

CURRICULUM VITAE WOSKSHOP



Curriculum Vitae Workshop

Writing a Curriculum vitae can be an exhilarating experience. It is an opportunity to gain pride in your accomplishments and experiences. Begin writing your CV with energy and enthusiasm in sharing all your positive skills, experience and achievements

Definition Resume versus Curriculum vita

A **resume** is an individually designed summary (usually one or two pages) of personal, educational, and experience qualifications intended to demonstrate fitness for a particular position or type of position. **A resume focuses attention on an individual's strongest qualifications and develops them to fit the specific or general purpose for which the material is provided.** (For more in-depth information sign up for the resume and cover letter writing workshop at Career Services)

A **Vitae** is a **comprehensive biographical statement** (generally three or more pages) emphasising professional qualifications and activities. Often, vitas are requested specifically. Unless requested by name, it is usually unwise to send a vitae in a first contact. If a resume is requested, send a one- or two-page, tightly drawn document with the notation that a vitae (and/or references) will be sent later upon request. It is far better to start out with a one- or two-page resume than it is to stifle the reader's interest by prematurely sending an overly long vita. *Generally, you should assume that all academic positions at four-year schools require a CV and that other positions should be sent resumes, unless the job announcement specifically requests a CV.*

A Curriculum Vitae (C.V.) is a summary of your training, experience and skills that is used by an employer to decide whether you would be a suitable candidate for a job. A C.V. is the traditional standard for presenting your qualifications for academic employment. This generally holds true for all teaching, research, and administrative positions in higher education. A curriculum vitae is your personal advertisement that highlights those characteristics about you that are the most interesting, the most impressive and unique. C.V.'s are also called *résumés*, especially outside of Quebec.

A good C.V. is one that allows employers to easily and quickly determine whether your skills and experience match their needs. The easier you make this for the employer, the better. Its purpose is to sufficiently impress a potential employer so that he or she invites you to an interview to learn more about you.

What follows are suggestions. It is difficult to always predict exactly what each employer wants or expects to see in a C.V.; therefore generalizations are not always possible. For example, C.V.'s for "business" often must be only one page. In the end, you must emphasize and include what best reflects your skills and personality.

For most young job seekers a resume is all that is needed. However, it may be useful to develop a vitae as you further your education and complete additional writing and professional assignments.

C. V. and Resume Comparison

CATEGORY	CURRICULUM VITAE	RESUME
What is it?	A full list of your professional and educational history	A summary of your experiences and skills that are most pertinent to the advertised position.
Length?	Usually many pages, length not important	Recommended that it not exceed two pages in length
When do you use it?	For academic or research positions in university, government industry, etc.	For every other type of job outside of academia and research
Do you include publications	YES – a full list if publications is essential	NO- even partial lists of publications are rarely included
How important is style?	The focus is on content	Style and content are both in the spotlight
Should I tailor it to match each specific job to which I am applying	CVs do not need much alteration to fit each specific job opening	Resume should be tailored to fit the specific job for which you are applying.

Tips

Point size should be at least **11 points**, but not greater than 12 points. More and more institutions are “scanning” resumes and font sizes below 11 points are much more difficult for the software and hardware to recognize. Do not overuse **boldface**, *italics*, and underlining. These features, like headers in a professional article, should guide the eye and help the reader find useful information.

Do not “double-side” the CV. If the prospective department is photocopying the CV, they may omit the backside of a page. In this case, search committee members will only receive partial information about you.

Always place a cumulative **footer** at the bottom of the page. A cumulative footer tells the reader which page they are on out of a certain total of pages. The footer is most appropriately placed in the lower right hand corner of the page and may be in smaller font size. The basic format of the footer should be as follows:

CV_d_stone, p.2 of 6

The sections of your C.V.

Name, Address, Telephone Number, Fax, E-mail

Career Objective

- If you are clear about what you want to do, then be as specific as possible, e.g. "a management trainee position in the international banking industry building upon already extensive experience and education in the field of international finance."

Summary of skills/professional expertise

- A concise statement highlighting your strongest skills and areas of professional expertise can be an advantage to you, especially if you have a mix of experiences in your career history.

Languages

- If you are fully bilingual, say "Fluent English and French (written and spoken)."
- If you are not fluent in French but can get by, say "English, French."
- If you are unilingual English, it would probably be better to leave this section out.

Computers

- List the software with which you are familiar.

Education

- Bold your degrees, not the universities.
- You can include "one-liners" about research you undertook, or prizes you were awarded.

Career-Related Experience

- Work experience should be listed in reverse chronological order, with your most recent experience listed first.
- Bold your job or position titles, not the company or organization.
- **Summarize your accomplishments rather than listing job tasks.**

Other work experience

- List other activities or jobs that are not related to your target career and include "one-liners" for activities where you had tasks that illustrated "**transferable**" skills (leadership, teamwork, communication, adaptability, research, organizational skills, etc.).

Honours and awards

- List any awards or distinctions you received, such as dean's list or *cum laude*. Include a brief explanation of honours or awards that are not self-explanatory, particularly for international students. It is not necessary to include your grade point average unless requested by an employer. This section can be included within the Education section or listed separately.

Publications

- List those publications that relate directly to your career goal. Employers most interested in publications will be teaching hospitals, research organizations, consulting, and international organizations. It is usually recommended to create a separate list and indicate on your resume that publications are available upon request.

Licensures and certifications

- If you have a license in a specific field like medicine, indicate it in this section.

Professional affiliations

- List memberships in professional societies relevant to your career goals.

Interests

- If you are going to list leisure activities, be as specific as possible because they are sometimes used as "ice-breakers" at interviews; they could also match the interests of the interviewer! It is not necessarily the activity that may be of interest to the employer but rather the personal characteristics that can be inferred from it.

References

- Say, "References will be supplied upon request."
- Employers will ask directly for references, so prepare a list with names, titles, addresses, and telephone/fax numbers. Give careful consideration to your choice of references, as some will be more appropriate to an employer than others.

The preceding list should not be considered as complete. Again, looking at a CV from an advisor or professor in your specific field may illuminate other areas that should be included.

An otherwise well-constructed CV can quickly become a liability for you if it includes irrelevant information. Generally, the following information should be **excluded**:

- ✓ Age
- ✓ Ethnic identity
- ✓ Political affiliation
- ✓ Religious preference
- ✓ Hobbies
- ✓ Marital status
- ✓ Sexual orientation
- ✓ Place of birth
- ✓ Photographs
- ✓ Height, weight, health

Anita Postion, Ph.D.

44 Beckhausen Ln, Arlington, CA 91919
Phone: 949-555-5555 email: dante@inferno.com

Career Objective

To obtain a full time teaching position with Carleton University offering my in-depth knowledge of psychology and excellent proven research abilities to help Carleton becoming a leader among universities by new innovative approaches there by increasing the standard of the students education and learning.

Academic Degrees

PHD University of West Bohemia 1994 Cranio Psychology
Cum laude graduate
West Bohemia Scholarship
MA Fictional University 1984 Superfluous Knowledge
OGS grant
BA University of Kandoon 1979 Philosophy
Dante fellowship for International travel
BA University of Kandoon 1975 English

Relevant Professional Experience

2001-Present **Coordinator**, Counseling and Career Development Services
Lyndyrd Skyndyrd University, Bessemer, AL

Responsible for articulation, development, and administration of all Career Development and Personal Counseling Services. Created career library and resource manuals for local internships and volunteer experiences. Liaison for recruiters and local human service agency representative. Created and delivered workshops on resume and cover letter writing, internship experiences, time management, job search skills, etc. Developed and coordinated campus-wide leadership program, including seminars in Organizing and Leading Meetings, Developing a “Leadership” Resume, Portfolio Building. Developed and structured 1st annual Leadership Retreat.

1999–Present **Assistant Professor**, Career Counseling
Charlie Daniels University, Rocky Top, TN

Instruction and academic advisement for and graduate programs. Direction of student research and independent study. Courses taught include Career Development Theory and Process, Career Assessment, Technology and Cultural Change, Professional Seminar in Career Development, Organizational Research Methods. University Committees: Faculty Senate, Academic Advisement Committee, College Curriculum Committee. Primary academic responsibility for Career Counseling major.

1997–1999 **Assistant Professor**, Behavioral Sciences
University of La Bamba, Valens, CA

Instruction in Clinical and General courses for both undergraduate and graduate programs. Academic advisement for students in various majors within Behavioral Sciences. Direction of student research and independent study. Courses taught range from Child Development to Statistics to Fieldwork in Counseling and Psychology. Supervision of interns in University Counseling Center. Panhellenic Council Award for teaching excellence - Spring, 1998. University Committees: Academic Appeals Committee, Administrative Computing Committee. Counseling and supervision in University Counseling Services. Provided career counseling and psychotherapeutic services for students and families. Provided crisis intervention and evaluation for faculty and staff. Consultation with academic department and community agencies. Clinical supervision of MFT and PsyD interns serving in Counseling Center. Other duties included in-service training and consultation with University faculty.

1995–1997 **Assistant Professor**, Counseling, Leadership & Foundations
Chuck Berry College, Mojo, MO

Instruction in Clinical and Developmental specialties for both undergraduate and graduate programs. Academic advisement for Community Counseling graduate students. Coordinator of the Community/Agency Counseling Track. Direction of student research and independent study. Courses taught range from Counseling Theories to Career Theory and Development. Supervision of practicum and internship students. University Committees: World Wide Web Homepage Committee, Faculty Council (Faculty Senate), Faculty Council Budget Committee (Chair), Faculty Grievance Committee, Academic Appeals Committee, Instructional Technology Committee. College of Education Committees: COE Technology Committee, Health and Physical Education Faculty Search Committee, Counseling and Leadership Faculty Search Committee.

1993–1995 **Assistant Professor**, Psychology
John Lennon Polytechnic University, Liverpool, UK

Instruction in Clinical and Developmental specialties for both undergraduate and graduate programs. Academic advisement for psychology majors. Direction of student research and independent study. Taught courses ranging from Child Development to Research Methods Selected Professor of the Year, for 1994–95. Served on the College Technology Committee.

Associated Professional Experience

1996-1997 **Clinical Supervisor**
Chuck Berry College Community Counseling Center, Mojo, MO

Counseling with families and individuals from college and surrounding community. Regular prevention workshops included marriage “enrichment”, stress management, and career development. Special focus on mid-life transitions and stress identification. Provided supervision for professional staff and university interns. Program development and community outreach

1992–1995 Clinical Supervisor, Community Service Programs
Orangeblossom, CA

Provided clinical supervision, professional consultation, and training for master's level counselors of this private, non-profit community-based agency. Also, coordinated crisis intervention for the twelve counselors under my direct supervision. Clinical Training and supervision for professional and paraprofessional staff members of Gang Services Unit. Agency counselors and staff provided a wide range of primary and secondary prevention programs, including probation and drug diversion, drug awareness education, gang affiliation prevention, parenting classes. Provided traditional individual, group, and family therapy for lower income clients.

1984–1995 Licensed Marriage, Family & Child Counselor
Orangeblossom, CA

Independent practice counseling with families and individuals. Marital therapy, stress management, career development, substance abuse. Special focus on adolescents with learning disabilities, couples, mid-life transitions.

1991–1992 Clinical Internship, University Counseling Center
Hoagy Carmichael State College, Hot Coffee, MS

Pre-doctoral clinical training experiences in clinical services, developmental interventions, and program development and consultation with various academic and administrative departments. Development of self-help groups, workshops, and referral systems. Career/vocational counseling. Additional training in assessment and intervention with learning disabled students.

1989–1992 Clinical Director, Ron Reagan Center
Clean Mind, CA

Supervision of clinical staff and trainees center for abused children. Policy developments for child care issues and parenting education curriculum. Maintenance of budgets, grants, and contracts. Research and development of new or proposed clinical, treatment, and educational programs. Provider of counseling services. Grant writing and response to RFP's. .

1985–1989 Mental Health Specialist
Orange County Health Care Agency, Anaheim, CA

Sr. Case Manager in Adult Specialized Intervention and Case Management Program. Treatment planning, crisis intervention, career counseling, individual/group psychotherapy. Evaluations of hospitalized clients for community placement. Field evaluations for WIC 5150 hospitalizations. Chair, peer review. Training, program development, and committees for "hard to place" patients.

1981–1985 Supervising Counselor
Long Beach Youth Home, Long Beach, CA

Staff Development Training and Treatment. Family and individual therapy. Clinical supervision. Consultant to social service agencies and schools. Program development and review.

1977–1979 Staff Development Officer

North Miss. Mental Retardation Center, Oxford, MS

Staff development trainer. Development of programs for professional staff and interns. Production of a/v training programs. Preparation of instructional media and supplies. Preparation of tests and study materials.

Other Education Experience

1994–1995 **Lecturer**, Department of Human Services

Cal State University Fullerton, Fullerton, CA

Part-time instruction in Master's Counseling Psychology Program. Courses taught: Couples Therapy, Family Therapy, Theory and Process of Group Psychotherapy.

1990 **Instructor**, Dept. of Counseling Psychology
University of Southern California, Los Angeles, CA

Graduate Faculty: master's seminar: critique of research and research methods in counseling and education.

1988–90 **Graduate Teaching Asst.**, Dept. of Counseling Psychology
University of Southern California, Los Angeles, CA

Career Development Theory, Intro to Theories of Counseling Psychology, Fieldwork in Counseling Psychology, Practicum in Counseling Psychology, Theory and Practice of Group Psychotherapy.

Community Service And Consulting Experience

2000 California Career Development Association Board of Directors

2000 NOCCCD Workplace Learning & Resource Center Advisory Board

1996 Safehouse Birmingham, AL Board of Directors

1996 McMillan/Bloedel Paper Montgomery, AL Organizational Consultant

1990 Greater L.A Deafness Council Los Angeles Board of Directors

1989 Greater L.A Deafness Council Los Angeles Organizational Consultant

1989 Mel Roberts Enterprises Long Beach, CA Organizational/EAP Consult

1985 Employee Support Systems Orange, CA EAP Consultant

Licenses & Certifications

Licensed California, Marriage & Family Therapist - MFCC #MC2XYZ

Licensed Alabama, Professional Counselor - LPC #23322

Certified Counseling Supervisor # 065

Certified NBCC, Nationally Certified Counselor - NCC #1XCw8

Certified California Community College Instructor - Psychology

Certified California Community College Counselor

Professional Affiliations

American Counseling Association
Association for Assessment in Counseling
California Career Development Association
California Association for Counseling and Development
National Career Development Association
Association for Counselor Education and Supervision
American Psychological Association
Western Psychological Association

Publications

Position, A. & Landis, D. J. (1998). "The emergence of the Internet: Enhancing career counseling education and services." *Journal of Career Development*, 24, (3)

Position, A. (1996). "Stress, Culture, & Aggression: A Review." *Contemporary Psychology*, 41(9), 949-950.

Position, A., Goodyear, R., & Robertson, P. (1997). "Supervisor Development: An exploratory study of changes in stance and emphasis." *The Clinical Supervisor*, 16, (1)

Position A. (in press). "Social Phobia, Clinical, and Research Perspectives: A Review." *Contemporary Psychology*.

Bates, C. & Position A.. (1989). "Illusion and Well-Being: Toward a New Agenda for Mental Health." *Journal of Counseling and Development*, June 1989.

Presentations & Papers

Position A.. (2002). "Getting there from here: Non-traditional pathways to traditional career internships. A workshop presented for Community College Counselors. Orange County Tech Prep/Community College Counseling Association Conference, March, 2001.

Position, A., Eller, E., Vice, J. (1996). "Student Perceptions of Mentoring: Factors to Consider in Successful Relationships." A paper presented at the Alabama Counseling Association Conference, Huntsville, AL. November, 1996.

Lewis, A. & Position, A. (1996). "An exploration of the spelling patterns of second-and third-grade students with language learning disabilities." A paper presented at the Mid-South Educational Research Conference, Tuscaloosa, AL. October, 1996

Position, A. "Defining the Boundaries of Clinical Supervision." An invited paper presented for faculty and doctoral students at the University of Mississippi, Oxford, MS.

Lichtenberg, J. and Position, A. "The Students We Educate." Part of symposium, "Toward a Science of Graduate Education in Professional Psychology" at the 102nd Annual Convention of the American Psychological Association, Los Angeles, CA, August, 1994.

Action Words

Organize work accomplishments into clusters of related tasks. Clusters of these skills and their respective action verbs might include:

Management and Leadership Skills		Research and Analytical Skills	
Trained	Managed	Analyzed	Researched
Taught	Negotiated	Collected (data)	Developed
Supervised	Operated	Wrote	Invented
Contracted	Recruited	Conducted (surveys)	Evaluated
Administered	Centralized	Edited	Presented (results)
Organized	Coordinated	Interpreted	Appraised
Recognized	Reduced	Investigated	Published
Oversaw	Increased	Documented	Solved
Directed			

Problem-Solving and Program Development Skills

Designed	Improved
Implemented	Established
Prepared	Forecast
Created	Developed
Expanded	Launched
Devised	Tripled

You can also look at your action words as skill sets, use the following to help you create a dynamic CV and cover letter.

Words that imply communication

Advertised	Corresponded	Familiarized	Promoted	Related
Called	Discussed	Informed	Publicized	Showed
Circulated	Displayed	Instructed	Recommended	Translated
Coached	Distributed	Interested	Redirected	Transmitted
Communicated	Edited	Lectured	Represented	Tutored
Conferred	Emphasized	Oriented	Referred	Wrote
		Presented		

Words that imply leadership

Administered	Awarded	Discharged	Led	Selected
Allocated	Conducted	Encouraged	Managed	Settled
Appointed	Controlled	Enforced	Oversaw	Signed
Approved	Delegated	Evaluated	Presided	Specified
Assigned	Designated	Executed	Recommended	Sponsored
Authorized	Directed	Governed	Required	Stipulated
	Disapproved	Hired	Regulated	Supervised

Words that imply organization

Arranged	Budgeted	Organized	Reorganized	Reported
Analyzed	Calculated	Planned	Purchased	Scheduled
Assembled	Coordinated	Prepared	Recorded	

Words that imply initiative

Attended	Engaged	Induced	Operated	Shipped
Automated	Engineered	Inspected	Packaged	Solicited
Collected	Established	Instituted	Participated	Sorted
Compiled	Examined	Insured	Performed	Staffed
Considered	Expedited	Interviewed	Processed	Submitted
Contemplated	Founded	Inventoried	Provided	Systematized
Contracted	Handled	Maintained	Received	Trained
Delivered	Implemented	Monitored	Recruited	Utilized
Discharged	Increased	Moved	Reviewed	Verified

Words that imply results

Accomplished	Attracted	Constructed	Identified	Profited
Accounted	Awarded	Dismantled	Improved	Reduced
Achieved	Benefited	Earned	Manufactured	Repaired
Advanced	Built	Eliminated	Marketed	Replaced
Altered	Changed	Enlarged	Obtained	Solved
Answered	Combined	Expanded	Predicted	Tested
Attained	Completed	Finished	Prevented	Turned around
		Generated	Produced	Upgraded

Words that imply interpersonal skills

Accommodated	Assisted	Guided	Motivated	Related
Adjusted	Consulted	Harmonized	Negotiated	Requested
Advised	Contributed	Influenced	Personalized	Respected
Agreed	Co-operated	Mediated	Persuaded	Served
Arrange	Counselled	Moderates	Provided	Sold
	Facilitated	Modified	Reconciled	Taught

Words that imply creativity

Adapted	Created	Estimated	Invented	Researched
Authored	Designed	Forecasted	Investigated	Revised
Composed	Developed	Formulated	Originated	Studied
Conceived	Established	Initiated	Proposed	Set up

Adjectives

Accurate	Decisive	Fruitful	Notable	Reliable
Adaptable	Dependable	Functional	Noteworthy	Renowned
Advantageous	Determined	Helpful	Organized	Reputable
Analytical	Diligent	Illustrious	Original	Respected
Artistic	Diplomatic	Imaginative	Outstanding	Resourceful
Beneficial	Dynamic	Improved	Patient	Sensitive
Capable	Effective	Independent	Perceptive	Significant
Careful	Efficient	Industrious	Powerful	Skillful
Competent	Empathetic	Influential	Practical	Supportive
Confident	Energetic	Innovative	Productive	Thorough
Conscientious	Exceptional	Insightful	Professional	Unique
Creative	Extraordinary	Logical	Profitable	Versatile
Critical	Flexible	Methodical	Progressive	Worthwhile

Cover Letters

The purpose of a cover letter is to introduce yourself to an employer and to state your interest in an organization or a particular position. While the CV is the presentation of your desire for a particular job, the cover letter is a more specific detailing of how you feel you fit the particular requirements of a job announcement. While the cover letter will obviously repeat information that is in the CV, it can further illuminate and explain experience. Occasionally, you may feel that you do not have "exact" experience or skills. The cover letter allows you an opportunity to point out transferable skills or experience. For instance, a job announcement may ask for experience in managing a laboratory. If you have been a teaching or research assistant, you have often had unofficial responsibility for managing your principle investigator's lab. A cover letter allows you to point out activities and responsibilities that amount to laboratory management. As a teaching assistant, you can use a cover letter to explain the degree to which you were responsible for course and lecture development, grading, advising, and so on.

Cover letters should be specific about your flexibility and willingness to grow with a new department. Most of all, cover letters allow you to show that you have done some research about the institution. Pointing out that you are aware of the departmental or institutional mission should be a part of the letter. Express enthusiasm, but do it with restraint.

A cover letter should always accompany your resume/CV. A be in formal letter style – use the templates that are found on your word-processing program to help you if you are unsure.

Cover Letter Format

This includes the opening paragraph, in which you explain why you are writing, what you would like to do, and the kind of job you want. Explain where you heard of the opening or why you selected this employer for an inquiry.

The second paragraph contains your description of how your work experiences and training is related to the job you are applying for or desire. Remember to mention pertinent data or accomplishments to show that you have specific qualifications in this field or particular type of work. (The purpose of this paragraph is to show why you are wonderful!)

In the third paragraph, explain why you are interested in working for this organization and in the particular position. Include some research on the company to prove your interest and suitability to the position and organization. (In the thirds paragraph you want to show why the company is wonderful and how you would be wonderful together!)

The closing paragraph can state that you will call in a week or so to inquire about the possibility of an interview (if appropriate). Do not however say you will call if you do not. Leave the clos9ng with opening for the possibility of meeting and discussing your qualifications

End with "Sincerely," or another professional closing.

SOME HELPFUL HINTS

Research the organization. Read annual reports, company brochures, and check the organization's website. If possible, contact inside people.

Address your cover letter to the person responsible for hiring. You can call the human resource office or hiring contact and ask for the hiring person's name. Avoid addressing a letter "to whom it may concern."

Mention someone who referred you to the organization (if possible). Utilize your network of contacts.

Express your professional accomplishments and skills. However, you should not simply restate points from your resume.

Carefully proof-read your cover letter for errors.

Be brief. Cover letters are preferably three or four paragraphs that fit easily on one page.

Communicate confidence and professionalism. The cover letter, like your resume/CV, is a marketing tool. It serves as an example of your writing skill and style.

Some common cover letters mistakes:

- Thinking of it as a formality or something extra to attach to a resume/CV.
- Trying to be unique – "I'm the top-notch candidate you're looking for."
- Using gimmicks, literary prose, flashy paper, or coloured type.
- Writing lengthy letters (more than one page).
- Not utilizing standard business form.

How To Get Started

Numerous websites and books give very good models and advice about constructing CV's, resumes, and Cover letters. The library at **Carleton University Career Services** maintains several excellent guides for resumes, CV's, and cover letters. All currently registered Carleton University students are eligible to use the library for free.

You may wish to schedule an appointment with a Career Counsellor to begin the process of building an effective job search package or perhaps sign up for other workshops offered at Career Services. Come by **508UC** or call 520-6611 to find out more.

CAREER SERVICE CV BOOKS

Jackson, Acy L. (1997). How to Prepare your Curriculum Vitae. VGM Career Horizons: Chicago, IL

Thompson, Mary Anne (2000). The Global Resume and CV Guide. John Wiley & Sons, Inc.: Canada

WEBSITES FOR CV'S AND COVER LETTERS

McGill University Career Services advice about CV writing.
<http://www.caps.mcgill.ca/static/student/workshops/cvwrite.html>

JobStarOrg's list of CV sites.
<http://jobstar.org/tools/resume/res-cv.cfm>

Career Builder's Resume and CV site.
<http://www.careerbuildertt.com/carcen/resume.htm>

Monster.Com's Cover Letter "Do's and Don'ts"
<http://resume.monster.com/coverletter/donot/>

GENERAL CAREER AND INFORMATION SITES

The sites listed below are some of the general job banks available on the web, most have links to similar or complementary sites to help expand your search. In addition to jobs, many of these sites have career resources including job-search strategies, interviewing skills, resume and cover letter tips, and company profiles.

Carletontrak
www.carleton.ca/career/carletontrak.html

This site is where all the positions, which come into career services, are posted, as well career fairs, speakers and special workshops are posted. The password is your student number.

America's Job Bank:
<http://www.ajb.dni.us>

Links 1,800 state employment offices. Lists 250,000 jobs, many in the private sector.

Canadian Public Service:
jobs.gc.ca

Post graduate recruitment campaign, FSWEP and jobs open to the public through HRDC.

Career Mosaic:

<http://www.careermosaic.com/cm>

Includes job database, resume posting, on-line job fairs, career resource centre.

Career Resource Centre:

<http://www.careers.org/>

Career Site:

<http://www.careersite.com>

Candidates and employers create profiles of their credentials or job opportunities, and the "Virtual Agent" searches for opportunities that match the profile.

Chronicle of Higher Education:

<http://www.chronicle.merit.edu>

Employment opportunities in higher education, Internet resources for academics

USA Federal Government Jobs:

<http://www.usajobs.opm.gov>

Hoover's Online:

<http://www.cyberstocks.com/hoov/about>

A database of company profiles.

Online Career Center:

<http://www.monster.com>

Overseas Jobs:

<http://www.overseasjobs.com>

U.S. Department of Human Resources Jobs:

<http://www.hrsa.dhhs.gov/jobs/jobs.htm>

JOB SITES WITH A REGIONAL OR FIELD FOCUS

Monster Healthcare Job Listings:

<http://healthcare.monster.com/>

U.S. and international, job hunting tips, search jobs, view profiles of employers & recruiters.

Career Mosaic Healthopps:

<http://www.healthopps.com>

Jobs in Healthcare:

<http://www.pohly.com/links.shtml>

ScienceCareers

<http://www.sciencecareers.org>

Volunteer Network:

<http://www.hsph.harvard.edu/volnet>

Volnet lists community-based internships and volunteer work.

ADDITIONAL RESOURCE SITES

The sites below either have career resources themselves, or point you towards sites that do.

ASPH Employment Council Connection

<http://www.sph.emory.edu/ASPH/index.html>

Provides career development information, job opportunities, through the Career Services Offices of the 29 accredited Schools of Public Health.

Global Health Resources:

<http://www.pitt.edu/HOME/GHNet/GHNet.html>

Information on jobs, networks, grants, meetings, and publications focused on international health.

Office of Career Services, Faculty of Arts and Sciences, Harvard University:

<http://www.fas.harvard.edu/~fasocs>

Lists grant/fellowship information, jobs, internships, international opportunities, summer opportunities, resume/cover letter tips, and other career resources on the Internet.

The Riley Guide:

<http://www.rileyguide.com>

Employment opportunities and job resources on the Internet

RPI Career Resources (Career Development Center at Rensselaer Polytechnic Institute)

<http://www.rpi.edu/dept/cdc>

Includes an index of career resources on the Internet.

JobHunt:

<http://www.job-hunt.org>

Job Web:

<http://www.jobweb.com>

Information on jobs, career planning resources, job search, and industry.

Environmental Careers Organization:

<http://www.eco.org>

Information on the placement program and career publications, links to environmental career.

Sources are adapted from the University Virginia Career Services, McGill University Career and Planning Services Harvard University and UCR Career Center as well as Jackson, A.L. *How to Prepare Your Curriculum Vitae*.