

GSEP CAREER HANDBOOK

Graduate School of Education and Psychology Career Services
6100 Center Drive, 5th Floor
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Welcome to Career Services at Pepperdine University GSEP

The Career Services office provides support and resources to help students and alumni of the Graduate School of Education and Psychology (GSEP) explore career possibilities, develop skills for successful employment searches, and secure full-time employment. We focus on individual consultation and interactive workshops to provide you with the tools to market your skills in a competitive environment and establish yourself as a professional in the fields of education, psychology and beyond.

Please contact us to schedule an appointment:

Education Career Counseling

Yas Djadali

Director Career Services

yas.djadali@pepperdine.edu

310-568-5632

Psychology Career Counseling

Adriana Estrada

Manager Career Services

adriana.estrada@pepperdine.edu

310-568-5715

Career Services General Contact

Gsep.careerservices@pepperdine.edu

310-568-5666

Address:

Pepperdine University

Graduate School of Education and Psychology

Career Services

6100 Center Drive, 5th Floor

Los Angeles, CA 90045

Website: <https://gsep.pepperdine.edu/career-services/>

Facebook: <http://www.facebook.com/gsep.careerservices>

Twitter: <https://twitter.com/GSEPCareerSrvcs>

LinkedIn: <http://www.linkedin.com/pub/gsep-career-services/26/683/7b8>

Career Services available to GSEP Students and Alumni



Career Counseling and Assessment

We encourage you to contact us to schedule an individual appointment to explore your preferences, skills and occupational interests.

The Career Services office offers the Strong Interest Inventory, Strengths Quest and the Myers-Briggs Type Indicator (MBTI) as tools to assess potential interests and job types. Upon completion of an assessment, a Career Services staff member will interpret your results and work with you to explore next steps. Each instrument is free for students and alumni.

Cover Letter, Resume, and Curriculum Vitae (CV) Writing Assistance

Learn about different types of resumes, cover letters, and CVs. We will help you with content development and formatting to make your resume look professional and well-organized. Samples are available for your review in this handbook and on our website. Students and alumni can also schedule an appointment with a Career Services staff member to go over your existing resume. In addition to individual appointments, we offer drop-in hours which can be found on our website (<http://gsep.pepperdine.edu/career-services>). Resumes submitted via PepPro will also be reviewed the first time they are uploaded. In addition, you can email your resume or CV to us at gsep.careerservices@pepperdine.edu for suggestions and comments. Periodically throughout the year, resume writing and curriculum vitae (CV) writing workshops will be hosted at various campuses.

Special Events – Information on Monthly Workshops, Annual Career Week and Career and Practicum Fairs, Travel Calenders and On-Campus Interviews can be found on our website at:

<https://gsep.pepperdine.edu/career-services/students-alumni/>

Interview Preparation

Career Services will help you prepare for your interviews. Schedule an individual appointment to learn how to answer frequently asked questions and how to conduct yourself before, during and after an interview. Through a mock interview with a Career Services professional, you will receive practice and feedback on your interviewing skills. Look inside this handbook for a comprehensive list of interview preparation material. Receive tips on how to prepare for the interview, how to dress, the goals of the interview, and the different types of interviews.

Employment Listing on PepPro

PepPro is the ultimate resource for job postings and career support for GSEP students and alumni. See page 7 for more information.

Career Services available to GSEP Students and Alumni



Placement File for Education Students

Education Career Services will assist you in opening and maintaining a placement file. A placement file is a central repository for documents including your resume, letters of recommendation, transcripts, test scores, and credentialing information. Those seeking employment in K-12 education are strongly encouraged to open a placement file prior to beginning the job search. For more information refer to our website and/or contact Career Services at 310-568-5666 or gsep.careerservices@pepperdine.edu.

Job Search Assistance for Education and Psychology Students and Alumni

Learn how to network with employers and alumni and conduct job searches. Education students can learn about job search websites, education-related organizations, charter schools, school districts, private schools, and alternative job tracks for their degrees. Psychology students can also learn about job search websites, community counseling centers, professional organizations and upcoming conferences.



Doctoral Program Preparation

Learn about the difference between Ph.D, Psy.D and Ed.D programs (see page 77). Review resources to research a variety of doctoral programs and gain a better understanding of the graduate admissions process. Schedule a mock interview to learn how to prepare for an interview and gain experience answering frequently asked questions.

MFT and MA Psychology Alumni Career Panels for Psychology Students

Career Panels are held at various graduate campuses throughout the year. Each is a question-and-answer session with Pepperdine alumni who work in the field. MFT panels highlight MFT interns and licensed clinicians, and MA panels include professionals from a variety of fields, including those who work for nonprofit organizations and community colleges, and in human resources and/or in marketing roles. These events give current students the opportunity to gain perspective and insight into their career options.

PepPro – Online Career Services



PepPro..... the ultimate resource for job postings and career support for GSEP students and alumni

What can PepPro do for you?

- Connect to employers specifically looking to hire Pepperdine’s GSEP students and alumni
- Search for job openings through PepPro’s easy to use database
- Keep up-to-date on Career Services events
- Have your resume critiqued by trained professionals

Instructions for Accessing PepPro

- **Students and Alumni** Visit the following website to set up your account:
<https://gsep.pepperdine.edu/peppro>
 Click “Student/Alumni” for “What type of user are you?”
 Then, click on the “register” tab, fill in the required information and student ID#

Getting Familiar with PepPro

The screenshot shows the PepPro website interface. At the top, there's a navigation bar with tabs: Home, Profile, Documents, Resources, Jobs, Employers, Surveys, Events, and Calendar. Below the navigation bar, a welcome message says "Welcome, Test Student." followed by a search bar and user account options like "My Account" and "Log Out". The main content area is divided into sections: "Your feedback is welcome.", "NEWS FEED" with an announcement about Career Week, "SHORTCUTS" including Career Explorer, Search Jobs, Campus Interviews, Jobs I Qualify For, and My Activity Summary, and "GETTING STARTED" steps like Account Created, Personal Profile, Academic Profile, Privacy Settings, and Resume. There are also social media links for LinkedIn and Facebook.

Once you log-in you will find tabs linking you to the following resources and tools:

- **Profile** – Privacy settings, passwords and Career Services staff will keep you informed about opportunities based on your profile information
- **Documents** – Keep your resume(s) updated and current
- **Jobs** – Access current job postings and internships through personalized search criteria. Never miss an opportunity – create search agents quickly and find out when jobs meeting your criteria are posted
- **Employers** – connect with employers who have personally reached out to Pepperdine
- **Events** – Stay up-to-date on Career Fairs, events, workshops, and on-campus interviews to make the most out of every opportunity
- **Calendar** – Browse events in a calendar format by day, week, month, or year. Mark events with your personal calendar

Gaining Career-Related Experience

Job Shadowing and Volunteering

Job shadowing refers to a work experience option where individuals learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the individual. Individuals witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. Job shadowing is designed to increase career awareness, help model individual behavior through examples, and reinforce in the individual the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site.

Shadowing a job will give you an opportunity to ask questions and consider the potential pros and cons of a particular profession or industry. You will also discover what workplace skills and career-related experiences are essential to being successful in your chosen field. The job shadowing site can turn into a future employer, so make sure you leave your contact information with them in case there is a job opening.

Preparing for a job shadowing visit:

- 1) Research the employer and/or industry you will be observing.
- 2) Choose 10-15 questions to ask the employee you shadow.
- 3) Confirm the time/date.
- 4) Show up professionally dressed and on time

After the Visit:

- 1) Send a thank you note.
- 2) Take time to assess what you learned about the skills and work experiences needed to pursue your career interests. Are there skills you need to gain? What are your next steps?

Volunteering: Good for the soul and the resume!

Finding your “niche” in the fields of education and psychology can at times feel a bit daunting, but volunteering allows you the opportunity to explore career options at your leisure. If you are interested in working within a particular field, what better way to gain experience than by volunteering?

In addition to gaining work experience, volunteering provides you the opportunity to network with individuals who might be able to help you in future job searches (to learn more about networking, go to page 47). Volunteering can also help you develop new skills that could prove to be beneficial in future careers. Along with learning new skills, volunteering can clarify your values and help you gain a new perspective on life.

Volunteer work will not only positively impact your life, but it will also improve your resume. Employers like to see potential employees who are dedicated to bettering themselves by helping others. Furthermore, volunteer work on your resume can act as a testament to your character. Based on the type and amount of volunteer work you perform, employers will have a better idea of what kind of person you are and what kind of employee you would be.

Overall, volunteer work can be utilized in many ways that can help you with your career search. Volunteering can guide you towards an area of interest, or steer you away from fields that might not be a good fit. When it comes to your career, you want to do all you can to be sure that the field you have chosen is the field for you.

Information Interviewing

What is it?

Interviews that occur when you are not applying for a specific position are informational. These interviews are opportunities to learn more about the organization and the career field.

Identifying Contacts

First, identify contacts in career fields that interest you. The most effective method of finding and talking to such individuals is through personal referrals. Ask your parents, friends, relatives, professors, and career counselors for names of people they know. Utilize the Pepperdine Alumni Network to find contact information for Pepperdine alumni working in various career fields. LinkedIn is also a great resource.

Approach

Before contacting a referral, do some basic research about the career field. Clarify why you seek to meet a specific person and what you hope to gain through an informational interview.

When you contact a referral, state who you are, that you are **seeking career information and advice**, and when you would like to meet. Be confident and courteous in your communication. Look at page 10 for a sample Informational Interview request letter.

Request an in-person interview. This arrangement will allow you to see the working environment, and compare various work settings if you conduct several interviews.

Interview

Dress and act professionally. Establish rapport and demonstrate your interest in the interviewee's comments. Ask questions relevant to the industry and individual – samples on page 11. If you have not finished the interview within the time period you specified, thank the person for helping you by saying, "I said I would only take thirty minutes of your time. I know how busy you are." Extend the time only if the person you are interviewing strongly encourages you to do so. **Request a business card** before leaving and always ask for the name of another industry colleague that may provide additional insight into the field. You can use that contact information to set up your next interview.

Follow-up

Write a short thank-you note within a day or two after your interview. Keep the interview information on file for the future – this person may be an important job contact for you later.

Benefits of an informational interview:

- It is a great networking opportunity. The earlier you start building relationships with people in your field of interest, the stronger they will be when you actually begin your job hunt later on.
- It is a great learning experience. If you want to find out what a specific career path has to offer, what the positives and negatives are within an organization's culture, or which academic major will best prepare you for a selected career path, why not ask the people who are already working within that field?

Sample Informational Interview Request Letter

March 10, 2013

Jane Doe
Director of Something
Agency Name
123 ABC Road, Suite 1234
Any Town, CA 11223

Dear Ms. Doe:

I am a graduate student at Pepperdine University's Graduate School of Education and Psychology (GSEP), and I was referred to you by the Career Services Office. Upon graduation, I will receive my Doctorate in Organizational Leadership. My goal is to apply this degree along with my past professional experiences acquired through my internships to obtain a position in higher education. Given that you work at XYZ University, I am writing to request an informational interview with you. I hope that you will allow me to speak with you either in person or over the phone to discuss your academic and professional career experience. I am particularly interested in hearing about what you do at XYZ University, how you obtained your position, and if you have any advice for someone looking to enter this field.

My schedule is flexible and I am happy to work around your availability for a meeting. I can be reached at 123-456-7890 or interested.student@pepperdine.edu. Thank you in advance for your time. I look forward to speaking with you soon.

Sincerely,

Interested Student

Informational Interview Questions Worksheet

Name of your contact _____ Date _____
 Title/Employer _____ Email _____
 Address _____ Phone _____

How do you spend a typical day or week in this job/organization?

What do you find most/least satisfying about this job?

What is the employment outlook (locally, regionally, and nationally)?

Are you active in any professional organizations? Are students invited to attend?

What kinds of college degree/credentials/skills are needed for your position?

What kinds of part-time jobs or internships do you think are helpful for entering this field?

What types of people do well in your field? What types do not succeed?

What are the opportunities for advancement?

What are the drawbacks of your job/organization?

What is the entry-level salary range in this field?

What advice can you give me on how to break into this field?

Can you suggest anyone else I might contact?

Tips for Cover Letter and Resume writing

Cover Letter Suggestions

- Always be specific to the organization
- Make sure you use keywords throughout your cover letter and resume that were in your job description. If an employer is scanning resumes/cover letters, yours will come up in the search
- Address your cover letter to the recruiter/hiring manager – use a specific name
- Tell an employer why they will benefit from hiring you, not what you are going to gain from their company
- Use action verbs (see page 15-17)
- Use your own words; you do not want your cover letter to sound like it was copied from a book or the internet
- It should be concise and no more than one page
- How to send it:
 - Email, the cover letter should be the body of the email message (attach your resume as an MS Word attachment), attach resume and cover letter as two separate documents
 - Standard Mail, the cover letter should be printed on resume paper (match paper used for resume)
- Utilize the standard business letter format; write three to four paragraphs in 12 point Times New Roman font
- Opening Paragraph/First Paragraph (create interest and introduce yourself) - Let the employer know how you learned about the organization and/or position. Do research on the organization and tell them why you like their organization, etc.
- Second Paragraph (give overview of qualifications) - Give several short sentences that highlight your skills and relevant qualifications. Include why you are interested in the position and provide specific examples demonstrating how your academic, work, and/or volunteer experiences relate to the position you are seeking. Sell yourself and demonstrate that you have the specific skills that they need
- Third/Final Paragraph (conclusion & contact) - Include that you want to make a contribution to their organization. Let the employers know that you are available for questions about your background and experience. Thank the employer for his/her consideration

Resume Suggestions

Have two different types of resumes

- Chronological – one heading, list your most recent position first
- Functional – used for multiple headings (i. e Related Experience and Professional Experience). Multiple heading will help you highlight your related experience.

Font

- Use Times New Roman or another professional font throughout resume
- Font size should be 10-12, with your name in 16-18 size font

Layout

- Margins 0.5” to 0.9”
- Do not use templates- they can restrict your flexibility, formatting and individual style

Tips for Resume Writing (2)

Suggestions

- One, maybe two pages
- On the second page include your name and page number in the header; if pages become separated your second page should be able to stand alone
- Proofread for spelling and grammar mistakes
- Print on resume paper, email as a MS Word or PDF attachment
- Be honest – never lie, stretch the truth, or misrepresent yourself
- Do not overuse bold, capitalization, italics, or underlining

Content

- Keep your name on top, in bold and larger font than the rest of the resume
- Use only one phone number with an accurate professional email
- Objective should be short, concise, and to the point, modified for each new position
- Avoid spelling errors, typos, poor grammar
- Use only college education and write out the entire degree; highlight the degree not the school
- Only put the month and year you are graduating. Date ranges or “expected by” are unnecessary
- Adding your GPA is usually not recommended, but can be added in exceptional circumstances. Discuss this with your career counselor before adding it on your resume
- Use appropriate tense; past for previous experiences and present for current experiences
- If you are weak in experience, then use courses or relevant projects to highlight and illustrate your knowledge
- Focus on your accomplishments, rather than using your job duties
- Do not use abbreviations, complete sentences, personal information, salary expectation, salary history, personal pronouns, photographs, or reasons for leaving
- Do not include references on your resume – (see below)

References Tips

- Make a separate document for references
- Use the same heading as that of your resume and cover letter
- Put the main reference in the upper left corner then list in preference from the left to right, top to bottom
- Include the person’s full name, title, name of company or university, department if applicable, full address, email address, and phone number
- Generally try to list 3-4 references
- References are those who can speak about your work experience, education/knowledge, or the pertinent characteristics related to the position sought
- Prepare your reference sheet, but only provide them when specifically requested by the company; keep separate from the resume
- Make sure you have talked with your references before providing their information. Give them a copy of your resume

Resume Checklist

Contact Information

- _____ Include your name, address, home phone number or cell phone number, and e-mail address
- _____ Label 'Your Name' and 'Page 2' to second page (if applicable)

Objective (Optional)

- _____ One sentence; addressing job title/position and industry you are applying for

Education

- _____ List most recent degree first
- _____ Spell degrees out
- _____ Dates on right side of page
- _____ Include Relevant Coursework and Projects if relevant or necessary

Employment History & Accomplishments

- _____ List month and date on right side of page
- _____ Use subjectless sentences or paraphrases; fragmented bullets are ok
- _____ List accomplishments as 3-5 bullets; do not write in paragraph form
- _____ "Action + Results" - use action verbs to start the accomplishments and results to explain what you achieved
- _____ Use amounts, numbers, ages, percentages, and time frames whenever possible; be as specific as you can

Professional Organizations

- _____ List only affiliations related to your target job
- _____ Take out personal data (age, marital status, hobbies, etc.)

Skills

- _____ Language proficiency (speaking, reading, writing) and level of ability you have (bilingual, proficient, conversational, familiarity, etc.)
- _____ Computer skills

Other Notes and Comments

- _____ Proofread for spelling and grammar
- _____ Be honest
- _____ Use either functional format or chronological format

Resume Action Words

Management/Leadership

Accelerated	Coordinated	Hired	Oversaw
Administered	Decided	Improved	Planned
Analyzed	Delegated	Increased	Prepared
Appointed	Designated	Initiated	Presided
Assigned	Directed	Judged	Prioritized
Attained	Enforced	Led	Produced
Chaired	Evaluated	Lobbied	Recommended
Conducted	Executed	Managed	Restructured
Consolidated	Facilitated	Maximized	Scheduled
Contracted	Governed	Motivated	Strengthened
Controlled	Harmonized	Named	Supervised

Communication

Addressed	Drafted	Negotiated	Recruited
Advised	Edited	Participated	Reported
Arbitrated	Enlisted	Persuaded	Revamped
Authored	Formulated	Presented	Rewrote
Briefed	Influenced	Printed	Spoke
Collaborated	Interpreted	Promoted	Summarized
Communicated	Lectured	Published	Talked
Consulted	Mediated	Publicized	Translated
Corresponded	Moderated	Read	Updated
Documented	Motivated	Reconciled	Wrote

Research

Advanced	Evaluated	Interviewed	Surveyed
Analyzed	Examined	Investigated	Synthesized
Collected	Explored	Located	Systematized
Compared	Extracted	Organized	Tabulated
Conducted	Gathered	Read	Tested
Critiqued	Identified	Reviewed	Uncovered
Diagnosed	Inspected	Studied	Verified
Discovered	Interpreted	Summarized	

Technical

Adjusted	Designed	Manufactured	Repaired
Assembled	Devised	Mapped	Serviced
Built	Dissected	Navigated	Solved
Calibrated	Engineered	Operated	Trained
Coded	Fabricated	Overhauled	Upgraded
Computed	Installed	Programmed	Utilized
Computerized	Launched	Redesigned	
Constructed	Maintained	Remodeled	

Resume Action Words (2)

Teaching

Adapted	Counseled	Explained	Schooled
Advised	Developed	Facilitated	Served
Assisted	Enabled	Graded	Set goals
Communicated	Encouraged	Informed	Stimulated
Consulted	Enforced	Initiated	Taught
Cooperated	Evaluated	Instructed	Trained

Financial

Administered	Calculated	Investigated	Projected
Allocated	Checked	Managed	Quantified
Analyzed	Computed	Marketed	Ranked
Appraised	Evaluated	Memorized	Researched
Audited	Financed	Ordered	Selected
Balanced	Forecasted	Organized	Verified
Budgeted	Inspected	Planned	

Creative

Acted	Developed	Illustrated	Originated
Arranged	Devised	Improvised	Performed
Composed	Drew	Instituted	Predicted
Conceptualized	Entertained	Integrated	Produced
Cooked	Established	Introduced	Revitalized
Created	Fashioned	Invented	Shaped
Demonstrated	Founded	Made	Sketched
Designed	Generated	Modeled	Transcended

Helping

Aided	Counseled	Guided	Represented
Assessed	Demonstrated	Helped	Saved
Assisted	Educated	Mentored	Suggested
Clarified	Expedited	Referred	
Coached	Familiarized	Rehabilitated	

Clerical or Detail

Approved	Defined	Prepared	Specified
Arranged	Dispatched	Processed	Systematized
Catalogued	Executed	Proofread	Tabulated
Classified	Generated	Purchased	Validated
Collated	Implemented	Recorded	
Collected	Inspected	Retrieved	
Compiled	Monitored	Screened	

Resume Action Words (3)

Results Achieved

Adapted	Furnished	Recommended	Submitted
Attained	Implemented	Reduced	Succeeded
Completed	Improved	Revamped	Superseded
Contributed	Increased	Revised	Supported
Cut	Introduced	Revitalized	Transferred
Decreased	Lowered	Risked	Tripled
Delivered	Maintained	Saved	Trouble-shot
Distinguished	Multiplied	Simplified	Uncovered
Diversified	Opened	Sold	Unified
Doubled	Pioneered	Solved	Upgraded
Earned	Proposed	Stimulated	Utilized
Eliminated	Provided	Streamlined	Widened
Established	Raised	Strengthened	Won
Expanded	Realized	Structured	

Sample MFT Intern Résumé

Dio Intern, IMF# 123456

1234 Waves Blvd., Malibu, CA 90018 • (310) 555-5555 dio.intern@gmail.com

Summary of Qualifications

BBS Registered Intern eager to collaborate with other mental health professionals to provide comprehensive and holistic treatment to clients struggling with pervasive disorders.

- Extensive knowledge working with severely and chronically mentally ill adults and children
- Demonstrated skills in creating and implementing effective and individualized treatment plans
- Experience with Department of Mental Health standards and paperwork
- Foundational coursework and training in Cognitive-Behavioral and Family Systems Therapy

Education

Pepperdine University, Graduate School of Education and Psychology; Malibu, CA

Master of Arts in Clinical Psychology

June 2013

Emphasis: Marriage and Family Therapy

Any University; City, ST

Bachelor of Arts in Psychology

December 2010

Minor in Human Development

Professional Experience

ABC Community Mental Health; City, ST

Marriage and Family Therapist Trainee/Intern

September 2012 - Present

- Provide individual therapy to clients diagnosed with variety of presenting problems including Schizophrenia, Bipolar Disorder, Generalized Anxiety Disorder and Post-traumatic Stress Disorder
- Co-facilitate domestic violence and anger management groups to provide psycho-education and to increase insight into maladaptive coping mechanisms
- Conduct phone intakes and refer clients to appropriate resources based on individual needs
- Maintain progress notes for all clients to ensure proper documentation of session content and interventions

The QRS Preparatory School; City, ST

Marriage and Family Therapist Trainee

September 2012 - January 2013

- Counseled adolescents ages 13-17 by providing support and assistance with life transitions, academic planning and interpersonal difficulties
- Implemented individualized educational goals and objectives to enhance student responsibility, accountability and independence
- Collaborated with teachers, occupational therapists and student advisors to form engaging multidisciplinary team

Professional Experience, continued

Any Agency; City, ST

Behavior Care Provider

February 2011 - September 2012

- Utilized cognitive-behavioral therapy techniques with children ages 3-9 with severe emotional disturbances, autism spectrum disorders, and developmental delays
- Processed disruptive and self-injurious behaviors with children to ensure safety and cultivate healthier coping skills
- Teamed with special education teachers and parents to increase consistency between classroom and home interventions

Professional Organizations

Phi Beta Kappa Honor Society

January 2008 - Present

American Association for Marriage and Family Therapy

January 2012 - Present

Sample MFT Trainee Résumé

Trent Trainee

123 4th Street ♦ Any Town, CA 99999 ♦ Home (123) 555-1212 ♦ Cell (123) 555-3434
trent_trainee@yahoo.com

OBJECTIVE

To obtain a position as an MFT Trainee working with adolescents struggling with chemical dependency

EDUCATION

Pepperdine University, Graduate School of Education and Psychology; Los Angeles, CA
Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy June 2014

University of Any School; City, ST
Bachelor of Science in Psychology June 2010
Summa Cum Laude

RELEVANT COURSEWORK

Clinical Interventions with Children and Adolescents	Techniques of Counseling and Psychotherapy
Psychopharmacology for Mental Health Professionals	Individual and Family Treatment of Substance Abuse

RELATED EXPERIENCE

Any School; City, ST

Teacher Aide September 2010 – Present

- Document emotional, cognitive and social development of children to determine age-appropriate behavior
- Facilitate parent conferences to assist with strained family relations and effects on children's well-being
- Observe and refer children with disabilities to special educational programs to ensure optimal treatment

Any Agency; City, ST

Volunteer March 2007 – January 2008

- Provided empathic support and safe environment for adolescent females to discuss high-risk behaviors such as drug use, teen pregnancy and sexually transmitted infections
- Integrated intercultural communication component into teambuilding activities to enhance sensitivity and cohesion among youth
- Mentored group of four teenagers by modeling healthy coping skills during times of conflict and distress
- Educated youth on importance of academia, social support and spirituality in goal achievement

Any Agency; City, ST

Tutor March 2005 – September 2006

- Practiced patience, understanding, and persistence to help defiant children thrive in academic settings
- Alleviated test anxiety by teaching students guided imagery relaxation and breathing techniques
- Assisted students with meeting educational goals by reviewing lessons and teaching basic math and reading skills

ADDITIONAL EXPERIENCE

ABC Group; City, ST

Marketing Assistant November 2006 – January 2008

- Teamed with graphic designers to develop design elements and public image for company
- Revamped marketing materials to build brand awareness and effectively disseminate company messaging
- Managed daily administrative duties such as distributing mail, answering phones and scheduling

Trent Trainee

Page 2

ADDITIONAL EXPERIENCE (continued)

ABC Store; City, ST

Beauty Technician

May 2003 – January 2005

- Built trusting relationships with customers by recommending best product for client needs
- Provided knowledge and shared expertise with clients and sales associates on product use
- Consistently exceeded sales goals by 150% every quarter and averaged monthly revenue of \$10,000

PROFESSIONAL ASSOCIATIONS

Psi Chi, The International Honor Society in Psychology, Member

2010 – Present

California Association of Marriage & Family Therapists, Pre-licensed Member

2010 – Present

American Psychological Association, Student Affiliate

2010 – Present

LANGUAGES

Fluent in Russian

Conversational German

COMPUTER SKILLS

Microsoft Word, Excel, Outlook, Filemaker, DataFlex, People Soft, Panorama and DataEase

Sample Psychology Résumé

Maynard Therapist

123 E. 25th Street • Los Angeles, CA 90011 • 310-888-8888 • maynard.therapist@pepperdine.edu

SUMMARY OF QUALIFICATIONS

- Extensive knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions
- Trained to distinguish aspects of human behavior and performance: individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and assessment and treatment of behavioral and affective disorders
- Excellent communication and interpersonal skills

EDUCATION

Pepperdine University, Graduate School of Education and Psychology, Irvine, CA
Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy August 2012

University of Any School, City, ST
Bachelor of Science in Psychology May 2007

CERTIFICATIONS

Domestic Violence Prevention and Treatment	June 2010
Substance Abuse Detection and Treatment	April 2010
Eating Disorders Treatment and Relapse Prevention	October 2009
First Aid and CPR	October 2008

LANGUAGE SKILLS

Fluent in spoken Spanish and proficient in written Spanish

PROFESSIONAL EXPERIENCE

Any Agency, City, ST
After School Therapist/Trainee January 2011 – Present

- Conduct sensory and motor skill integration and behavior therapy with children ages 3 – 9 with special needs, including severe emotional disturbances, autistic spectrum disorders, and developmental delays to foster development and self-awareness
- Incorporate activities such as gardening, art, and swimming to increase socialization and sensory awareness
- Process “acting-out” behaviors with children to cultivate coping skills and to promote verbalization
- Collaborate with special education teachers to ensure consistency between classroom and afterschool programs

PROFESSIONAL EXPERIENCE (Continued)

Any Agency, City, ST

Practicum, MFT Trainee

September 2010 – Present

- Provide individual, group, couples, and family therapy for clients with variety of presenting problems to improve interpersonal relationships
- Co-facilitate domestic violence and at-risk youth group resulting in lower rates of recidivism and increased school performance
- Conduct phone intakes and refer clients to appropriate resources in order to address needs
- Maintain progress notes for all clients to ensure proper documentation of session content and interventions
- Complete paperwork to enable clients to satisfy court and/or agency requirements

ABC Resources, City, ST

Research Analyst

January 2009 – September 2010

- Formatted surveys to obtain crucial patient-satisfaction information
- Analyzed survey results providing statistical scores, charts and graphs to better understand strengths and weaknesses at medical facility
- Developed customer satisfaction reports to teach medical faculty what service areas need improvement

Any University, City, ST

Teacher Assistant

September 2009 – May 2010

- Co-taught introductory psychology course to university freshmen to expand students' knowledge of subject matter
- Collaborated with colleagues and professors to successfully follow set curriculum and to provide feedback to students
- Participated in weekly meetings with professor and other teaching assistants to discuss past lectures, review pending syllabus, and prepare for following classes
- Observed by professor and integrated constructive feedback to improve teaching style

Any Laboratory, City, ST

Research Assistant

August 2006 – May 2009

- Analyzed intervention strategies for couples and families facing health crises, resulting in development of empirically-based treatments
- Researched relevant literature and publications on couples' health and compiled reports in order to expedite research processes
- Conducted data entry using SPSS to further research on role of ironic processes in couples' health

PRESENTATION

Therapist, Maynard. (2011, March). *California Technology Assistance Project*. Presentation at Emerging Trends Conference, San Diego, CA.

Sample Psychology MA Résumé

Dex Pepperdine

123 4th Street ♦ Any Town, CA 99999 ♦ Home (123) 555-1212 ♦ Cell (123) 555-3434
dex.pepperdine@yahoo.com

OBJECTIVE

To obtain a Research Assistant position focusing on the impact of family violence on adolescents

EDUCATION

Pepperdine University, Graduate School of Education and Psychology; Los Angeles, CA

Master of Arts in Psychology

December 2013

University of Any School; City, ST

Bachelor of Science in Psychology

June 2010

Summa Cum Laude

RELEVANT COURSEWORK

Research and Evaluation Methods for Mental Health Professionals

Clinical and Evaluation Research Methods

Individual, Couple, and Family Development: A Life Cycle Approach

Social Psychology

RELATED EXPERIENCE

Any School; City, ST

Teacher Aide

September 2010 – Present

- Document emotional, cognitive and social development of children to determine age-appropriate behavior
- Facilitate parent conferences to assist with strained family relations and effects on children's well-being
- Observe and refer children with disabilities to special educational programs to ensure optimal treatment

Any Laboratory; City, ST

Research Assistant to Psychology Department

September 2008 – December 2009

- Analyzed intervention strategies for couples and families facing health crises, resulting in development of empirically-based treatments
- Researched relevant literature and publications on couples' health, and compiled reports in order to expedite research process
- Conducted data entry using SPSS to further research role of ironic processes in couples' health

Any Agency; City, ST

Volunteer

March 2007 – January 2008

- Provided empathic support and safe environment for adolescent females to discuss high-risk behaviors such as drug use, teen pregnancy and sexually transmitted infections
- Integrated intercultural communication component into team building activities to enhance sensitivity and cohesion among youth
- Mentored group of four teenagers by modeling healthy coping skills during times of conflict and distress

Any Agency; City, ST

Tutor

March 2005 – September 2006

- Practiced patience, understanding, and persistence to help defiant children thrive in academic settings
- Alleviated test anxiety by teaching students guided imagery relaxation and breathing techniques
- Assisted students with meeting educational goals by reviewing lessons and teaching math and reading skills

Dex Pepperdine

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ADDITIONAL EXPERIENCE

The XYZ Firm; City, ST

Marketing Assistant

May 2003 – January 2005

- Teamed with graphic designers to develop design elements and public image for company
- Revamped marketing materials to build brand awareness and effectively disseminate company messaging
- Managed daily administrative duties such as distributing mail, answering phones and scheduling

QRS Store; City, ST

Beauty Technician

April 2003 – July 2004

- Built trusting relationships with customers by recommending best product for client needs
- Provided knowledge and shared expertise with clients and sales associates on product use
- Consistently exceeded sales goals by 150% every quarter and averaged monthly revenue of \$10,000

PROFESSIONAL ASSOCIATIONS

Psi Chi, The International Honor Society in Psychology, Member

2010 – Present

American Psychological Association, Student Affiliate

2010 – Present

LANGUAGES

Fluent in Russian

Conversational German

COMPUTER SKILLS

Microsoft Office, SPSS/PASW, Filemaker, DataFlex, PeopleSoft, Raiser's Edge and DataEase

Sample Psy.D. Curriculum Vitae

PEDRO PEPPRO

888 Street #22 ~ Los Angeles, CA 90000 ~ (737) 333-2222 ~ pedro.peppro@pepperdine.edu

EDUCATION

- Pepperdine University, Graduate School of Education and Psychology, Los Angeles, CA
Doctor of Psychology in Clinical Psychology, an APA accredited Psy.D. program April 2012
 Dissertation: *Depression amongst psychologists and the impact on their clients* (Chairperson: Albert C.G. Freud, Ph.D.)
- Pepperdine University, Graduate School of Education and Psychology, Los Angeles, CA
Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy June 2008
- Any University, City, ST
Bachelor of Arts in Sociology May 2006

CLINICAL EXPERIENCE

- Any Agency, City, ST
Doctoral Practicum Externship/Trainee January 2011 – Present
 Supervisor: Cari Bion, Psy.D.
- Conduct sensory and motor skill integration and behavior therapy with children ages 3 to 9 with special needs, including severe emotional disturbances, autistic spectrum disorders, and developmental delays to foster further development and self-awareness
 - Incorporate activities such as gardening, art, and swimming to increase socialization and sensory awareness
 - Process “acting-out” behaviors with children to cultivate coping skills and to promote verbalization
 - Collaborate with special education teachers to promote consistency between classroom and after-school program and provide comprehensive treatment to children
- Any Agency, City, ST
Doctoral Practicum Externship/Trainee January 2009 – December 2010
 Supervisor: Irvin McGoldrick, Ph.D.
- Provided individual, group, couples, and family therapy for clients with variety of problems; recommended techniques to improve interpersonal relationships and job performance
 - Conducted phone intakes and referred clients to appropriate resources to address needs
 - Maintained thorough progress notes for all clients to ensure proper documentation of session content and interventions
 - Completed extensive amounts of paperwork to enable clients to satisfy court and/or agency requirements
 - Co-facilitated domestic violence and at-risk youth group which resulted in lower rates of recidivism and increased school performance
- Any Agency, City, ST
Case Manager June 2008 – Present
 Supervisor: Sigmund Beck, LCSW
- Provide case management to children and families diagnosed with HIV/AIDS to improve quality of life
 - Participate in multidisciplinary treatment team meetings with medical teams at local hospitals to provide comprehensive treatment to children and families
 - Collaborate with hospitals, schools, and DCFS in order to provide psycho-education regarding socio-emotional, economic, and physical needs of children and families
 - Conduct intake interviews, formulate treatment plans, and conduct in-home and in-hospital case management to children and families to improve adjustment

PEDRO PEPPRO

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RESEARCH EXPERIENCE

ABC Resources, City, ST

Research Analyst

June 2006 – June 2008

Supervisor: Anna Rogers, Ph.D

- Formatted surveys to obtain patient satisfaction information
- Analyzed survey results providing statistical scores, charts and graphs to better understand strengths and weaknesses at medical facility
- Developed customer satisfaction reports to teach medical facility what service areas need improvement

Any Laboratory, City, ST

Research Assistant for Neuropsychology Department

August 2005 – May 2006

Supervisor: D.W. Mahler, Ph.D

- Analyzed intervention strategies for couples and families facing health crises resulting in development of empirically-based treatments
- Researched relevant literature and publications on couples' health, and compiled reports in order to expedite research process
- Conducted data entry using SPSS in order to further research on role of ironic processes in couples' health

Any School, City, ST

Student Assistant to Psychology Department

September 2004 – May 2005

Supervisor: Tina Chang

- Provided research support for study on cognitive aging in senior citizens
- Recruited and oriented participants to experiment
- Assisted with drafting and editing research articles and literature reviews

TEACHING EXPERIENCE

Any School, City, ST

Part-Time Psychology Lecturer

September 2010 – Present

- Develop and implement new methods of teaching to reflect changes in research
- Provide consultation period for students outside scheduled class periods for questions and other matters relating to course
- Deliver thought-provoking lectures and engaging seminars for class size of 25 students

Any School, City, ST

Part-Time Psychology Lecturer

September 2009 – June 2010

- Taught guided lessons to model questioning, clarification, and problem solving techniques within psychotherapy
- Evaluated student progress and wrote recommendations for further student development
- Encouraged active learning by creating projects where students planned and taught lesson of their own choosing to class
- Adapted and created assessments from which students can learn and retain information

ASSESSMENT TRAINING

- **Emotional & Personality Assessment**
 - MMPI-2; TAT; HTP; RISB; Rorschach
 - Test administration, interpretation and report writing
- **Cognitive & Neuropsychological Assessment**

PEDRO PEPPRO

Page 3

ASSESSMENT TRAINING, continued

- WISC; WAIS-IV; COWAT; RAVLT; Trailmaking Test; Bender Visual-Moto Gestalt
- Test administration, interpretation and report writing

VOLUNTEER EXPERIENCE

Local Organization, Los Angeles, CA

Crisis Counselor

May 2007 – Present

- Institute 16 week domestic violence model, and conduct sessions providing crisis intervention and safety planning
- Provide problem solving advice, information and referrals, education and prevention strategies for people in crisis

VA Hospital, Los Angeles, CA

Volunteer Assistant

January 2008 – December 2009

- Assisted in staffing events for community outreach programs and fairs
- Coordinated with community education director regarding events and special projects
- Assisted patients and families at information desk, providing directional assistance to patient rooms

LEADERSHIP & PROFESSIONAL AFFILIATIONS

American Psychological Association, Student Affiliate

August 2007 – Present

Psi Chi, The International Honor Society in Psychology, Member

June 2008 – Present

CONFERENCE PRESENTATIONS

Peppro, P. (2012, April). *When the spelling of a name is reversed: Does Anyone Notice?* Poster presented at meeting of Rocky Mountain Psychological Association, Reno, NV.

Peppro, P. & Psychologist, F. (2011, October). *Depression in young adults between 18 and 30, prevention and solutions.* Presentation conducted at conference of California Association of Marriage & Family Therapists, Los Angeles, CA.

PUBLICATION

Peppro, Pedro. (2010). "Major Depressive Disorder and its Effects upon Caloric Intake" *Journal of Gastropulicans*. New York: Springer Science Media, Inc.

WORKSHOPS & SEMINARS

"*Religious Perspectives on Counseling in the African American Community*"

January 2013

J.D. Winnicott, Ph.D. Pepperdine University, Los Angeles, CA

"*Addressing Cultural Issues in Therapy*"

January 2013

Molly Coupy, Ph.D. XYZ International Institute, San Diego, CA

Sample Psychology Functional Résumé

Sally Functional

1234 Some St. ~ City, CA 90001 ~ (123) 345-0987 ~ (123) 564-2093 ~ functional@college.edu

EDUCATION

Pepperdine University, Graduate School of Education and Psychology; Encino, CA

Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy

April 2011

Any State University; City, ST

Bachelor of Arts in English

December 2005

RELEVANT COURSEWORK

Substance Abuse Evaluation and Treatment

Psychopharmacology

Assessment for Marriage and Family Therapists

Cross-Cultural Counseling

RELEVANT PROJECT

Effects of Alcohol on Middle Schoolers, Substance Abuse Evaluation and Treatment

April 2009

- Collaborated with team to research effects of alcohol abuse on middle school students and their ability to function during day classes
- Compiled data into comprehensive report with findings and suggestions for further research opportunities
- Presented findings at AAMFT Student Research Conference, San Diego, CA

RELEVANT EXPERIENCE

COUNSELING

- Provide individual, group, couples, and family therapy for clients with variety of presenting problems to improve interpersonal relationships and job performance
- Process acting-out behaviors with children to cultivate coping skills and to promote verbalization
- Conducted phone intakes and referred clients to appropriate resources in order to address their needs

RESEARCH

- Analyze intervention strategies for couples and families facing health crises resulting in development of empirically-based treatments
- Researched relevant literature and publications on couples' health and compiled reports in order to expedite research process
- Conducted data entry using SPSS in order to further research on role of ironic processes in couples' health

ADMINISTRATIVE

- Maintain progress notes for all clients to ensure proper documentation of session content and interventions
- Met regularly with variety of agency colleagues to increase consistency between agency programs in order to provide comprehensive and streamlined services
- Compiled monthly statistical reports for management team
- Created and maintained websites to advertise agency's services and programs

WORK HISTORY

Practicum, MFT Trainee

ABC Agency, Inglewood, CA

2010-Present

Intake Counselor

Some Agency Somewhere, Los Angeles, CA

2008-2010

Research Assistant

Testing Laboratory, Rohnert Park, CA

2006-2007

SKILLS

Computer: Microsoft Word, Excel, PowerPoint, Publisher, SPSS

Language: Knowledgeable with conversational Spanish

PROFESSIONAL ASSOCIATIONS

American Psychological Association

Fall 2007-Present

California Association of Marriage and Family Therapists

Spring 2006-Present

Sample Psychology Intern Cover Letter

JOHN P. COVLETTER

7896 Heart Court ♦ Maple Tree, CA ♦ Cell (123) 456-7890 ♦ email@pepperdine.edu

November 1, 2012

Dr. Gregory Rivera
Pepperdine Community Counseling Clinic
6100 Center Drive, 5th Floor
Los Angeles, CA 90045

Dear Dr. Rivera:

It is with great pleasure that I submit this formal letter of interest for the Marriage and Family Therapist Intern position offered at your clinic. In speaking with Julia Gulia, Clinical Training Coordinator at Pepperdine University, about my interests in the field of psychology, she highly recommended that I further my experience at Pepperdine Community Counseling Clinic. As you will see from my attached resume, I am a graduate of the MFT program at Pepperdine University's Graduate School of Education and Psychology.

My experience working at New Directions for Youth afforded me the opportunity to develop new therapeutic skills and expand on personal attributes vital to the therapeutic process. I have a strong work ethic and am self-motivated, intuitive and organized. I have a positive attitude, and most importantly, great interpersonal and communication skills. My position with New Directions for Youth enabled me to interact with and assist at-risk youth through individual, family, and group counseling on issues ranging from depression and anger management to interpersonal relationship difficulties and substance abuse. By facilitating gang prevention and parenting groups, I developed skills in being a supportive, empathic, and efficient leader. Furthermore, my experiences volunteering for a variety of mentorship and tutoring agencies have instilled in me the desire to give back to the community. Specifically, I have become more adept at interacting with clients from a variety of backgrounds and have developed a passion for helping clientele that might not otherwise have access to therapeutic services except through a community agency.

I believe working at the Pepperdine Community Counseling Clinic will be a great opportunity to contribute my counseling skills while building upon my experience with children, adolescents and their families. I am dedicated to fostering a safe environment and working with each individual to develop customized plans to improve their quality of life.

I believe that I have the professional and personal characteristics to be a successful contributor and team member at the Pepperdine Community Counseling Clinic. I welcome the opportunity to discuss my qualifications with you in person. If you have any questions or require any additional information, please feel free to contact me at (123) 456-7890 or email@pepperdine.edu. Thank you for your time and consideration; I look forward to hearing from you.

Sincerely,

John P. Covletter

Sample Practicum Cover Letter

PAPRIKA P. COVLETTER

7896 Heart Court ♦ Maple Tree, CA ♦ (323) 456-7890
email@pepperdine.edu

November 1, 2012

Dr. Angela Flame
Pepperdine Community Counseling Clinic
18111 Von Karman Avenue
Irvine, CA 92612

Dear Dr. Flame:

I am applying for the practicum position listed with the clinical training office at Pepperdine University. As you will see from my attached resume, I am currently enrolled in the Marriage and Family Therapy program at Pepperdine University's Graduate School of Education and Psychology.

My extensive experience servicing children and families has affirmed my interest in working with this population. In my current position at The Girls Empowerment Center, I utilize my interpersonal and therapeutic skills to foster a supportive relationship in group therapy with teen and pre-teen groups to enhance their self-esteem. In addition, my past experience as a teacher demonstrates my responsibility, dedication, and leadership skills. In this position, I also collaborated with supervisors and colleagues to create beneficial programs that met the children's needs. Along with my professional experience, my abilities to be empathic, open-minded, and uphold appropriate boundaries demonstrate the combination of professional and personal qualities that I would contribute to your clinic.

After researching the Pepperdine Community Counseling Clinic, I have learned that your mission is to help children, adolescents and their families, providing them with opportunities to achieve a better life and to educate them in becoming healthy individuals. I am dedicated to helping youth from diverse backgrounds and believe that I will be a great asset to your team.

I am currently looking to enhance my therapeutic skills and to utilize my education and previous experiences to help others. Moreover, the clinical training program offered by the Pepperdine Community Counseling Clinic would provide me with the opportunity to make a difference in the community. I look forward to further discussing my qualifications with you and can be contacted at (323) 456-7890 or email@pepperdine.edu. Thank you for your time and consideration.

Sincerely,

Paprika P. Covletter

Sample Education Résumé

Justine Pepperdine

123 E. 25th Street • Los Angeles, CA 90018 • 310-888-8888 • graduate.student@pepperdine.edu

SUMMARY OF QUALIFICATIONS

Seasoned technology professional with exceptional leadership, analytical, communication, and organizational skills. Over ten years experience in both corporate and educational technology arena. Extensive experience running customer support, managing help desk centers, and keeping technology downtime to a minimum.

- Technology Consultant for corporate and educational organizations: Infrastructure, Application Training
- Experienced in technology staff development training
- Skilled at designing, implementing and maintaining websites and intranets
- Mac Systems Administrator; maintain and supervise network resources for end-users
- Network Administrator; monitoring e-mail, content filtering firewall, etc.

EDUCATION

Pepperdine University, Graduate School of Education and Psychology; Los Angeles, CA	
Master of Arts in Learning Technology	May 2013
Any School; Any City, Any State	
Bachelor of Arts in Teacher Education	May 2007
California Institute of Computer Technology; Los Angeles, CA	
Mac Systems Administrator	August 2003

CREDENTIALS & CERTIFICATIONS

California Professional Clear Single Subject Teaching Credential- Social Studies	2009
No Child Left Behind (NCLB) Highly Qualified	2007
Cross-Cultural Language and Academic Development (CLAD) Certification	2007

LANGUAGE

Fluent in spoken and written Spanish

PROFESSIONAL EXPERIENCE

North Hill City School District; Wilmington, CA	
Administrator, Technology Services	May 2009-Present
<ul style="list-style-type: none"> • Initiate full modernization of technology infrastructure, including all data, voice, and video technologies • Conduct comprehensive and effective staff development technology training seminars • Develop and introduce technology Cyber Camps for 400+ students, including students with special needs • Design and implement technology smart rooms and mobile labs for both staff and student training • Advise on review and integration of technology in K-12 curriculum and administrative applications • Publish monthly technology newsletter, establishing more effective communication for all employees • Produce several audio and video training podcasts for staff education 	



PROFESSIONAL EXPERIENCE continued

Solutions Technologies Inc.; Westchester, CA

Technology Consultant and Trainer

February 2006- May 2009

- Provided technology and training solutions for corporate and educational organizations
- Designed, developed, and implemented websites for multiple clients
- Managed and implemented technology services at multiple corporate and K-12 organizations
- Implemented wireless, remote access, Apple server setups, workstations and other technology solutions
- Provided technology staff with development training for corporate clients and K-12 organizations
- Kept current with emerging technologies and trends to assist in efficient technology implementation
- Implemented cost-effective desktop video conferencing solutions

Ashton Unified School District; Ashton, CA

Senior Software Analyst

October 2004- December 2006

- Installed and configured all Global Studies Apple network servers and CD servers
- Implemented and configured network administration and client software
- Managed and maintained employee e-mail accounts
- Provided professional development technology training for administrators, staff, teachers, and students
- Published troubleshooting manuals for teachers and students
- Designed and maintained global studies intranet/internet website for entire district
- Researched and recommended new hardware and software
- Implemented remote access multi-support using Timbuktu Pro and Net Octopus software

District Summer School Technology Coordinator

Summer 2004

- Supervised and trained summer school clerks on attendance software
- Managed daily network activity and connectivity issues with summer program
- Designed and implemented digital forms for payroll and attendance
- Programmed and created summer school attendance reports

Software Technician II

October 2003- September 2004

- Designed PowerPoint presentations for multiple training activities
- Analyzed equipment failures to determine cause of problem and possible solution
- Assembled computer training labs for staff, teachers, and students
- Trained teachers, students, and department staff on different types of software programs
- Collaborated on purchasing of software and hardware for technology program
- Published training manual for students to troubleshoot Macs
- Designed and implemented yearly equipment maintenance schedule
- Helped troubleshoot and correct software problems experienced by end users
- Installed, repaired, and used variety of video, audiovisual, electronic, mechanical and other equipment

PRESENTATION

Pepperdine, J. (2011, March). *California Technology Assistance Project*. Presentation at Emerging Trends Conference, Chicago, IL

Sample Education Résumé – Functional Format

James Pepperdine

12345 Street • City, CA 99999

555-555-5555 • james.pepperdine@pepperdine.edu

OBJECTIVE:

Seeking the Training & Development Specialist position at Company X, where I can apply my teaching and management experience and my educational background in organizational leadership.

EDUCATION:

Pepperdine University, Graduate School of Education and Psychology; Los Angeles, CA
Doctor of Education in Organizational Leadership June 2013

University of California, Santa Cruz; Santa Cruz, CA
Master of Arts in Education Administration June 2011

Pepperdine University; Malibu, CA
Bachelor of Arts in Teacher Education June 2005

TEACHING & TRAINING EXPERIENCE:

- Design customized workshops covering topics such as, *The Future of Education*, for groups of 20-50 educators
- Create interactive presentations, appealing to diverse learning styles
- Provide one-on-one coaching on goal setting and performance improvement
- Present on various leadership topics at national and international conferences
- Train and mentor new employees on job responsibilities and organizational culture
- Receive high satisfaction ratings on teaching evaluations
- Conduct professional development workshops on new technology tools for colleagues and supervisors

MANAGEMENT EXPERIENCE:

- Supervise team of 10-15 employees in multiple job functions
- Create and implement comprehensive performance evaluation process
- Re-vamped hiring process, improving quality and quantity of applicant pool
- Developed three-year strategic plan to support organizational mission
- Set annual sales goals, increasing profit by 20% within first year
- Establish employee incentives to enhance productivity
- Received national award for new managers

EMPLOYMENT:

Store Y; Santa Monica, CA
Manager May 2009 – Present

XYZ Private School; Los Angeles, CA
Teacher, 3rd Grade July 2005 – April 2009

SKILLS:

- Computer: Web Design, InDesign, Photoshop, Social Networking Tools
- Languages: fluent in German; conversational Spanish

Sample Education Résumé

Jill Pepperdine

123 Street • Any City, State 12234
602.326.7262 • jill.pepperdine@pepperdine.edu

OBJECTIVE:

To obtain an elementary teacher position in which I can apply my classroom management skills, my program development experience, and my passion for working with diverse student populations.

CREDENTIAL:

Preliminary Multiple Subject Teaching Credential July 2013

EDUCATION:

Pepperdine University, Graduate School of Education and Psychology, Los Angeles, CA
Master of Arts in Education: Teacher Preparation June 2013

University of Any School, City, State
Bachelor of Science in Child and Family Development May 2011

PROFESSIONAL EXPERIENCE:

ABC Elementary School, ABC School District, City, State
Student Teacher, 3rd Grade January 2013 – Present

- Teach all academic core subjects to classroom of 20-30 English language learners
- Implement goal-setting techniques with students to raise California Achievement Test scores
- Differentiate lessons to all levels of student development, including students with special needs
- Integrate multi-media tools to enhance learning experience and increase engagement

XYZ Elementary School, XYZ School District, City, State
Student Teacher, 2nd Grade September 2012 – December 2012

- Designed lesson plans and curriculum based on California State Standards and Curriculum Frameworks
- Collaborated with team of 2nd grade teachers to develop grade appropriate activities
- Worked with individual students to identify learning goals and provide additional tutoring where needed
- Consulted with resource specialists on strategies for English Language Learners

Any School, School District, City, State
K-8 Substitute Teacher September 2011 – May 2012

- Successfully implemented teacher's lesson plans while adapting curriculum when necessary
- Facilitated small group activities in order to better address individual needs
- Consistently recognized by administration for quickly establishing student rapport and effective classroom management

ADDITIONAL EXPERIENCE:

Family Resource Center, Los Angeles, CA

Youth Programs Leader

June 2010 -August 2010

- Implemented camp activities targeting at-risk youth in order to provide healthy alternatives and opportunities for affiliation
- Planned and executed daily projects and field trips to promote experiential learning
- Collaborated with on-site psychologists, supervisors, and parents to maximize support for youth participants

SKILLS:

- Educational Technology: Blackboard, Moodle
- Language: Conversational Spanish

PROFESSIONAL ASSOCIATIONS:

- Student California Teachers Association
- California Association for Bilingual Education

Sample Education Curriculum Vitae

Jane Pepperdine, Ed.D.

1234 Main Street, Los Angeles, CA 98765

Cell: (310) 555-5555 E-mail: JPepperdine@mail.com

CAREER OBJECTIVE

Seeking the tenure track faculty position in the School of Education at University X, where I can apply my teaching and research experience with ELL programs.

EDUCATION

Pepperdine University, Graduate School of Education and Psychology

Doctor of Education in Organizational Leadership

May 2006

Dissertation Title: The Intersection of Language and Assessment Policies for English Language Learners in California

Pepperdine University, Graduate School of Education and Psychology

Master of Arts in Education with Teaching Credential

December 2003

Any School, City, ST

Bachelor of Arts in Liberal Studies

December 1997

Concentration in Asian American Studies

CREDENTIALS

California Professional Clear Single Subject Teaching Credential in English

December 2003

Cross-Cultural Language and Academic Development (CLAD) Certification

December 2003

TEACHING EXPERIENCE

University of Any, City, ST

Assistant Professor

January 2008 – Present

Courses Taught: Second Language Teaching and Learning, Advanced Second Language Literacy, Assessment in Bilingual and Second Language Studies, Language Analysis and Bilingualism, Language/Content Area Instruction

- Plan and teach intensive courses for classes of 20 – 35 students
- Utilize instructional technology to enhance learning experience

University of Any, City, ST

Associate Professor

September 2006 – September 2007

Courses Taught: Methods for Language Sensitive Content Instruction, Multicultural Perspectives, Language Diversity in Classrooms, ESL for Children, Schooling in Social Contexts

- Instructed innovative, interdisciplinary team-teaching program for 100 students
- Integrated film and media to demonstrate direct applications of course content

University of Any, City, ST

Adjunct Professor

September 2004 – September 2005

Courses taught: Foundations of American Education, Cultural Diversity in Education, Methods for Teaching the ESL Student, Assessment of Linguistically Diverse Students, Teaching English in Bilingual Contexts

- Designed and facilitated pedagogy sessions for groups of 30 – 50 educators
- Presented large lectures and led small group discussions for first-year students on diverse academic topics

TEACHING EXPERIENCE CONTINUED

XYZ High School, City, ST

Student Teacher, 9th/11th Grade English

January 2004 – June 2005

- Collaborated with master teacher to develop effective lesson plans and assessments
- Promoted intercultural awareness and critical thinking throughout semester using lessons and activities that encouraged open dialogue

XYZ Middle School, City, ST

Student Teacher, 7th/8th Grade English

January 2003 – December 2003

- Introduced technology and new media into activities and lessons
- Stimulated learning by initiating class discussions, literature circles, and group projects
- Graded analytical essays and electronically computed records and attendance

COMMITTEE WORK

University of Any, City, ST

College of Education & Human Development

Member, Academic Policy and Curriculum Studies Committee

2006 – Present

Faculty Advisor, Dean’s Student Leadership Advisory Council

2006 – Present

Member, Standing Committee on Technology

2006 – Present

Division of Bicultural-Bilingual Studies

Chair, Curriculum and Academic Studies Committee

2006 – Present

Member, Website Development Committee

2006 – Present

PRESENTATIONS

Pepperdine, J. (2006). “Leaving ELLs Behind in Arizona: New Evidence of the Failure of English-only Instruction and High-Stakes Testing to Improve Education” Faculty Research Forum, Division of Bicultural-Bilingual Studies, UTSA

Pepperdine, J. and Wiley, T. (2005). “Catering to Schools or the Needs of Children? Misappropriations of Accommodations in the NCLB era” American Education Research Association

PROFESSIONAL DEVELOPMENT SEMINARS / TRAINING

The Inquiry Approach with Second Language Learners

Academy for Teacher Excellence

University of Any, City, ST

September 2005

Skills in Developing and Nurturing the Creative Process in ESL students

Academy for Teacher Excellence

University of Any, City, ST

September 2007

GRANT WRITING

Native Language Proficiency of Cambodian American Students

College of Education & Human Development (COEHD), UTSA

Mini-grant: \$1,000

Status: Pending

Research Stipend, Arizona Research Roundtable for Minority Rights in Education

Mini-grant: \$1,000

Status: Funding granted, 2007

RESEARCH EXPERIENCE

California Language Minority Education Research Institute, City, ST

Lead Researcher

September 2003 – June 2004

- Coordinated research and mentoring grants for students and faculty to further minority education initiatives
- Organized annual Roundtable meeting for Language Minority Education Research Institute
- Coordinated and edited publications introduced at Roundtable

Language Policy Research Unit, Education Policy Studies Laboratory, City, ST

Associate Researcher

September 2002 – September 2004

- Conducted inquiries and coordinated study activities of unit researchers
- Designed and prepared content for unit website
- Solicited, edited and efficiently prepared research reports for publication
- Maintained listserv associated with Unit; previewed and edited press releases

PROFESSIONAL MEMBERSHIPS

Teaching English to Speakers of Other Languages (TESOL)

National Association for Bilingual Education (NABE)

American Education Research Association (AERA)

American Association for Applied Linguistics (AAAL)

HONORS / AWARDS

Achievement Award for New Scholars (Nominated)

May 2006

Conference of Southern Graduate Schools

Nominee from University of Any, City, ST

Excellence in Teaching Award

May 2005

Bilingual Education Students Organization, University of Any, City, ST

Outstanding Dissertation Award (1st Place)

January 2005

National Association for Bilingual Education

PUBLICATIONS

Journal Articles:

Wiley, T. G. & Pepperdine, J. (2004). "Against the Undertow: Language Minority Educational Policy and Politics in the Age of Accountability." *Educational Policy*, 18(1), 142-168.

Pepperdine, J. (2005). English Language Learners Left Behind in Arizona: The Nullification of Accommodations in the Intersection of Federal and State Language and Assessment Policies. *Bilingual Research Journal*, 29(1), 1-30.

Book Chapters/Contributions:

Ricento, T. R. & Pepperdine, J. (in-press). "Language Policy and Education in the United States." *Encyclopedia of Language and Education*. New York: Springer Science and Business Media, Inc.

Wiley, T. G., de Klerk, G. & Pepperdine, J. (2005). "Introduction." In D. Ramirez, T. G. Wiley, G. de Klerk, E. Lee, & W. E. Wright (Eds.), *Ebonics in the Urban Education Debate*. Clevedon, England: Multilingual Matters.

Book Reviews:

Pepperdine, J. (in-press). "Review of T. G. Wiley's, (2005) Literacy and Language Diversity in the United States (2nd ed.)." *Bilingual Research Journal*.

Pepperdine, J. (in-press). "Review of R. Freeman's, (2004) Building on Community Bilingualism: Promoting Multiculturalism through Schooling." *Language Policy*.

Sample Education Cover Letter

Jill Pepperdine

123 Street • Any City, ST 12234
602.326.7262 • jillpepperdine@pepperdine.edu

May 4, 2013

Human Resources
XYZ Unified School District
123 Any Street
Any Town, CA 12345

Dear Hiring Committee:

I am writing in regards to the Second Grade Teacher position at XYZ School. I believe my interest in working with English Language Learners and my experience teaching in diverse settings would make me an excellent fit for this position.

My background in designing engaging lesson plans and curriculum in accordance with California State Standards and Curriculum Frameworks enables me to effectively meet all the required standards while still contributing my own creativity and individualized approach to learning. I have a strong understanding of child development and have been consistently recognized by teachers and administrators for my effective use of classroom management strategies and my ability to integrate new technologies into lesson planning. I am also fluent in written and spoken Spanish and am able to communicate with parents and families from Spanish-speaking households in order to actively engage them in their child's educational experience

I am particularly interested in XYZ School because of your award winning reading program for English Language Learners and your comprehensive approach to improving student reading ability. Enclosed is my resume with further details on my qualifications. I would greatly appreciate the opportunity to meet with you to discuss my qualifications. Thank you for your time and consideration.

Sincerely,

Jill Pepperdine

Sample Education Cover Letter

Miguel Andre Pepperletter

123 E. 225th Street • Los Angeles, CA 90000 • 310-888-8888 • miguel.pepperletter@pepperdine.edu

May 1, 2013

Andrew Jones
 Assistant Superintendent of Human Resources
 Adler Union School District
 2323 E. Main Street
 Calabasas, CA 90123

Dear Mr. Jones:

With changes in Information Technology evolving at an unprecedented rate, having a skilled Technology Specialist is imperative for any school district. I have experienced first-hand during the past few years how dramatic advances in technology have affected our school districts. Without a doubt, our school districts face many challenges in the months and years ahead. Adler Union School District's commitment to developing a technology integrated program will greatly enhance the learning experience of your students. My collaborative approach and my leadership experience in the field of technology make me a strong candidate for the Technology Specialist position.

As you will see on the enclosed resume, I offer a background as a seasoned technology professional, having successfully implemented new learning technology platforms across multiple K-12 schools in Southern California. With a Bachelor of Science degree in Information Technology and a Master of Arts Degree in Learning Technology from Pepperdine University, my background enables me to offer a high level of technological solutions for Adler Union School District's challenges. Specifically, my experience as the Technology Coordinator at School X has provided me with the following qualifications:

- Ability to integrate technology in an academic setting using 21st Century Skills of Learning
- Skills in managing information support programs efficiently and effectively
- Experience conducting effective professional development technology training for employees
- Background in collaborating, implementing, and monitoring district technology plans
- Familiarity with effective hardware/software technology purchasing
- Expertise in implementation of technology systems

I am confident that I offer a blend of technical expertise and leadership abilities, which would be of great value to Adler Union School District. I look forward to a personal interview to further discuss my qualifications. Thank you for your time and consideration.

Sincerely,

Miguel Andre Pepperletter

Sample References Page

Ozzie Sampler

1234 Main Street ~ City, CA 90001 ~ (123) 345-0987 ~ osampler@college.edu

References:

John Smith, Ph.D.

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 6100 Center Drive, 5th Floor
 Los Angeles, CA 90045
jsmith@pepperdine.edu
 310-123-4567

James Jones, Ph.D.

Professor, Psychology Department
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Mary Johnson

President
 ABCD Agency
 3333 S. Maple Street
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 310-000-1234

Carol Baker

Principal
 South Main High Schools
 1234 S. Dakota Street
 Los Angeles, CA 90068
carol.baker@smud.edu
 123-456-789

Sample Work Salary History

Dex Pepperdine

123 4th Street ♦ Any Town, CA 99999 ♦ Home (123) 555-1212 ♦ Cell (123) 555-3434
dex.pepperdine@yahoo.com

SALARY HISTORY

Executive Assistant (2008-Present)

Doubleday Galleries
333 N. Bedford Dr. Suite #200
Beverly Hills, CA 90210
Starting Salary: \$50,000 with full benefits package
Current Salary: \$55,000 with full benefits package

Executive Assistant (2006-2008)

ABC Pictures Inc.
5619 Overland Ave.
Los Angeles, CA 90034
Starting Salary: \$39,000
Ending Salary: \$42,000 with full benefits package

Marketing Assistant (2003-2006)

Southpark Industries
4819 Culver Blvd.
Culver City, CA 90230
Starting Salary: \$29,000
Ending Salary: \$36,000

Sample Letter of Recommendation Request

Pepperdine Student
123 Main Street
Los Angeles, CA 90000
(111) 222-3333

November 30, 2013

ABC Elementary School
1234 Any Street
Los Angeles, CA 90000
c/o Mr. Joe Doe (please forward)
RE: LETTER OF RECOMMENDATION

Dear Mr. Doe:

I hope you are enjoying your well-deserved retirement. I have fond memories of your exemplary leadership and support for teachers during my employment at XYZ Elementary School. Presently, I am applying to various school districts and am required to submit three letters of recommendation. As you were always a positive role model and a mentor, your name was the first that came to mind. I am writing to ask if you would write a letter of recommendation on my behalf.

I would like to provide you with some background information that may assist you, should you decide to write this letter. I grew up in Los Angeles and attended XYZ Senior School and University of California, Los Angeles. Thereafter, I attended Pepperdine University's Graduate School of Education and Psychology for my teaching credential and Master of Arts in Education. While under your direction, I attended many science seminars, assisted you with the hiring of new employees, and was an active lead teacher in the Rena Walker's Accelerated Literacy Reading Program.

I was hired by you at XYZ School, taught 2nd grade for the first four years, and in my last year, per your request, had a wonderful experience teaching Kindergarten. At the end of the 2003 school year, I took a leave of absence in order to raise a family. Presently, I have three children and my youngest will attend school next year.

Attached, you will find a copy of my most recent résumé. Please feel free to contact me if you need any additional information. I look forward to hearing from you, and I thank you in advance for your time.

Sincerely,

Pepperdine Student

Tips on Attending a Career Fair

Things to Bring:

- Portfolio to hold your documents
- Pen and notebook
- Copies of your resume
- Appropriate clothing, including comfortable, professional shoes
- Small breath mints (no gum!)
- A confident and enthusiastic attitude
- A prepared 30-second “elevator pitch”
- Questions based on your research of the organizations

At the Career Fair:

- Turn off cell phones, no excessive cologne or jewelry, and leave friends and family at home.
- Check in at the registration/information table.
- Market yourself with CONFIDENCE.
- Get comfortable before approaching your targeted organizations. Walk around and get your bearings so you know where certain organizations are and start at booths that would provide good practice.
- Approach your selected organization and introduce yourself – make sure to use a firm handshake.
- Be aware of your body language and eye contact maintenance.
- Be conscious of being too long-winded; be direct and to the point to avoid losing the recruiter’s interest and appearing rude to other students.
- If you need to wait to speak with an employer, wait and listen to the conversations currently taking place. This way, you can build from what you learned by listening and avoid asking the same questions.
- Relax—don’t let the flurry of activity wear you down. Take a break if necessary to compose yourself.
- Be flexible. Employers may have other positions available that may be of interest to you. If the employer does not have your desired position available, ask if you can stay in touch with him/her and to keep you in mind for a potential opening.
- Obtain business cards from the employers.

Sample General Questions to Ask at the Career Fair:

- What type of positions do you have available?
- What is the hiring and interviewing process?
- What is the organizational culture like?
- What kind of training is provided once hired?
- Consider also asking specific questions based on your employer research

After The Career Fair:

- Send a follow-up note within two days of the fair. Thank recruiters for their time and information provided to you.
- Apply to your preferred positions. Follow the application procedures that the recruiter has provided.
- Follow up on the positions you apply for 1.5 – 2 weeks after submitting your application.
- If you are considering a new location, make sure to check out the geography and economy of the area.
- Keep in mind that obtaining employment can take a little time. Be patient yet conscientious; follow up with the recruiter.

Networking Skills

Networking is the process of gathering helpful information from a group of contacts to assist you in planning your career and in looking for jobs. Studies indicate that up to 80 percent of all positions – the “hidden job market” – are obtained through networking and connections.

Here are some helpful tips:

1. Start making contacts and develop a list of contacts you already know – friends, family, neighbors, co-workers, supervisors from past and present jobs, members from professional organizations relevant to your field or area of career interest, contacts through public service and volunteer work, alumni – especially recent graduates, people you met at on-campus information sessions and other presentations, school faculty and administrators etc.

2. Keep Records - Here are the important things to note for your records:

- Where and when you met
- Any personal details you pick up, such as hobbies, vocations, kids and even pets
- Potential links from names dropped in the conversation
- The next steps you both agreed upon

3. Prepare your 30-second elevator pitch as a verbal business card. It will comprise three points:

- Who you are - Your name and general job function
- What you’ve accomplished - Three strong-points worth talking about
- What you want now - A 4 – 5 word description of your current goal

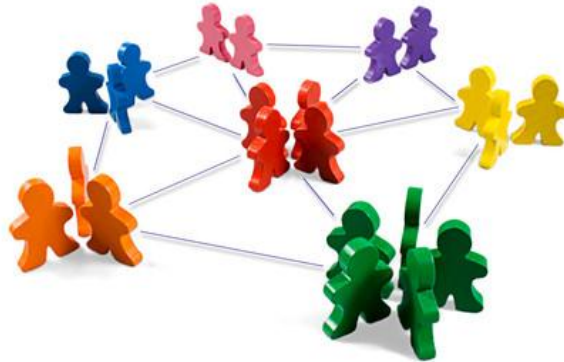
Also, you should ask a bounce-back question; this is a follow-up question that bounces the ball back into their court. “Whom do you work with?” Or, “what is your agency’s specialty?” These are open-ended questions that prompt an elevator speech from your partner in this conversation.

Remember to write down your elevator pitch, keep it simple and interesting, and practice it enough times to make sure you are comfortable.

4. Put your network into operation. Schedule and conduct information interviews. Call, write, or email the person you want to meet. Emphasize that you are not looking for a job, but researching an industry or position. Set up a meeting and have 10-20 questions prepared. Make sure you are familiar with the background of the individual, the company, and the industry, so that you are not wasting their time.

5. Maintain your network by sending a Thank-You Note. Once you achieve your goal, don’t stop. Ask your contact for the names of two other contacts in the industry. Keep your network current. Remember to maintain your network even when you have found a secure job. You never want to have to rebuild, so stay in touch with those in your network and continue to add people to it.

Networking Do's and Don'ts



Networking is one of the most effective ways to land a job. As the old adage goes, “It’s not *what* you know, it’s *who* you know.” Below you can find networking strategies that will help you advance professionally.

Past and present employers and your alma mater

Do send a friendly email to your old co-workers or boss, asking them how they have been and how the company is doing. Not only will you be fresh in their memory, but if they hear of a new job opportunity, they will be more inclined to tell the hiring manager about you. Also, get in touch with the Career Services Department or Alumni Association at your alma mater or current school. They are always willing to help students with resume critiquing, job opportunities, and alumni groups in your area.

Don't cyber stalk potential employers or overdo your follow-ups with superfluous amounts of phone calls and emails.

LinkedIn and Facebook

Do make sure you set your personal page to the private setting.

Don't combine your personal page and business page. That picture of you at Señor Frog’s in Cozumel is probably not going to be acceptable to a potential employer.

Business Function (party, meeting, etc)

Do have business or personal cards with your name, job description, and contact information on them. Also, make eye contact with the people you speak with and ask genuine questions. Your sincerity will pay off.

Don't pull a Melanie Griffith in *Working Girl* and end up passed out and well, you know...it’s a bad idea.

Interview Tips

The primary purpose of an interview is to share information. It is your chance to sell the employer on your skills, knowledge, and abilities. The way in which you answer questions gives the interviewer a look at who you are and what you can do for the company/organization. You want to make a good impression. The following are tips that will help you make the best impression possible.

Before

- Research the job, the company, and the industry as well as the type of interview it will be. Use resources like the company's website, annual reports, trade journals, current employees, friends, family, and business sections of the newspaper.
- Write answers to the questions that might be asked (see page 51).
- Prepare questions to ask the employer.
- Have extra copies of your resume prepared.
- Dress professionally and conservatively.
- Ensure you are familiar with the location, parking, and travel time to the interview site.
- Arrive 15 minutes early.
- Bring the company's phone number in case you get lost or have an emergency. Know the name of the main contact person who set up the interview with you.

During

- Don't chew gum or smoke. Turn off your cell phone.
- Give a firm handshake when greeted by the interviewer or others at the organization.
- Maintain eye contact.
- Demonstrate good posture and mannerisms.
- This is a performance. Be enthusiastic. Give it your all; you can always go home and relax.
- Stress your qualities and skills. Focus on your strengths and what you can contribute to the company.
- Be positive about past experiences, employers, or teachers.
- Keep a businesslike and professional attitude.
- Ask questions that are relevant about the position, organization, and industry.
- Don't ask about salary and/or benefits until an offer has been made.
- When leaving, thank the interviewer for their time and shake hands again.
- Ask for a business card from the interviewer or the receptionist.

After

- Send a thank you note or email within 24 hours of the interview. Use the business card for the correct spelling and address of the interviewer and place of business. Thank the interviewer for their time, courtesy, and consideration (see page 73).
- Once an offer has been made, you can negotiate salary and benefits (see page 76).

Phone Interviews Tips

- When setting up a phone interview, make sure you designate a time when you know you will be in a quiet, private place. Clear the room of pets, children, TV or radio noise etc. Also, consider using a landline as cell phone service can be tricky.
- Be as prepared for a phone interview as you would for a face-to-face interview.
- Do not use profanities during the interview. Always use professional language. Be sure to speak loudly and clearly.
- Compile a list of your strengths and weaknesses, have employment history available, and any additional material needed.
- Have your resume in front of you.
- Have a pen and paper ready for note taking.
- Run through a mock interview before the actual interview.
- Do not eat, drink, chew gum, or smoke during the interview. However, it might be handy to have a glass of water nearby just in case.
- Make sure you are awake and alert for the interview.
- Call the employer by their title and last name (i.e. Dr. Jones). Do not call them by their first name unless they ask you to.
- Be sure to inquire about a face-to-face interview.
- Send a “Thank you” note to reiterate your interest in the job.

Face to Face Interview Tips

- The night before the interview, be sure to get a good night sleep. Do not stay out late or drink the night before.
- Run through a mock interview prior to the actual interview.
- Prior to the interview, compile a list of your strengths and weaknesses. You may be asked about these in the interview and it is best to be prepared to answer these questions.
- Bring a copy of your resume and references to the interview. Also, bring a pen and paper for note taking.
- Be sure you know exactly how to get the interview location. It would be best to take yourself there prior to the interview so you can find the best routes and be sure of where you are going.
- Give yourself extra time to get to the interview.
- Eat before going to the interview. If your stomach growls during the interview it can be uncomfortable for you and the employer.
- Go to the restroom before the interview.
- Sit up straight, and make eye-contact.
- Maintain a friendly disposition
- Do not use profanities. Also, try to avoid saying “Um” or “Like” too much. Be sure to speak loudly and clearly.
- For women: do not cross your legs at the knees. Instead, cross your legs at the ankles. Also, do not sit with your knees apart.
- For men: do not cross your legs at the knees or rest your ankle on your opposite knee. Also, do not sit with your knees too far apart.

Sample General Interview Questions

1. Why do you want to work here? Why do you believe this company would be a good fit with your interests and background?
2. What are your greatest strengths? Weaknesses?
3. Where do you see yourself in three to five years?
4. How are you qualified for this job? Why should I hire you?
5. What are your salary expectations?

Do your research. Know what salary you need to live on. Find out what others are making in this type of position and organization. Consult salary surveys to find out this type of information.

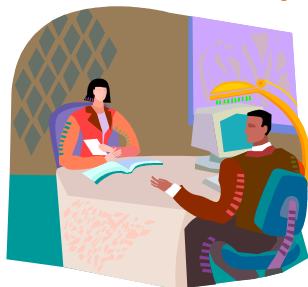
Additional Questions

1. If I spoke with your supervisor, how would he/she describe you?
2. What are 2 examples of tasks that you do not particularly enjoy doing? How do you remain motivated to complete these tasks?
3. What types of people do you work well with? What types of people do you find challenging to work with?
4. Describe a situation from your work experience when you went above and beyond what was required.
5. Give me an example of a time when you needed to enforce a policy with which you did not agree.

Questions To Ask the Employer

1. What type of training do you provide for this position?
2. How often are performance reviews given?
3. What is your organization's view of the ideal candidate?
4. How is professional development supported?
5. How are teams used in your organization? Is there collaboration between staff?
6. What challenges currently face this organization and position?
7. When are you looking to make a decision, and when is the anticipated start date?

Interview Questions for Psychology Students



Sample Practicum Interview Questions

General Questions

1. Tell me about yourself.
2. Why do you want to work here? Why do you feel this site would be a good fit with your interests and background?
3. What are your strengths and/or weaknesses?
4. Where do you see yourself in three to five years?

Additional Questions

1. What brought you to this field?
2. Give me an example of a time when you needed to enforce a policy even if you didn't agree with the policy.
3. This can be a stressful and overwhelming field at times; how do you keep yourself balanced and what do you do to de-stress?
4. How have your education and previous experiences prepared you for work with clients?
5. What is your knowledge and understanding of the recovery/wellness model?
6. Tell me about your experience at XYZ.
7. What previous experience do you have in the field?
8. What involvement do you have in community service and volunteer work?
9. What do you see as the role of an MFT/Counselor/Mental Health Practitioner in today's society?
10. What theoretical orientation do you identify most with and why?
11. Tell me about your experience working with diverse or multicultural populations.
12. Tell me about a time when you used your cultural sensitivity to assist another person.
13. How would you handle an aggressive/angry client?

14. How would you handle a suicidal/homicidal client?
15. What steps would you take if you suspected child abuse/neglect with a client?
16. How would a professor or supervisor describe you?
17. Is there a specific population that appeals to you/intimidates you? Why?
18. Tell me about a time when you were part of a team. What was your role and how did you interact with others?

Questions To Ask The Employer

1. What type of training will I obtain in this position?
2. What is the supervision style here?
3. What are typical projects or cases I will be working with?
4. How often are performance reviews/evaluations given?
5. What is your organization's view of the ideal candidate for this position?
6. How is professional development supported?
7. What challenges currently face this position?
8. When do you anticipate making a decision regarding this position?
9. What skills and knowledge do you like to teach practicum students?
10. What objectives do you require your students to meet as part of their practicum?
11. Is there an opportunity to continue with the agency post-graduation?

Sample Doctoral Interview Questions

General Questions

1. Tell me about yourself.
2. What are your career goals? How will this program help you achieve your goals?
3. In what ways have your previous experiences prepared you for graduate study in our program?
4. What do you know about our program?
5. Who is your favorite personality theorist and why?
6. What is the role of a psychologist?
7. What distinguishes you from the other candidates for this program?
8. How will you contribute to the new Psy.D cohort?
9. What are your specific areas of interest – populations, disorders, etc.?
10. You have a Master's, why do you want to pursue a doctoral degree?
11. What do you plan to do once you've graduated with your doctoral degree?
12. What are your greatest clinical strengths? What are some areas where you would benefit from additional development?
13. Does your partner/family/friends support your decision to pursue a doctoral degree and the additional rigors of the program?
14. I see on your resume that you worked at XYZ, Inc. Tell me about your experience there.
15. Why do you want to pursue a Ph.D/Psy.D? Why are you pursuing one instead of the other?
16. What goes into a dissertation?
17. Why did you choose this career path?
18. What questions do you have for me?

Time Management and Organization

1. How do you think you will handle the workload? What strategies do you use to prevent yourself from getting overwhelmed?
2. How do you cope with pressure and deadlines?
3. The doctoral program is very demanding on one's time. How do you work with stress and managing multiple responsibilities?

Clinical Experience

1. What kind of psychological testing experience have you had?
2. Tell me about your clinical experience.
3. What have you found most challenging in your clinical work?
4. How do you utilize supervision?
5. If you have a problem or disagree with your supervisor, how do you handle it?
6. What is the most surprising insight you've gained through your clinical practice?
7. Tell me about a challenging client with whom you've worked with.
8. How do you establish relationships with clients from a different background than your own and with problems you've never experienced yourself?
9. Tell me about your experiences with social justice issues and your work with diverse clients.

Research Experience

1. Describe a research project on which you've worked. What was the purpose of this project?
2. What were the hypotheses and results of the research you conducted? What role did you play?
3. How will you cope with inevitable setbacks during your research?
4. In thinking about your dissertation, do you have any general topics in mind?

Sample MFT Internship and Post-Doc Interviews

General Questions

1. Tell me about yourself.
2. Why do you want to work here?
3. What are your plans for future areas of work?
4. Where do you see yourself in 3 to 5 years?
5. What brought you to this field?
6. What can you bring to our organization?
7. Working here can be overwhelming; how do you handle stress? How do you handle criticism?
8. What do you think makes an effective therapist?
9. How has your personal background affected your personal psychology?
10. How do you manage counter-transference issues which may interfere when working with a client?

Clinical Experience

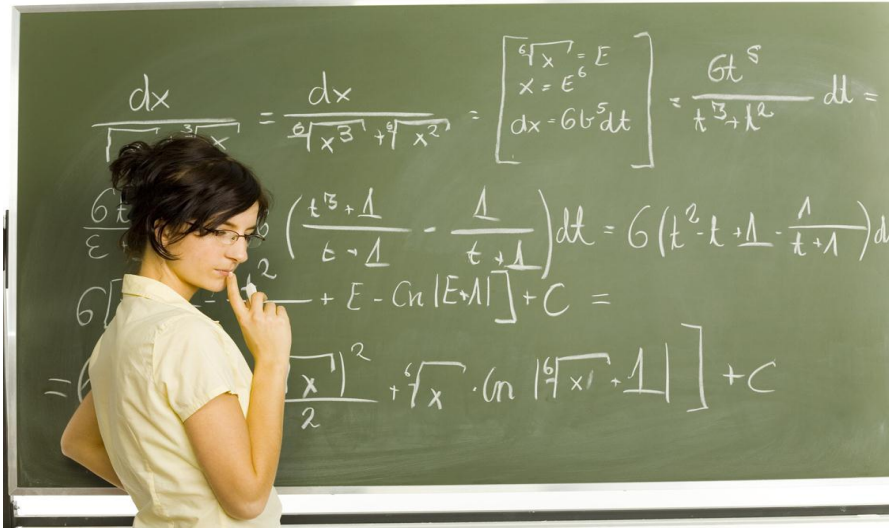
1. Tell me about a specific case that you have conceptualized using a therapeutic model and how you've applied it in treatment planning.
2. Discuss the steps you took to create a clinically relevant and culturally sensitive treatment plan to help a client meet his or her goals.
3. Give an example of a client session that evoked strong feelings, which made you particularly aware of your personal position with regard to class/gender/race/disability etc.?
4. Talk about a disagreement/conflict with a supervisor and how you handled it?
5. How do you handle conflict with a client?
6. What theories have you used in clinical practice?
7. Describe a clinical/ethical dilemma that you have faced in your clinical work.
8. Tell me what you perceive as your biggest blunder or failure in your work with a client.

Field Specific Questions

1. What is your theoretical orientation?
2. What do you think should change therapeutically in order to meet the needs of a multi-cultural society?
3. Tell us about the role of a Marriage and Family Therapist/Psychologist.
4. What population do you find particularly difficult to work with and why?

5. What are your views on working with clients from different cultures? What issues do you need to be aware of?
6. What would you do if a client came to you saying that s/he were going to commit suicide when s/he left your office?
7. How would you deal with a client who you did not enjoy working with?
8. What are the advantages and disadvantages of (*a particular theoretical orientation*)? What part does emotion play?
9. What do you think about the DSM?
10. What is your view on spanking in relation to child abuse? Is there a cultural aspect to assessment?
11. What procedures are in place for child and elder abuse?
12. What procedures are in place for a homicidal client?
13. Are you familiar with DMH Paperwork?
14. How important are evidence-based practices? Empirically-based theories and treatments?
15. What assessments have you administered?
16. How do you deal with angry/irritable/aggressive clients?
17. Name your three greatest strengths/weaknesses as a clinician?
18. How has your education prepared you for work here (with this population)?
19. What has been the most surprising thing you have learned about yourself as a clinician in training?
20. Tell me about the most challenging client you have ever worked with.
21. Describe what you perceive to be the most successful outcome with a client?
22. What are some of the most important things that you learned while at your practicum site(s)?
23. Consider this clinical vignette. Tell me how you would approach treatment with this client? What do you think is the first thing that needs to be addressed?
24. Give me an example of a time when you had to handle a client in crisis or an emergency.

Interview Questions for Education Students



Sample Interview Questions for Teaching Positions

General Questions

1. Tell me about yourself.
2. What led to your interest in teaching?
3. What does it mean to be a teacher?
4. What are your greatest strengths? Your greatest challenges? How are you working to overcome these challenges?
5. What two or three job-related accomplishments have given you the most satisfaction?
6. How do you work under pressure?
7. Why do you want to teach in our school/school district? (Research the district/school before the interview so that you are able to effectively communicate why you are interested in working there and why you would be good fit.)
8. What are your short- and long-term goals?
9. In your opinion, what is the ideal relationship between student and teacher?
10. Would you want to be friends with your students?

11. To what organizations do you belong? Have you had other work experience, and if so, what have you gained from these experiences?
12. Do you have plans for continued study?
13. What motivates you to put forth your best effort?
14. What have you learned from the jobs you have held?
15. What types of books do you read for pleasure?
16. Do you think your grades are a good indication of your academic achievement?
17. What causes you to lose your temper?
18. What have you learned from your mistakes/failures?
19. Describe a situation in which you were successful despite being out of your comfort zone.
20. What subjects did you like to study and teach?
21. If you could change any part of your background or experience, what would it be?
22. Why did you choose to attend Pepperdine?

Teaching Experience

1. What qualifications do you have for this position and/or what contributions can you make to our school?
2. How do you assess student progress?
3. What grade levels or subjects do you prefer to teach and why?
4. Tell me about your teaching experience/student teaching experience.
5. Have you had experience with diverse populations?
6. What type of students do you like to work with? Tell me what type of students you believe you can teach most effectively.
7. What do you expect from your principal?
8. Describe your classroom management style.
9. How do you keep students from being bored?
10. How do you approach planning your lessons?
11. Describe a very successful lesson you have taught.
12. Explain how you would adapt a lesson for a special needs student (i.e., students with disabilities, gifted and talented students).

13. What are your experience using reading programs, such as “Soar to Success” and “Junior Great Books”?
14. Describe the most difficult situation you faced during student teaching and how you resolved that situation.
15. In which specific educational programs are you interested?
16. Please indicate what programs you are trained to implement in the classroom or certificates that you might have.
17. What are your strengths?
18. Please discuss specific ways you integrate technology into your curriculum.
19. Can you give me an example of how you communicate with parents?
20. What has been your experience with collaborative planning and team teaching?

Field Knowledge

1. Tell me what you know about state standards.
2. What research is currently being conducted in education, and what is the potential impact for both educators and students?
3. You have an “at-risk” student who has scored at the 7% on the CORE Level Test or below basic on the K/1 Assessment. What steps would you take? (Expect at least one situational question. You will be given a set of circumstances and asked how you might react to the situation.)

Sample Interview Questions to Ask the Employer

1. Are there opportunities for team teaching or team planning?
2. What reading series do you use?
3. What percentage of students participate in extracurricular activities?
4. Are extracurricular assignments available for teachers interested and qualified in after-school activities?
5. How do your teachers work with parents?
6. What kind of support do you have for students with special needs?

Sample Higher Education Interview Questions

General Questions

1. Why are you interested in this position? Briefly highlight how your education and/or work experience qualify you for this position?
2. What is the role of a leader in managing institutional change?
3. This position requires ability in the area of program development. Please give us detailed information regarding your experience in developing creative leadership programs for students.
4. What is your personal definition of leadership? What do you see as the three main challenges for student leadership development, and how would you address these challenges?
5. This position requires the ability to develop rapport and a strong working relationship with faculty, staff and students. What background experiences do you have in working with these diverse constituents?
6. Please describe a time when you took the lead or initiative on a project. What were some of the challenges or barriers that you faced? And how did you overcome those challenges/barriers?
7. What particular skills are needed when working with a diverse student population, especially underrepresented students?
8. One of the student government leaders has been neglecting his/her responsibilities. How would you handle the situation and what would you hope to achieve?
9. The Student Life Office is one of the busiest departments on campus. How do you prioritize your time, tasks, and short and long-term goals?
10. Give an example of a time you had to use your fact-finding skills to gain information for solving a problem - then describe how you analyzed the information to arrive at that decision.
11. Describe the most important/significant presentation you have had to make?
12. Tell me about a time in which you had to use your spoken communication skills in order to get a point across that was important to you.
13. Tell me about a time when you had to share “bad” or “dire” news with a staff or faculty?
14. Give an example of a specific occasion in which you conformed to a policy with which you did not agree.
15. Tell me about the best boss you ever had worked for.
16. Tell me about a recent mistake or failure and how you handled it.

Field-Specific Questions

1. Having read the position description and information about our programs, could you share how your background prepares you for this faculty position?
2. What is your philosophy about teaching and working with students?
3. Give me an example of your involvement/engagement with students.
4. Given your scholarly interests, what would be your major goal(s) for your scholarship if you were to teach at (name of university)?
5. Could you share with me a typical day in your life? How do you balance your work-life?
6. What do you think are the major issues in the field that potentially impact your teaching?
7. In what ways do you keep current in your field of interest?

Field-Specific Questions With Response Criteria

Question 1:

This is a two-part question: a) What do you see as some of the biggest challenges/issues facing students in meeting their educational goals today? b) Please give examples of efforts/approaches/strategies you have used or would use to help students overcome such barriers.

Response Criteria:

- Ability to identify barriers to success, e.g., child care, transportation, financial aid, support at home, lack of role models and lack of preparation prior to entrance
- A philosophy and plan of action to include assessment, orientation, tutoring and appropriate counseling
- Identification of programs which support student needs
- Knowledge of state and federal programs for support

Question 2:

This position requires evidence of sensitivity to and an understanding of the diverse backgrounds of our college student population, including their academic abilities, socioeconomic status, cultural affiliations, disabilities, gender, and ethnic backgrounds. Please provide an example of how you have handled student diversity issues, and explain how you intend to address diversity issues in this position.

Response Criteria:

- Incorporates a multi-ethnic perspective
- Has personal experience with diversity
- Shows that he/she has worked and/or has an awareness of people of many different cultures, the knowledge of laws and rules, and acknowledgement of traditions

Question 3:

This position is an integral position when it comes to college planning. Please give examples of your experience working with key student support service functions, such as strategic planning and evaluation, program review, accreditation, and the development and assessment of student learning outcomes/service unit outcomes (SLOs/SUOs).

Response Criteria:

- Describes knowledge of student services planning and evaluation such as accreditation standards, SLOs/SUOs, and experience participating in program review and accreditation effort
- Reflects an ability to coordinate with staff in all employee categories: Instruction, Administrative Services, and Student Services

Question 4:

You have a manager/Dean who has not followed the union contract when working with classified employees, to the extent that the employees have filed several grievances against this manager/Dean. The contract has an established procedure to handle the grievances. What would you do to ensure that this manager/Dean understands the importance of adhering to the contract and treating classified employees with respect?

Response Criteria:

- A clear understanding of classified rights and of the classified contract
- Examples of leadership and interpersonal skills in dealing with both the employees and the manager
- Union experience

Question 5:

Student Support Services is being challenged to serve students in new ways due to resource scarcity, new technology and evolving student needs. Please describe how you would facilitate this change while balancing tradition and innovation.

Response Criteria:

- Describe ways for dealing with traditionalists while not “turning off” the more progressive element
- Show evidence of leadership and management style

Sample Education Administration Interview Questions

1. What experiences have you had that qualify you for this position?
2. Tell us about a time that you had to give an impromptu speech.
3. Tell us about a time when you handle an emergency situation.
4. Tell us about a hard decision you made and why you made it. Was there anything you would have done differently?
5. Tell us about a program/initiative in which you were involved that affected student achievement.
6. Describe your personal leadership mission and vision.
7. How do you facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community?
8. What strategies do you use to advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth?
9. How do you manage resources in support of student learning to ensure equity, fairness, and social justice?
10. How do you collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources?
11. What is your personal code of ethics?
12. How do you develop personal and organizational leadership capacity?
13. How do you understand, respond to, and influence the larger political, social, economic, legal, and cultural context for your organization?
14. What reform do you believe is needed to improve the current system of schooling?
15. If you were working with several diverse groups of people, how would you cultivate cultural cohesion among these groups?

Questions You May Wish To Ask

1. Are there any opportunities for team teaching or team planning?
2. What reading series do you use?
3. How many students participate in extracurricular activities?
4. Are extracurricular assignments available for teachers interested and qualified in after school activities?
5. Do your teachers enjoy strong parental support?
6. What kind of support do you have for special needs students?
7. What types of supervision or support is available for new teachers?

Behavioral Interviewing Prep Worksheet

In a behavioral interview, an employer is trying to get a better understanding of your interpersonal skills and behaviors. Employers typically use these types of questions figuring that the most accurate predictor of future performance is past performance in a similar situation. The questions will usually begin with “Tell me about a time when...” or “Walk me through a scenario when...”

These questions are difficult to answer spontaneously. Preparation is the key to acing behavioral interview. Use this work sheet as a guide to prepare yourself.

Think of at least one example for each of the following topics (more than one is ideal). The example can be from a former job, internship, class project, volunteer activity, etc. When formulating an example, think STAR – Situation, Task, Action, Results.

- Situation** Describe a specific situation that you were in
- Task** Describe the task that needed to be accomplished
- Action** Describe the actions/steps that you took
- Results** Describe the outcome and your accomplishments

When you’re presented with a question, listen to determine which of the following topics the interviewers are really asking about. You’ll then tell the interviewer a story based on one you’ve already thought through below.

Responsive to needs
The Situation:
The Tasks:
Your Actions:
Results:

Dependability
The Situation:
The Tasks:
Your Actions:
Results:

Behavioral Interviewing Prep Worksheet

People you don't get along with
The Situation:
The Tasks:
Your Actions:
Results:

Continuous learning and self-improvement
The Situation:
The Tasks:
Your Actions:
Results:

Mistakes made (and learned from)
The Situation:
The Tasks:
Your Actions:
Results:

Critical thinking / Analytical / Perceptive
The Situation:
The Tasks:
Your Actions:
Results:

Behavioral Interviewing Prep Worksheet

Your emotional state – stress management
The Situation:
The Tasks:
Your Actions:
Results:

Originality / Creativity / Innovativeness
The Situation:
The Tasks:
Your Actions:
Results:

Honesty / Integrity / Trustworthiness / Ethical dilemma
The Situation:
The Tasks:
Your Actions:
Results:

Initiative / Identifying a need
The Situation:
The Tasks:
Your Actions:
Results:

Behavioral Interviewing Prep Worksheet

Communication – verbal / written / being convincing
The Situation:
The Tasks:
Your Actions:
Results:

Self confidence / Inspiring trust
The Situation:
The Tasks:
Your Actions:
Results:

Time management / Typical day / Handling stress and deadlines
The Situation:
The Tasks:
Your Actions:
Results:

Teamwork – your best and worst experiences
The Situation:
The Tasks:
Your Actions:
Results:

Behavioral Interviewing Prep Worksheet

Leadership / Management
The Situation:
The Tasks:
Your Actions:
Results:

Enthusiasm
The Situation:
The Tasks:
Your Actions:
Results:

Persuasiveness
The Situation:
The Tasks:
Your Actions:
Results:

Ambiguity / Adaptability
The Situation:
The Tasks:
Your Actions:
Results:

Behavioral Interviewing Prep Worksheet

Decision making / Problem identification and solving
The Situation:
The Tasks:
Your Actions:
Results:

Commitment
The Situation:
The Tasks:
Your Actions:
Results:

Assertiveness
The Situation:
The Tasks:
Your Actions:
Results:

Organizing / Prioritizing
The Situation:
The Tasks:
Your Actions:
Results:

Behavioral Interviewing Prep Worksheet

Going beyond the “call of duty”
The Situation:
The Tasks:
Your Actions:
Results:

Change management / Comfort with change and pace / Flexibility
The Situation:
The Tasks:
Your Actions:
Results:

Quick thinking
The Situation:
The Tasks:
Your Actions:
Results:

Risk taking
The Situation:
The Tasks:
Your Actions:
Results:

Sample Thank You Letter

Sally Thanks

1234 Some St. ~ City, CA 90001 ~ (123) 345-0987 ~ (123) 564-2093 ~ sally.thanks@college.edu

January 11, 2013

Mr. John Doe
Clinical Supervisor
Therapy Agency
1234 Drive
Los Angeles, CA 90000

Dear Mr. Doe:

I would like to thank you for taking the time to meet with me yesterday. I enjoyed learning more about Therapy Agency and the mission and dedication to your clients. I was particularly impressed by the improvement rates of the programs' participants.

The position of Clinical Coordinator is of great interest to me. I am excited about the opportunity to manage a team of motivated staff and interact with the clients you serve. My experience will assist me in supporting the population your agency serves as well as understanding the specific needs of the staff I would manage. I am confident that my qualifications make me an excellent fit for your agency.

If you have additional questions, please feel free to contact me at (123) 345-0987 or sally.thanks@college.edu. I look forward to hearing from you.

Sincerely,

Sally Thanks

Dress for Success

The first impression you make on a potential employer is the most important one. Make sure you wear a business suit even if the work environment is casual.

Here are some suggestions for Men's Interview and Job Attire:

- Crisp, clean and well-pressed suit (solid color)
- Long sleeve shirt (white or coordinated with the suit)
- Belt
- Tie
- Dark socks
- Hair should be neat, professional, and away from the eyes
- Limit the aftershave
- Neatly trimmed and clean nails
- Shoes should be comfortable
- Portfolio or briefcase

Women's Interview and Job Attire:

- Suit or Suit Skirt (preferably solid color)
- Matching Blouse
- Comfortable Shoes
- Clean nails
- Light make up and perfume
- Limited jewelry
- Professional Hairstyle

Helpful tips:

- Make sure clothes fit and are comfortable
- Get everything ready the night before
- Remember to keep all the important documents in your portfolio
- Cover all tattoos and piercings (other than earrings)
- Polish your shoes
- Be on time and use breath mints before the interview
- Turn off your cell phone before you enter the building



Interview Etiquette

Dining

- Dining with potential employers allows them to see you in a more relaxed environment. Also, it allows them to review your communication and interpersonal skills.
- Before the interview, check out the restaurant. Look over the menu, find the bathrooms etc. This will allow you to be familiar in the environment and ease any nerves.
- Be interested in the conversation. Communicate with the employer.
- Be polite. Say “Please” and “Thank you” to the employer as well as the restaurant employees.
- To be sure you use the correct utensils, work your way from the outside in. In other words, the fork meant for the appetizer will be the furthest from your plate, and the fork meant for the main course will be next to your plate. Forks and/or spoons located above the plate are intended for dessert.
- As soon as everyone is seated, place your napkin in your lap.



- Arrange silverware as in the image.
- Sit up straight and keep elbows off the table.
- If you leave the table during the meal, place your napkin in your seat.
- Do not order messy foods (i.e. ribs, foods with heavy sauces).
- Do not order expensive foods.
- Do not drink an alcoholic beverage under any circumstances. Even if the employer has a drink, or offers you one, politely decline.
- Do not speak with your mouth full. Wait until you have swallowed the food and taken a drink to speak.
- Do not offer to pay the bill or tip.
- Do order foods that can be cut into small bites.
- Do chew with your mouth closed.
- When finished eating, place your fork face down on your plate.



- Then, place your knife over the fork. It should look like this:
- When the meal is over and you are leaving, place your napkin on the table next to your plate.
- Say thank you to the employer.
- Send a “Thank you” note to the employer.

Closing the Deal



NEVER BRING UP SALARY during the interview because if you give a salary number that is too high employers cannot afford you, and if you give a salary number that is too low you won't earn as much. Ideally it should only be approached at the time you are offered the position.

If you are asked in the first interview, **“What salary are you seeking?”** or something along those lines, you should respond by deflecting the question. At this point, the employer is mainly asking you this question to weed out candidates who do not fit based on their salary requirements. Or they are hoping that they may surprise you by asking you the question early, and be able to get you for a bargain. Whatever happens, your best strategies are to postpone the salary discussion until they are ready to make an offer or to get the interviewer to give you the hiring range.

If asked, your answer can be somewhere along these lines:

- “You know, it is not one of my priorities right now. I am really interested in determining whether this position is a good fit for me. I am confident that you will offer a fair salary if we decide that there is a mutual fit.”

The next step in negotiating salary is after you have an offer for the position. In this phase of salary negotiation, you need to be ready to present an argument for your case. If the offer is lower than you expect, then it may be best to respond with your research and the range that you are expecting. You can say something like “I am really excited that we've found a mutual fit here. However, my research shows that the range for a similar position is between to What are you able to do in that range?” The critical pieces of this phase are that you can back up your research, and that you continue to be enthusiastic about this opportunity.

If they are able to meet your needs, then the next step is to get it in writing so that you can review it, and get back to them shortly. If not, you can continue to negotiate. If it is clear that this is their best offer, you will still want to respond with enthusiasm, get it in writing, and take some time to think it over. It may also be appropriate to explore other negotiable items such as vacation time, flexible work schedule, bonuses etc. to get your offer into an acceptable range.

The Differences Between Psy.D's and Ph.D's

Many graduate students contemplate going on for an advanced degree in psychology and then become confused by the letters Psy.D or Ph.D. The differences are slim to be honest, but there are some. There are also great resources out there to help students understand the differences even further, and then prepare you to apply for one or both of these degree programs.

The Psy.D is a Doctorate of Psychology and the Ph.D is a Doctorate of Philosophy in Psychology. The Psy.D emphasizes more clinical skills like how to work with people, and is based on a practitioner-scholar model, and the Ph.D emphasizes more research behind why people do things, and can be seen as more of a scientist-as-practitioner model; utilizing research to help people with their issues.

Because of their emphasis, most Ph.D programs require a Master's research project en route to a doctorate. The Psy.D usually requires only a doctoral research project or dissertation. Therefore, when applying to different programs, Ph.D's are looking for more research experience than a Psy.D.

As far as entrance requirements go, both degree programs are extremely competitive. Ph.D programs typically have lower enrollment slots available and Psy.D programs tend to have a few more openings. Financial aid is another difference. For some, funding can be better via a Ph.D program due to research grants various faculty members of the program have secured. Psy.D programs typically have less funding available for student support.

Both degrees train you to become a licensed psychologist (given you pass your courses), fulfill your requirements for internships and post-doc hours, and sit for the license exam. To become a licensed psychologist, it is important that you look into accredited schools. By attending an accredited school, pursuing licensure will be a lot easier. A list of accredited schools can be found at: www.apa.org.

When deciding which degree to pursue and what school to attend, think about what area you want to become an expert in. Is it a certain population, theory, diagnosis, etc? Also, research the faculty at the schools you are interested in applying to and see what research they have been conducting or areas of focus their backgrounds include. What letters follow their names?

Also, think about your career goals and what you want to do with your advanced degree. If you want to teach at a traditional four-year college, you will most likely need a Ph.D. If you want to teach at a small, liberal arts school, then the Psy.D would be just fine. If you want to purely work with clients and provide counseling and therapy, run groups or agency programs, then the Psy.D will work. If you like research studies and combining research and therapy, then the Ph.D might be a better fit.

An additional resource that can be helpful is www.gradschools.com; this site helps you learn about a variety of psychology programs and what schools offer what programs. It also has financial aid information, as well as application tips. A good book to invest in is: Graduate Study in Psychology, 2008 Edition, American Psychological Association, ISBN: 1-4338-0128-0, publication date: August 2007.

GSEP Career Services is also available to assist you with the process of applying to advanced degrees. We can review resumes and CV's, cover letters and conduct mock interviews tailored to Ph.D or Psy.D interview questions.