

CAREER SERVICES



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WHAT'S NEXT?

**WHAT ARE MY OPTIONS?
CUSTOMIZING YOUR CAREER** p23



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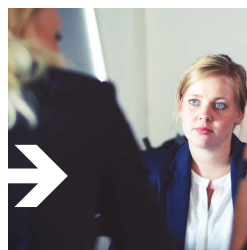
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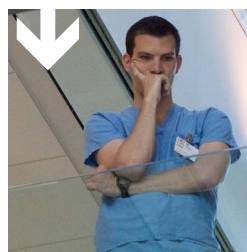
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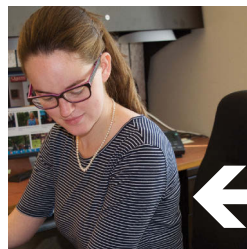
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WHAT'S NEXT? Magazine is published annually in September by Queen's Career Services

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613.533.2992

Cover photo: Bernard Clark

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All advertisers in this magazine will be attending one of the Career Fairs this year.

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Resume Clinic Sponsored by Trane Canada

Trane will be attending the Fall Engineering & Technology Fair on Oct 17. Stop by the on-site Resume Clinic on Oct 17 or 18 to have your resume or cover letter reviewed.

Featured Employers

Featured Employers are companies particularly interested in meeting Queen's students and new graduates, and will be attending a Career Fair or running information sessions or interviews on campus this year. Visit <http://careers.queensu.ca/students/featured-employers> to learn about these companies and the types of jobs they're hiring for.



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Welcome!

A Message from the Director

What's next for you?

Have you decided? On the fence about a couple options? Still looking for new ideas?

Regardless of your plans (and if you don't yet have any), our annual *"What's Next?"* magazine will give you lots to think about. We hope that the articles will give you new strategies and that our profiles of Queen's students and graduates will be inspiring and informative as you see how other students have figured out their paths. In addition to this magazine, there are many other career supports here at Queen's; from career fairs to workshops to co-curricular activities and internships, there are lots of opportunities for you to develop skills and move yourself forward in your career direction(s).

Best wishes for your time at Queen's and whatever is next for you!

Cathy Keates
Director, Career Services

A Message from the Vice-Provost and Dean of Student Affairs



Many Queen's students are contemplating their post-graduation job prospects before they even arrive on campus to start their studies. Thinking about your future and your career path is exciting but sometimes it can be a bit overwhelming. We hope the stories and opportunities featured in this issue of *What's Next?* inspire you to explore your passions, interests and many options, and help you to chart your unique path forward with confidence.

The staff at Career Services are ready to help! You can get personalized career advising and resume coaching; go to on-campus Career Fairs,

take a workshop or two; look through our Major Maps, find out more about our internship program, and learn how "It All Adds Up."

We are here to support your success, now and for the future!

Ann Tierney, Dean of Student Affairs

WHAT'S NEXT?

What's Next? is a Queen's Career Services annual publication. Career Services offers a wide range of accessible services to support and empower undergraduate and graduate students as well as recent grads from all disciplines in making informed decisions about their career, further education and employment goals. *What's Next?* provides information to students about job search, building career experience and networks, and choosing further education and career options.

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Career Services



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What to Consider When Considering Further Education

By Colette Steer

Getting more education after undergrad is a wonderful option; there are several things to consider when deciding if it is what you want to pursue. Here are some common reasons students have for thinking about further education:

I want to study the subject/discipline/topic at the graduate level

Great! Consider checking out what graduate life is like in that area; talk to professors in those programs to find out what their research involves; talk to current grad students about their experiences; compare individual departments and potential supervisors in terms of their research area and supervisory style.

I thrive in an education environment and/or I don't want to leave yet

Great! Consider checking out different kinds of educational environments and programs. Find out the kind of environment that you thrive in best (in terms of your learning/work style). Visit in person to see for yourself. If the School does them, log into a webinar presented by them.

Further education is necessary for the work I want to do

Are you sure? Consider checking out the work, and ensuring that you understand what the key skills and qualifications necessary to work in it might be and what it is like on a day-to-day basis; talk to people in the field and do information interviews; ask about the kinds of educational backgrounds; figure out some of the sub-specialties or different kinds of work environments within the field that might suit you. You may also want to ask about professional development, because sometimes, employers will give you the time to do extra studies.

The process seems more straightforward than looking for a job

After being in school for so many years, you may be quite comfortable with the steps involved in applying for education programs, while starting a professional job search can feel like unfamiliar territory. The Grad School

application process however is different to undergrad applications, so make sure you understand the steps early on in your search.

The reasons for pursuing further education vary, but the better you understand your own, the more likely you will be satisfied with your decision over the long term.

Thinking about further education?:

Ask yourself...

- Do I have a strong pull towards something that I want to learn more about (enough to sustain me through 1-5+ years of additional study)?
- Are there programs available that are a good fit with my scholarly or skills development interests? Are there different types of programs (research, professional, post-degree diplomas, certificates) to consider?
- What work do I want to do after my schooling? Is further education required and if not, in what ways do I think it will help with my career goals?
- What financial variables should I be considering (examples include available funding, tuition, supplies, living expenses, moving, loss of employment income if delaying entering a paid position)?
- Does the program or supervisor seem like a good fit (location, social environment, employment opportunities, etc.)?

Colette Steer works as the Manager, Recruitment and Events for the School of Graduate Studies at Queen's University.

Do you have more questions about further education? Career Services offers drop-in career advising, further education print resources and workshops as well as hosts an annual Career Fair that connects students with further education opportunities.

For more information on these and other resources visit careers.queensu.ca/students/furthered.html or the Queen's University School of Graduate Studies queensu.ca/sgs for more information about programs and resources for prospective students.



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Katrina White
2014 Public Relations graduate
Marketing Coordinator, Assurant

Rob Alexander
2016 Public Relations graduate
Account Executive, Zeno Group



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Accommodations at School and at Work

Many students receive academic accommodations in order to participate equitably at university. You may or may not identify yourself as having a disability, but if you are currently registered with Queen's Student Accessibility Services (QSAS) in order to be academically accommodated, it is worth considering whether you might also need accommodations at work.

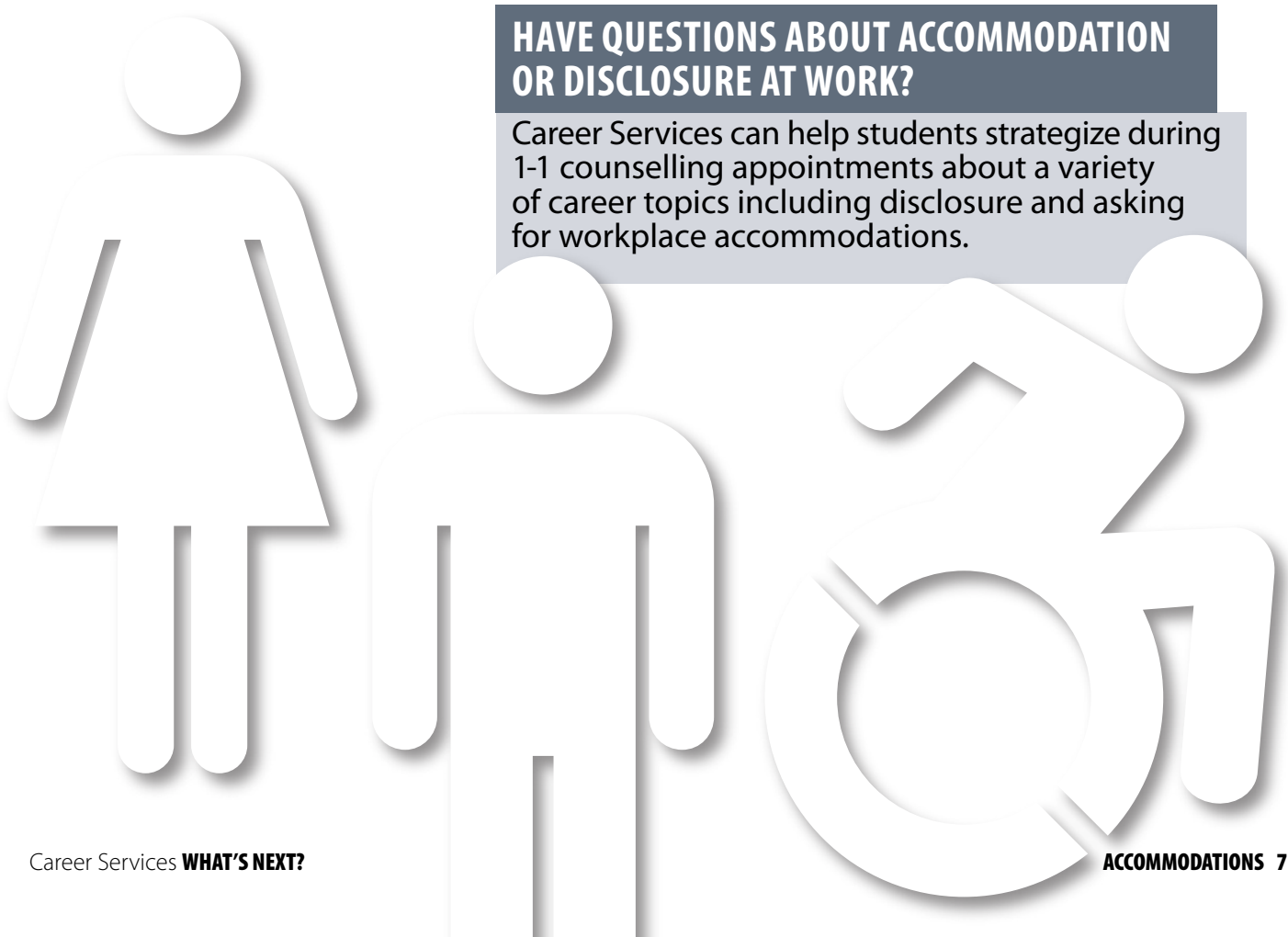
Here are some thoughts to consider:

- If you receive exam accommodations, might you require accommodation on evaluations or tests used by employers as part of their hiring process?
- Does your transcript look different than the transcripts of your peers because your pace of work/program accommodates you? Are you ready to talk with employers about this?
- If you currently receive accommodation in the form of altered schedules or time off, would this also be helpful on the job?
- If you use physical/technology accommodations for class, would they also be needed at work?
- Are there any other tools or tactics facilitated by QSAS that benefit your academic life that might also help you transition to or do future work smoothly?

In Canada, you are entitled to be accommodated at any point during the employment cycle – from application stage, to interview stage, offer stage or once you're hired. If you request an accommodation, disclosure of the nature of your disability is not required...simply that you have "a disability that requires X accommodation".

HAVE QUESTIONS ABOUT ACCOMMODATION OR DISCLOSURE AT WORK?

Career Services can help students strategize during 1-1 counselling appointments about a variety of career topics including disclosure and asking for workplace accommodations.



YOUR STUDY ABROAD OR INTERNATIONAL EXPERIENCE
CAN PUT YOU AT THE FRONT OF THE LINE

– If You Know How to Use It! By Lynn Sadlowski



Whether you are heading into the world of work or planning further study, your study abroad or international experience can propel your application to the front of the line. However, do you know how to articulate your experience so that you stand out from your competition?

Research and student testimonials consistently cite international and study abroad experiences as having a positive impact on resume development, in job interviews and in graduate school admission applications. Yet, it is not enough to simply just have an international experience. You must be able to speak about your experience in terms the employer and admission representative understand.

It is essential to review what competencies/skills you gained from the experience. Here is a short list of possibilities:

- Coping skills (the ability to deal with stressful situations, comfort with uncertainty)
- Communication skills (active listening, following instructions, overcoming language barriers)
- International awareness
- Appreciation of diversity and sensitivity to cultural differences
- Adaptability to new living and learning environments
- Ability to view situations/problems from a new perspective
- Independence, self-reliance and self confidence
- Self-knowledge, enthusiasm and inquisitiveness
- Resourcefulness (including general travel and navigation skills)
- Acquiring another language

Many of the above are considered transferable skills. Transferable skills are skills that are not limited to any one academic discipline or field, but are transferable to many occupations. These skills are sought after by most employers, but you need to make the connection for the employer – it won't always be obvious. When researching the job or further education program, consider how the skills and knowledge you acquired while abroad can be applied to the position.

The following are suggested steps you can take to help you “unpack” your experience upon returning to campus.

Prepare answers to the following questions:

- Give me an example of something from your study abroad/ international experience that has changed you and why?
- Tell me something that was difficult about your abroad experience and how did you handle it?
- Describe three skills you think you developed or enhanced while studying/working/being abroad. How will they help you in this position?

Recall and record real stories /situations to highlight your newly acquired or enhanced skills.

Be able to demonstrate competency in specific areas like adaptability, initiative, interpersonal communication, and problem-solving.

Visit the Career Services office

to get help with your resume and cover letter to best articulate the new interpersonal skills and intercultural competencies you have gained and strengthened while studying abroad. Remember – an employer will not “automatically” see what may be very obvious to you.

Participate in campus or community events

that provide opportunities for you to practice articulating what you have learned and give you a chance to network with potential employers.

Lynn Sadlowski is a Career Counsellor with Career Services.



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Career Services
Gordon Hall, 3rd floor
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Visit our website, call or
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On-Campus Recruitment 101

Each year, over 1,000 organizations travel to Kingston or post in MyCareer, hoping to find students and new graduates to hire to their organizations for the upcoming year.

TYPES OF ORGANIZATIONS

Organizations involved in On-Campus Recruiting (OCR) can range in sector from management consulting to government, insurance to oil and gas or food production companies. But, not all organizations recruit in this way and OCR, while a great opportunity, is not for everyone, since not every student will want to work at these types of organizations. OCR recruiters come to Queen's and other post-secondary institutions looking for future full-time employees as well as summer or internship candidates. These summer and internship roles are also great gateway positions for getting a full-time position with that company or sector later on.

INFORMATION SESSIONS

Some organizations will hold **information sessions** to speak about their company, explain the positions they are hiring for and to go over the hiring process and important deadlines. Info sessions always require registration beforehand, as there are often refreshments served. Find out times and locations as well as register through the MyCareer Events and Workshops calendar through the Career Services website. Be aware that organizations use these registration lists to plan their events, so registering and not showing up (without cancelling in the system) could be detrimental to your future application to that company.

We spoke to two different students who went through the on-campus recruitment (OCR) process to get their take on what they learned from their experiences.



Rico Garcia, BAH'14

Rico Garcia, BAH'14 (Economics), secured an after graduation job as a Business Analyst at McKinsey & Company, a global management consulting firm. He found this job through on-campus recruitment and was hired in the fall of his final year at Queen's.

When asked about his experience, Rico spoke to three key things that he believes helped him be successful in this process: 1) having a consulting-focused resume, 2) networking with Queen's alumni to learn more about the process and each firm and 3) preparing for the interviews with other students and alumni.

"I strongly believe that my success came from being ready for recruiting prior to the info sessions. The info session became an opportunity to clarify any questions I had and meet more people rather than a starting point."

To that end, Rico encourages third year students who may be interested in participating in on-campus recruiting during their fourth year to begin attending info sessions while still in third year to learn more about the process so that they could have a targeted approach by the time they get to fourth year.

continued

Kate Thompson, BSc Eng'15 (Civil Engineering), was hired through OCR by Newton North American Limited and echoed Rico's words of wisdom, "I had attended many information sessions and practiced my interview skills in advance, so I felt prepared." Kate mentioned that some of her preparation came from participating in the Interview and Resume workshops provided by Career Services.

Recruitment processes can vary from organization to organization, however many of those participating in OCR will conduct a series of interviews with candidates. Often, the first interview takes place on campus. Sometimes, subsequent interviews take place at the company's offices (often in Toronto or outside Kingston).

Kate noted that her interview process started on campus with a series of basic tests, followed by an on-campus interview and was concluded by two days of case study interviews in Toronto at the company's headquarters. While each organization is unique, you can expect the process in this type of recruiting to follow a similar format and timeline to this.

Information sessions are a great opportunity to ask more questions about the company. Rico found info sessions to be "a great way to get a feel for the company and see whether I could imagine myself working there." Kate found that she stood out to recruiters when they "could tell that I had done my homework and was seriously interested in the projects."

When asked about the most challenging part of this process Rico and Kate spoke to different experiences. For Kate the most challenging part was the constant "rejection without feedback." She noted that "Online applications have very low success rates and this can be hard to handle." Rico said, "The most challenging part about this process is that it happens quickly." Rico said that by starting early and developing a clear strategy during the summer he was able to get his resume ready to go. This allowed him to start practicing interviews prior to attending the info sessions.

Looking back on the experience, Rico said that he had wished he had known how early the recruiting process began in the fall (sometimes on or before the first day of classes!) and about the resources available to him through different on-campus organizations. "I had no idea that there was a Queen's Consulting Association. Had I known about these kinds of resources I would have taken advantage of them to be better prepared come September."



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 RECRUITING OPPORTUNITIES AT LA BOURNIE CAMPUS

Kate echoed these sentiments and said that she wished she had done more practice before. "It is critical to have practiced similar questions. Career Services runs excellent workshops, can do coaching on interviews and I would also recommend getting together with a friend or mentor and conducting some mock interviews."

It is important to note that while on-campus recruitment can be a great way to get your career started it is a process that is used by specific sectors and therefore will not be relevant for everybody. While it is convenient because much of the events happen right on campus, they represent only a fraction of the work available. If these are not industries or roles that you wish to pursue, remember that there are many other ways of finding work

Career Services can help you tailor a job search strategy that will work for you. If you have questions about the OCR process, be sure to come to drop-in career advising to get help with this and other types of summer or post-graduation job search.

OCR 101 Types of Organizations

- Usually mid-size to large
- Often corporate head offices
- New grad/internship/summer positions
- Often located in large urban centres or in the field (e.g. Oil and Gas)
- Government

Information Sessions

- Information Sessions are primarily concentrated in September, October, and November, with a smaller number in January and February. In most cases, they are for full-time opportunities but some are also for summer employment or internships through QUIP.
- All of the information sessions are put on the Events Calendar in MyCareer (all students) and Quest (Commerce students).
- Check MyCareer/Quest for location and signup details.
- Unless otherwise stated, dress code for information sessions tends to be Business.

OCR Applications

- If a resume is requested it is assumed that you will also provide a cover letter with it.
- If the organization requests a transcript, follow the instructions in MyCareer.
- OCR applications are collected in September and October by most organizations. Follow the directions given for submission as they are sometimes requested for submission through MyCareer or directly to the organization's website.

OCR Interviews

- Interviews happen year-round but are most heavily concentrated in the fall.
- Interviews may take place at Career Services, in classrooms around campus or off campus.



WHAT NOT TO WEAR: INTERVIEW EDITION

You've landed an interview. *Congratulations!*

It can be hard to know what's most appropriate when meeting with a potential employer. Choosing the right outfit can boost your confidence, and help you feel like a good fit in your potential future workplace. Research the organization first to glean any hints about their specific dress codes and culture. In case you're stumped, here are some general pointers that will help you make a positive impression:



20% RULE

Standard advice is to dress 20% better than you would on a normal day at the job. If you're interviewing for a fast food restaurant for example, don't wear a three piece suit!



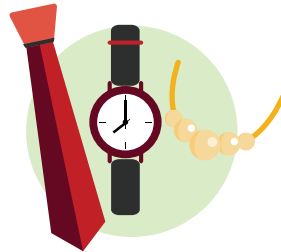
If you're unsure of the company culture, your go-to outfit should be a suit or dress pants/skirt and a blazer.



Make sure your nails are neat and not too long. Any nail polish should be newly applied and a subtle colour.



Wear neutral colors to ensure that the interviewer can focus on what you have to say.



Avoid wearing a tonne of bright jewelry or big accessories. One key statement piece (your favourite shoes, tie or earrings) can help you convey personality and be memorable without overwhelming people.



Flip-flops and sandals are a no-go for an interview. Instead, opt for conservative shoes that won't detract from your outfit.

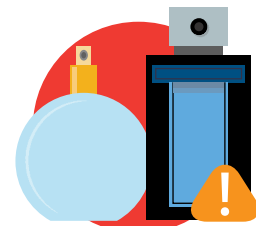


Keep hair and makeup simple, day-time appropriate, and out of your face.



REMINDER

Play it safe and avoid clothes that are too sheer or revealing.



Don't wear perfume or cologne, and avoid smoking right before the interview – an employer might be allergic.



Check that your clothes (or borrowed clothes) are clean and properly fitting well in advance. This will give you time for a quick trip to the dry cleaner or mall if you must.



RESEARCH IS KEY!

The absolute best way to prepare for an interview is research to get an idea of the company's culture.

Interviews...

the good, the bad, the ugly

By Christine Fader



So you're getting an undergraduate or graduate degree and you're primed to go out there and talk to employers. Hold on a second. Are you ready to show what makes you different from everyone else with the same degree(s)? Can you succinctly answer the question, "Tell me about yourself"? If not, unbutton that new suit jacket and take a few minutes to think about what's ahead.

After doing a bit of recruiting, employers start to develop opinions about what they like to see in a candidate, what are the most over-used and trite answers, and what are real turn-offs. They fall under the general categories of: Interviews... the good, the bad, and the ugly.

The good...

First let's clarify that "the good" refers to good *interviews*, not the "right" answer. Good interviews are dynamic conversations full of interesting information conveyed back and forth between you and the employer(s). Here are some suggestions to help you:

Less is more. Focusing in greater depth on fewer employers that are really of interest to you is a good strategy for success. A significant question for an employer as they enter an interview is "Why does this person want to work with us?" Applying too broadly can dilute your ability to demonstrate how you can and want to do THIS work at THIS organization.

Ask (strategic) questions. Do your homework by investigating the organization's website, annual reports, and talking to people who work in the field or in the organization. Ask questions that will help you confirm the match between you and the work. Think about what is important to you in your work and ask questions that show your interest in what the host organization does and your ability to contribute to it.

Explain the obvious. You do not have to be a social butterfly to succeed in an interview. You *do* need to explain to people what your skills and experiences are, as related to the role. Be authentic and let them see what you are like to work with. You do not need to be perfect. But you must give examples that reassure the employer that you are someone they can work with.

continued

The bad...

Here are some of the common qualities that can make the difference between being first or second on a callback list.

"Lord, I was born a ramblin' man..."

Verbose candidates can not only annoy a recruiter, but demonstrate that they are not effective communicators. Be succinct and specific. Ask if they want more detail to avoid giving information that may be unnecessary. Phone yourself and leave the answer to a question a day on your voicemail. You will learn a lot about how you come across. Watch out for too many filler words such as "like" and "um..." When they are overused, they might undermine your credibility.

Expecting a firing squad. The best interviewers want to get the information they need, but also help you to relax as much as possible. It's normal to be nervous but, in North America, candidates who don't smile or make eye contact, can be viewed as untrustworthy. Interviewers are people too and they want to see what you're like to work with. Leaving the interview without engaging the interviewer (even while nervous!) might be interpreted as a lack of motivation or initiative.

Keeps 'em guessing. Good candidates provide consistent evidence to support who they explain and show themselves to be. One candidate repeatedly stated that she was "discrete" yet in almost every story she told, she demonstrated clearly that she lacked discretion. Candidates who leave an employer wondering about inconsistencies after an interview are taking a big risk.

The ugly...

Here are some things that can be career-limiting mistakes.

"I'm a perfectionist". What's your greatest weakness? Avoid the much over-used, "I'm such a perfectionist". Do you have a couple of weaknesses you can talk about (only if asked), with examples? Use weaknesses that will not compromise your candidacy, but are still honest. Describe specifically how you compensate for them. Employers are interested mostly in your strategies for dealing with your weaknesses, rather than the flaws themselves.

Fakes it. Interviewers want to find people who know what they are good at and what they need help with. Sometimes this might mean needing to admit that you do not know something. Getting caught fabricating something in an interview process can end the process right there.

Wants "Just a job". Employers know that most employees do better work when they like what they do (at least a little). It doesn't make much sense, therefore, to hire someone who wants "just a job" and doesn't know why THIS is the job/organization/field that fits. That's why telling an employer you want "any job" can leave them feeling you don't really want the job they are offering. Your first after-grad job might not be your dream job, but you have to be able to find some enthusiasm for it to talk about. If you show that you have thought about the "fit", you stand a better chance of demonstrating that you are serious about contributing.

The Magic Formula

How do you know what will work with each employer when every employer and organization is different? The key is to be your positive, professional, and *authentic* self. Don't follow a script or memorize answers. Explain who you are and always demonstrate how you can contribute by preparing and using concrete examples from your paid work, unpaid work, learning and extra-curriculars. Politely ask questions and use the interview as part of the process that helps you to determine whether this is work you really want to do.

Now, try to relax, smile, and ...tell me about yourself.

Christine Fader is a career counsellor at Career Services and the author of "Career Cupid: Your Guide to Landing and Loving Your Dream Job".

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References 101

Top 4 things to consider when choosing a referee:

1 How well do they know me? Do they know about the work I did?

2 Are they **WILLING** and enthusiastic? How positively will they be able to talk about me?

3 How recently did I work with them?

4 How relevant is this to the job that I am applying for?

... How you prioritize your references will change from situation to situation – use your judgment.

When asking for a reference, always explicitly ask if they are comfortable doing so and confirm that they know you well enough to provide a **POSITIVE recommendation.*

Who to ask?

You get to choose! Ask someone who...

...has supervised you in a paid or unpaid environment.

...knows *how* you work (Think: attitude, flexibility, punctuality, etc.).

...knows *what kind* of work you have done.

***Note: You can use another student as a reference if they were supervising you, but avoid personal references unless asked specifically for personal references. (ie, your roommate/mother/best friend/roommate's mother's best friend, etc.)**

How do I ask?

For an academic reference:

...Be professional when asking: book an appointment with the professor or attend their office hours

...Tell them about your academic goals, where you're applying, what type of program you're applying for, etc.

...Make sure they have relevant information that will help them write the letter. For example, your CV or resume, personal/research statement, examples of academic/relevant work you did in their class

...Ask them well in advance so that they have time to prepare.

continued

...Consider providing them with stamped and addressed envelopes so that it's easy for them to submit the required letters/forms to support you

For a work reference:

...Tell them about your job hunt, where you're applying, what type of job you're applying for, etc.

...Make sure they have relevant information such as your job description, resume, examples of work you did – especially if it's been a long time since you worked with them.

...Ask them well in advance so that they have time to prepare.

Remember:

... Put your best reference at the top!

...Employers usually only call references when they are ready to make an offer. Generally, if they can't reach the first person on the list, they will keep moving down the list until they speak to somebody.

...Most employers ask for 3 references, but have a couple extra prepared, just in case.

How do I keep in touch with referees?

...It's good to contact referees about twice a year, via the method with which you are most comfortable. Let them know what's going on with you, and inform them whenever there is any change in your situation.

...Be sure to follow up with a thank you note, whether or not you were successful at achieving the goal for which the reference was used.

...Keep a list of different contacts that you could use as references (academic, employment, volunteer, extra-curricular, personal), including information that they know about you, and why they would be a good reference.

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QYourFuture

Graduating from your undergrad?

10 things to do before you graduate:

1 Join Queen's Connects Career Network on LinkedIn

Check out: careers.queensu.ca/linkedin to join

3 Stay involved

Keep building skills and experiences on and off campus

Check out: qyourfuture.queensu.ca/stay-involved



5 Attend Career Fairs & Information Sessions

Check out: qyourfuture.queensu.ca/attend-career-fairs

GOT CAREER QUESTIONS? Visit Career Services

Check out: careers.queensu.ca

9 Discover how it all adds up!

Check out: [#italladdsup](https://www.instagram.com/italladdsup) and [#queensu](https://www.instagram.com/queensu) on Instagram to reduce your stress and inform your future



2 Apply to Graduate

Check out: queensu.ca/registrar/convocation/apply

4 Apply to Further Education (if applicable)

Check out: qyourfuture.queensu.ca/apply-further-education

6 Attend QSAA Events

Queen's Student Alumni Association prepares students for success as alumni

Check out: queensu.ca/QSAA

8 Check your Faculty's Graduation webpage

Check out: qyourfuture.queensu.ca/faculty-grad-page

10 Celebrate! Come to Grad Bash on April 6th 2018 #QYourFuture #QGrad18

Welcome to your Queen's alumni association!

Check out: queensu.ca/alumni to learn about the benefits and how to stay in touch.

Converting your Academic CV into a Resume

How to create a targeted resume for industry positions

By Hana El Kaissi and Lucky Kalsi

It is well known that a strong curriculum vitae is crucial when applying to positions within academia. The same holds true if you are applying for industry positions. However, an application for those types of roles will require you to submit a concise resume instead of a lengthy CV. Many graduate students may be inclined to include all of their accumulated academic experience on the resume with the hope that the hiring manager will be able to assess what is most relevant to the job posting. In this case, however, more is not always better, as employers prefer resumes that outline the skills and experiences relevant to the position, presented in a succinct and tailored format. Given the

years of experience gained throughout your academic career, it can sometimes be an overwhelming task to condense the information from your CV into a resume that is often only two pages long. The following recommendations are designed to help guide you through the process of converting your CV into a targeted resume.

The first step involves reviewing the job posting to assess and identify the key skills, attributes, experience, and education required for the specific role you are interested in. Once you've made a list of these qualities, analyze all experiences and information listed in your CV and select those that are most relevant and a good fit for the requirements of the position. As you

go through the process of selecting experiences from your CV, you may find it necessary to limit or exclude some of your most valued achievements (e.g. publications, awards, etc.). It is important to remember that you are working with very limited space in a resume and its purpose is to capture the employer's attention by presenting only the information that is most relevant to the position. Once you've completed this analysis of your CV, you can begin to construct the common sections of your resume. Remember, most employers typically scan the resume quickly.

Summary of skills or highlight of qualifications

While this section is optional, it can be a good idea to present a summary of your selected skills and qualifications relevant to the position. Alternatively, you can use a heading such as, "Technical Skills," or "Laboratory Skills," given the requirements of the position. It is important to keep this section brief (three to four bullet points) and support each skill with an example of how you've obtained or demonstrated that skill. It is often presented as the first section on the resume.

Education

Depending on its importance to the position, this section can be placed at the beginning of or further along in the resume. Include dates, degree title, department, and name of institution. Your thesis title should only be included if relevant to the position.



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Queen's Career Fair
Sept 26 | The ARC

Engineering & Technology Fair
Oct 18 | Grant Hall

LaserDepth DYNAMICS

laserdepth.com

Relevant experience or work experience

In analyzing your CV, you may have chosen select experiences from sections such as Teaching Experience, Research Experience and Professional Experience, that are most relevant to the position. These can now be grouped under one single heading titled "Relevant Experience" on your resume. Or, you may choose to use several headings to group and highlight your experiences according to the needs of the position; e.g. "Project Management Experience", "Leadership Experience", "Writing Experience", etc. For each experience listed, include dates, your title, institution or company name, and a description of your role. Describe each experience, beginning with action words like "managed project..."; "developed strong analytical skills through researching..." or "utilized effective presentation skills to deliver lectures..."

Additional experience

You may also have experiences from your academic administrative experience or other volunteer experience that offer additional relevant skills. These could be listed under "Additional Experience" or "Volunteer Experience" on your resume. Alternatively, you may have already grouped these under the "Relevant Experience" section mentioned above and, therefore, may not have a need for this section.

Selected publications and presentations

If relevant to the position, you may choose to include a brief selected list of your publications and presentations.

The other option would be to include them in the "Relevant Experience" section instead; e.g. when describing your thesis research experience, you may add a point such as, "published four papers in peer-reviewed journals..."

References

This is an optional section, typically placed at the end of the resume. It is sufficient to state "available upon request" unless the job posting is requesting a list of references.

Keep in mind that this is not a comprehensive list as you may create other sections, such as "Professional Development" or "Professional Membership/Associations", that allow you to best present your relevant skills and experiences, while arranging them in an order that best targets the requirements of the job posting.

Hana El Kaissi and Lucky Kalsi are career education consultants.

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What are My Options?

Customize your Career through Getting Involved

By Aleksandra Uzelac



Olivia Martin, BScH '16

Like many students in sciences and health programs, **Olivia Martin** (BScH'16, Life Sciences) came to Queen's set on becoming a doctor. She soon noticed some clues that hinted at additional career options.

"Through my involvement in groups like ASUS Orientation, Learning Strategies' Peer Learning Assistants (PLA), and the Alma Mater Society Orientation Roundtable, I noticed my interests and strengths were in the realm of business, presentations, and project management."

Many students wonder what the options are with their degree(s)—even if they started off thinking they knew where they were headed. At a basic level, you can get some ideas of some of the common directions other graduates have taken by consulting resources such as the Major Maps (careers.queensu.ca/majormaps) or Grad Maps (careers.queensu.ca/gradmaps) or connecting with alumni through your department or groups such as Queen's Connects (SEE PAGE 26 – Queen's connects infographic). But, engaging in roles outside the classroom can also help you gain insights into and influence your unique career direction during your degree.

Olivia was surprised how much she learned about the career paths she might want to pursue when she combined her academic accomplishments with the skills and insights she obtained in her co-curriculars. Without really realizing it at first, by engaging in various types of activities, Olivia was customizing her career options.

"While the academics at Queen's gave me the basic knowledge and skills I needed, it was my extra-curricular involvement that added colour to how I view myself and my career path and showed me how and where I want to apply those skills."

Beyond clarifying career or education goals, branching out is a great way to gain valuable skills—whether you were paid to learn them or not. As an Orientation Roundtable (ORT) Assistant, Olivia managed a \$400,000 budget, got to hold meetings with University and City Officials, and had the opportunity to manage a team, all of which were opportunities she feels gave her a "head start" in the job market after graduation. During interviews, Olivia was able to call upon the experiences and situations that she encountered as an ORT assistant and a PLA in order to solve problems and express her suitability for jobs.

The sum of these experiences led Olivia towards the business sector; a career path she didn't expect when she first entered Queen's. After graduation, Olivia parlayed her Life Sciences degree and extra-curricular experiences into a job as Operations Analyst on the Corporate Operations Team at the woman's clothing brand, Aritzia.

continued



Shelby Stinnissen, BAH'16

“Working at Stauffer provided me with exposure to many parts of library and academic life, helping me to navigate my interests further.”

– SHELBY STINNISEEN



Malcolm Eade, BSCh'18

“I get to work on a science-based venture this summer where I can apply knowledge from my degree and the business skills from my internship.”

– MALCOLM EADE

Shelby Stinnissen (BAH'16 Religious Studies) began to explore her career options during her undergrad, by taking on a part-time job. Aiming to work as a librarian someday, Shelby got a job at Stauffer Library through the Work-Study program at Queen's.

“Working at Stauffer provided me with exposure to many parts of library and academic life, helping me to navigate my interests further.”

Throughout her four years at Queen's, Shelby worked in a variety of departments within the library, gaining an inside perspective on the intricacies of working in that setting. Along the way, she gained more focus with regard to options for getting to her goal career.

“As I moved from a casual worker, to more individual projects in the summer and then to a more specified position in the Copyright Advisory Office, I became more certain of the career ahead of me and options for the right education to get me there.”

Although Shelby always envisioned herself having a career as a librarian, or information professional, the chance to work in a library during her undergraduate degree confirmed this desire and gave her the confidence needed to pursue this path. It also gifted her with the skills she continues to use today. By participating in public speaking opportunities and staff meetings at Stauffer, Shelby was able to refine her communication skills; skills that have proven to be beneficial during her current Master's degree in *Library and Information Science and Knowledge and Information Management* and her job as a Graduate Student Library Assistant.

Malcolm Eade (BSCh'18, Life Sciences) developed an interest in project management and finance, and chose to do a one-year internship through the Queen's University Internship Program (QUIP) in a business-related role this past year.

Not only did Malcolm find out more about where he would like to go next, he also got the chance to develop new skills from working in a professional business setting.

“In the work world, there is no rubric for success like in many undergraduate science classes. Problems are often not clearly defined so it can take some digging to determine what the problem really is, what your success metrics will be and how you will solve, or help solve it.”

As a result of the hands-on experience in the business field, Malcolm now has a new perspective of where he could go next. Most recently, Malcolm joined the Queen's Innovation Summer Initiative (QICSI) program, where he is merging his newly established interest in business and his background in life science into a start-up to develop a chemical sensing platform.

“I get to work on a science-based venture this summer where I can apply knowledge from my degree and the business skills from my internship.”

With one year left in his undergrad, Malcolm is optimistic about the opportunities that lie ahead. “I still haven't honed in on what exactly I want in my career but I am now more excited about the variety of opportunities that are available rather than worrying about finding a job that narrowly fits my degree plan.”

Joyce Leung (B.Ed.'18, BAH'17, Psychology) wanted to find co-curricular activities that would help her gain additional skills for her desired career as a teacher. For the past three years, Joyce has been serving as a Peer Learning Assistant (PLA) for Queen's Student Academic Success Service and has become a Team Leader among the PLAs. This opportunity is allowing her to customize her career by allowing her to gain even more evidence of her mentorship and leadership skills.

Through her work with the Learning Strategies department, Joyce has also discovered the types of environments in which she would like to work. "My volunteer experience has shown me how much I thrive and love working in the Learning Strategies department with students and staff for student learning." Although she recognizes that finding exactly the same work environment may not always be possible, Joyce now knows more about what to look for in a job to help her thrive.

As Joyce enters her final year of the concurrent education program, she has not only developed skills helpful for her future teaching career, but she has also learned more about herself and the type of educator she wishes to become. Looking back at what she has accomplished throughout the past three years, Joyce says, "Without a doubt I will cherish and extend my experience as a PLA into my future endeavours!"

Whether it gave them an edge in interviews, provided them with insight into possible careers, or helped them develop applicable skills that they continue to use today, these four individuals have learned a lot about their careers, through getting involved. As you prepare to graduate, take some time to reflect on your degree(s) as well as your co-curricular experiences in different fields or work environments. What skills have these experiences helped you develop? Are there any insights into the types of environments or work tasks you prefer to engage in that could help you determine some career direction or first steps past graduation?

As Olivia noted, "there are more career options than you can count, and the key is really finding that niche where what you love to do and what you are good at overlap!"

*Aleksandra Uzelac is a
4th-year Life Sciences student*



Joyce Leung, B.Ed.'18, BAH'17

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Students ask questions and alumni are ready to respond...



Hello. I am looking for advice on transitioning into Communications and Media.

Hi! Great to meet you. I am a marketing and communication professional with a lot of international experience...



How can I bridge the gap between my academic experience and NGOs?

Interesting question. As a policy analyst with the Canadian Government...



I am interested to learn more about companies that create biomedical devices.

Hello. I work as a Research and Development Engineer at a medical devices company.



STUDENT EXPERIENCES

"I asked about careers in Human Resources from a social sciences degree and received a response and connection to a successful alumna. I found her experiences really similar to mine. I admit to being nervous about reaching out to someone who I don't know to ask for advice, but I found the conversation was truly rewarding. We continue to stay in contact to this day."

- BAH'18, Sociology



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HOW TO JOIN: Queen's Connects

- ➡ Create your LinkedIn profile (if you do not yet have one).
- ➡ Go to tinyurl.com/QueensConnects
- ➡ Select "ASK TO JOIN" to request admission to the group.

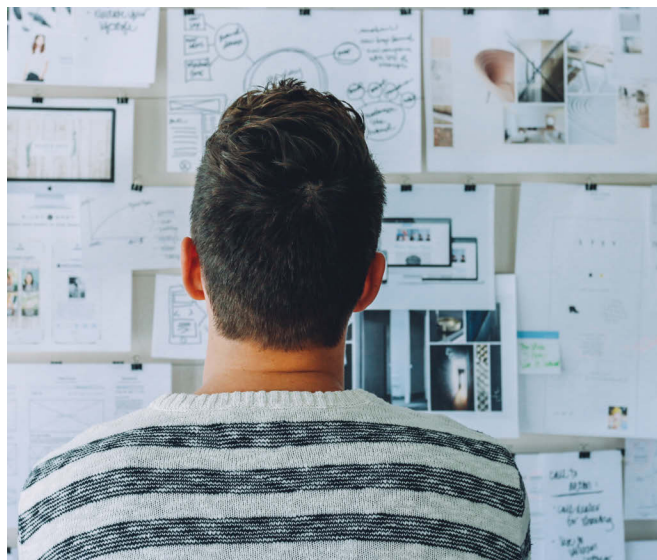
What is different about our group: The alumni in Queen's Connects Career Network have joined this group because they want to make the transition to work a little easier for students and new grads. They remember what it was like to find their first job and they can share what they know about a specific type of work or field. With **152,000** alumni around the world, this group can help introduce you to alumni wherever you are headed. Learn more at: careers.queensu.ca/LinkedIn



Three Steps to Starting Your Own Business

Kingston Economic Development Corporation

Got a business idea? Wondering how to take it from idea to implementation? Here are some ideas from the team at Kingston Economic Development Corporation.



Step One: Plan

Planning for success is not only a must, but also builds habits to implement and maintain a growing business. Analyze each business situation, research and make assumptions based on research and identification of your target market. Know who your customer is and how you will reach them.

Recognize the three pillars of building your team: marketing & sales, product or service, and financial management. Assess what you are best at in your business and reach out to others in your community to find the experts to build a team that provides a strong foundation for growth and sustainability.

continued



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Step Two: Crunch Numbers

Plenty of people work hard and follow their passion but neglect to give adequate attention to financial management and the numbers. If the math doesn't work, neither does the business. Before you begin your business take time to assess start-up costs and the cost of providing your product or service in the marketplace. Base your sales projections on a strong marketing and sales plan to reflect realistic assumptions.

The lifeblood of any business enterprise is cash flow. You need it to buy inventory, pay for services, promote and market your business, repair and replace tools and equipment, and pay yourself so that you can continue to work. Recognize the realities of cash flow and ensure that your sales projections and revenues cover the cost of doing business and get the bills paid.

Step Three: Connect

Ask for help, build your circle of influencers and network. Seek out a mentor or meet with likeminded business professionals to support each other. Working in solitude for

an entrepreneur is risky business. There are many amazing business owners and CEO's who love nothing more than to help young entrepreneurs build great companies.

Funding and investment is essential to getting a business off the ground. Visit the bank you have a relationship with and learn about what they have to offer small businesses. Seek other options as needed.

Get Started

Futurpreneur is an option for entrepreneurs aged 18-39. Futurpreneur is dedicated to growing Canada's economy one young entrepreneur at a time. The program supports young entrepreneurs throughout the life-cycle of their businesses by providing pre and post-launch coaching, financing, mentoring and business resources, to help them launch and sustain a successful entrepreneurial business. It's the gateway to bring a business idea to life!

For additional information please call 613 544-2725 ext. 7237 or visit business.kingstoncanada.com.

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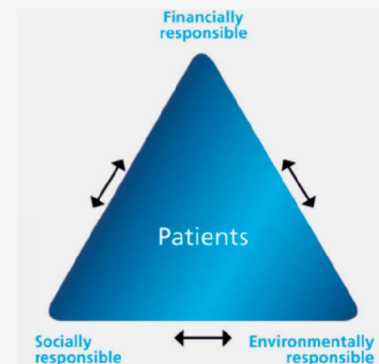
At Novo Nordisk Canada, we offer an extensive employee development plan in order to attract and retain the best employees. We have a robust recruitment process in place to ensure that we hire people who are ambitious and driven and will fit well in our friendly team culture. Accommodations throughout the recruitment process are available upon request to all applicants with a disability. In our culture, everyone's opinion is valued and respected. In return, we ask our employees to be ambitious with their goals and strive for excellence. In short, we work with you to develop your life-changing career.

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Novo Nordisk seeks to conduct business in a financially, environmentally and socially responsible way while always keeping patients at the centre of every decision, everything we do.

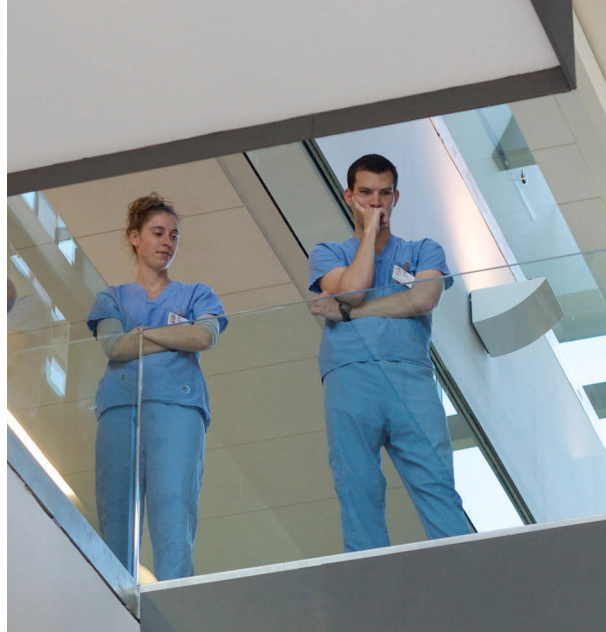
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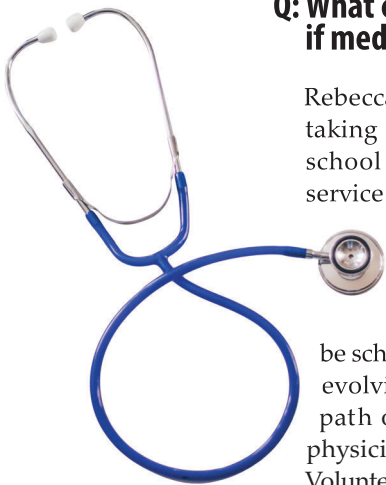


GETTING INTO MEDICAL SCHOOL: Advice from a Medical School Recruiter

Thinking about applying to medical school? We interviewed Rebecca Jozsa, an Admissions Officer at Queen's School of Medicine to get some insight into the application process and what Queen's looks for in an applicant.



Q: What can a prospective student do to determine if medical school is right for them?



Rebecca stressed the importance of prospective students taking a look at themselves to understand if medical school is right for them. "At Queen's, a willingness to service the community is very important. As a physician, you provide care to those who rely on you," she said. Leadership qualities, as well as an interest in research and critical appraisal are things to consider as well. "Aspiring physicians should also be scholars and lifelong learners. Medicine is consistently evolving," she added. To learn more about the career path of physicians, students should spend time with physicians to gain exposure to their work and lifestyle. Volunteering at hospitals and senior homes and shadowing physicians are great ways to do this.

Q: What kind of person succeeds at Queen's Medical School?

A: Rebecca commented that the people who succeed in the medical program at Queen's tend to be those who know how to manage their time, prioritize, stay organized, and are willing to work hard. "The ability to collaborate is important as well, as medical school is very team oriented," Rebecca said, "students should want to continue learning, and want to continue to serve the community." The ability to manage situations well is also another factor. A useful resource is the CanMeds framework found online, that outlines the key competencies of successful physicians.

Q: What does Queen's Medical School look for in an applicant?

A: As many students know, a potential applicant should have the academic capability, as demonstrated through MCAT scores and GPA. But beyond academics, Queen's is also looking at experiences such as volunteering, employment, extracurricular activities, professional behavior, and research. Rebecca noted that "it doesn't have to be healthcare related." What matters to them more are the personal attributes

CAREER SERVICES EVENTS 2017/2018

CAREER FAIR

September 26, 2017
The ARC
10:30 AM - 3:30 PM

Don't miss the biggest career event of the year! Network with employers, explore further education, take a LinkedIn photo, and more.

ENGINEERING AND TECHNOLOGY FAIRS

Fall: October 17-18, 2017
Winter: January 24, 2018
Grant Hall, 10:30 AM - 3:30 PM

SUMMER OPPORTUNITIES FAIR

January 23, 2018
The ARC, 10:30 AM - 3:30 PM
Stop by the Resume Clinics, Drop-in Career Advising and Student Prep Areas

revealed through your experiences, and how well these attributes demonstrate your interest in and potential to become a physician. She also mentioned to focus on quality over quantity: “Queen’s is not looking for a long laundry list, but rather a commitment in volunteering,” she said, “it’s about what you did to give to people in that community.”

Concerning the undergraduate field of study, Rebecca insisted that at Queen’s, it doesn’t matter. Instead, she urges students to consider their own strengths based on their unique backgrounds. “For example, if you come from a business background, then you might have valuable teamwork skills to bring to your team projects. Different people have different strengths, and contribute in various ways,” she said.

Q: What are some steps a student should go through before applying?

A: “Different schools have different methods,” Rebecca stressed. So before you apply, do research on each school, their application process, and their GPA and MCAT scores. What might be a preference or requirement at Queen’s isn’t always the case for another school. As for how to best prepare for the MCATs, she says, “If you have the ability, you will get the scores you need

no matter how you choose to prepare. It depends on who you are as a learner and as an individual.”

Q: What can a potential applicant to Queen’s do to stand out?

A: Rebecca notes that one way that students can differentiate themselves to Queen’s is through their reference letters. “Choose your referees properly,” she advised, “It’s not about who is writing your letter, but about how much they know you.”

Find referees who know you in-depth as a person, can specifically cite characteristics that would make you a good physician, and are able to include examples in their letter to back up these characteristics. In the end however, the best way a student can differentiate themselves is by demonstrating that they are well rounded. “A competitive candidate has strengths in all of these areas,” she said, listing academic ability and a passion for learning, demonstrated service to the community, and strong proven leadership, teamwork, and communication skills as key characteristics.

With Rebecca’s insights in mind, you can research whether medical school is a goal for you, and if yes, determine your application strategy to maximize your chances.

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ArtSci Student's Internship Has Positive "(e)AFFECT" on Her Career Goals

By Leigh Cameron (BAH'18)



Leigh Cameron, BAH '18

My first week as an intern with the Office of the Vice-Principal (Research) (OVPR) at Queen's University was completely nerve-racking. Having only ever worked part-time and summer jobs, the 16 months ahead of me were daunting. Now in the final months of my internship, I am thrilled I took the leap and worked as the Special Projects Intern in my department. The relationships and skills I have built throughout my internship have shaped my future career goals and given me a sense of confidence I could not have found elsewhere.

I came to Queen's intent on becoming an English Major, and I took a Minor in Global Development Studies as well. I loved all of my courses, but I still did not have a clear sense of what kind of occupation interested me the most. When the opportunity arose to take on a QUIP placement, I jumped at the chance. I had always enjoyed writing and editing different types of articles, and this internship with the OVPR would give me the opportunity to develop those skills in a professional environment. Its focus on research communications and promotions activities seemed to align perfectly with the skills I hoped to improve.

Throughout my internship, I have not only become a better writer and editor, but also a better speaker and administrator. I have had chances to work with the amazing researchers at Queen's in many different capacities, and I have enjoyed watching my level of responsibility in my office grow.

One of the largest projects I have been able to work on has been the production of the Queen's research magazine (e)AFFECT. By working on several issues of (e)AFFECT, I have been given an inside look at how to coordinate an entire publication. I have written several articles on researchers geared towards external audiences, and I have improved my ability to edit and proofread the magazine's content. Being a published writer in multiple issues of the magazine is something I am very grateful for. I have also learned about the production side of the magazine, from conception all the way to distribution. The tremendous variety of research happening at Queen's has kept me in constant awe.

I also have had the opportunity to work on other projects that involve writing and editing, including a quarterly newsletter for my portfolio and various institutional award nominations for Queen's faculty. These chances to flex my writing muscles have made me a more concise, clear writer, which is a skill that will translate back into my academic studies and my future career.

My internship has also allowed me to coordinate and promote various events at Queen's. Event planning was entirely new to me, and assisting with everything from research funding announcements to writing retreats has allowed me to improve my time management, organizational, and interpersonal skills. I have been very lucky to be able to meet faculty members and other community members at these events who have opened my eyes to the types of professions that exist beyond my undergraduate world.

"I loved all of my courses, but I still did not have a clear sense of what kind of occupation interested me the most."

I have had wonderful mentors and team members throughout my internship, and they have all helped me grow in different ways. Everyone has been supportive when I had questions or concerns, and been ready to lend a hand when I needed to carry banners or framed photographs across campus! I could not have asked for a better team. My supervisor has also made a huge impact on my internship. She has helped me grow comfortable in a professional setting and has trusted me with more responsibility as my time here has gone on. She has also encouraged me to explore different aspects of Queen's and was receptive to any ideas I brought to the table.

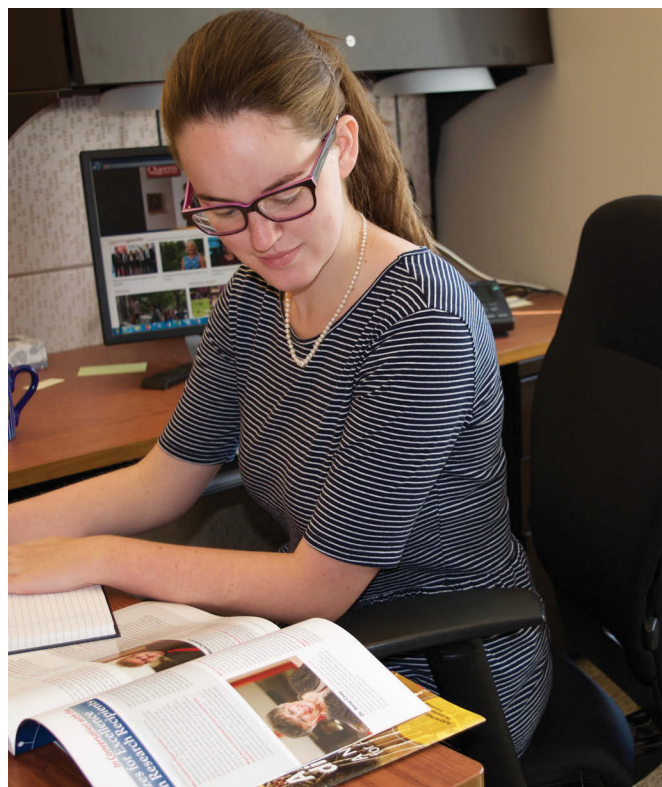
The QUIP coordinators and my fellow interns have been extremely supportive and attentive throughout my internship. The coordinators have checked in to see how my work has been going throughout my internship, and I have valued the workshops and other activities interns were able to attend during the year.

I am very excited to return for my final year of classes in the fall of 2017, and I believe taking a year to work and discover my professional strengths has a lot to do with it. I have a clear set of goals in mind now for both my classes and my life after graduation. My internship has been a wonderful experience, and being able to have it appear on my transcript is a great aspect of QUIP. This means that graduate schools and future employers will be able to see that I have worked a full-time position during my time at Queen's and developed my professional abilities.

"I have a clear set of goals in mind now for both my classes and my life after graduation."

I would not exchange this experience for anything, and I am very grateful to everyone who helped me throughout my internship.

Leigh Cameron is a 4th-year English and Global Development Studies student and was a QUIP Intern during 2016-2017



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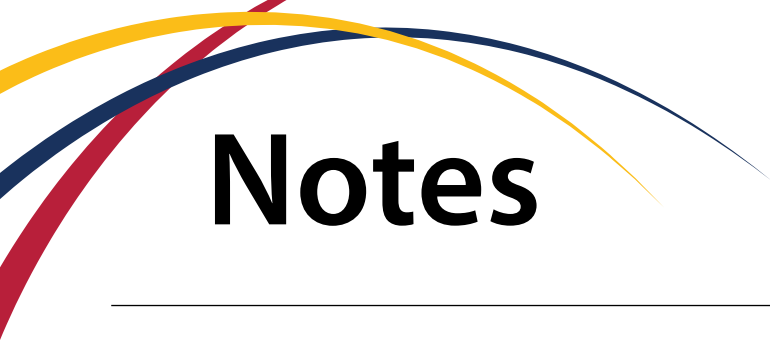
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Notes

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Types of Questions to Ask at the Fairs

TOP QUESTIONS TO ASK...

Employers

- ☐ What is it like to work in your organization or role?
- ☐ What would be important for a new graduate in this field to have? (skills, experience, etc.)
- ☐ What changes and trends are you seeing in your workplace and field?

Educators

- ☐ What are some of the typical career tracks of students who graduate from this program?
- ☐ What is this program like? (research focus options, degree offered, number of years, etc.)
- ☐ What is involved in the admissions process? (reference letters, prerequisite courses, standardized tests, etc.)
- ☐ Are there any key qualities/experiences that make a candidate stand out?

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