

EVALUATING YOUR PROFESSIONAL COMPETENCIES:

***Have you prepared effectively
to enter professional life?***

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HANOVER COLLEGE
CAREER AND PROFESSIONAL
DEVELOPMENT CENTER

CONTENTS

Introduction—	2
Getting Started—	3
Key Professional Competency Evaluation Tools, Tips, and Next Steps:	
Intellectual Skills—	4-5
Sense of Purpose—	6-7
Marketable Qualifications: Experience Outside the Classroom—	8-9
Marketable Qualifications: Transferable Skills—	10-11
Strong Résumé—	12-13
Strong Cover Letter—	14-15
Effective Interview Skills—	16-17
Effective Networking Skills—	18-19
Strategic Search Skills—	20-21
Professionalism and Ethics—	22-23
Sample Four-Year Plan:	
First Years and Sophomores—	24-25
Juniors and Seniors—	26-27
List of the Professional Competencies—	28
Career and Professional Development Center Services—	28

INTRODUCTION

Your college years focus on your development in a range of ways, intellectual, personal, interpersonal, even physical. This booklet is specific to one aspect of that development: your preparation to enter professional life after Hanover. No matter what path you choose to pursue, no matter what your major, no matter how clearly that major matches your career interests, no matter if you opt to go to grad school first, **you will be far better prepared to seek work if you have mastered the competencies outlined here.**

“Professional competencies,” refers here to those skills and background necessary to *successfully apply for a job or graduate school program*, rather than those required of professionals on the job. Several of the competencies are specific to or particularly important in these career transitions: résumés, cover letters, strategic search skills, and networking. Of course, others – including a sense of purpose, intellectual skills, networking, developing qualifications, and professionalism – are also valuable in the work world itself.

This booklet has an end point in mind; it recommends mastery of each of the skills it outlines. It is never too late to get started gaining these skills; however, some of them, most notably intellectual skills and marketable qualifications, are built gradually. How much time and effort will be required of you depends on your background, your class year, the clarity of your interests and the type of goal you ultimately choose to pursue. No matter who you are and what your ambitions, invest your time now! Begin chipping away at these early in college and you will be well-prepared to embark on your professional life.

EVALUATING YOUR PROFESSIONAL COMPETENCIES

GETTING STARTED

This resource provides you with assessment tools and recommendations for each competency. It also familiarizes you with what the work world and, to some extent, graduate school will expect of you. If you're new to the idea of professional competencies, please refer to the companion booklet, *Developing your Professional Competencies*. Otherwise, find yourself below and get started!

Every Year: Do your best in your classes. Building your intellectual skills is why you're at Hanover. No matter what you are doing, whether classes or activities, practice your professionalism. Review the booklet to see what lies ahead so that you can allow time to master each competency. Remember, the Career and Professional Development Center can help at any stage!

First Years: Try. Stuff. Out. The most important thing you can do this year is to get to know yourself and what you enjoy and find rewarding. This means that you need to watch how you respond to the things you do. Why do you enjoy them? Or why not? By following this simple advice, you will begin working on several competencies: sense of purpose, marketable qualifications, résumé, cover letter, and networking. Do things well and you'll be building your professionalism, too.

Sophomores: Work on gaining transferable skills and exploring your interests: join clubs, find a job, explore your major, be active, but do it *intentionally*, focusing on what you know you enjoy. Work on your résumé and interview skills, highlighting the tasks and activities you most hope to do in your eventual job.

Juniors: Focus on building your qualifications toward a specific field that matches your interests. Tailor your résumé and cover letter, and practice your strategic search and interviewing skills while seeking an internship. Work through the competency assessment tools to identify your current strengths and growth areas.

Seniors: Use each competency's assessment tool to see where your gaps lie. If you haven't been building qualifications, come to the CPDC for strategies. Attend CPDC workshops to jump start your résumé, cover letter, job search and networking understanding, or for help with the grad school application process.

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KEY PROFESSIONAL COMPETENCY: INTELLECTUAL SKILLS

You are developing your intellectual skills in the classroom and, though less intentionally, through your extracurricular activities. In contrast with the other professional competencies in this booklet, you receive regular and ongoing feedback about your intellectual development from your faculty. Therefore, the purpose of this section is not to help you *assess* your intellectual skills, but to encourage you to become aware of them so that, when seeking work, you can describe and sell them to interviewers. You need to learn to value these skills so that you can teach potential employers, who might not be liberal arts graduates themselves, to do so, as well.

TAKING STOCK OF YOUR INTELLECTUAL SKILLS

List 3 significant examples of times in which you have demonstrated each of the intellectual skills below. (The “developed in class” lists are examples to prompt your thinking.)

Writing Skills: The ability to express thoughts clearly and effectively in written form using correct grammar and structure. Developed in class through term papers, senior thesis, essay tests, lab reports, notebooks, article summaries, journals, creative writing, case reports, internship essays, peer reviews, literature reviews, etc.

Speaking Skills: The ability to express thoughts clearly and persuasively in oral form using examples effectively. Developed in class through in-class presentations and reports, classes that base grades on participation or that encourage participation in class discussions, speeches, theatre performances, group projects, study groups, convocations, internship presentations, etc.

Creative and Integrative Thinking Skills: The ability draw connections between ideas and to find new and innovative perspectives or approaches to a situation or task. Developed in class through assignments or discussions that allow room for imagination or alternative approaches.

Critical Thinking and Analytical Skills: The ability to work systematically and objectively to break complex problems down into manageable steps in order to identify, assess, and solve problems. Developed in class through essay exams, research papers, in-class discussions, analytical papers, creative arts, art or literature critiques, critiques of arguments during class, etc.

(Continued on the next page.)

TAKING STOCK OF YOUR
INTELLECTUAL SKILLS (*continued*)

Intellectual Skills: The ability to think critically, to communicate effectively in oral and written form, to conduct sound research and analysis, and to use technology effectively; and the ability to clearly describe or demonstrate your mastery of these skills to recruiters.

Research Skills: The ability to seek information systematically in order to discover new facts and to gain new knowledge. Developed in class through research papers, field studies, senior thesis, independent grant research, laboratory research, internship essays, literature reviews, case studies, etc.

Quantitative Skills: The ability to apply mathematical concepts to real-world problems. Developed in class through lab reports, Abstract and Formal Reasoning LADR, data interpretation, statistics, etc.

Computer Skills: The ability to use technology to solve problems or accomplish tasks. Practiced in class through research, coding, lab reports, electronic portfolios, class projects, presentations, etc.

Specific Knowledge and the ability to apply it to real world situations. Developed in every major, CCR, and elective. Practiced in classes, extracurricular activities, and at work.

TIPS TO HELP YOU DESCRIBE YOUR INTELLECTUAL SKILLS:

- Take advantage of faculty office hours to discuss these skills with your professors.
- For help in assessing and developing these skills in general, work with your academic advisor.
- Pay attention to your progress. Is effective writing becoming easier for you? Are your speaking skills improving?
- Record your progress on your co-curricular portfolio under intellectual growth.

INTELLECTUAL SKILLS: NEXT STEPS YOU PLAN TO TAKE

Working with your academic advisor, classroom faculty, and Learning Center staff, make note of ways in which you plan to focus on appreciating and articulating your intellectual skills.

KEY PROFESSIONAL COMPETENCY: SENSE OF PURPOSE

In knowing yourself well enough to identify your career interests, you are not attempting to name a dream job that is the only one in the world that would make you happy. Most people *never* settle on a single perfect job to the exclusion of all others, generally because they have broad interests that don't fall neatly into a single job title. For most, a sense of purpose is evolving, more a continuum than a stroke of lightning or before/after. Since the work world is always changing, even those who think they have found an ideal fit may discover that the realities of the job don't perfectly match their dreams for their entire career. And that's fine. Enjoying noodles and marinara doesn't mean lasagna is the only pasta dish you will ever want to eat.

Rather than trying to name one perfect job, it's actually more fruitful to find the *ingredients* you need in a satisfying job, using clues drawn from your past, your previous choices, and responses to experiences you have taken part in. (That's why it is very valuable to try things out!) Then, instead of trying to narrow your goal to a single job title, try to identify a small number of possible career fields that you think you would enjoy because they have the ingredients you want. You will find meaningful, rewarding work and will be more flexible as the work world and your interests evolve.

EVALUATING YOUR SENSE OF PURPOSE

Evaluate your sense of purpose in terms of your career interests, rating each of the following "yes" or "no." Use the line below each one to name the items mentioned whenever you choose "yes."

___ You are able to describe the work environment you prefer: inside/outside, formal/casual, noisy/quiet, intense/relaxed, intellectual/physical, detail-oriented/big picture, structured/flexible, etc.

___ You can name some of your talents, skills, and abilities, including those *others* say you have.

___ You can name important work "ingredients," factors that you hope will be part of your job, such as writing, sports, animal care, helping people, problem solving, etc.

___ You can name interests you pursue in your free time that you find meaningful, fulfilling, stimulating or rewarding.

___ You can rule out career paths that don't match your interests or skills and name what they lack.

___ You can see needs in the world that you are eager to address.

___ Using your responses to the items above, you can name at least one possible career field or ingredient to use *as a starting point* when researching possible options on O*Net (www.onetonline.org). Then, after exploring "related fields" on O*Net, you can find 1 - 5 career options that you think would allow you to use your talents, skills, interests, and abilities, even if indirectly. Record these on the next page in the "How did you do?" section.

HOW DID YOU DO?

You tell me! In the spaces below, list 1 - 5 possible career goals that match your preferred work setting and would allow you to use your talents, skills, interests, and abilities, even if indirectly. Note the aspects, or “ingredients,” of each that attract you to them.

Sense of Purpose: The ability to articulate your life goals and direction and how these might be expressed through an occupation.

HAVING DIFFICULTY? HERE ARE SOME TIPS TO HELP YOU:

- Come to the CPDC for career guidance and perhaps to take an interest inventory.
- Visit O*Net (www.onetonline.org) to compare jobs and to search for those that match your interests. Enter a job that might serve as a good starting place and look at the “related jobs” that it suggests. Explore those and the jobs related to them, until you have found a handful that you would enjoy.
- Look for insight through the choices you’ve made: How do you spend your free time when you feel the time is well-spent? What attracted you to your major? When have you become absorbed by an activity because it was deeply rewarding, fun, or challenging?
- Sift through your past activities for ideas. Make a list of the jobs, volunteer activities, and leadership positions that you’ve had. For each, list 1) the aspects you enjoyed most about it and 2) the things you wish had been true about it (for example, if the hours were bad, note that you like flexible hours). Using these lists, choose the 5 traits you most desire. Then look those traits up on O*Net to find related jobs.
- Record your progress on your co-curricular portfolio under personal development.

SENSE OF PURPOSE: NEXT STEPS YOU PLAN TO TAKE

Using ideas from the evaluation tool and the “Tips to help you” above, make note of ways in which you plan to clarify your sense of purpose. Be sure to record the most important steps on your personal calendar so that you save time for them. The Sample Four-Year Plan (pages 24 - 27) offers a possible schedule of ways to develop this and each of the competencies.

KEY PROFESSIONAL COMPETENCY: MARKETABLE QUALIFICATIONS - EXPERIENCE

An important part of preparing to enter the professional world is acquiring experience. Through this, you develop related or “transferable” skills, gain self-understanding, and clarify your interests. You also become a better leader and team member, and you practice your interpersonal skills. Experience gives you material to draw on when you try to describe the relevance of your background to a potential employer or grad school. Any experience is better than none, but typically you get more benefit from putting in longer hours and from doing tasks that are related to your goal, as the scoring guidelines indicate below.

QUANTIFYING YOUR EXPERIENCE OUTSIDE THE CLASSROOM

Step 1: List all of your non-classroom experience, internships, summer jobs, student work, athletics, volunteering, externships, extracurricular activities, clubs, etc. Add a sheet if needed. If you are a first year student or sophomore, you may wish to include high school experience for now.

Step 2: Assign points for hours as below, feeling free to use your judgment if something falls between the scores given. Which is *closest* to your total number of hours in each activity for one year?

- <10 hours = 1 point
- 20 hours = 2 points
- 80 hours = 3 points
- 160+ hours = 4 points

Step 3: Assign points for value based on the skills you learned and insight you gained:

- The skills I learned were unrelated to my interests, and I learned nothing helpful about myself = 1 point
- The skills I learned were unrelated to my interests, but I did gain insight about my work preferences = 3 points
- I developed skills I hope to use in my future work = 5 points
- I developed skills I hope to use in my future work *and* gained insight about my work preferences = 8 points

Did you do the same job or activity, with *exactly* the same tasks, for more than one year? Give yourself half of the previous year’s score for each subsequent year since, while you still benefited, you will have learned fewer new skills.

Step 4: Find your score in the “How did you do?” section to the right.

Experience or activity	Points for hours	Points for value
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HOW DID YOU DO?

_____ Add up your points for hours and points for value for each of the items in the box to the left to find your overall total.

Marketable Qualifications: The development of transferable work skills and knowledge through academics, work experience, internships, and extracurricular activities.

- 40 +** Great job! You have had at least two related internships, been active on-campus, tested your career interests. You are likely to have a good idea of what you enjoy doing at work and you have a lot to sell employers on your résumé.
- 30 - 39** You're doing well! You have probably had at least one internship as well as other part-time jobs, plus you have taken part in meaningful extracurricular activities. You've learned about your interests and have developed some strong related skills through these experiences. Keep building your credentials.
- 20 - 29** You are on the right track. Now try to focus your efforts on building related skills for the future.
- 10 - 19** You clearly see the importance of gaining work experience and being active, but may not have found the right fit for your interests, or may not know how to get started. Remember that every experience helps. Try things out!
- 0 - 9** It takes time to build qualifications, so start soon! Talk to Student Life, Office of Experiential Learning, or CPDC staff for ideas. Work or volunteer every summer.

TIPS TO BUILD YOUR EXPERIENCE:

- Don't waste any opportunity: volunteer if you can't find a paid job, or volunteer at work to do extra tasks that you find interesting if you don't like your main job. Anything can teach you about yourself and many learning experiences become good stories in interviews.
- Ask for additional responsibility in your activities and jobs.
- Find an internship. Visit the Office of Experiential Learning or the BSP to get help.
- Use the CPDC's brochure *Tips for Finding Student Employment*.
- Record your progress on your co-curricular portfolio.

MARKETABLE QUALIFICATIONS: NEXT STEPS YOU PLAN TO TAKE

Using ideas from the evaluation tool, your "How did you do?" results above, and the "Tips to build your experience" section, make note of ways in which you plan to gain work and extracurricular experience. Be sure to record the most important steps on your personal calendar so that you save time for them.

PAUSE A MOMENT -

ABOUT YOUR GOAL

You can develop your intellectual skills, reflect on your sense of purpose, gain marketable qualifications, network, and practice professionalism without having even a vague career goal. However, the competencies that follow (transferable skills, résumé, cover letter, interview, and search strategy) target a specific position. If naming a tentative goal is hard for you, see pp. 6 - 7, and come to the CPDC.

KEY PROFESSIONAL COMPETENCY:

MARKETABLE QUALIFICATIONS – TRANSFERABLE SKILLS

While any experience can be used to your advantage, having a career goal (even a broad one) will help you to identify skills that are important in your preferred field. Having named these skills, you can create opportunities to start developing and practicing them, which in turn will help you to confirm your interest in the field and to prove to potential employers that you are a good fit for their organization. The exercise below helps you to identify the ways in which you have already built a foundation of skills for the field you hope to enter. It also shines light on skills you should work toward in the future.

EVALUATING YOUR TRANSFERABLE SKILLS

Once you have identified a possible career goal, make a *detailed* list of the tasks the job requires by looking the field up on O*Net (www.onetonline.org) and by searching for current openings in the field. Try to list at least 10 such tasks, always starting each with a verb, for example, “plan educational events for children.” Beside each task, list as many ways as possible that you have done related tasks in the past, whether through the classroom, work experience, or extracurricular activities. Use the “Experience outside the classroom” exercise on p. 8 to help jog your memory. When you have completed this form, remember to include at least one bullet related to each task as you write your résumé.

Tasks of my career goal

Ways I have done something similar

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
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_____	_____

HOW DID YOU DO?

Marketable Qualifications: The development of transferable work skills and knowledge through academics, work experience, internships, and extracurricular activities.

- _____ How many of the tasks in the box to the left have you done *in some way* before, even if in an unrelated setting? (Note that highly selective employers may expect a greater level of expertise and may require more obviously related background than might be true with other employers.)
- Most/ all** Generally, employers expect you to meet 80% or more of the job ad's requirements to consider interviewing you, so you can start applying! Be sure to highlight the skills they are seeking in your résumé and cover letter.
- Many** You're doing well. Continue to seek ways to gain skills related to your field both at work and in your activities.
- Some** While you may not have had a lot of time to build related skills yet, you seem to understand how to think like an employer and how to make the most of your background. Seek help from the Career and Professional Development Center to identify ways of building skills related to your career field.
- Few** You may not have a career goal yet or have not had the opportunity to work. See the tips below.

TIPS TO BUILD YOUR TRANSFERABLE SKILLS:

- Find at least one internship! Visit the Office of Experiential Learning or the BSP to get help with the search.
- Look for ways to be given additional responsibility in your current activities and jobs.
- Work to clarify your sense of what the field requires by having an informational interview with an alumnus/a in the profession. Ask them for strategies to gain related skills.
- Use O*Net (www.onetonline.org) to identify skills employers are seeking.
- Search for people in the field on LinkedIn and note the types of skills they list in their profile as well as the settings in which they gained those skills.
- Record your progress on your co-curricular portfolio under interpersonal development.

MARKETABLE QUALIFICATIONS: NEXT STEPS TOWARD MASTERY

Using ideas from the evaluation tool, your "How did you do?" results, and the "Tips to build your transferable skills" section, make note of ways in which you plan to build your transferable skills. Be sure to record the most important steps on your personal calendar so that you save time for them. The Sample Four-Year Plan (pages 24 - 27) offers a possible schedule of ways to develop this and each of the competencies.

KEY PROFESSIONAL COMPETENCY: STRONG RÉSUMÉ

Writing a strong, effective résumé (or C.V. for grad school) is one of the most demanding parts of preparing for a search. Don't underestimate the effort required for this task. A great document requires background research and numerous drafts.

EVALUATING THE STRENGTH OF YOUR RÉSUMÉ

If you haven't yet written a résumé, see "Tips for writing a strong résumé" on the next page. After you have written your draft, evaluate its strength, rating each of the following 1-3 (3 is high). While all of these characteristics are important, those with the star symbol★ are *essential*.

Content

- ___ **Your goal is made very clear through the descriptions you have chosen:** you skillfully highlight specific related skills, experience, and traits by providing greater detail.★
- ___ **You create an emphasis** by focusing on 1-2 central skills, restating them 2-3 times with varied language.
- ___ **Your key words** are specific and related to your goal.
- ___ **Your verbs** are strong, active, and related to your goal.
- ___ **You show your impact**, including 3 or more strong accomplishments from past experience.★
- ___ **Your section headings** showcase your strengths while matching the job requirements.
- ___ **Content Subtotal multiplied by 2** (it is at least twice as important as the other factors)

Format

- ___ **Your layout** clearly conveys the relative importance of items and prominently features the most important items near the top and left.
- ___ **Your verb tenses** correctly match your dates.
- ___ **Your visual highlights** effectively indicate key ideas through the use of bold and bullets.
- ___ **Your fonts** are well-chosen, clear, and easy-to-read.
- ___ **Format Subtotal**

Mechanics

- ___ **The length** fills the page effectively and conforms to the length standard in the field.
- ___ **Your proofreading** avoids all errors; you use consistent punctuation and explain acronyms.★
- ___ **Standard protocol** is observed, avoiding unnecessary articles, pronouns, and unrelated skills.
- ___ **Reverse chronological order** is used effectively.
- ___ **Mechanics Subtotal**
- ___ **Overall Total:** add the (doubled) content subtotal to the format and mechanics subtotals.

Strong Résumé and Cover Letter: The ability to research the demands of the targeted field and to develop documents that demonstrate related and valued strengths.

HOW DID YOU DO?

- 51 - 60** You've done a great job on your résumé. You have described related transferable skills, experience, and accomplishments in a clear, easy-to-read style. Continue to revise and build your résumé for each job you target.
- 41 - 50** You have a good start on your résumé. You can improve it by gaining more related work experience, by tailoring it to your specific goal, and by reformatting it to add clarity.
- 31 - 40** You have some good elements to your résumé, but it's not ready to share with potential employers yet. You would benefit from an appointment with the Career and Professional Development Center, OEL or BSP to find strategies to improve it.
- 20 - 30** You have probably just gotten started in writing a résumé, and you may not appreciate the ways your existing background can be described to your advantage. You also may not be familiar with what employers are looking for on résumés. Come to the CPDC to get a jump start with yours; it will be worth your time!
- ★ Note: For you to have mastered the Strong Résumé competency, you need to have a score of 3 for each of the starred elements and a high score overall.

TIPS FOR WRITING A STRONG RÉSUMÉ:

- Use your responses to the table on p.10, "Evaluating your transferable skills," to help you to identify the ways in which you match the position and the skills you want to feature on your résumé.
- Refer to the CPDC's *Résumé Guide*, which provides worksheets, sample résumés, and many tips to help you begin writing an effective document.
- Request a résumé critique at the CPDC and attend a résumé workshop.
- Request feedback about your résumé from someone in the field you are seeking to enter. You can get alumni names from the CPDC.

STRONG RÉSUMÉ: NEXT STEPS TOWARD MASTERY

Using ideas from the evaluation tool, your "How did you do?" results, and the "Tips for writing a strong résumé" section, make note of ways in which you plan to improve your ability to develop a great résumé. Be sure to record the most important steps on your personal calendar so that you save time for them. The Sample Four-Year Plan (pages 24 - 27) offers a possible schedule of ways to develop this and each of the competencies.

KEY PROFESSIONAL COMPETENCY: STRONG COVER LETTER

Letters of self-introduction, typically referred to as “cover letters” (even when in the form of an email message), accompany any résumé that you don’t actually hand to an employer. In contrast with a tailored résumé, which outlines *details* of your experience and accomplishments for a particular field, an effective cover letter provides an *overview* of why employers in the field would benefit from hiring you. In fact, even more specifically, it addresses the ways your background is a fit for a particular employer based on their job ad, showcasing the most well-developed of your transferable skills that meet the employer’s needs. In this way, your cover letter serves as an interpretation of your résumé, giving each of your key strengths individual attention in order to address the potential employer’s main question for you, “How can you help me to accomplish my goals and mission?”

EVALUATING THE STRENGTH OF YOUR COVER LETTER

If you haven’t yet written a cover letter, see “Tips for writing a strong cover letter” on the next page. Postpone evaluating this competency until you have written one for an actual job, then evaluate its strength, rating each of the following 1-3 (3 is high). While all of these characteristics are important, those with the star symbol ★ are *essential*.

- ___ **You have written your letter to a specific individual** for a specific position; if an actual name is impossible to find, you have addressed your message to the person’s likely job title, e.g., “Dear Internship Coordinator.”
- ___ **You make it explicitly clear in what ways your background matches** the requirements outlined in the job ad or description.★
- ___ **You emphasize your three to four greatest strengths** relative to the position, giving at least one full sentence to each.
- ___ **You avoid stating what is in it for you** and instead focus on ways in which you will benefit the employer.★
- ___ **You address the ways you plan to follow up** after the letter is sent.
- ___ **Your letter is well-written and free of typographical errors.**★
- ___ **Your letter matches your résumé** in font style and size, if printed or PDF.

_____ *Total:* Add up your rating for each of the items in the box above.

TAKE ADVANTAGE OF THE CPDC

We offer services to help with nearly all of the professional competencies and can meet with you individually by appointment. We offer guides, workshops, and an electronic newsletter, as well.

Strong Résumé and Cover Letter: The ability to research the demands of the targeted field and to develop documents that demonstrate related and valued strengths.

HOW DID YOU DO?

- 18 - 21** You've written a great cover letter! You have focused on your greatest strengths relative to the position, provided examples of related experience, and discussed how you hope to proceed in your application, using a clear, professional style. Just to be safe, ask someone you trust to read it to check your own proofreading. Continue to tailor your cover letter for each job you target.
- 14 - 17** You have a good start on your cover letter. You can improve it by carefully selecting your most related strengths so that you can tailor it to your specific goal and by polishing your writing to add clarity.
- 10 - 13** You have some good elements to your cover letter, but it's not ready to share with potential employers yet. You would benefit from an appointment with the CPDC to find strategies to improve it.
- 7 - 9** You have probably just gotten started in writing a cover letter and may not appreciate the ways your existing background can be described to your advantage in your letter, or you may not be familiar with what employers are looking for on them. Come to the CPDC to get a jump start with yours; you'll be glad you did!
- ★ Note: For you to have mastered the Strong Cover Letter competency, you need to have a score of 3 for each of the starred elements, as well as a high score overall.

TIPS FOR WRITING A STRONG COVER LETTER:

- Use your responses to the table on p.10, "Evaluating your transferable skills," to help you to identify your main strengths, which will become the themes you want to focus on in your cover letter.
- Refer to the CPDC's *Cover Letter Guide* for explanations and illustrations of each of the items above.
- Request a cover letter critique at the CPDC. Be sure to bring both your résumé and the job ad with you to the meeting.
- Attend a cover letter workshop.

STRONG COVER LETTER: NEXT STEPS TOWARD MASTERY

Using ideas from the evaluation tool, your "How did you do?" results, and the "Tips for writing a strong cover letter" section, make note of ways in which you plan to improve your ability to write a strong cover letter. Be sure to record the most important steps on your personal calendar so that you save time for them. The Sample Four-Year Plan (pages 24 - 27) offers a possible schedule of ways to develop this and each of the competencies.

KEY PROFESSIONAL COMPETENCY: EFFECTIVE INTERVIEW SKILLS

Hanover alumni in human resources tell us the behaviors below are particularly important in employment interviews. While the exercise helps you to evaluate your interview skills, note that this information would also be valuable as you prepare to interview.

HOW EFFECTIVE ARE YOUR INTERVIEW SKILLS?

If you have already had a formal job interview, rate how you think you actually did; if not, rate how well you think you are able to demonstrate these behaviors given your current knowledge and experience. Use a scale of 1-3 (3 is high). While all of these characteristics are important, those with the star symbol ★ are *essential*.

You create a good first impression.

- You arrive 10 minutes early and have turned off your phone.
- Your clothing and grooming are appropriate for the field.★
- Your eye contact is good.
- Your handshake is firm.
- You demonstrate self-confidence, poise and attentiveness.
- You provide a targeted résumé (or grad school application materials, if applicable).

You demonstrate strong communication skills.

- You speak smoothly and confidently.
- You provide the appropriate level of detail.
- You use proper grammar.★
- You avoid verbal tics (“like,” “um,” etc.)
- You use first person singular when providing examples from your past experience.

You express enthusiasm for and suitedness to the position.

- You demonstrate specific knowledge of the organization and position.
- You describe skills, traits, and experience that emphasize key qualifications for the specific position and organization or grad school program.★
- You are able to explain your résumé clearly and to highlight its strengths relative to the position.
- You link your answers to their relevance to the specific organization and position.
- You provide varied and relevant illustrations of strengths drawn from past activities and are prepared to answer behavioral-interview-style questions.
- When discussing weaknesses, you choose an example that is not central to the position and describe ways you have addressed it.
- You bring with you to the interview well-researched, written questions for the recruiter, and you ask them.

You close the interview effectively.

- You conclude the interview by expressing interest in the position.★
- You request information about the proper follow-up process and time frame.

Effective Interview Skills: The ability to clearly describe your skills and background relative to the targeted job or graduate school program to a representative of the organization.

HOW DID YOU DO?

_____ Add up your rating for each of the items in the box to the left.

- 51 - 60** You are ready to interview! You understand what the employer is seeking in this position and are able to describe and provide examples of the ways in which your background makes you well qualified for it.
 - 41 - 50** You are off to a good start. You would benefit from conducting more research into the qualifications employers are seeking, perhaps through an informational interview with an alumnus. Request a mock interview.
 - 20 - 40** Come to the Career and Professional Development Center to develop specific answers and to plan ways to get interview practice, which will increase your confidence as well as your ability to anticipate and effectively answer interview questions.
- ★ Note: For you to have mastered the Effective Interview Skills competency, you need to have a score of 3 for each of the starred elements and a high score overall.

TIPS FOR PREPARING TO INTERVIEW:

- Use your responses to the table on p.10, “Evaluating your transferable skills,” to help you to identify your 3 - 4 main strengths, which will become your “agenda” in your interview.
- Refer to the CPDC’s *The Art of Interviewing* guide for specific strategies and sample questions.
- Request a mock interview at the CPDC to gain practice tailored to the industry and position you are seeking.
- Ask your campus employer to give you an interview for your position, or a mock interview if you have already been hired.
- Aim to have at least four practice interviews in order to gain a good sense of what to expect, to learn how to prepare for professional interviews, and to develop comfort in talking about yourself and your strengths.

INTERVIEWING SKILLS: NEXT STEPS TOWARD MASTERY

Using ideas from the evaluation tool, your “How did you do?” results, and the “Tips for preparing to interview” section, make note of ways in which you plan to build your interviewing skills. Be sure to record the most important steps on your personal calendar so that you save time for them. The Sample Four-Year Plan (pages 24 - 27) offers a possible schedule of ways to develop each of the competencies.

KEY PROFESSIONAL COMPETENCY: EFFECTIVE NETWORKING SKILLS

Experts in the job search process estimate that at least 75% of jobs are filled through the “hidden job market,” or networking. While that might sound daunting, it need not be a barrier: networking is more about developing specific interactive skills than it is about having, say, high-powered family friends. If you are reluctant to network, it might help you to realize that your contacts will find it satisfying, even rewarding, to help you, if you follow proper etiquette with them. If you are grad school-bound, connecting substantively with faculty in the program you hope to enter is also valuable.

HOW EFFECTIVE ARE YOUR NETWORKING SKILLS?

Evaluate your strength in the following skills, rating each 1-3 (3 is high). While all of these characteristics are important, those with the star symbol ★ are *essential*.

Before networking:

- ___ **You have developed a list of people** you know (no matter what their employment field or status), drawn from your friends, friends of parents, parents of friends, volunteering, work experience, college connections, and all extracurricular experience. From the list, you have identified those whose advice you trust most.
- ___ **You have a strong résumé** ready to provide to your contact on request.★
- ___ **You have done research** about the field you hope to enter, and you have specific questions you would like to have answered about it.★
- ___ **You have a clear sense of what you hope to happen** as a result of making this contact, which you can share with the person.★
- ___ **You have developed an elevator pitch** that you can use to introduce yourself to people you hope will help you enter your chosen field.

During networking:

- ___ **You know not to ask for a job or internship** explicitly, but instead to request advice and leads in finding one.
- ___ **You understand that networking is mutual** and are willing to give some time to updating your contact about a mutual friend or recent events at the College if they ask.★
- ___ **You are courteous**, keeping careful note of your contacts’ advice and thanking them for their time.

After networking, and in general:

- ___ **You follow up**, letting your contacts know how your search turns out. ★
- ___ **You have established a professional profile on LinkedIn** and have joined appropriate LinkedIn groups, including Hanover Career Alumni Network.
- ___ **You keep in touch** with friends, past co-workers and classmates.

Effective Networking Skills: The ability to interact and connect with other people to exchange information, develop contacts, and find career or graduate school opportunities.

HOW DID YOU DO?

_____ Add up your rating for each of the items in the box to the left.

- 28 - 33** Great job. You're ready to network! You have identified people whom you would like to contact, and you know what you want to ask. Your résumé is ready to send to them when they request it. Be sure to allow time to thank them and, later, to follow up.
- 20 - 27** You already have some good networking skills, but you might benefit from research into the field (both the skills it requires and the organizations that interest you) so that you can clarify the specific requests or information you are seeking from your contacts. Tailor your résumé accordingly so it is ready to share.
- 11 - 19** Come to the Career and Professional Development Center for assistance in identifying your network and in clarifying your questions or requests.
- * Note: For you to have mastered the Effective Networking Skills competency, you need to have a score of 3 for each of the starred elements in addition to a high score overall.

TIPS FOR STRENGTHENING YOUR NETWORKING SKILLS:

- If you are uncomfortable about networking, read the CPDC's tips on the subject: <http://careercenter.hanover.edu/students/jobservices/jobsearchtips/networkingforintroverts.php>.
- Refer to the CPDC's *Job Search Guide* for a worksheet to help you identify and interact with your network. Attend a workshop.
- Come to career fairs, and other networking events.
- See the CPDC's *Informational Interviewing* brochure for tips on quick conversations you can have with alumni and others who can answer many of your job-related questions and provide you advice to get started.

NETWORKING SKILLS: NEXT STEPS TOWARD MASTERY

Using ideas from the evaluation tool, your "How did you do?" results, and the "Tips for strengthening your networking skills" section, make note of ways in which you plan to build your networking skills. Be sure to record the most important steps on your personal calendar so that you save time for them. The Sample Four-Year Plan (pages 24 - 27) offers a possible schedule of ways to develop each of the competencies.

KEY PROFESSIONAL COMPETENCY: STRATEGIC SEARCH SKILLS

Not only is your search likely to conclude more satisfyingly, but it is also ultimately likely to take less time if you approach it strategically. Avoid assuming you can simply surf the web for openings, which students in today's world often consider the default option. Running a search for a satisfying position involves far more work than you might initially imagine. Even so, the rewards of a good fit at work or in graduate school are well worth the effort. An effective search is proactive and targeted, and is built on many of the competencies this booklet has already introduced, including your analytical and research skills, sense of purpose, marketable qualifications (transferable skills), strong résumé and cover letter, and interviewing and networking skills. Below are the elements of an effective strategic search.

Note: one of the items below refers to the job search as a "full-time job." What does this mean if you are a full-time student (or employee) who can't spare much time for a search? Simply that you need to prepare for it to take proportionally longer. The math says if you can only give, say, ten hours per week to your search, it will take four times longer. Thus, if you have set a deadline for yourself, you need to get started earlier.

HOW EFFECTIVE ARE YOUR STRATEGIC SEARCH SKILLS?

Evaluate your strength in the following skills, rating each 1-3 (3 is high): While all of these characteristics are important, those with the star symbol ★ are *essential*.

- ___ **You have clarified the career goal you are searching for.**★
- ___ **You have researched the skills required** by your goal and have acquired at least 80% of them.★
- ___ **You have identified your selling points**, that is, the aspects of your background that are distinctive and particularly well-suited to the field, and have developed an effective elevator pitch or statement of purpose.★
- ___ **You follow-up effectively** with potential employers.★
- ___ **You have researched and identified key organizations** where you would like to work or grad school programs you hope to attend.
- ___ **You have ensured your "brand" (résumé, online presence) showcases you effectively and positively.**
- ___ **You have identified people** with whom you can network.
- ___ **You have outlined a schedule** for your job search or grad school application process.
- ___ **You take a diverse approach** to your search that includes a balance of direct interactions, such as phone or face-to-face contacts, and electronic postings.
- ___ **You have realistic expectations** in terms of what you are qualified to do and how long your search will take, and you treat your job search as if it were a full-time job.
- ___ **You balance your search** with activities that you find refreshing.

Strategic Search Skills: The ability to plan and conduct an effective, sustained search for employment or graduate school admission.

HOW DID YOU DO?

_____ Add up your rating for each of the items to the left.

- 27 - 33** You know what you want to do. You have identified employers who interest you and know how to sell your background to them. You have an effective, diverse and realistic strategy. If there are openings in your field, you are poised to be successful.
 - 21 - 26** You have many of the traits necessary to run a successful job search, but would benefit from research into the skills employers in this field value and from identifying specific employers whom you'd like to work for. Setting specific tasks and goals for your search will help, as well.
 - 11 - 20** Come to the CPDC for assistance in developing a search strategy or job search action plan.
- ★ Note: For you to have mastered the Strategic Search Skills competency, you need to have a score of 3 for each of the starred elements in addition to a high score overall.

TIPS FOR IMPROVING YOUR SEARCH SKILLS:

- Refer to the CPDC's *Job Search Guide* for further information about the job search process and for tips in approaching each step. Attend the CPDC's Job Search and Networking workshop.
- Visit the CPDC's website (<http://careercenter.hanover.edu>) for links to a wide variety of job openings and search engines. Request help in developing a Job Search Action Plan.
- Seniors may request an alumni mentor to provide ongoing advice and insight about the job search process in their chosen field.
- Tell family and friends what you're looking for as clearly as possible so that they can help keep an eye out for you.
- Put those great research skills to work and find organizations you'd love to be a part of. Look them up on LinkedIn to see profiles of people they hire. Join our LinkedIn group, Hanover Career Alumni Network, over 1,000 Hanover alumni professionals who want to help you.
- Activate your NACELink account.

STRATEGIC SEARCH SKILLS: NEXT STEPS TOWARD MASTERY

Using ideas from the evaluation tool, your "How did you do?" results, and the "Tips for improving your search skills" section, make note of ways in which you plan to build your strategic search skills. Be sure to record the most important steps on your personal calendar so that you save time for them. The Sample Four-Year Plan (pages 24 - 27) offers a possible schedule of ways to develop this and each of the competencies.

KEY PROFESSIONAL COMPETENCY: PROFESSIONALISM AND ETHICS

A vital part of being a successful employee is demonstrating the following behaviors, which are very likely to be expected at your workplace. Once on the job, you should follow these strictly at first, though you may be given a little latitude in one or two of the less critical items once you have proven yourself to be a great employee.

EVALUATING YOUR PROFESSIONALISM AND ETHICS

Evaluate your strength in the following behaviors, rating them “**yes**,” “**no**,” or “**sometimes**.” For each, call to mind a *specific* way in which you have demonstrated it in the past. So that you don’t shortchange this process, you may want to record your examples on a separate sheet.

* Note: Employers may vary on which behaviors they consider essential, but virtually all will require you to have mastered at least the first four, and most will expect the rest.

- ___ **Enthusiasm:** You demonstrate enthusiasm by looking for ways to contribute to the overall goal of the office through your tasks, putting thought, energy, and interest into your work.*
- ___ **Punctuality/dependability:** You arrive punctually every day, stay on task, and complete work when promised and with high quality.*
- ___ **Ethics:** You behave with integrity at all times, and you follow ethical guidelines given by your employer. As a part of this, you avoid taking office supplies, making personal copies, making personal calls, etc., without paying for them.*
- ___ **Courtesy:** You show respect to co-workers, supervisors, and clients or customers.*
You avoid using profanity at work.
- ___ **Appropriate grooming:** You avoid allowing your appearance to distract from your work quality. You wear clothes that fit in with the environment, are attentive to personal hygiene, and avoid wearing perfume or cologne.
- ___ **Initiative:** When appropriate, you suggest ways to improve a process by making it more efficient or effective and offer ways that you can use your skills to support the mission of the office.
- ___ **Time management:** You work at a steady pace, completing your work in a timely manner.
- ___ **Learning:** You learn quickly, ask questions as needed rather than later having to undo your previous efforts, and find the level of questioning vs. independence your supervisor prefers.
- ___ **Leaving personal matters at home:** You avoid spending work time doing personal business, including texting, taking personal phone calls, answering personal email messages, or doing personal web searches. You keep your cell phone off or on silent to avoid being disruptive, and you never look at it during meetings with others.
- ___ **Breaks:** You limit your breaks to those approved by your employer.
- ___ **Meetings:** You learn what is expected of you when attending meetings and arrive prepared.
- ___ **Social media:** You avoid criticizing a current or former employer through social media sites and show good judgment in your photographs and posts.

Professionalism and Ethics in the Workplace: An understanding of and the ability to meet the work world's behavioral expectations.

HOW DID YOU DO?

_____ Add up your “yes” ratings for the items above.

- 12** Congratulations! You have developed strong professional work behaviors and are likely to make someone a great employee (if you have the necessary job skills, of course).
- 1 - 11** Work to develop the behaviors that you currently lack.

FOR MORE INFORMATION:

- Ask your employers for feedback about these traits and how well you exhibit them. Internship supervisors, volunteer coordinators, student worker supervisors, team leaders and faculty members can all give you insight into these factors.
- Bring a copy of the Professionalism and Ethics evaluation tool to work with you to remind yourself of the behaviors that employers expect you to exhibit.
- Start observing professional (or unprofessional) behaviors in those around you at work, in group projects for class and in extracurricular activities. Model yourself after those who demonstrate strong professionalism.

PROFESSIONALISM AND ETHICS: NEXT STEPS TOWARD MASTERY

Using ideas from the evaluation tool and the “For more information” section, make note of ways in which you plan to build your professionalism. Be sure to record the most important steps on your personal calendar so that you save time for them. The Sample Four-Year Plan (pages 24 - 27) offers a possible schedule of ways to develop each of the competencies.

NEED A STRATEGY TO BEGIN WORK ON YOUR COMPETENCIES?

Come to the CPDC in Hendricks Hall and we will help you come up with a plan. We offer services to assist with nearly all of the professional competencies and provide individual appointments, guides, and workshops that will answer many of your competency-related questions.

SAMPLE FOUR- YEAR PLAN

For First Years and Sophomores:

Begin to build your Professional Competencies

It's not too early!

Be kind to your future self: begin preparing for your career during your first two years, so that you will be well on your way to developing the characteristics you need to enter professional life. The steps spelled out here are straightforward and many are easy to accomplish.

In most cases, the CPDC offers a variety of services to help you along the way. Let us know if you need assistance: email careercenter@hanover.edu.

FIRST YEAR: ORIENTATION

Developing your Intellectual Skills:

- Study. Keep up with your reading.
- Seek help from your professors and get to know them.
- Explore your academic interests through your LADRs and intro courses.
- Choose your major based on your academic interests; for help, attend the CPDC's "Thinking about Your Major" workshop.

Developing your Sense of Purpose:

- Try out various clubs and activities; experiment to discover your interests.
- Begin to consider or clarify possible career goals through career counseling and interest inventories at the CPDC.
- Learn about study abroad and City Semester program options.

Developing your Marketable Qualifications:

- Find a campus job or part-time local job.
- Locate a summer job; ask your supervisor for chances to develop marketable skills over and above your assigned tasks.
- Volunteer for a cause or with a group you care about.

Developing your Résumé and Cover Letter:

- Drop your template format and start fleshing out a résumé that is targeted to a specific field. Difficult? Come to the CPDC for help.
- Pick up a *Résumé Guide* and *Cover Letter Guide* from the CPDC.
- Attend a Résumé workshop.

Developing your Interview Skills:

- Apply for campus jobs and extracurricular positions; seek opportunities to get interview practice.
- Attend an interviewing workshop.

Developing your Networking Skills:

- Attend the Graduate and Professional School Fair to begin talking with alumni professionals and/or grad school recruiters about their fields.

Developing your Strategic Search Skills:

- Access your profile on NACElink (<https://hanover-csm.symplicity.com/students>) and search for jobs on the system. If you don't find what you are seeking, contact the CPDC to help you target your field.
- Visit the Office of Experiential Learning about running a summer job search.

Developing your Professionalism and Ethics:

- Through your clubs, class projects, and jobs, develop a strong work ethic and pride in everything you undertake, no matter how mundane it may seem.

SOPHOMORE YEAR: EXPLORATION

Expanding your Intellectual Skills:

- Study! Grad schools note improvement in GPA over time.
- Work hard to develop long-term academic skills in writing, public speaking, analysis, and research.
- Discuss possible majors with your advisor.
- Make plans to study abroad; visit the Study Abroad Office.

Expanding your Sense of Purpose:

- Actively participate in clubs that interest you; reflect on your feelings about them.
- Are you unclear about potential career paths that match you? Take advantage of career counseling and interest inventories at the CPDC.
- Learn from alumni through career panels and events; attend recruiter presentations.

Expanding your Marketable Qualifications:

- Identify and join activities that allow you to develop skills related to your career goals.
- Are you interested in a City Semester Program in Philadelphia, Washington or Chicago during your junior year? Start your application in the fall.
- Try to find a campus job that allows you to gain skills related to your career field.
- Find a related summer job or internship. Volunteer.

Expanding your Résumé and Cover Letter:

- Keep track of everything you are involved in on a “core” résumé; it’s easier to update as you go and will help you remember your skills and experience later.
- Learn about the skills employers are seeking through O*Net (www.onetonline.org) to start developing a résumé tailored to your goal or interests.

Expanding your Interview Skills:

- Practice responding to: “Tell me about yourself,” making your comments related to your interests.
- Learn to prepare for interviews using the *Art of Interviewing Guide* available from the CPDC; attend an interviewing workshop.

Expanding your Networking Skills:

- The CPDC can connect you with over 8,000 alumni professionals who can answer your questions about their fields and give you tips to prepare to enter them.
- Attend the Graduate and Professional School Fair.

Expanding your Strategic Search Skills:

- Search for internships on NACELink (<https://hanover-csm.symplicity.com/students>).
- Visit the Office of Experiential Learning for tips and strategies in finding an internship in your interest area and location.

Expanding your Professionalism and Ethics:

- Practice professional communication in all emails to faculty and staff, replying promptly, following instructions, and using proper grammar, spelling, capitalization, and punctuation.

SAMPLE FOUR- YEAR PLAN

For Juniors and Seniors:

Continue to build your Professional Competencies

It's not too late!

By graduation, your goal should be to have acquired the competencies outlined here, which are characteristics you need to enter professional life. The steps spelled out here are straightforward and many are easy to accomplish.

In most cases, the CPDC offers a variety of services to help you along the way. Let us know if you need assistance: email careercenter@hanover.edu.

JUNIOR YEAR: REFINEMENT

Broadening your Intellectual Skills:

- Study! Grad schools note improvement in GPA over time.
- Continue taking major courses and electives to support your goal, as appropriate.
- Gain a fresh perspective through off-campus study.

Deepening your Sense of Purpose:

- Make tentative career decisions: ask for career guidance.
- Contact alumni in your chosen field for informational interviews, job shadowing or an externship.

Further Expanding your Marketable Qualifications:

- Continue to develop job skills through campus and community work.
- Find a related internship.
- Identify and try to build the skills needed in the field you plan to enter.
- Exchange quantity of extracurriculars for quality; join the leadership.

Targeting your Résumé and Cover Letter:

- Attend a résumé writing workshop.
- Proofread your job search documents carefully and bring them to the CPDC for review.

Practicing your Effective Interview Skills:

- Apply for campus jobs and extracurricular positions; seek opportunities to get interview practice.
- Attend an interviewing workshop.

Improving your Networking Skills:

- Attend the LinkedIn workshop and a Networking workshop.
- Network; earn a good reference.
- Find a mentor through your internship.

Enhancing your Strategic Search Skills:

- Investigate graduate schools; attend the Grad School Fair; review admissions materials, websites, etc.; visit schools over summer; attend a CPDC workshop on GRE prep.
- Access and update your NACELink account (<https://hanover-csm.symplicity.com/students>).
- Attend a career fair: sign up in the CPDC.

Practicing your Professionalism and Ethics:

- Practice professional communication in all emails to faculty and staff, replying promptly, following instructions, using proper grammar, etc.
- Be a contributing and enthusiastic partner in group projects and encourage the same from your team members.

SENIOR YEAR: CULMINATION

Practicing your Intellectual Skills:

- Don't let "senioritis" impact your grades. Push through to finish your academic career on a strong note.
- While studying for comps, appreciate the intellectual skills you've developed and recognize your mastery of them in order to help you to communicate them to potential employers.

Continuing to Clarify and Test your Sense of Purpose:

- If you are unsure about your career choice, contact the CPDC for career guidance and support.

Further Expanding your Marketable Qualifications:

- Train others to take your clubs' leadership roles.
- Continue to build the skills needed in the field you plan to enter.

Polishing your Strong Résumé and Cover Letter:

- Attend a Writing Résumés and Cover Letters workshop.
- Pick up a Résumé Guide; update your résumé, get it critiqued at the CPDC, and upload it to NACELink (<https://hanover-csm.symplicity.com/students>).

Continuing to Practice your Effective Interview Skills:

- Attend an interviewing workshop.
- Review the *Art of Interviewing* guide and request a mock interview from the CPDC.
- Participate in on-campus interviews.

Expanding your Networking Skills:

- Attend the Job Search and Networking Strategies workshop.
- Find an alumni mentor through the CPDC to plan job search strategies.
- Participate in on-campus recruiting events.

Implementing your Strategic Search Skills:

- Attend the Graduate/Professional School Fair and CPDC workshops.
- Take your grad school entrance exam – the scores last for 5 years.
- Start job and grad school applications early; they're time-consuming!
- Participate in on-campus recruiting and attend related career fairs; research employers.
- Log in to your NACELink profile and update your profile.
- "Flip your search:" identify where you want to work and plan a strategy to do so.

Practicing your Professionalism and Ethics:

- Make positive, professional behaviors a daily habit.
- Practice professionalism in your group projects and presentations; show initiative and accept responsibility, owning mistakes and working toward a solution.

KEY PROFESSIONAL COMPETENCIES

Intellectual Skills: The ability to think critically, to communicate effectively in oral and written form, to conduct sound research and analysis, and to use technology effectively; and the ability to clearly describe or demonstrate your mastery of these skills to recruiters.

Sense of Purpose: The ability to articulate your life goals and direction and how these might be expressed through an occupation.

Marketable Qualifications: The development of transferable work skills and knowledge through academics, work experience, internships, and extracurricular activities.

Strong Résumé and Cover Letter: The ability to research the demands of the targeted field and to develop documents that demonstrate related and valued strengths.

Effective Interview Skills: The ability to clearly describe your skills and background relative to the targeted job or graduate school program to a representative of the organization.

Effective Networking Skills: The ability to interact and connect with other people to exchange information, develop contacts, and find career or graduate school opportunities.

Strategic Search Skills: The ability to plan and conduct an effective, sustained search for employment or graduate school admission.

Professionalism and Ethics in the Workplace: An understanding of and the ability to meet the work world's behavioral expectations.

CPDC SERVICES

Career Guidance
Interest and personality inventories
Assistance in choosing a major
Résumé and cover letter critiques
Grad school assistance and test prep
Annual grad school fair
Job search strategy assistance
Career and grad-school workshops
Four annual career fairs

On-campus recruitment
City Semester Programs
Student-Alumni Networking Day
Alumni networking leads
Alumni mentoring (for seniors)
CPDC website
NACELink job board
Career Currents e-newsletter
Career-related guides

HANOVER COLLEGE CAREER AND PROFESSIONAL DEVELOPMENT CENTER
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