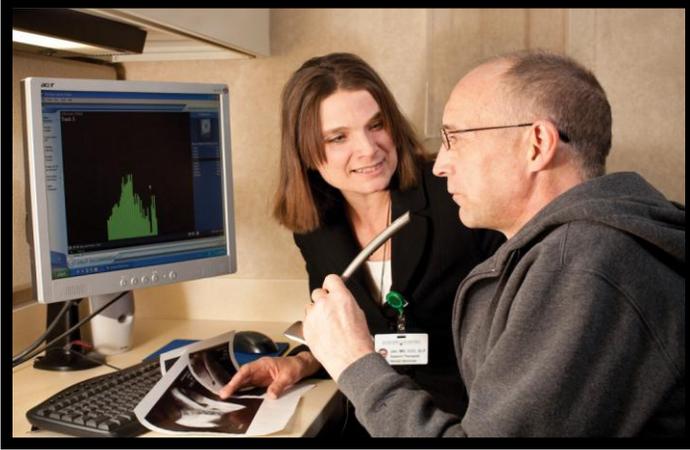


THE JOB SEARCH GUIDE FOR COMMUNICATION SCIENCES & DISORDERS MAJORS



**MARKET YOURSELF IN THE JOB SEARCH BY DEVELOPING
PROFESSIONAL CORRESPONDENCE AND EFFECTIVE
INTERVIEWING SKILLS THAT HIGHLIGHT
WHAT YOU HAVE TO OFFER!**

**OFFICE OF CAREER SERVICES
A Division of Student Affairs
Southeastern Louisiana University
SLU 10492
HAMMOND, LA 70402
STUDENT UNION ANNEX ROOM 241
985-549-2121
WWW.SELU.EDU/CAREER**

CONTENTS

Part I: The Fields of Communication Sciences & Disorders

General Overview of CSD Program	3
CSD Clubs and Organizations	4
CSD Special Programs	4
General Overview of CSD Program	5

Part II: Resume and Cover Letter Guidelines

First Impressions Count	6
Resume Format Guidelines	6
Resume Content Frequently Asked Questions	7-8
The Cover Letter or Letter of Application	8
The References Page	9
Letters of Recommendation	9
Sample Resume: CSD Grad School	10
Sample Resume: SLP – CFY	11
Sample Cover Letter	12
Sample References Page	13

Part III: The Job Search

Career Exploration & Assessment in the Job Search	14
Career Exploration Online Resources	14
Career Assessments	14
Job Search Assistance	14
The Art of Networking	15
Using Social Media in the Job Search	15

Part IV: Interviewing Guidelines

Dress for Success for Women	16
Dress for Success for Men	16
Top Ten Interview Tips	17
After the Interview	17
Sample Thank You Note	17
Sample Interview Questions and Answers	18-20
Appropriate Questions for You to Ask	20
Inappropriate Questions to Ask	20
Behavioral Interviewing	21
Employer Expectations	21-22

GENERAL OVERVIEW OF CSD DEGREE

The mission of the Bachelor of Science program in Communication Sciences and Disorders is to provide students with an excellent academic and clinical education in normal and disordered communication. Students engage in independent and cooperative learning and demonstrate problem-solving in simulated and real clinical situations. Students learn the importance of evidence-based ethical practice and are encouraged to participate in professional activities. Graduates have the knowledge and skills to practice as speech-language pathology assistants and to continue in graduate education.

The communication Sciences and Disorders program offers undergraduate curriculum leading to the degree of Bachelor of Science (B.S.). The four-year curriculum prepares students to serve individuals with communication disorders. Clinical practica are required. The program also offers curriculum and clinical practica leading to a master of Science degree with a concentration in speech-language pathology.



Southeastern's Speech Language Hearing Center

Undergraduate and graduate students working towards their degrees in Speech/Language Pathology and Communication Sciences and Disorders offer a full range of speech, language, and hearing services to individuals of all ages, infants through geriatric. Students have the opportunity to practice hearing and speech screening, evaluation and clinical procedures in working with speech handicaps, administration of diagnostic tests, and writing lesson plans for individuals and groups.

The student clinicians evaluate and treat under the direct supervision of clinical faculty certified by the American Speech-Language-Hearing Association. Treatment programs are designed to meet the individual needs of the client and may be provided in either individual or group sessions. Speech & language services include language-literacy disorders, articulation and/or phonological disorders, communication difficulties related to craniofacial anomalies, cognitive communication disorders and aphasia, voice disorders, and dialect reduction/ accent modification. Hearing & audiology services include hearing screening, comprehensive hearing evaluation, aural rehabilitation for individuals with hearing impairments, therapy for listening, speech and language difficulties of individuals with hearing impairment, and noise level measurements.

Your Work Environment

SLPs practice in various settings: public and private schools, hospitals, rehabilitation centers, short and long-term nursing care facilities, community clinics, colleges and universities, private practice offices, state and local health departments, state and federal government agencies, home health agencies, adult day care centers, centers for persons with developmental disabilities, and research laboratories.

CLUBS AND ORGANIZATIONS

Southeastern's National Student Speech Language Hearing Association (NSSLHA) is a pre-professional organization dedicated to academics, communication, and camaraderie. The organization consists of empowered, scholarly, active, and dedicated students.

NSSLHA holds monthly meetings on campus and often invites guest speakers such as speech language pathologists, audiologists, parent panel, Autism specialists and more. The club provides an excellent opportunity for students to meet, socialize and seek peer advice regarding student life. Membership is open to undergraduate and graduate students in the Communication Sciences & Disorders Program at Southeastern Louisiana University. Undergraduates must maintain a 2.5 GPA and graduate students must maintain a 3.0 GPA to be a member. To maintain active status and receive cords at graduation, students must attend 2 meetings and complete 5 NSSLHA approved event hours per semester.



EVENTS

iPods for Alzheimer's

NSSLHA is raising money to donate iPods to a local nursing facility in Hammond, LA. Music has the extraordinary power to enliven the spirit, revitalize the mind, and awaken the heart.

NSSLHA YARD SALE

NSSLHA holds a yard sale every semester to help their students raise money to attend the annual American Speech Language Hearing Association (ASHA) Convention. This professional education event provides opportunities to hear the latest research and gain new skills and resources to advance the knowledge and future careers of our students.



SOAR – Autism Awareness Walk

This is an annual fundraising event in Mandeville, LA with music, food, snowballs, carnival style games, star wars characters, a video game truck, miniature golf, silent auction & raffle. The purpose of this event is to raise awareness and support families in the community that are impacted by autism spectrum disorder.

GENERAL OVERVIEW OF THE GRADUATE CSD PROGRAM

Graduate Mission Statement:

The mission of the Master of Science program in Communication Sciences and Disorders is to train students to be knowledgeable, skilled, and ethical speech-language pathologists; to conduct and evaluate evidence-based research; and to appreciate life-long learning in the areas of normal, different and disordered communication across the life-span and among cultures.

Communication Sciences and Disorders offers the academic course work and clinical practica experiences to meet both state licensure and the American Speech-Language-Hearing Association's requirements for the Certificate of Clinical Competence in speech-language pathology (ASHA CCC-SLP). Students pursuing State of Louisiana Ancillary Certification as a Speech Therapist should consult with a faculty advisor for specific requirements.

To receive the Master of Science (M.S.) degree the student must:

Complete thirty-six (36) hours in CSD course work including CSD 602, 604, 606, 607, 613, 614, 615, 617, 622, 624, 629, 687. Clinical practica courses may not be used to satisfy degree requirements; however, practica courses are required for students seeking licensure and/or certification as speech-language pathologists.

Complete six (6) hours of CSD electives with no thesis or six (6) hours of thesis credit with thesis option THESIS OPTION: Students will be allowed to enter the thesis option only with the consent of the graduate faculty. The thesis is a major work of independent research of primary topics and will be supervised by the student's major professor and thesis committee.

Have no more than two (6 hours) of Cs in core classes. A student who has earned a grade of C or lower in a core course may not repeat the course in order to earn a higher grade. A student is in good standing and is considered to be making satisfactory progress if a 3.0 semester and 3.0 cumulative GPA are earned in all graduate courses. In addition, good standing is a prerequisite for enrollment in clinical practicum courses.

Complete one semester as a full-time student excluding summer.

Satisfactorily complete a comprehensive examination or complete at least six (6) hours of CSD 770 with a grade of P. The department considers the thesis as an appropriate substitute for the comprehensive examination.

SCHOOL COUNSELING

Graduates are eligible for certification as Louisiana School Counselors. Graduates are also eligible to apply for the Louisiana Professional Counselor licensure (LPC), and the National Certified Counselor (NCC) and National Certified School Counselor (NCSC) certifications. The LPC and NCSC credentials require additional post master's counseling under the supervision of approved supervisors and passing scores on the credentialing exams. The 60 hour master's degree includes 700 hours of actual hands-on experience working in K-12 schools. Courses are offered in a variety of formats, including 100% and partial Internet.



SCHOOL COUNSELING PARTNERSHIPS

Highly qualified professional school counselors work closely with program faculty to insure that classroom experiences are preparing students for the real world, through organizations such as SCAT (School Counseling Advisory Team), a group of professional school counselors and community members that meets to discuss the evolving needs of school counselors, and PSCMP (Professional School Counselor Shadowing Program), which offers opportunities for "job shadowing" a professional school counselor to better understand the profession.

CLINICAL MENTAL HEALTH COUNSELING

The mission of the Clinical Mental Health Counseling (CMHC) program is to provide students with knowledge, skills, and practices necessary to effectively perform a wide range of therapeutic services among diverse clients in a variety of settings: community and government agencies, business and industry, universities, school systems, judicial systems, psychiatric hospitals, private practices, and addiction treatment facilities. The program provides learning experiences through which students will be able to demonstrate their understanding of:

- Mental health services including ethical and legal standards, professional trends/issues, administrative and financial management, record-keeping standards, regulatory processes, emergency management systems, clinical supervision, and community mental health counseling services and networks.



- Principles of mental health regarding prevention, intervention strategies (including diagnosis and treatment), advocacy, multicultural competencies, education, and consultation as relate to individuals, families, and couples.
- Appraisal methods and tools assessing a range of client issues, including DSM-IV-TR diagnoses, and be able to implement appropriate treatments, and research methods in order to evaluate the effectiveness of treatment strategies.

MARRIAGE, COUPLE AND FAMILY COUNSELING

The mission of the Marriage, Couple and Family Counseling (MCFC) program is to provide graduates with the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. Marriage, Couple and Family Counselors follow a unique approach to counseling viewing situations from a systemic perspective. This orientation is used with individuals, couples and families of diverse backgrounds.

The program for the MCFC concentration is a 60 hour master's degree which is fully accredited nationally by the Council of Accreditation for Counseling and Related Education Programs (CACREP). The program includes both the academic and clinical components. Within the academic program, there are core courses as well as four specialty courses in marriage, couple and family counseling. The clinical component consists of a practicum and two semesters of internship in settings that focus on viewing clients from a systems perspective.



At the completion of the typically 3-year plan of studies, graduates are eligible to apply to become National Certified Counselors (NCC) and begin the process of supervision to become Licensed Professional Counselors (LPC). The MCFC program prepares graduates in the eight core curriculum areas, four specialty courses and specific additional objectives that address the standards set forth in the 2009 CACREP Standards for Marriage, Couple, and Family Counseling.

EMPLOYMENT

Employers of counseling graduates include school systems, community and government agencies, business and industry, universities, judicial systems, psychiatric hospitals, private practices, and addiction treatment facilities. Salaries range from approximately \$30,000 (entry-level) to \$50,000 (top earnings).

PART II: RESUME AND COVER LETTER GUIDELINES

FIRST IMPRESSIONS COUNT

Resumes and cover letters create the first impression a potential employer will have of you. Both of these documents are marketing tools designed to sell an impressive product—you! With that in mind, demonstrate self-motivation, critical thinking, attention to detail and creativity when preparing your resume and cover letter. When reviewing a resume, a prospective employer will evaluate your qualifications, but they will also assess how much time and effort you have devoted to your resume.

Typos and grammatical errors on a resume or cover letter suggest you do not care about the quality of your work. Both documents should be free of mistakes. An employer wants someone who produces exemplary work.

Show employers why you are the perfect candidate for the job. Describe, in the resume and cover letter, your skills and experience that relate to that job. A skills summary on a resume is an excellent category for highlighting your qualifications.

The cover letter is your chance to give employers a sense of who you are based on the experiences and attributes you will bring to the company. It should be tailored to the job and the company. A cover letter should leave an impression which inspires the potential employer to read your resume and then schedule an interview.



RESUME FORMAT GUIDELINES

AVOID ERRORS IN SPELLING, GRAMMAR, AND PUNCTUATION. Errors are viewed by an employer as an indicator of your future work performance – i.e., that you will be careless or not attentive to detail.

ONE- PAGE RESUME RECOMMENDED. Adjust the margins to .7 inches, and the font size to 10 or 11 point. Major headings can be 12 point; your name, 14 - 20 point. Times Roman or Arial fonts are recommended.

AVOID RESUME TEMPLATES. Resume templates force the resume onto two pages, containing spacing that can't be adjusted to make the resume one page. Instead, type your resume as a regular document in Word. Also, the employer may not be able to open an attached emailed resume in other programs.

CREATE A HEADER FOR YOUR RESUME. The header should include your name, address, phone, and email address. Do not include the word "resume" as part of your header. Do not include personal information, such as age, marital status, health status, ethnicity, etc. Make sure your email address is professional.

RESUMES THAT MUST BE TWO PAGES. If you have a lot of work experience, and/or involvement in student organizations, or volunteer work, your resume may need to be two pages in length. In this case, on the second page, put your name and phone number in the upper left corner, and “Page 2” in the upper right corner. Paper-clip rather than staple the resume.

MAKE SURE YOUR RESUME IS “SCANNABLE.” If the resume is handed to employers at a career fair, the employer may scan it to store it in a computer database. A “scannable resume” avoids italics, underlining, shading, borders, and graphics. Acceptable formatting includes: Bold type, “all caps,” bullets, and black ink.

DO NOT FOLD RESUME, COVER LETTER, OR OTHER APPLICATION MATERIALS. If mailing, use a Manila envelope. Use labels rather than typing, printing, or hand-writing addresses directly on the envelope.

RESUME CONTENT FREQUENTLY ASKED QUESTIONS

OBJECTIVE

Do I need an Objective? What should it say?

An **Objective** can demonstrate “focus” in terms of your career goal, and is an excellent opportunity for you to emphasize your top skills.

EXAMPLES OF OBJECTIVES:

A career in the field of social work with opportunity to contribute strong planning and organizational skills, the ability to communicate effectively, and my desire to facilitate the personal growth of others, leading to an enhanced quality of life for my clients.

To apply knowledge and skills gained from graduate academic preparation and work experience in counseling children, to a professionally rewarding educational environment.

A career in marriage, couple, and family therapy, in which knowledge and skills will have a positive and motivational impact on the functioning, well-being, and personal growth of families.

EDUCATION

Is it important that my degree information is correct?

Yes - check for the correct title of your degree on your academic program’s departmental web site, your transcript, the Southeastern catalog, or with your faculty advisor. Also, list your concentration and/or any minors.

Should I list my GPA? List only if 3.0 or above. However, if your Overall GPA is less than 3.0, but the GPA in your major is above 3.0, you can list your Major GPA only, for example: **Major GPA: 3.2**. If both GPA’s are above 3.0, you can list both: **Overall GPA: 3.2 / Major GPA: 3.6**, or just the overall.

Should I list courses I completed?

Yes, listing courses facilitates an employer’s understanding of your knowledge base. List 6-10 courses that support your career goal. List course titles, not abbreviations and numbers.

Should I list every college/university attended, and the courses completed if I didn’t get a degree?



If you attended at least a year, or earned an Associate's degree, list the additional college or university (and degree, if earned). List courses titles (not numbers), but only if they support your career goals.

In what order should I list my Education info, if I've attended more than one college?

List most recent educational experience first and other colleges attended in reverse chronological order.

Should I list high school information?

This isn't necessary once you're a college graduate, unless you have major accomplishments such as honors or officer positions in organizations. Put this info in ACTIVITIES & HONORS, and indicate they were in high school.

SKILLS SUMMARY

What is the purpose of a SKILLS SUMMARY? Is it optional?

A SKILLS SUMMARY may also be called: PROFESSIONAL SKILLS, KEY QUALIFICATIONS, QUALIFICATIONS HIGHLIGHTS, or SUMMARY OF QUALIFICATIONS. This category directs the employer's attention to your **transferable skills** – i.e., abilities, personality characteristics, and knowledge and experience acquired through courses, team projects, intern and work experiences, organizations, and volunteer work, which can contribute to your success on the job.

What is the best format for a SKILLS SUMMARY?

Create bulleted statements which describe your transferable skills as described above. Don't forget to include computer skills as your last statement. Begin each statement with an Action Verb - see **ACTION VERBS & ADVERBS** - or phrases such as, "Experienced in...", "Knowledge of ...," "Responsible for...", "Successfully...", etc.

EXPERIENCE

Should I list every job held on my resume? What about jobs in high school?

List only those jobs held in college. If you had seasonal employment or other short-term jobs that didn't allow you to develop or apply skills toward your career goal, you may omit these, also. Regarding high school jobs: No, unless you held a job in high school that relates to your career goal, or illustrates an achievement. NOTE: If you are a "non-traditional student" with experience from the 1990's or prior, you may omit these jobs as they may imply your age; age discrimination is illegal, but it can occur.

In what order should I list my jobs and what is the proper format?

Begin with the most recent job first; list others in reverse chronological order.

EXAMPLES OF PROPER FORMAT:

Sales Associate, June 2012 - present.
JC Penney, Lakeside Mall, New Orleans, LA
(Put job description here)

Office of Career Services, Southeastern Louisiana University, Hammond, LA
Student Assistant, January 2010 - May 2012
(Put job description here)



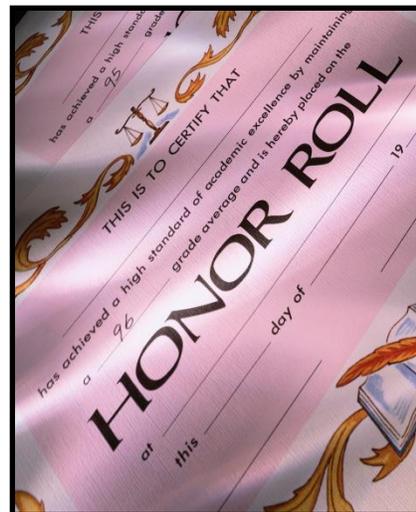
How can I highlight my practicum, internship, volunteer, and other experiences directly related to my major? Use two categories: RELATED EXPERIENCE (and list experience that is related to, and supports, your Objective) and ADDITIONAL EXPERIENCE (list experience not directly related to your Objective but that shows consistent work history as well as illustrates your transferable skills).

What type of information should I include in my job descriptions? NOTE: Use present tense verbs for current jobs; past tense verbs for former positions. Include statement describing type of business or organization - its services, purpose, etc., if the organization name is not descriptive of this. Describe tasks performed, but also skills/knowledge acquired, and if possible, results of your efforts, and accomplishments. Include numbers if possible (e.g., of staff for whom you worked). Avoid using “I” – rather, begin statements with an action verb – see [ACTION VERBS & ADVERBS](#). And remember - be prepared to expand on this experience in the interview.

ACTIVITIES & HONORS

What type of information should go in this category?

List extracurricular activities in which you participated while in college and that allowed you to develop key skills related to your career goal, such as: teamwork, communication, organizational, and leadership skills. List student organizations, volunteer activities, and honors/awards received. Listing dates is optional; if you choose to list dates, list years only. You can have one category for all called HONORS & ACTIVITIES, or ACCOMPLISHMENTS, or ACHIEVEMENTS, or just ACTIVITIES or COMMUNITY SERVICE if you have no honors or awards to list.



REFERENCES UPON REQUEST

Should I include the statement: “References Available Upon Request”? This statement is optional, as it is understood by employers that you should be able to produce either a page listing your references, or possibly letters of recommendation at some point during the interview process.

Do not include your list of references on the actual resume. The references page is a separate document from the resume, but with the same header as the resume, and the word “References” underneath.

THE COVER LETTER OR LETTER OF APPLICATION

When initially contacting a specific employer, it is recommended that you accompany your resume with a cover letter (also known as a “letter of application”) tailored to the position and to the organization.

COVER LETTER FORMAT

- Use the same header (contact information) for your resume, cover letter, and references page.
- Use business letter format: left margins with no indents, the date, company address, salutation.
- Limit to one page; font 10 point to 11 point looks best; three to five paragraphs.
- Use white or off-white resume paper; use same for resume, cover letter, and references page.

COVER LETTER CONTENT

- Address letter to contact person listed in job ad if possible, or if not, to “Dear Human Resources Director,” “Dear Hiring Manager,” “Dear Recruiter,” or “Dear Search Committee Chair.”
- Do not start every sentence with “I” – instead, vary the sentence structure.
- Describe highlights of educational and work experiences; don’t repeat everything on resume.

1st paragraph: State how you learned of position, position title, and name of organization.

2nd paragraph: Describe your degree, possibly some courses, and what you learned.

3rd paragraph: State knowledge/skills acquired in internships/work experiences, student organizations or volunteer activities, that relate to the position.

4th paragraph: Indicate why you want to work for organization, knowledge of the organization gained through online research, personal or others' experiences, and/or publicity.

Final paragraph: Suggest your desire for an interview, and where and how you can be reached.

THE REFERENCES PAGE

A reference/recommendation is a verbal or written statement of support for your application for a job, by someone who has known you in a professional capacity and can comment on your work or academic performance. **Reference information should be on a page separate from your resume, and should contain the same header as your resume, with the word REFERENCES underneath.**

- Three to five references is an appropriate number to list. Always ask permission to list someone as a reference, and give them a copy of your resume to illustrate your qualifications.
- List each reference's name, current job title, place of employment (include city, state, and zip code - mailing address not necessary), and work telephone number (not personal unless given permission).
- If a reference no longer works at the organization, you may still list them - with their current job title and employer. In parentheses, state, "former Manager of XYZ Co." to illustrate former relationship.
- Do not include a separate references page when submitting your resume unless a job ad requests it. Instead, bring copies of references page in a portfolio to the interview.
- Character references (e.g., a friend, minister of your church, relative, etc.) should be avoided.

LETTERS OF RECOMMENDATION

Many employers are only interested in a references page rather than letters of reference or recommendation. However, if a job ad asks for letters of reference/recommendation:

- Letters of reference should be current - i.e., dated within the current year.
- If possible, without causing inconvenience to the person recommending you, letters should be addressed to the contact person listed in the job ad. If this is not possible, the letters may be addressed:

"Dear Human Resources Director,"

"Dear Hiring Manager," etc.

- Giving your references a copy of your resume and mentioning key points you would like for them to emphasize in their letter is appropriate, and can be helpful to the reference in writing the letter. A copy of the job ad or description of the job can be helpful as well.



Sheila McGraw

1347 North 46th Street, Baton Rouge, LA 70802

(225) 555-4321

sheilaABC@yahoo.com

OBJECTIVE

To obtain admission into the Communication Sciences and Disorders graduate program where I can continue to learn and develop in the field of Speech Language Pathology.

EDUCATION

Bachelor of Science, Communication Sciences & Disorders

Southeastern Louisiana University, Hammond, LA

Graduation Date: May 2014 GPA 3.6

SUMMARY OF QUALIFICATIONS

- Ability to develop a caring, supportive relationship with clients.
- Exhibit strong interpersonal and team-building skills in group efforts.
- Creative thinker and excellent teacher with experience in training peers.
- Demonstrate strong work ethic and manage time effectively.
- Well organized with program planning and implementation skills.
- Computer skills include Microsoft Word, Excel, and PowerPoint.

WORK EXPERIENCE

Volunteers of America Baton Rouge, LA and Hammond, LA

Direct Support Professional November 2012- present

Work in partnership with other healthcare professionals and use a person-centered approach to maximize the independence, well-being and choice of special needs elderly clients. Responsible for ensuring patients are safe, and assist them in reaching their potential and improving their quality of life. Advocate for clients' needs and best interests. Assist with daily life responsibilities and skills. Provide standard personal care including bathing, dressing and grooming. Serve and feed meals according to the diet plan assigned to the client. Administer medicines and transport client to examination room for checkup and treatment. Maintain confidentiality and prepare reports on individual behaviors and preferences. Conduct patient care sessions with family when attending IPP meetings.

ORANIZATIONS

National Student Speech Language Hearing Association (NSSLHA) Member 2010 to 2014.

Gamma Beta Phi Member, 2011 to 2014.

HONORS

President's List (5 semester); Dean's List (3 semester)

TOPS Scholarship; 2010 – 2014.

Green S Award, 2013.

VOLUNTEER ACTIVITIES

Candy Striper at Oschner Hospital, Gretna, LA, Summer 2010

JENNIFER JONES

90210 OAKS PLACE, DENHAM SPRINGS, LA 70822

225-111-1111

JJONES@ATT.NET

OBJECTIVE:

A career in which application of knowledge and skills in speech language pathology, and ability and desire to advocate on the client's behalf, will make a positive impact on the life of the client, the family, and the community.

EDUCATION:

Master of Science, Communication Sciences & Disorders

Southeastern Louisiana University, Hammond, LA

Graduation: May 2014 GPA: 3.5

Bachelor of Science, Communication Sciences & Disorders

Southeastern Louisiana University, Hammond, LA

Graduation: May 2012 Cum Laude - GPA 3.6

SKILLS

- Certified in CPR, expires May 2015
- Bilingual speaker (English & Spanish)
- Familiar with: Visipitch, CSL, Nasometer

RELATED EXPERIENCE:

Clinic, January 2014 - May 2014

Landmark Nursing Home, Hammond, LA

Assisted in evaluating and treating a caseload of 10 nursing home residents per day. With supervision, administered cognitive screeners, bedside swallow studies, and appropriate treatment depending on deficits. Worked in collaboration with occupational therapists, physical therapists, and nurses to provide the best patient care.

Clinic, August 2013 - December 2013

Baton Rouge Outpatient Pediatric Center, Baton Rouge, LA

Established rapport with clients and family members. With supervision, administered standardized tests to evaluate the communication and language of the pediatric clients. Worked with children who had Autism, Down's Syndrome, articulation disorders, language delays, stuttering, and cochlear implants. Provided appropriate treatment for each client based on their age and disorder.

OTHER EXPERIENCE

Secretary and Event Coordinator, January 2011- July 2013

Boy Scouts of America, Denham Springs, LA

Assisted in troop camp outs, worked with den leader on projects, and hosted meetings. As secretary, corresponded with parents, coordinated paperwork for activities and for meetings and upcoming events. As event coordinator, worked with members of the business community to organize learning activities.

HONORS AND ACTIVITIES

Honors:

- Louis P. Ledet Scholarship 2013

Activities:

- Phi Alpha, 2012-present
- National Student Speech Language Hearing Association, 2012 – present
- Gamma Beta Phi, 2009-2012

SAMPLE COVER LETTER

REBECCA TAYLOR

11111 FAIR OAKS DR., COVINGTON, LA 70822 225-111-1111 RRTAYLOR227@ATT.NET

April 4, 2013

Ms. Helen Hope, Director
North Oaks Pediatric
3456 Youth Oak Lane
Baton Rouge, LA 70808

Dear Ms Hope:

I was pleased to see your recent ad for a Speech Language Pathologist (position #54321) in The Advocate. I will be earning my Masters in Communication Sciences and Disorders next month from Southeastern Louisiana University, and I believe I would bring to your organization the exact types of knowledge, skills and experience you are seeking.

More than half of my clinical experience was spent working with the pediatric population. Additionally, I possess the ability to establish a good rapport with the pediatric age group, strong problem solving skills, and a demonstrated commitment to helping children with communication deficits. As my resume shows, during my field placement at Children's Hospital, I provided individual and group therapy to a culturally-diverse population of children. I also collaborated with a treatment team of occupational therapists, physical therapists, and nurses to develop personal goal plans for each of these children.

These practical experiences were enhanced by the solid academic foundation I acquired through my coursework in the Communication Sciences and Disorders program at Southeastern. Through courses such as (list some course titles that relate to the position for which you are applying), I gained an in-depth understanding of various theories that support speech language pathology practices applied in real-world situations. I am confident that the combination of my education and experience will allow me to make a positive impact on the clients at North Oaks Pediatric, and I am excited about the possibility of beginning my professional speech language pathology career working with a population to whom I relate very well, and with whom I truly enjoy working.

Thank you for reviewing my application and for considering my candidacy for the Speech Language Pathologist position. I will be contacting you in the next week to insure that you received my application materials and to discuss the possibility of scheduling an interview at your convenience. If, in the interim, you need any additional information, please feel free to contact me via phone at: 555-123-4567 or via e-mail at: rrtaylor277@att.net.

Sincerely,

Rebecca Taylor
Enclosure: resume

SAMPLE REFERENCES

Sheila McGraw

1347 North 46th Street, Baton Rouge, LA 70802

(225) 555-4321

sheilaABC@yahoo.com

References

Dr. Heidi Kulkin, Professor
Department of Communication Sciences & Disorders
Southeastern Louisiana University, Hammond, LA
Heidi.Kulkin@selu.edu
985-549-2054

Ms. Donna Woods, Supervisor
Volunteers of America
Baton Rouge, LA 70806
Donna.Woods@voa.com
225-000-1234

Ms. Tanya Morris, Clinic Supervisor
SLP at St. Jude Hospital
Baton Rouge, LA 70806
Tanya.Morris@stjude.com
225-000-1234

PART III: THE JOB SEARCH

Career Exploration & Assessment in the Job Search

Conducting a successful job search requires an exploration of all of your career options. Knowing what options are available to you is preparing you to change career directions if you aren't finding your ideal job. You may also discover an exciting career you did not know existed. There are thousands of types of jobs – don't limit yourself to just the few that you may be aware of. Career Services offers online resources, and career assessments, to increase your awareness of the many types of work you may find to be a great fit for your interests, personality, knowledge and skills.

Career Exploration Online Resources

The resources below can assist you in:

- **Exploring options** - Make informed choices about careers to target in your job search.
- **Developing a resume** - Research current/past jobs for writing accurate, detailed descriptions.
- **Developing a cover letter** - Research job you're targeting and tailor cover letter.
- **Preparing for an interview** - Learn job requirements and prepare to discuss how your knowledge and skills fit the employer's needs.

SIGI 3

Information on 300+ careers by alphabetized job titles, or by college major. See job descriptions, education/skills required, salaries, job outlook, etc.

O*NET

Click on *Find Occupations*, enter a job title, and see a job description and transferable skills on this US Dept. of Labor site. A Skills Search matches your skills with careers. See salary information by state.

OOH

The US Dept. of Labor Occupational Outlook Handbook provides job descriptions, required education and training, salary, and job outlook information for 100's of careers.

What Can I Do With This Major?

For each major/field of interest, an Information link takes you to common career areas, types of organizations that employ that major, and strategies for gaining employment.

Career Assessments

Myers-Briggs Type Indicator (MBTI)

Learn how your personality type contributes to the work organization, your communication, leadership, and team work styles, and careers that best fit your type.

COPS Interest Inventory

Expand awareness of types of careers that will match your interests.

Job Search Assistance

Upload your resume into Career Services' [LIONHIRE](#) online job search system and FREQUENTLY CHECK for:

JOB VACANCY POSTINGS:	Year-round, for full-time and part-time jobs and internships
ON-CAMPUS INTERVIEWS:	Sign up in LIONHIRE - held each Fall & Spring semester
RESUME REFERRALS:	Sent to employers - occurs automatically - there's nothing to check

Access [JOB BOARD LINKS](#) on CS web site to view job vacancy postings (full-time, part-time and internships) or to post your resume - these links are not part of [LIONHIRE](#), but are a great online resource of job boards.

For assistance with building a resume/cover letter, participating in a mock interview, or for career assessment, schedule an appointment by calling Career Services at 985-549-2121 or emailing careerservices@selu.edu.

THE ART OF NETWORKING

Are You Networking?

To be successful in your job search, you will need to master the “art of networking.” Many job openings are discovered by interacting or networking with others to let them know you are looking for a job. Networking can range from a casual, unexpected encounter to a planned, organized meeting – so always be prepared. Remember that you are always “on” when job searching, so always conduct yourself in a mature, polished manner.

Think creatively when developing your network of contacts, and organize your list. If your contacts are not aware of any job opportunities within their employing organization, ask them if they can refer you to contacts they have – either within their organization, or employed in others. It’s not only who *you* know, but who *they* know!

Provide networking contacts and references with a copy of your resume. They can refer to it when they discuss your hiring potential with an employer, and it enables them to speak more informatively about you.

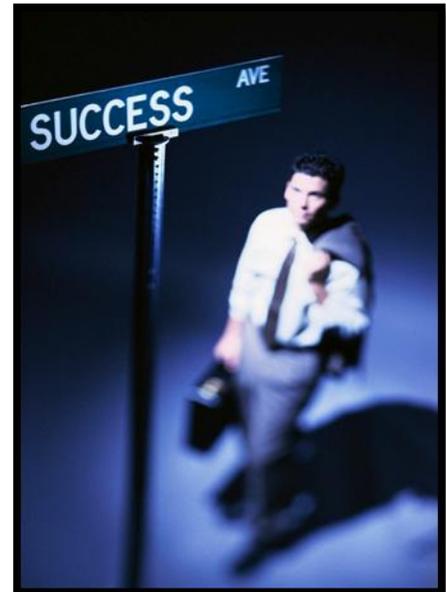


Have you spoken to these contacts about your job search?

- Professors and advisors to student organizations.
- Practicum and internship site supervisors.
- Fellow members of student/other organizations - college, volunteer, etc.
- “Personal professional contacts” - bankers, accountants, lawyers, ministers.
- Friends, acquaintances, neighbors; family and extended relatives.
- Former employers, current employers and customers. Most college seniors have part-time jobs, and their employers expect them to search for a degree-required position at some point, so it is appropriate to ask for their assistance with your networking/job search - and if you may list them as a reference.

Have you explored these resources for job opportunities?

- [LIONHIRE](http://www.selu.edu/career) system, & Job Board Links page, of Career Services’ web site: www.selu.edu/career.
- Company/organization web sites.
- Career fairs – company representatives and /recruiters.
- Newspaper classifieds (“Want Ads”).
- Temporary employment agencies.
- Professional associations: Their web site job boards.
- Professional associations: Their conferences - local, regional, national - may have job networking events.
- Send a thank you note to all in your network who have assisted you!
- Keep networking even after you land a job. You never know when you may need your contacts again.



Using Social Media in the Job Search: Facebook, LinkedIn, YouTube, Twitter, etc.

Do’s

Do update your profile regularly
Do join groups...selectively
Do get rid of digital dirt - indecent language, photographs, etc. *Source: Careerbuilder.com*

Don’ts

Don’t badmouth your current or previous employer
Don’t mention your job search if you’re still employed
Don’t forget others can see your friends

PART IV: INTERVIEWING GUIDELINES

DRESS FOR SUCCESS – FOR WOMEN

The Suit:

- A business suit – a matching jacket and skirt - is most appropriate and preferable to a dress.
- Pant suits may be acceptable; however, if you are not sure, wear a skirt and jacket suit.
- Should be conservative color - black, gray, brown, navy, taupe – solid or with a small pattern.
- Should fit – not too tight or too loose; avoid fabrics that wrinkle easily, such as linen.
- Blouse of conservative to medium color – not bright color.
- No short skirts – hem should be longer than mid-thigh.

The Jewelry: Seven pieces of jewelry, maximum. One earring per ear – small size. Watch – dress, not sports.

The Hosiery: Neutral colors only: taupe, beige, off black – avoid textures.

The Purse:

- Carry either a purse or briefcase – not both – in neutral color.
- A nice portfolio containing a note pad and extra copies of your resume may be carried with a purse.

The Make-up/Hair - “Less is More”:

- If hair is longer than shoulder length, wear pulled back.
- Go easy on blush, eye shadow and lips – little, or preferably no, perfume.

Shoes: Closed toe only. No sandals – even those with heels. No “spiked” heels. Should be comfortable for walking.



DRESS FOR SUCCESS - FOR MEN

The Suit

- In business environments, a suit is more appropriate. However, research company/organization to determine most appropriate dress.
- Expensive is not necessarily better – should be proper fit, however.
- Medium to dark colors, solids or conservative stripes.
- Jacket length: should pass “finger curl test.”
- Tip of jacket sleeve should fall 5 inches above tip of thumb when thumb is extended down.
- Shirt: pastels, solids, and conservative stripes are acceptable.
- Shirt sleeve: should extend one half inch below jacket sleeve edge.

The Shoes & Socks & Jewelry:

Dressy lace-up or slip-on – no boots! Socks - dark, with solid or small pattern. Wedding band; dress watch, not sports – “less is more” with men’s jewelry.

The Tie: Small, repetitive pattern or solid – no “theme” ties (e.g., “Tabasco”). End of tie should touch top of belt.

The Other: Carry nice portfolio with note pad and extra copies of your resume, and nice pen. Use aftershave sparingly – and no cologne.



TOP TEN INTERVIEW TIPS

- **Do your homework.** Research the organization beforehand to showcase that knowledge during the interview - this boosts your credibility with the interviewer and helps you to formulate intelligent questions.
- **Know where you're going.** Make sure to find out where the office is and how to get there. Do you know how long the trip will take? Do you have the name and phone number of the person you'll be meeting with? Do you know how easy it is to park? Save yourself time and unnecessary stress by preparing.
- **Look the part.** Clothing should be neat, pressed, and professional. As it can be difficult to know the culture of the work environment beforehand, err on the side of conservative. Even if everyone's wearing jeans when you arrive, you're still better off wearing a suit. Still, inject some personality into your look, and don't neglect the details.
- **Bring necessary documentation.** Make a list of documents you will need for the interview, and make sure you have them in your portfolio before leaving home. These include extra copies of your resume, a references page, and a portfolio of samples of relevant professional work. Recent college graduates should bring their transcripts.
- **Rehearse beforehand.** Prior to your interview, prepare answers to common questions the interviewer is likely to ask, such as, *What are your strengths and weaknesses?* *Why do you want to work here?* and the ever popular *Tell me about yourself.* Conduct a mock interview with a Career Services career counselor to help you prepare.
- **Secure your references.** Find three to five key people — current or former supervisors or professors — who are willing to serve as your professional references. Ask their permission to list them as a reference, and be certain they will speak highly of you if contacted by a potential employer.
- **Arrive early.** Arrive at least 15 minutes before the interview. Visit the restroom and check your appearance in the mirror. Announce yourself to the receptionist to let them know you have arrived and that you have an appointment. *Turn your cell phone off so it doesn't ring during your meeting.*
- **Sell yourself.** Develop a 30-second sales pitch that can be recited in "the time it takes to ride the elevator." It should include your strengths and abilities, and what sets you apart from other applicants.
- **Don't neglect to ask questions.** Based on your research, ask how the responsibilities of the job relate to the organization's goals and plans for the future. Ask what qualifications they are seeking in candidates.

AFTER THE INTERVIEW

Thank You Note:	Send a handwritten note or email within two days thanking the interviewer for their time and consideration, as well as restating your interest in the position.
Self-Evaluation:	Conduct a self-evaluation, noting both positives and difficult questions encountered.
Follow-up Calls:	You may call if you haven't heard from the employer within the time frame you were given to expect a response. Always return calls/answer emails from prospective employers. Even if you're not interested in the position, such a professional courtesy leaves a positive impression for future opportunities with the organization. Your voicemail message should be professional. Answer the phone in a pleasant, positive voice.

SAMPLE THANK YOU NOTE

July 9, XXXX

Dear Ms. Betty:

Thank you for the interview for the Speech Language Pathology position at North Oaks Medical Center. The interview confirmed my initial impressions of your ability to offer the highest level of therapeutic care to your clients, and I want to reiterate my strong interest in working for you and in making a positive contribution to North Oaks.

Sincerely,
Sheila McNeil

SAMPLE INTERVIEW QUESTIONS & ANSWERS

Responses should be two to three minutes in length – practice aloud to time yourself!

Tell me about yourself.

Keep your response brief and focus on highlights of your educational and work experiences. Start with your most recent accomplishment, such as getting your college degree, why you chose your major, and what you learned in your course work that pertains to the job. Then, discuss internship and related work experiences, and involvement in student organizations (if applicable). State specific knowledge and skills you've acquired in these experiences, and how they will contribute to your success in the position. Finally, develop a "closing statement" - state how excited you were to learn of this career opportunity, and that you believe your qualifications are an excellent fit. Don't "trail off" as you finish – take charge of closing your response. Also, do not disclose personal information such as age, marital status, number of children, or health, as these factors are not related to your ability to perform the job.



Which college course or courses have you enjoyed the most, and why? The least? Why?

For the courses you liked the most, discuss those that allowed you to develop specific knowledge/skills the employer is seeking for the position. Or, choose courses that allowed you to grow intellectually and/or interpersonally – such as a course that allowed you to develop analytical thinking skills, the ability to view things from different perspectives, or the opportunity to collaborate in working as part of a team on a special project.

For courses you liked the least, choose a course that **does not** relate to the position - such as algebra if you are interviewing for a social work position. Explain why you disliked it – even if just to say it was a subject in which you have little interest - and end on a positive note: "Although I didn't have an interest in algebra, the course allowed me to improve my critical thinking skills." Or, "While I didn't have an interest in the course, I chose to view it as a challenge; I applied myself, and made a good grade."

Name your three greatest strengths.

Remember to answer this question based on how it is asked. If the interviewer asks for three strengths, name them – for example: "Communication skills, the ability to plan and organize, and problem-solving skills." Go ahead and elaborate by providing general descriptions of how you use these strengths in your college or work life. The interviewer may ask another form of this question: "Name **three words** your co-workers would use to describe you." In this case, your response should consist of three words, such as: "Organized, detailed, and motivated." Also, be able to **provide examples** of how you've successfully applied these strengths to resolve a problem situation (see "Behavioral Interviewing" below).

What is your greatest weakness?

Design your response so that your weakness is really a "positive" in disguise. For example, you may refer to your tendency to take great pride in the quality of your work, so you tend to want to do it all yourself, but then you find you are not managing your time effectively or learning to delegate to others. Then, describe what you have done/do to be aware of this tendency, and to correct it. If possible, provide an example, and the positive results of your "new" approach.

Or, address this question from a personal or professional growth perspective. You may tell the interviewer that "public speaking" is an area in which you did not have a lot of confidence, but that you decided to meet this challenge and each time you were able to do a class presentation, you worked to improve your skills. Describe techniques you used to improve, and the successful outcome.

However, **NEVER** choose a characteristic or skill that is required for the job; for example, do not use the "public speaking" example if interviewing for a position that will require this skill.

What have you learned from extracurricular activities?

Tailor your response to the knowledge and skills required for the job. If you were not an officer, but served on committees as part of memberships in student organizations, discuss these experiences and what they taught you (team work, leadership, communication skills, ability to plan, organize, and implement activities, etc.). Provide real-life examples, and describe the context or purpose of the committee: "I learned to work effectively as part of a team, and learned marketing techniques, in planning a fundraising event for our organization...."

Which of your work experiences has been most rewarding? Why? Least rewarding? Why?

Again, relate work experiences to the requirements of the job. You may want to say that your **internship** was the most rewarding, because it provided you with knowledge and skills directly related to this job. Describe the knowledge/skills acquired in the job or internship and how they will allow you to be effective in this position. As for the "least rewarding" experience, NEVER say anything negative about a former employer, professor, etc. Indicate that you learned something from each job held, such as the opportunity to grow professionally.

Describe your leadership style.

This statement may be offered primarily for management or administrative positions; however, be prepared: Think about situations in which you have exercised leadership abilities, specific steps/actions you took to serve as a leader, and the positive results of those efforts – e.g., leading a class team project or student organization activity, training new employees at work, setting an example of professionalism, etc. Think in terms of guiding and motivating **people** AND managing **tasks** – both crucial elements of leadership. Even if the job does NOT require you to supervise others, you should still view your role as a leader of your area of responsibility.

Do you work well under pressure? Answer in the positive, e.g.: "Yes, I work very well under pressure. In fact, pressure can generate a certain energy that can be a driving force for getting things done." However, this question is also used to learn about your ability to manage your time effectively, to multitask, to organize and prioritize. Explain that you plan, organize, and complete your tasks so that if the unexpected occurs, you will not have a lot of unfinished business to prevent you from meeting the deadline.

Describe the ideal relationship between a supervisor and a subordinate.

Answer this question from both a supervisory perspective - with yourself in the role of supervisor, even if you have not had such an experience - and from that of a subordinate. Describe the approach you would take if placed in a supervisory position, and elaborate on your leadership and team work styles. DO NOT compare "good supervisors" you've had to "bad supervisors" or criticize the management or operations of an organization.

Why do you have a gap in employment from _____ to _____? College students can explain a gap in employment as a decision to spend time focusing on their studies.

Describe an accomplishment, and how you achieved it. What does "success" mean to you?

Provide an example from college, work, or extracurricular activities that illustrates setting and achieving a goal. Describe the process, and what you learned. Or, describe a challenge you addressed and met successfully. Regarding "your definition of success," this question has more of a philosophical intent; let your response reflect your attitudes, beliefs, and values about life and work.

Where do you see yourself five years from now? What are your career goals? DO NOT describe career goals which will take time and energy from your new job, such as pursuing an advanced degree right away (although you may mention this as a future goal). And do not leave the employer with the impression that they are a "stepping stone" to your ultimate career goal with another organization or another type of work. Instead, emphasize your strong desire for a career path with this organization. If you are **not** certain you want to work for them, keep your response general, tailored to your "overall" professional growth: "I'm looking for the opportunity to continue to develop professionally and to advance based on my contribution to an organization's goals."

What do you know about our organization? Why do you want to work here?

DO YOUR HOMEWORK in researching the organization THOROUGHLY before interviewing. Know something about their mission, services, clients, and if possible, their history, and future initiatives. This information can be found on the organization web site or via online research, or by calling for printed materials such as a brochure.

What can you bring to this position that would “set you apart” from other applicants?

This question presents an opportunity for you to highlight what you have to offer as it relates to the position and the organization. Also prepare for this question by carefully listening to the interviewer describe the position, the organization, and the qualifications sought, which will likely occur during the interview.

In what ways do you uniquely contribute to a team effort?

Research the definition of team work so you can begin to answer this question by describing the elements required for a successful team effort. For example, stating that you believe all team members have something to contribute could be part of your “philosophy of successful teamwork.” If you have taken the Myers-Briggs Type Indicator (MBTI), there is online information on the teamwork abilities. Answer along the lines of the following options, and if possible, give a specific example to support your statements:

I’m a very organized person, and I usually assume the role of the person keeping the team on track. I write down everyone’s name and the tasks they are assigned for the project. I make sure everyone knows what their tasks are. I also develop a timeline of everyone’s tasks and even a breakdown of the steps for each member’s assigned tasks, and due dates for those. I also try not to come across as a drill sergeant, however! I let everyone know organization is my strength and that I’ll be happy to take on the role of timeline coordinator for the project.

Or

I tend to be the team member who tries to make everyone feel they are a part of something worthwhile, and that they each have something to contribute. I love hearing everyone’s thoughts and enjoy encouraging them to think out and voice their ideas. I like making all of the team members comfortable so no one feels intimidated. For those that are somewhat shy, I encourage them to speak up, or I’ll tactfully ask them if they would like to be in charge of a certain task.

APPROPRIATE QUESTIONS FOR YOU TO ASK DURING THE INTERVIEW

Refrain from asking questions until the interviewer asks if you have questions (usually done at the conclusion of the interview). However, if you do not understand a question you are asked during the interview, you may ask the interviewer to explain. **DO ASK QUESTIONS** to show interest and initiative!

- What qualifications do you think are necessary to be successful in this job?
- Can you describe the training period/program? How would I be supervised/my performance evaluated?
- Could you describe a typical day? Week? The organizational culture?
- What are the opportunities for advancement? (if you can’t determine from research)
- Does the organization encourage participation in professional organizations? Continuing education?
- When can I expect to hear from you regarding your hiring decision?
-

INAPPROPRIATE QUESTIONS FOR YOU TO ASK DURING THE INTERVIEW

- DO NOT initiate discussion of salary, vacation, or benefits during the first interview.
- However, be prepared to voice a range you’re looking for if they ask – [SIGI 3](#), [O*Net](#), and [OOH](#) provide salary information on 100’s of careers.
- DO NOT push for an early decision by mentioning the other opportunities you have awaiting you.
- DO NOT ask for feedback on your interview performance.

BEHAVIORAL INTERVIEWING

Expect to encounter this interview technique commonly utilized by employers. “Behavioral” questions are designed to probe applicants’ past behavior in work situations, on the premise that the best predictor of future performance is past performance. Think in terms of three or four challenging or problem situations, how you **assessed** the situation (perspectives you considered), **actions** you took to resolve or improve it, and the positive results that came from your efforts. Be specific when presenting this information to the employer.

Three types of behavioral questions:

- **Skill-specific:** “Give me an example of how you successfully applied your speech pathology skills.”
- **General-situation:** “Describe a challenging client and how you successfully worked with them.”
- **Hypothetical:** “How would you react if you encountered a client resistant to change?”

To help you understand and respond to behavioral interview questions, make a list of your “three greatest strengths” and provide an example of how you successfully applied each strength in an academic, internship, work, or extracurricular setting.

EMPLOYER EXPECTATIONS

WHAT DO THEY REALLY EXPECT?

Employers are people too, and when selecting a job candidate, they ask themselves the following questions: “How can this person contribute to the organization?” “Can they represent the organization in a professional manner?” “Are they showing genuine interest in the position through their preparation for this interview?”

Their decision to hire one person over another often hinges on these answers. Even though you may not be sure of their particular expectations, in general, most employers are looking for the same basic characteristics in an employee.



Now, place yourself in the employer’s shoes. Think about what you as the employer would want from an employee. Remember that this person will be working with you eight hours a day and will represent you/your organization to the public, and to other organizations. So, what kind of an employee would you want?

CHARACTERISTICS ALL EMPLOYERS WILL VALUE

Appearance

- Does your appearance convey pride in yourself and your ability to do the job?
- Are you professionally dressed and do you present a professional image?
- Is your behavior/attitude courteous, respectful, mature, and confident?

Interpersonal/Communication Skills

- Can you interact effectively with others?
- Do you have strong verbal and written communication skills?
- Are you a team player?
- Are you enthusiastic about the job?

Dependability

- Can you be counted on to do the job? Are you accountable? Will you take initiative?
- Will you be at work regularly and report to work on time?
- Will you complete duties in a timely and accurate manner with minimal supervision?
- Will you accept responsibility, recognize what needs to be done, and are you willing to do it?

Self-knowledge

- Can you realistically assess your own abilities?
- Can you see yourself as others see you?
- Can you clearly recognize your own strengths and weaknesses?
- Do you set personal and professional goals, and work to achieve them?

Skills

- Do you possess the knowledge and skills to learn and perform the job?
- Are you willing to learn new skills? Are you coachable? The elements of coachability are intelligence, discipline, creativity and initiative. An ideal candidate should be able to think for themselves, but also be able to take and follow instructions. Remember the old adage: "Give someone a fish and they will survive today, but teach someone how to fish and they will survive forever."
- Do you have experience or related experience in this field?