Statistical analysis

Science

Individuals in the faculty of science can find work in a variety of fields, depending on their specialties. These fields can range from:

- Agricultural specialties
- Botany
- Food science
- Materials science
- Atmospheric/climate research
- Mathematics

- Statistics/biostatistics
- Neurosciences
- Ecology
- Habitat restoration
- Molecular biology
- Biological Sciences

Depending on their specialties, individuals in the sciences can also find work as a:

- Lab technician
- Bacteriologist
- Quality control specialist
- Medical lab technologist
- Meteorologist
- Science journalist
- Chemist

- Chemical technologist
- Paleontologist
- Zoologist
- Entomologist
- Waste management
- Environmental consultant
- Mineralogist

Degree specific skills:

- Administration of scientific tests
- Evaluating ethical & practical dilemmas
- Laboratory procedures
- Understanding of environmental issues
- Fieldwork skills

- Administration of chemical testing
- · Operating medical equipment
- Measurement and evaluation
- Abstract and formal reasoning
- Identify materials and specimens
- Preparing technical reports

Faculty of Social Sciences

With a graduate degree in the Faculty of Social Sciences you can find careers in many sectors, including:

- The school system
- Government organizations
- Municipal jobs
- Public administration
- Not-for-profit organizations
- Social research institutions
- Activism

- Journalism
- Earth Science
- International development agencies
- Trade unions
- · Business and finance
- Social services

- Ecology
- Psychology research

Health care facilities

They can find work as a:

- Journalist
- Economist
- Media consultant
- Public policy analyst
- Agricultural planner
- Population studies analyst
- Conservation analyst
- Field researcher
- Addiction counselor
- Children's book publisher

- Outdoor recreation manager
- Urban planner
- Personnel and industrial relations officer
- Social worker
- City manager
- Penologist
- Lobbyist
- Welfare professional

Degree specific skills:

- Cross-cultural communication
- Field research skills
- Gather and organize data
- Identify patterns
- Interviewing skills
- Evaluate ideas and presentations
- Sensitivity to diversity

- Oral and written communication skills
- Project planning skills
- Designing projects
- Ethical awareness
- Strategic planning
- Surveying and sampling skills

Resources

- <u>Degree exploration guides</u> Brock Career Services has a number of degree exploration guides where you can look at the careers that are associated with your degree. The degree guides are focused for undergrads, but still offer great information and act as a good starting point. [Also available online at Brock Career Services website]
- The Career Directory. (2007). Yerema, R., & Chow, K. By looking under the education index, you can locate companies who can use individuals with your degree. You can then locate information on those companies in the book. [Available at Brock Career Services]. The current version of this resource is now available exclusively online at http://www.eluta.ca

Working abroad

Today, many more jobs are tied into the international market, and international experience can be an asset.

Working abroad can be an exciting and rewarding experience, but it can also be challenging, so it is important to discover if it is right for you. This decision will require some careful consideration. You need to ask yourself what you want to achieve while you are abroad. Do you want to gain further academic and work qualifications, learn new languages or skills, work with leading experts in your field, or do you just want to travel and experience new cultures?

Planning should start as early as possible, as sometimes the application process can be time consuming. Research what each country you are considering has to offer and find one that is right for you. Planning ahead will also give you time to try to secure funding for your international experience. Once you have decided on the country and experience that is right for you, conduct research on what to expect as a guest in that new country. Talk to people who have been there or look online for information and blogs relating the experience of others.

As part of your research look into:

- Departure date
- Length of contract
- Accommodations
- Sources of food
- Method of transportation while there
- Cost of living
- Emergency health care

- Insurance
- Documentation needed
- Safety of travellers
- Visa requirements
- Cultural differences
- Average wage

Obtaining work abroad

If you are looking to obtain work abroad, there are many single-year opportunities available, the most popular being teaching English. You can find available positions through a number of websites, through placement agencies and through your academic institution. More substantial and longer-term placements abroad will require a different kind of searching, as outlined below.

Some successful ways to obtain positions abroad, are by speaking with your advisor and networking. Through careful research, determine the areas in the world that have leading industries and facilities in your field. Having

located a place where you are interested in working or becoming an intern, put an action plan into motion.

If you are looking to teach at the post-secondary level abroad, there may be opportunities available. The terminology in other countries may differ from that in North America. For example, the position of lecturer or reader might be more similar to what we classify as a professor in Canada. Such positions can be valuable for acquiring experience and for research opportunities, and are likely to prove relevant to job searches upon returning home.

Resources

Going Global - Provides "grassroots intelligence" on international employment through their team of in-country researchers around the world. These individuals monitor and update career information and resources that are presented on their website. They provide career seekers with everything they need to know to make an informed decision about international employment.

http://www.brocku.ca/career-services/students-alumni/find-job/work-abroad/going-global

Swap - A non-profit organization that finds work vacations abroad for Canadians.

www.swap.ca

- **B** <u>International Services</u> Provides support for Brock students pursuing study and work opportunities abroad.
- Work your way around the world (14th ed.). (2009). Griffith, S. [Available in Brock Career Services]

Resources/Appendix



Appendix A: List of Skills Acquired as a Graduate Student

Research/Analytical skills

- Ability to locate and assimilate new information rapidly
- Ability to break down and understand complex content
- Ability to think on one's feet
- · Ability to reach and defend independent conclusions
- Problem-solving skills, tools and experience
- Intellectual maturity
- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Comprehend and effectively employ appropriate research methodologies
- Critically analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgment and thinking to create new ways of understanding
- Demonstrate, where appropriate, a knowledge of health and safety procedures and their application in the research environment
- Have a broad awareness and knowledge of key relevant funding sources and grant application procedures
- Appreciate basic principles of project and time management

Communication skills

- Ability to convey complex information to diverse audiences, including both expert and non-expert audiences
- Ability to write at all levels: brief abstracts to book-length manuscripts
- Editing and proofreading
- Ability to speak before large groups
- Negotiating
- Enthusiasm
- Demonstrate effective writing and publishing skills

- Effectively use and decide on appropriate forms and levels of communication
- · Teach and support the learning of undergraduate students

Interactive personal skills/Leadership

- Ability to cope with and manage complicated personalities
- Ability to thrive in a competitive environment
- · Ability to navigate complex bureaucratic environments
- Adaptability
- Supervising
- Public relations
- Dependability
- Integrity
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Awareness of their own working style, that of others, and how they interact
- Understand how to acknowledge others' views, with a willingness to reflect on and critically appraise them
- Understand leadership in team environments, recognizing strengths of team members and work effectively to achieve mutual goals
- Communicate clearly in writing
- Use effective verbal communication skills
- · Work with others in teams
- Build and maintain networks and business relationships
- Work collaboratively with others
- Develop trust and confidence with peers, customers, students
- Establish appropriate level of rapport
- Negotiate with others to achieve tasks and goals
- Advise, coach or empower others
- Deal with conflict situations
- Provide mentoring support to colleagues
- Serving or helping others
- Instructing or teaching others
- · Diagnose, treat or heal others
- Persuade, motivate or sell to others
- Perform, entertain, amuse or inspire others
- Communicate expectations clearly
- Recognize and reward achievement
- Inspire others
- Persuade and encourage others
- Hold people accountable
- Strong commitment to staff development
- Correctly evaluate the potential in others
- Strong commitment to diversity

Entrepreneurial skills

- Ability to work independently and in self-directed manner
- Ability to acquire funding and write successful grant proposals
- Understand the role of innovation and creativity in research
- Demonstrate an awareness and understanding of intellectual property issues, appreciate and, where appropriate, contribute to knowledge exchange
- Appreciate the skills required for the development of entrepreneurial enterprises in the public and private sectors
- Understand different cultural environments, including the business world, and the contribution that knowledge transfer can make to society

Ethics and social understanding

- Understand, and apply in their research, principles of ethical conduct of research, including avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Understand the relevance of research in society and the potential impact of research on individuals, groups and society
- Where applicable, understand and apply the relevant guidelines for the ethical conduct of research involving people

What it takes to advance to candidacy

- Exceptional intellectual horsepower
- Track record of achievement
- Ability to perform under pressure
- Ability to learn and adapt at a high level
- Ability to meet high expectations

What it takes to finish

- Focus, Tenacity, Stamina, Discipline
- The ability to close the deal
- Coping with deadline pressures
- Time management
- Initiative
- Drive
- Organization
- Motivation to achieve
- Well-developed work habits

Personal effectiveness/development

• Operate in an independent and self-directed manner, showing initiative to accomplish clearly defined goals

- Appreciate key rhetorical skills, including how to persuade others of a viewpoint's merits, demonstrating and communicating credible suggestions to achieve one's aims
- Appreciate the importance of initiating new projects, proactively reacting to newly identified needs or aiming to resolve persistent problems
- Ability to handle difficulties in research or other professional activities in an appropriate way
- Critically reflect on experiences and act on such in a cycle of selfimprovement

Career management

- Demonstrate an awareness of transferable skills and their applicability to both academic and non-academic positions, and how they are applied in different circumstances
- Take ownership of their own career management, forming credible career plans
- Initiate and sustain networks and relationships that may encourage opportunities for employment
- Present themselves and their skills, attributes, experiences and qualifications, through effective job applications, CVs and interviews
- Understand the broadest possible range of their employment opportunities

Strategic Management

- Adapt to changing circumstances
- Identify and articulate long term vision for future
- Deep understanding of markets, customers and competitors
- Correctly assess the risk and return of decisions
- Global perspective
- Understanding strengths and weaknesses of work unit / faculty / division

Personal Characteristics

- Demonstrate a passion to succeed
- · Accept responsibility for success and failures
- Be open to new ideas
- Challenge the status quo
- Display confidence
- Show commitment to continual personal development
- Think analytically
- Be sensitive to the needs of others

Managing Results

- Apply knowledge to complete routine administrative tasks
- · Organize own work to achieve goals
- Use technology
- Manage work priorities
- Produce quality results
- Produce complex documents
- Plan and implement sales activities
- Work safely within defined policies and procedures
- Deliver quality customer service
- Manage resources
- Manage operations to achieve planned outcomes
- Implement new strategies in response to changing needs
- Implement and monitor continuous improvements to systems and processes
- Facilitate and capitalize on change
- Encourage and manage innovation
- Translate long term vision into a step-by-step plan
- · Creatively solve problems
- Appropriately handle crises
- Manage budgets and timelines
- Break down a project into manageable components

Working with Information

- Collect, research and analyze information
- Gather information through observation or interviewing
- Analyze and break down information
- Compile, organize and prioritize information
- Visualize, draw, paint or create
- See patterns among a mass of information
- · Decide, evaluate and make decisions
- Keep records
- Develop and monitor work plans
- Use information management systems
- Prepare business plans
- Prepare grant proposals
- Prepare budgets and forecasts
- Develop, implement and review policies and procedures
- Develop and implement business strategies
- Identify business opportunities and market need
- Develop and evaluate risk management plans

Appendix B: Curriculum Vitae Sample

Shane L. Rodgers

13 Eglinton Ave. W. Toronto, Ontario M8N 9J5

Home phone: (905) 987-6541 Email: s_rodgers@brocku.ca

I. Education

2009-2010 **Masters of Education** - Administration and Leadership stream

Brock University, St. Catharines, Ontario

Major Research Project: EXPLORING THE EXPERIENCES OF

DEPARTMENT CHAIRS: CHANGING IDENTITIES

Thesis Advisor: Denise Armstrong

2004-2009 Concurrent Education - Bachelor of Arts Integrated Studies

(Honours)/

Bachelor of Education

Brock University, St. Catharines, Ontario

II. Academic Awards

Norah Morgan Memorial Scholarship (\$3,000.00)

• Awarded to a master's of education student, on the basis of academic merit and significant personal contribution and support to the education department.

2010 Ontario Graduate Scholarship

John W. Bean and Kathryn Bean Becker Scholarship in Concurrent

Education (\$1,000.00)

• Awarded to a student who has made significant contributions to Brock University and surrounding community through

volunteering efforts.

2006-2009 Brock Scholars Award 2007- 2008

For achieving an average above 80%

2006-2009 Deans Honour List 2007-2008

For achieving an average above 80%

III. Areas of Specialization

- Educational administration in aboriginal communities
- University chairpersons
- Identity changes in university administration
- Educational policy development

IV. Teaching Assistant and Research Experience

Jan 2010-	Teaching Assistant - Diversity issues in schooling
May 2010	Brock University – Department of Education
Dec 2009-	Research Assistant – Identity changes in university chairpersons
Apr 2010	Brock University – Department of Education
Sept 2009-	Teaching Assistant – Introduction to foundations of education
Dec 2009	Brock University – Department of Education
Sept 2007-	Teaching Assistant – Introduction to foundations of education
Dec 2007	Brock University – Department of Education

V. Publications

A. Published Abstracts

- **Rodgers, S.,** & Smith, K. Attracting and retaining teachers in Northern Ontario. *The Education Journal of Canada*, 20(2).
- **Rodgers, S.,** & Tiflin, P. Exploring the experiences of department chairs. *Education Administration Monthly, 44*(3).

B. Articles Under Review

• **Rodgers, S.,** Waters, N., & Rorke, H. The aboriginal experience: The struggles of non-aboriginal individuals teaching in an aboriginal community. (Under review by *Journal of Aboriginal Education*.)

VI. Conference Presentations

- **Rodgers, S.**, Smith, K., & Roberts, A. "Attracting and retaining teachers in Northern Ontario." Canadian Society for Educators Conference, University of Ottawa, Ottawa, ON, May 11th, 2010. (Podium Presentation)
- Rodgers, S., Smith, K., & Roberts, A. "Attracting and retaining teachers in Northern Ontario." Canadian Society for Educators Conference, Brock University, St. Catharines, ON, February 14th-16th, 2010. (Poster Presentation)

• **Rodgers, S.**, Tiflin, P., Robinson, S., & Yusif, R. Exploring the experiences of department chairs. Hyatt Regency Orange County, Garden Grove, CA, January 23rd-26th, 2010.

VII. Workshop Presentation

 The problems facing educational administration in aboriginal communities, Golden Horseshoe ELP Group Meeting, Toronto, ON, April 29th, 2009. (Book Review)

VIII. Administrative Experience

2009-2010 **Student Representative** – Graduate student association (GSA)

IX. Volunteer Experience

2010	Volunteer – Society for aboriginal understanding
2009	Communications Team Member – Spread the Net, Brock University,
	St. Catharines, ON
2007	Student Assistant - Reading Clinic – St. Catharines, ON

X. Additional Training

2010	Additional Qualification – Special education part 1
2009	Workshop – Instructional skills – Brock University

XI. Professional Memberships

2009	Member of Elementary Teachers Federation of Ontario
2009	Member of Ontario College of Teachers
2008	Education Network of Canada

XII. References

Dr. Marc Ducker, Chair of Master of Education program, Brock University, (905) 688-5550 ex.1111 (Thesis Supervisor)

Dr. Jane Klayh, Professor, Brock University, (905) 688-5550 ex.2222 (Thesis Committee Member)

Dr. Greg Dunn, Professor, Brock University, (905) 688-5550 ex.3333 (Thesis Committee Member)

Appendix C: Academic Job Interview Sample Questions

Resea	rch
1.	Tell us about your current work on
2.	Why did you choose your dissertation topic?
3.	How does your work contribute to the field?
	What theoretical framework did you use in developing your research?
	How did you conduct the survey? What methods did you use in
	analyzing the data?
	What did you think of's book on?
	If you were to begin it again, are there any changes you would make
	in your dissertation?
8.	Why didn't you do in your dissertation?
	Tell us about your publication plans.
	What are your research plans for the next 5 years (through tenure)?
	How do you plan to fund this research?
	What equipment (facilities, staffing, etc.) will you need to pursue
	your research agenda?
	year recear an agentum
Teach	ing
1.	How would you teach a required course on?
2.	Your work is very specialized. How do you feel about teaching
	undergraduates?
	What do you see as the main differences between undergraduate and
	graduate education in this field?
	What texts would you offer in a junior seminar on
	?
5.	How would you structure a course on?
	What is your teaching philosophy? How does it influence your
	approach in the classroom?
	What do you think is the proper relationship between classroom
	instruction and professional exposure?
	What do you think is the fairest way to evaluate students? Straight
	scales? Curves? Exams, or papers?
	How do you feel about establishing ongoing relationships with
	graduate students (undergraduates)? Do you enjoy mentoring and
	advising?
	If you could teach any course you wanted, what would it be? How
	would you teach it? What texts, assignments would you offer?

Participation in School or Department

- 1. How do you feel about working at a school in rural
- 2. How do you feel about working with older students, and teaching evening courses?
- 3. Why are you interested in our type of school?
- 4. Why are you interested in our school?
- 5. What kind of service do you expect to do when you arrive?
- 6. We have a very close community here, and we foster close relationships with our students. Why do you think you are suited to this kind of environment?

Obtained from:

www.yorku.ca/careers/ma_phd/academic_jobinterviews_sample.html

Appendix D: Information Interview Sample Questions

- How does your job fit into the overall operation of this organization?
- How did you get into this field?
- Why did you choose this profession?
- What does the future look like for this profession?
- Please describe a typical day on your job.
- What do you like most/least about your job?
- What skills and abilities have you found most important in your work?
- · How did you prepare yourself for this kind of work?
- What advice would you have for someone starting out in this profession?
- What other types of careers are related to this field?
- What would you look for on a resume if you were screening candidates to interview for a starting position in your area?
- Is there anything else that you feel I should know about this profession?
- What do you find most satisfying about your job? Why?
- What do you find most frustrating about your job? Why?
- What aspects of the job would you change if you could?
- How much influence do you have over decisions that affect you?
- Does your work affect your personal life? How?
- What do you find most challenging about your job?
- What factors differentiate those who succeed from those who fail at this occupation?
- Is there anyone else that you would recommend that I talk to about this occupation?

Appendix E Sample Resume

Craig Tithers

23 York Street, Apt. 102, St. Catharines, ON L1R 4T7 **Phone**: (905) 289-0099 **E-mail**: c.tith@gmail.com

Objective

 To utilize the wide range of practical and interpersonal skills I have developed over the course of my work experiences and formal education to contribute to a rehabilitation center as an Addictions Counsellor for youth.

Education

•	PhD in Psychology (Brock University) - Lifespan Development	2009-Present
	 Expected graduation in 2012 	
•	Masters of Psychology (Brock University) – Lifespan Development	2006-2008
•	Bachelor of Arts, Psychology (Western University)	2002-2006

Work Experience

Assistant Addictions Counsellor

Sept 2008-present

Private Practice, Hasken Psychological Services (Part of graduate assistantship) St. Catharines, ON

- Treated issues that were sources of addiction (depression, anxiety, marital problems, family dysfunction, adjustment disorders, and stress); ensuring that source of the problem was addressed rather than only focusing on the addictive behavior.
- Excelled in stressful environments with a high rate of success, demonstrated by having six of ten beginning patients stay sober for over one year.
- Designed and presented workshops to inform the public on addiction and addiction counseling to foster strong relations with surrounding community.

Assistant Psychotherapist / Counsellor in Training

Summers 2006-2007

Kids Help Line Psychotherapy Office, Toronto, ON

- Provided individual and group counselling for children with emotional problems (e.g. relationships, indecision, anxiety, test anxiety, depression), with the objective of assisting at risk youth to overcome many of the stresses that they experience at this stage in life.
- Established rapport with youth during vocational counseling sessions leading to many youth having a better understanding of what careers they wanted to pursue.
- Demonstrated my ability to connect with youth by being voted best youth counsellor two months in a row as determined by anonymous performance appraisals by youth clients.

2009

Senior Career Assistant

Career Services, Brock University, St. Catharines, ON

Sept 2004-May 2006

- Displayed professionalism in advising students on a walk-in basis, with the aim of assisting them in furthering their professional and academic endeavors.
- Resourcefully employed relevant on-line and print materials to ensure that each student received accurate guidance.
- Established comfort and skill in public speaking and presentation by facilitating various workshops throughout the year on topics such as career planning, going abroad, and job search strategies.

Professional Affiliations

Substance Abuse and Mental Health Services Administration	2008-Present
Society for Research in Child Development	2007-Present
National Mental Health Association	2005-Present
Society for Judgment and Decision Making	2005-Present

Highlights of Additional Qualifications

Special Training

•	Addiction counseling - training program (Brock University)	2010
•	At risk youth advising skills - training program (University of Windsor)	2008-2009
•	Effective goal setting for addicts - training program (Brock University)	2008

Volunteer Experience

- Workshop Leader Summer Workshop Leader on youth risk taking awareness 2010
- **Senior Mentor** Mentorship *Plus* Program, Career Services 2009-Present
- Student Ambassador Faculty of Social Sciences, Brock University

Research

- **Tithers, C.,** & Smith, K. The early risk taking behaviour in rural Canada. *The Child Psychology Journal of Canada, 20*(2). (**Published**)
- **Tithers, C.,** & Tiflin, P. Exploring the experiences of meth addicted teens. *Education on Addiction Monthly, 44*(3). (**Published**)

Presentations Given

- **Tithers, C.**, Sole, L., & Roberts, A. "Addicted teens: The hidden truth." Canadian Society for Child Psychologists, University of Ottawa, Ottawa, ON, May 11th, 2010. (Podium Presentation)
- **Tithers, C.**, Smith, K., & Roberts, A. "Working with the parents of addicted youth." Ontario Psychologists Conference, Brock University, St. Catharines, ON, February 14th-16th, 2010. (Poster Presentation)

C. Tithers pg. 3 (905) 289-0099

Awards and Recognition

• The Stanly Meyers Scholarship (\$4,000.00)

2009

- Awarded to a mature student with a single major or combined major in psychology, on the basis of academic merit and significant personal contribution and support to the psychology department.
- Social Sciences Research Council (\$17,000)

2007-2009

• Ontario Graduate Scholarship (\$10,000)

2006

• **Deans Honour List** (\$500.00 renewing)

2006-2009

o For achieving an average above 80%

References

• References available upon request.

^{*} Most resumes should not exceed 2 pages. This resume had to be stretched to 3 pages because of formatting.

Appendix F Action Verbs

Communication/People Skills

Addressed	Debated	Interviewed	Publicized
Advertised	Defined	Involved	Reconciled
Arbitrated	Developed	Joined	Recruited
Arranged	Directed	Judged	Referred
Articulated	Discussed	Lectured	Reinforced
Authored	Drafted	Listened	Reported
Clarified	Edited	Marketed	Resolved
Collaborated	Elicited	Mediated	Responded
Communicated	Enlisted	Moderated	Solicited
Composed	Explained	Negotiated	Specified
Condensed	Expressed	Observed	Spoke
Conferred	Formulated	Outlined	Suggested
Consulted	Furnished	Participated	Summarized
Contacted	Incorporated	Persuaded	Synthesized
Conveyed	Influenced	Presented	Translated
Convinced	Interacted	Promoted	Wrote
Corresponded	Interpreted	Proposed	

Creative Skills

Acted	Designed	Founded	Originated
Adapted	Developed	Illustrated	Performed
Began	Directed	Initiated	Photographed
Combined	Displayed	Instituted	Planned
Composed	Drew	Integrated	Revised
Conceptualized	Entertained	Introduced	Revitalized
Condensed	Established	Invented	Shaped
Created	Fashioned	Modeled	Solved
Customized	Formulated	Modified	

Data/Financial Skills

Administered	Budgeted	Forecasted	Projected
Adjusted	Calculated	Managed	Qualified
Allocated	Computed	Marketed	Reconciled
Analyzed	Conserved	Measured	Reduced
Appraised	Corrected	Netted	Researched
Assessed	Determined	Planned	Retrieved
Audited	Developed	Prepared	
Balanced	Estimated	Programmed	

Helping Skills

Adapted Advocated Aided Answered Arranged Assessed Assisted Clarified	Contributed Cooperated Counselled Demonstrated Diagnosed Educated Encouraged Ensured Expedited	Familiarized Furthered Guided Helped Insured Intervened Motivated Prevented Provided	Rehabilitated Represented Resolved Simplified Supplied Supported Volunteered
Coached	Expedited	Provided	
Collaborated	Facilitated	Referred	

Management/Leadership Skills

Administered	Coordinated	Headed	Navigated
Analyzed	Decided	Hired	Organized
Appointed	Delegated	Hosted	Originated
Approved	Developed	Improved	Overhauled
Assigned	Directed	Incorporated	Oversaw
Attained	Eliminated	Increased	Planned
Authorized	Emphasized	Initiated	Presided
Chaired	Enforced	Inspected	Prioritized
Considered	Enhanced	Instituted	Produced
Consolidated	Established	Led	Reorganized
Contracted	Executed	Managed	Replaced
Controlled	Generated	Merged	Restored
Converted	Handled	Motivated	Reviewed

Scheduled	Streamlined	Supervised
Secured	Strengthened	Terminated
Selected		

Organizational Skills

Approved	Distributed	Ordered	Routed
Arranged	Executed	Organized	Scheduled
Catalogued	Filed	Prepared	Screened
Categorized	Generated	Processed	Submitted
Charted	Incorporated	Provided	Supplied
Classified	Inspected	Purchased	Standardized
Coded	Logged	Recorded	Systematized
Collected	Maintained	Registered	Updated
Compiled	Monitored	Reserved	Validated
Corrected	Obtained	Responded	Verified
Corresponded	Operated	Reviewed	

Research Skills

Analyzed	Diagnosed	Inspected	Reviewed
Clarified	Evaluated	Interviewed	Searched
Collected	Examined	Invented	Solved
Compared	Experimented	Investigated	Summarized
Conducted	Explored	Located	Surveyed
Critiqued	Extracted	Measured	Systematized
Detected	Formulated	Organized	Tested
Determined	Gathered	Researched	

Teaching Skills

Adapted	Developed	Guided	Simulated
Advised	Enabled	Individualized	Stimulated
Clarified	Encouraged	Informed	Taught
Coached	Evaluated	Instilled	Tested
Conducted	Explained	Instructed	Trained
Coordinated	Facilitated	Motivated	Transmitted
Critiqued	Focused	Persuaded	Tutored

Technical Skills

Adapted	Debugged	Operated	Restored
Applied	Designed	Overhauled	Solved
Assembled	Determined	Printed	Specialized
Built	Developed	Programmed	Standardized
Calculated	Engineered	Rectified	Studied
Computed	Fabricated	Regulated	Upgraded
Conserved	Fortified	Remodelled	Utilized
Constructed	Installed	Repaired	
Converted	Maintained	Replaced	

Obtained from: www.quintcareers.com/action_skills.html

Appendix G: Sample Cover Letter

Brandy Del Duca

8 Almond Street
Oakville, ON • L6M 7U8

December 11th, 2011

Mike Macdonald The Toronto Star 1 Yonge Street Toronto, ON M8Y 1T1

Dear Mr. MacDonald,

It is with great enthusiasm that I submit to you my resume for a position as an **Online Science Focused Journalist** for the Toronto Star. As a new graduate from Brock University's Masters of Sciences in the Biological Sciences stream, I am confident in my ability as a biologist and journalist. I bring a high degree of quality and enthusiasm into the workplace and believe I will be a valuable asset to your company.

Tel: (905) 087-9955

email: bd04tu@brocku.ca

As my resume illustrates, I am a highly motivated individual eager to get involved in journalism. Moreover, I have industry experience through my ongoing work as Head Editor for the Brock Press. In addition, I am comfortable in researching potential stories, and have superior ability to articulate them to a wide audience with a high level of interest. Furthermore, I have a natural aptitude for fostering strong relationships with readers from all backgrounds, which is demonstrated in my successful series of science comics displayed in The St. Catharines Standard, New Scientist Magazine and The Globe and Mail.

Being Canada's largest online news site and having the largest readership in the country, the opportunities/resources you provide will allow me to reach my full potential. I am ready for this high calibre environment and would relish the opportunity to join your many famous journalists, such as Debra Mornin. With my strong understanding of current issues in science I believe I can provide an interesting, informative and successful foundation of articles.

I would welcome the opportunity to further discuss this opportunity. It would be a privilege to work as a member of your team. I can be reached at 905-087-9955 at your earliest convenience. Thank you for your time and consideration.

Sincerely yours,

Brandy DelDuca

Brandy Del Duca Enclosure (2)

References

Berkeley

https://career.berkeley.edu/PhDs/PhDIntern.stm

University of British Columbia

http://www.grad.ubc.ca/current-students/gps-graduate-pathways-success/getting-academic-job

http://www.grad.ubc.ca/current-students/gps-graduate-pathways-success/career-research

Brock University

Entire Career Services website

Brown University

http://careerdevelopment.brown.edu/masters/research

http://careerdevelopment.brown.edu/phd/succeed

http://careerdevelopment.brown.edu/phd/academic-careers

http://careerdevelopment.brown.edu/phd/discipline.php

http://careerdevelopment.brown.edu/phd/post_docs

http://careerdevelopment.brown.edu/masters/resume_cover_letter

http://careerdevelopment.brown.edu/phd/funding

http://careerdevelopment.brown.edu/phd/faculty_positions

Drew

http://www.drew.edu/depts/depts.aspx?id=22813

http://www.drew.edu/depts/depts.aspx?id=22821

University of Illinois

http://www.grad.illinois.edu/careerservices/CareerOptions

University of Texas

https://webspace.utexas.edu/cherwitz/www/ie/r_bryant.html

University of Toronto

http://www.careers.utoronto.ca/MAPhD/whatcanPhD.aspx?tr=

http://www.careers.utoronto.ca/MAPhD/networkingProfessional.aspx?tr=

http://www.careers.utoronto.ca/MAPhD/lapsedDegrees.aspx?tr=

University of Waterloo

http://www.cdm.uwaterloo.ca/step2_1.asp

York University

http://www.yorku.ca/careers/ma_phd/academic_jobsearchers_jobpostings.html

http://www.yorku.ca/careers/ma_phd/academic_jobsearchers_application.html

http://www.yorku.ca/careers/ma_phd/academic_jobsearchers_screening.html

http://www.yorku.ca/careers/ma_phd/academic_jobinterviews_sample.html

University of Carolina

http://career.ucsd.edu/sa/GPrepareforNonAcademicJobMarket.shtml