

# EDUCATION JOB SEEKING HANDBOOK

BEMIDJI STATE UNIVERSITY  
CAREER SERVICES // DECKER HALL 202  
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# WHAT CAREER SERVICES OFFERS

Career Services is open to individuals completing any degree program at Bemidji State University. Graduate students may utilize the services as well.

Career Services events are offered each semester, such as Major and Career Expo and various job fairs. Stop by Decker 202 for a schedule of time and dates or check out the schedule on our website at [www.bemidjistate.edu/services/career](http://www.bemidjistate.edu/services/career).

In addition to events, Career Services offers assistance in résumé preparation through individual appointments for résumé critique, registration with Handshake (our online job search system) and guidance in putting together your teaching credentials. (See page 6 for more information)

We recommend students view a workshop on résumé writing and/or use the résumé resources in this handbook and the AAEE Job Search Handbook for Educators prior to having your résumé critiqued and uploading it into Handshake.

## JOB SEARCH HANDBOOK FOR EDUCATION

As a member of the American Association for Employment in Education, Career Services receives copies of the Job Search Handbook for Educators (Complimentary copies are provided to students during the Professional Teacher course).

The Job Search Handbook for Educators provides targeted tips from experts in education and information for teaching candidates such as supply and demand of teachers, certification offices, and job web links for all U.S. states. This handbook also offers tips on relocating for teaching positions and information on résumé and cover letters that impress school administrators.

Students and graduates are encouraged to explore this handbook, along with school websites and other sources of information on prospective employers, including meeting with the Career Services staff in Decker Hall 202. Call, email or go through Handshake to schedule an appointment.

# HANDSHAKE

Career Services strongly recommends that all students, new graduates, and alumni register with the Handshake system. This system is an online résumé posting and job listing system, exclusively available to BSU students, new graduates, and alumni.

To register with Handshake you go to your MyBSU Account and select the Handshake icon in the Student Resources section. Then, select Student Access Button (don't enter your email) and enter your STAR ID.

- Complete your profile
- Upload your résumé by clicking on your name/photo and selecting "Add New Documents"
- Résumés can be updated after you upload them (make sure to keep your résumé current in our system and that you view your résumé after each upload)
- Once uploaded give our office **three business days** to get back to you with any suggestions for changes on your resume. If you haven't heard back from us in three days email us at [career@bemidjistate.edu](mailto:career@bemidjistate.edu) or call (218) 755-2038.
- Current students, new graduates and alumni are eligible to use this FREE service

## BENEFITS OF BEING REGISTERED WITH HANDSHAKE

- Access to additional job openings
- School Districts will have access to your resume when they post their positions
- Register for on-campus interviewing (when appropriate)
- Register for Education Job Fairs
- On-campus events

# Handshake



# INSTRUCTIONS: HOW TO UPLOAD YOUR RESUME INTO HANDSHAKE

## Handshake

To access Handshake, click on the Handshake icon in your MyBSU or MyNTC account, select the student access button and enter your StarID and password.

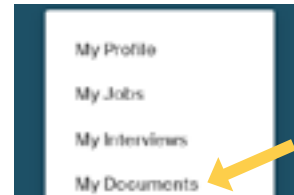
Make the best first impression! By uploading your resume, you'll receive a resume critique from Career Services.

### 1. Click your account icon in the upper-right corner of the screen

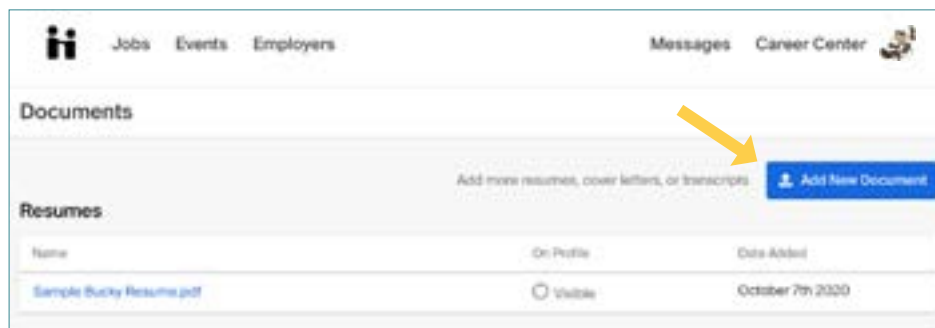


**TIP:** Watch BSU Career Services Resume Online Workshop, and checkout the resume guides to make the best first impression with your resume.

### 2. Select My Documents



### 3. Select Add New Document



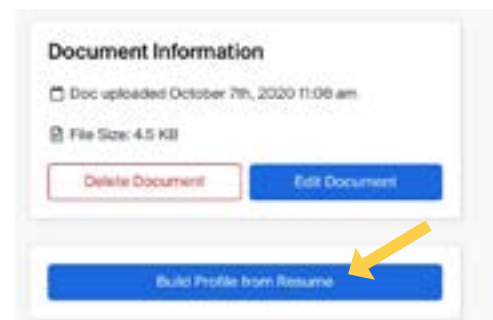
**TIP:** This will also be how you upload new and updated documents such as a cover letter, transcript, letters of recommendation, licensures, or other documents an employer may ask for.

### 4. Build your Resume

When you upload your resume, you can easily complete your online profile. Click the "Build Profile from Resume"



**TIP:** Students with complete and public profiles are viewed by employers **three times more** frequently. Visit our website for more tips!



# TEACHING CREDENTIALS

If you are planning to enter any profession, it is very probable that you will be required at some point in your job search to produce “credentials”, “letters of recommendation”, or “references”.

## ASSEMBLING YOUR TEACHING CREDENTIALS

Self-manage your credentials by keeping updated copies of the following suggested items on hand to share with employers as you apply for jobs:

- Résumé
- Standard cover letter/letter of interest (tailor to specific position as appropriate)
- Copies of letters of recommendation (usually 3)
- Copy of unofficial transcript(s) (available through e-services under Academic Records)
- Copies of student teaching final recommendations
- Copy of your MN Teaching License

## ELECTRONIC APPLICATIONS

Most employers are asking that your documents be submitted electronically. You can easily e-mail your résumé and cover letter. However, sending your credentials and transcript is a bit more difficult. Once your documents are all gathered, you may scan your letters of recommendation, (make sure your letters of recommendations have a signature on them so they are considered valid), unofficial transcript and application form and send to the employer. If you do not have a scanner at home, you can go to any Office Max or similar office supply store to assist you with scanning your documents onto your jump drive or disc. There will be a nominal fee for this service.

## APPLYING FOR POSITIONS HARD COPY

- For each position that you apply for, provide an original cover letter and résumé. Make copies of other documents to provide to a potential employer. Do not give out your original signed documents.
- The appearance of your credential documents is as important as your cover letter and résumé. Use quality paper and a reliable source for duplicating to ensure copies are visually appealing and easy to read.
- When mailing your credential documents, make sure you know the correct postage required. Additional documents, weight of paper, and type of mailing envelope may impact the postage rate.
- Neatly assemble your credentials. Do not fold or staple materials. Personalize the mailing to the appropriate hiring contact. Type mailing addresses and return address on the appropriate size envelope or use a computer-generated label.
- Make sure you send a copy of your résumé and cover letter, credentials, unofficial transcripts and application form to each employer you apply to.
- Most districts will request that you complete a district application form, most are online.
- Watch the application deadlines. If you miss the deadline for submission, you will not be considered.

# CORRESPONDENCE CHECKLIST

*“Each application letter and résumé should be unique and individualistic.”*

## COVER LETTER OR LETTER OF APPLICATION

1. Identify the position(s) sought after and how you learned of it (Identify the range levels).
2. Indicate why you are applying for this particular position.
3. Describe your main qualifications. Sell yourself by including your top five Strengths.
4. Emphasize something positive you can contribute to the district.
5. Refer the reader to the enclosed résumé and teaching credentials.
6. Request the next step in the employment process, a personal interview, and an answer to your letter.
7. Make sure you sign your letter before mailing.

## LETTER OF INQUIRY

1. Inquire into available positions.
2. Same as 2 through 7 above.

## THE RÉSUMÉ

1. Identification: name, address, phone number, and e-mail address.
2. Employment goals: type or level of position sought: ex. primary-K. (Optional.)
3. Education: degree received, GPA, major, minor, vocational certificate, etc.
4. Experience: internships, practicum experience, student teaching, contracted teaching, other work experience, military experience, summer jobs, part-time work in college, etc.
5. Activities: student organizations, campus activities, scholastic honors, professional societies, etc.
6. References: be sure to get permission before submitting a person as a reference. A list of names (reference page) is submitted with the résumé.
7. Print résumé, cover letter, and references on matching résumé paper, if sending hard copy.

## LETTER OF ACKNOWLEDGMENT OR ACCEPTANCE LETTER

### When offer is received:

1. Acknowledge receipt of offer in writing once you accept.
2. Express your appreciation for the offer.
3. Notify the school district of the date you expect to make your decision, if you need more time.

### When rejection is received:

1. Acknowledge receipt of letter in writing.
2. Thank the employer for considering your application.
3. Remember you might be considered for employment at a later date.

# CORRESPONDENCE CHECKLIST, CONT.

## LETTER OF INQUIRY OF APPLICATION STATUS

1. Request status of application.
2. State why you need clarification of status of application.
3. Briefly recap history of your application.
4. Include thanks for cooperation.

## LETTER DECLINING OFFERS

1. Decline offer in a positive manner.
2. Express your appreciation for the offer and the employer's interest in you.
3. State why you are declining the offer.
4. Indicate you might want to be considered for employment at a later date.

## LETTER SEEKING ADDITIONAL INFORMATION OR STALL LETTER

1. Indicate sincere interest in the offer and be specific about any delay.
2. Ask for the information you need. Be specific.
3. Express your appreciation for the cooperation you receive.

## LETTER OF ACCEPTANCE

1. Accept the offer.
2. Refer to your letter, document (contract) or letter of intent.
3. Be specific about the date you are to report to work.
4. Express your appreciation and your pleasure at joining the school district.



## MISCELLANEOUS

1. Keep a copy of all correspondence.
2. Correspondence should follow an orderly time sequence.
3. Teaching credentials should be included in the mailing of the application letter and résumé.
4. All correspondence should project a professional image.
5. Make sure you sign all your letters.
6. Make phone calls with discretion for positive exchanges of information.

*\*\* Please inform Career Services when you have accepted a position. Go to the Career Services website to complete the Graduate Follow-up Survey \*\**



# APPLYING FOR A POSITION

There are several key ways to find out about teaching positions. You can check your local newspapers or Handshake using the Career Services website. Career Services at Bemidji State University works directly with area schools, as well as schools throughout the nation, in trying to connect candidates to school districts. Most job postings are online and you can access openings through our homepage.

Teaching candidates are urged to check the vacancies at <http://www.bemidjistate.edu/services/career/>. Minnesota Association of School Administrators (MASA), EdPost and other job listings can be found under Education Majors in the Job Listings section. (EdPost and other job listings can be found under Education Majors. Also do not forget to log on to Handshake to check for teaching openings.

## ONCE A POSITION OF INTEREST IS FOUND, IT IS ADVISABLE TO:

- Write a letter of application or cover letter to the school district
- Attach a well-written résumé
- Attach your teaching credentials, plus teaching license (if available)
- If your license is still in progress, or you are currently student teaching, mention that in your cover letter and indicate that you will send copies as soon as you receive them
- Complete an application form for each district

It is very important to send your materials before the deadline listed on the opening. Do not wait for your student teaching recommendations. Failure to do so may disqualify you from the application process.

Occasionally employment opportunities may be found in scheduled interviews on campus, which are conducted by recruiters from the individual school districts. Announcement of recruiter visits are published on our website and flyers are posted around campus. Individuals may schedule interviews through Handshake. If a candidate makes a favorable impression, the next step in the job-search process may include interviewing at the school administrative office, completing the district application form, and/or taking the required tests.

You may want to attend the Minnesota Education Job Fair held annually in the Twin Cities. This fair, held in the spring, brings teacher candidates together with nearly two hundred school districts nationwide to possibly interview for teaching positions. For information on other education fairs throughout the nation and abroad, contact our office at 218-755-2038.



# LETTERS USED IN JOB-SEEKING

## COVER LETTER OR LETTER OF APPLICATION

Indicates the position you are seeking and informs the employer about your qualifications. The application letter should create sufficient interest to pave the way for an interview, which could lead to employment. You should always send a cover letter with your résumé!

## LETTER OF INQUIRY

Asks a prospective employer if the position is open or will be open in the future. It is necessary to write enough about yourself to interest the employer if a vacancy does actually exist. The main body of this letter is the same as the letter of application.

## THANK YOU LETTER OR FOLLOW-UP LETTER

May follow contact with an employer. This letter keeps your name before the prospective employer. It is professional and good business practice to express appreciation for the employer's time and the opportunity to interview. You should mention when and where the interview took place, and briefly review your qualifications. This enables the employer to recall the interview or communication and connect your name with the set of credentials on file. Try to send this letter either hard copy or email, within 24 hours of the interview.

## ACCEPTANCE LETTERS

Should be sent as soon as you have decided to accept a written or verbal offer of a position. This type of a letter should include basic facts which have been agreed upon and a repetition of specific details concerning salary, employment schedules, and fringe benefits. The letter should also include a statement of appreciation for the opportunity that has been presented to you to begin your career. As with all correspondence, it is important you keep a copy of this letter.

## LETTERS DECLINING OFFER

Written when you have definitely decided not to accept an offer from an employer. Such letters should express appreciation for the offer. It is a professional courtesy to notify the employer as soon as you have arrived at a decision.

**\*\* SIGN YOUR NAME ON ALL LETTERS BY USING CURSIVE FONT! \*\***

# HOW TO WRITE A COVER LETTER

The applicant's initial contact with an employer is usually made by letter. It is your introduction to a potential employer. The following points are suggested as guidelines.

1. Your cover or application letter should be without errors and professional. Use either a full block or modified block style, remaining consistent in whichever style you choose.
2. Be certain you know the superintendent's or administrator's name. You can find this information on the school district's website or in the job description. Be sure of spelling and correct title.
3. The salutation should be Dear Mr. / Ms. / Dr. Brown:
4. Type and sign your name at the bottom of the letter, using a cursive font for your signature.
5. Make your letter brief. Identify the position(s) for which you are applying and how you learned of it. When writing letters, emphasize your interest in teaching, your strong points, and the special contributions you can make as a teacher. Do not mention your interest in salary, schedule, security, climate, ease of assignment, or length of school day. Do not overuse the pronoun "I".
6. Check and recheck your letter to ensure that it is free of any spelling, punctuation or grammatical errors.
7. Should you anticipate being away, you should note this fact and state where you may be reached or where a message may be left for you. Another applicant may be selected because of difficulty in reaching you.
8. Plan and write your letter in your own style. Never copy a letter someone else writes, no matter how successful it is for that person. An application letter should reflect your personality and your attitude toward life and work.
9. Keep a copy of all correspondence for all your applications. When you accept a position, each school district should be notified and your applications withdrawn.
10. Contact Career Services to notify us once you have secured employment.
11. If sending a hard copy, use soft tints in neutral colors or off-white, 8.5 by 11 inches in size, quality bond, parchment, or recycled paper that matches your résumé.



# SAMPLE COVER LETTER

When responding to a job posting, cover all the points requested in the posting in exactly the order asked since some employers make it a point to use this as a test of the applicant's ability to follow instructions precisely or see if a candidate meets the basic requirements.

(No Name Here)  
Your Address  
City, State & Zip  
Date of Writing

Mr. Tom Jones, Principal (Recruiter Name and or Title)  
Bemidji School District (School District Name)  
1234 Success Boulevard  
Bemidji, MN 56601

Dear Mr. Jones: (Dear Recruiter or Dear Principal, if no name is given)

**FIRST PARAGRAPH:** Tell why you are writing, name the position (grade levels/subject) for which you are applying and tell how you heard of the opening. State why you believe you should be an excellent candidate here.

**SECOND PARAGRAPH:** List your degree and when you received it. Also mention your teaching area. State why you are interested in working for this school district and specify your interest in teaching this level. If you have had experience, be sure to point out what particular achievements you have accomplished in your field. If there is a success story you can tell about student teaching, use it.

**THIRD PARAGRAPH:** Refer the reader to the attached résumé which gives a summary of your qualifications; training, interests, and experience. Also, note you have included a copy of your self-managed credentials. Mention if you need additional information, say please contact me. Have an appropriate closing to pave the way for the interviews by asking for an application form, and by giving your name, phone number, and work phone numbers. Always leave on an upbeat note. Example: "I look forward to hearing from you soon."

Sincerely,

*Sign Your Name Here*

Your Name (Typed)

Enclosure(s)

# SAMPLE THANK YOU LETTER

Send Follow-Up or Thank You Letters within 24 hours of interview. Make sure the school district has your phone number where messages can be left for you during the day. The voicemail message that you have on your phone should also be professional in nature.

(No Name Here)

Your Address

City, State, & Zip

Date of Writing

Mr. Tom Jones, Principal (Recruiter Name and/or title)

Bemidji School District (School District)

1230 Irvine Avenue

Bemidji, MN 56601

Dear Mr. Jones:

**FIRST PARAGRAPH:** Thank her/him for the interview and express appreciation for courtesy and consideration extended to you. State the position for which you were interviewed, date of interview, and place where it was conducted.

**SECOND PARAGRAPH:** Reaffirm your interest in the position and school district. Mention anything you have done since the interview that would suggest interest, e.g., performed additional research on the district, talked with local teachers or representative, etc.

**THIRD PARAGRAPH:** Show willingness to provide any additional clarifying data or statements and submit any further information you may want to add to your application. Close with a suggestion for further action, e.g., you will be available for additional interviews at their convenience.

Sincerely,

*Sign Your Name Here*

Your Name (Typed)

# HOW TO PREPARE A RÉSUMÉ

The purpose of a well-written résumé and letter of application is to open the door for an interview. The résumé contains the identifying information, implies career goals, and outlines general qualifications, including education and work experience. It is helpful if the work experience can be related to qualifications specified in the job description for which you are applying. Résumés should be neat in appearance, professional looking and without error.

A well-structured résumé supplements the information that is contained in the application letter. Most candidates can reduce the needed data to one page. If you have to use two pages, do not break a section. Remember to put your name and page number on the second page, and try to keep the most pertinent information on the first one. It is not necessary to include a list of references at the end of your résumé.

When applying for a teaching position, you should automatically send a résumé and cover letter, a copy of your teaching credential files and a copy of your license. You can also prepare a reference sheet for those districts that are asking for names of references and not letters of recommendation.

Students are encouraged to visit with CS staff for additional help in letter writing and résumés. A well-written letter and résumé have proven to be among the main deciding factors in obtaining an interview.

## PREPARING A RÉSUMÉ THAT WILL UPLOAD INTO HANDSHAKE

When creating your résumé, keep in mind that you will want to upload it into Handshake and/or other résumé referral sites, and there are some basic things that you need to be aware of to insure a successful upload.

First, **create your résumé in Microsoft Word**, since this program is universal and will be able to be opened by almost any computer. Second, **be sure to set tabs** for dates, etc., on your résumé as this will help to insure the upload will be successful, without any “shifting” of information on your résumé.

Career Services recommends that you **save your résumé as a PDF** and that will assure that the information will not shift during the upload process.

Some sample résumés are provided in this packet and additional ones are on our website under Job Search Resources, then Résumés or Cover Letters.



# SAMPLE ONE PAGE RÉSUMÉ

## Angela Smith

### Present Address

1081 Birchmont Drive NE  
Bemidji, MN 56601  
(218) 444-0000

### Permanent Address

106 Eagle View Drive  
Ottertail, MN 56571  
(218) 888-0000

angela.smith@live.bemidjistate.edu

### EDUCATION

#### Bemidji State University, Bemidji, MN

Bachelor of Science Degree

May 20XX

Major: **Mathematics Education**

Licensure: **5-12 Mathematics**

#### Itasca Community College, Grand Rapids, MN

Associate of Arts Degree

May 20XX

### EXPERIENCE RELATED TO TEACHING

**Student Teaching**, Bemidji Middle School, Bemidji, MN

Spring 20XX

**Upward Bound Tutor**, Bemidji High School, Bemidji, MN

Fall 20XX

**Math Tutor**, Bemidji State University, Bemidji, MN

Spring 20XX-Fall 20XX

**Math Practicum**, Bemidji Middle School, Bemidji, MN

Fall 20XX, Fall 20XX, Fall 20XX

**Camp Counselor**, Lutheran Island Camp, Battle Lake, MN

20XX-20XX

### OTHER WORK EXPERIENCE

**Server**, Thumper Pond, Ottertail, MN

20XX-Present

**Wedding Musician**, Ottertail, MN

20XX-Present

### ACTIVITIES AND RECOGNITION

**College:** Dean's List

Presidential Scholarship

Honors Program/Honors Scholarship

Lutheran Campus Ministry

Intramural Sports

### INTERESTS

Music, piano, violin, drawing, being active, running, and outdoor activities.

### REFERENCES

See attached references.

# SAMPLE ONE PAGE RÉSUMÉ

## Amy Jones

**Present Address**  
555 5<sup>th</sup> Street E  
Bemidji, MN 56601  
(218) 555-000

**Permanent Address**  
444 4<sup>th</sup> Street NW  
Swan Lake, MN 55414  
(218) 777-000

amy.jones@live.bemidjistate.edu

### EDUCATION

**Bemidji State University (BSU)**  
Bachelor of Science Degree

- **Major:** Elementary Education
- **Licensure:** K-6
- **Endorsement:** Mathematics (5-6)

**Bemidji, MN**  
**May 20XX**

### STUDENT TEACHING EXPERIENCE

**4<sup>th</sup> Grade Elementary Student Teaching**, Central Elementary School, Bemidji, MN

Spring 20XX

- Provided differentiated instruction for exceptional students
- Worked with students from very diverse cultural and socioeconomic backgrounds
- Effectively managed classroom behavior
- Taught district curriculum while incorporating a variety of hands-on learning strategies

### EXPERIENCE RELATED TO TEACHING

**Kindergarten Practicum**, Lincoln Elementary School, Bemidji, MN

Fall 20XX

**Third Grade Practicum**, Northern Elementary School, Bemidji, MN

Fall 20XX

**Upward Bound High School Tutor**, Bemidji High School, Bemidji, MN

20XX-20XX

**Day Care Provider**, Kids Castle Daycare, Monticello, MN

20XX-20XX

**Piano Teacher**, Monticello, MN

20XX-20XX

**Youth Choir Director**, Monticello, MN

20XX-20XX

**Sunday School Teacher**, Monticello, MN

20XX-20XX

### OTHER WORK EXPERIENCE

**Assistant First Year Resident Experience Coordinator**, BSU Residential Life, Bemidji, MN

Fall 20XX-Fall 20XX

- Trained and supervised twenty resident assistants
- Worked as a team leader to coordinate and run the First Year Resident Experience programs

**Resident Assistant**, BSU Residential Life, Bemidji, MN

Spring 20XX-Summer 20XX

- Acted as an advocate and advisor for diverse groups of residents
- Dealt with enforcement of campus policies
- Established teamwork, communication, and organization skills

**Upward Bound Assistant Head Resident Assistant**, Bemidji, MN

Summers 20XX-20XX

- Mentored high school students from diverse cultural and socioeconomic backgrounds
- Taught a Math ACT prep course
- Was a leader for eight resident assistants

### ACTIVITIES AND RECOGNITION

**College:** Dean's List  
Peer Minister- Lutheran Campus Ministries  
Upward Bound Mentor

**High School:** Yearbook Staff  
Church Youth Group  
National Honors Society

### INTERESTS

Spending time with family, scrapbooking, playing piano, reading, fishing, and running.



# SAMPLE TWO PAGE RÉSUMÉ

## ANN E. SMITH

987 Boondocks Drive Northwest ~ Hometown, MN 12345  
(651) 555-5555  
ann.smith@gmail.com

### EDUCATION

**Bemidji State University**  
Bachelor of Science Degree

Bemidji, MN  
May 20XX

- Major: **Elementary Education**
- Specialty: **Social Studies**
- Licensure: **K-6, 5-8 Social Studies**
- Overall G.P.A. 3.83 *(Only list GPA if 3.0 or over)*

### STUDENT TEACHING

**Fourth Grade, Horace May Elementary School, Bemidji, MN**

Spring 20XX

- Teach in a multicultural classroom
- Conduct routine classroom tasks
- Develop and implement units using a variety of resources
- Tutor individuals and small groups with reading and math development
- Utilize manipulatives to aid in math instruction
- Use computers to assess student progress and manage Renaissance Accelerated Reading and Accelerated Math programs

### RELATED EXPERIENCE

**Math Practicum**, Third Grade, Blackduck Elementary, Blackduck, MN

Fall 20XX

**Math Practicum**, Second Grade, Lincoln Elementary, Bemidji, MN

Fall 20XX

**Science Practicum**, Second Grade, Lincoln Elementary, Bemidji, MN

Fall 20XX

**School Age Childcare**, Grades K-6, Forest Lake, MN

Summers 20XX-20XX

**Teaching Associate**, Bemidji State University, Bemidji, MN

Spring 20XX-Fall 20XX

**Mentor**, Third Grade, Lincoln Elementary, Bemidji, MN

Fall 20XX-Spring 20XX

**Assistant Teacher**, Preschool, Campus Childcare, Bemidji, MN

Spring 20XX

**Tutor**, Eighth Grade, Bemidji Middle School, Bemidji, MN

Fall 20XX

**Assistant Teacher**, Preschool, Grow and Learn, River Falls, WI

Fall 20XX-Spring 20XX

# SAMPLE TWO PAGE RÉSUMÉ CONT.

Ann E. Smith

Page 2

## COACHING EXPERIENCE

**Coaching Practicum**, Bemidji Middle School, Bemidji, MN  
**Basketball Camp Coach**, Grades 3-9, Forest Lake, MN

Fall 20XX  
Summers 20XX-20XX

## OTHER WORK EXPERIENCE

**Intramural Basketball Referee**, Bemidji State University, Bemidji, MN  
**Hostess**, The Freight House, Stillwater, MN  
**Gardener/Landscaper**, The Garden, Hugo, MN

Fall 20XX  
Spring-Summer 20XX  
Summers 20XX-20XX

## HONORS AND ACTIVITIES

**College:** Graduate with Honors (Spring 20XX)  
Dean's List (20XX-20XX)  
Student Organization President (Fall 20XX)  
Roy and Eva Lind Education Scholarship  
Intramural Sports

**High School:** National Honor Society  
Varsity Basketball Captain  
Varsity Track Captain  
Varsity Volleyball  
Tozer Scholarship

## SPECIAL SKILLS AND INTERESTS

**Computer Skills:** Taught peers and educators various computer skills and curriculum integration.

**Leadership:** Assisted in the coordination of the 20XX March of Dimes Walk America in Bemidji.  
Organized the 20XX Campus Event of the Year.  
Directed student organization meetings and events.

**Coaching:** Volunteered at various basketball, volleyball, and track camps and events.

**Other Interests:** Reading, Art, Basketball, Volleyball, Running, Biking, Traveling, Music, and Outdoors.

## REFERENCES

See attached credential file or application materials.

# SAMPLE REFERENCE SHEET

Some districts will ask for names of references, but most will want letters sent with your résumé and cover letter. If they just want names you can prepare a sheet as follows and send this with your résumé and cover letter.

Set up your reference sheet with the same formatting as your resume, and be sure to use the same heading for your reference sheet that is found on your resume. The reference sheet should also be printed on the same paper as your resume.

**John Doe**  
3333 Main Street  
Anytown, MN 55555  
218-555-1111  
john.doe@live.bemidjistate.edu

**REFERENCES**

Name  
Title  
Company  
Address  
City, State, Zip Code  
Work Phone Number  
Home Phone Number  
Email

Name  
Title  
Company  
Address  
City, State, Zip Code  
Work Phone Number  
Home Phone Number  
Email

Name  
Title  
Company  
Address  
City, State, Zip Code  
Work Phone Number  
Home Phone Number  
Email

Be sure to use professional references, such as current and past employers, faculty and cooperating teachers, and university supervisors. A total of three to five is optimal and always ask permission before listing.

# ACTION WORDS DESCRIBING SKILLS

ACCOMMODATE	CREATE	INDEX	PROVIDE
ACCOMPLISH	DECIDE	INFLUENCE	PUBLICIZE
ACHIEVE	DEFINE	INNOVATE	PUBLISH
ACT	DELEGATE	INSPECT	REACT
ADAPT	DEMONSTRATE	INSTALL	RECOMMEND
ADMINISTER	DESIGN	INSTITUTE	RECONCILE
ADVERTISE	DESIGNATE	INSTRUCT	RECORD
ADVISE	DETAIL	INTEGRATE	RECRUIT
ADVOCATE	DETERMINE	INTERPRET	RECTIFY
AFFECT	DEVELOP	INTERVIEW	REDESIGN
ANALYZE	DEVISE	INVESTIGATE	RELATE
ANTICIPATE	DIRECT	INVENT	RENEW
APPLY	DISTRIBUTE	LEAD	REPORT
APPRAISE	DRAFT	LISTEN	REPRESENT
APPROACH	EDIT	MAINTAIN	RESEARCH
APPROVE	EDUCATE	MANAGE	RESOLVE
ARRANGE	ENCOURAGE	MANIPULATE	REVIEW
ASSEMBLE	ENLARGE	MARKET	REVISE
ASSESS	ENLIST	MEDIATE	SCAN
ASSIGN	ESTABLISH	MERCHANDISE	SCHEDULE
ASSIST	ESTIMATE	MODERATE	SCREEN
ASSUME	EVALUATE	MODIFY	SELECT
ATTAIN	EXAMINE	MONITOR	SERVE
AUTHOR	EXCHANGE	MOTIVATE	SOLVE
BUDGET	EXECUTE	NEGOTIATE	SPEAK
BUILD	EXPAND	OBTAIN	STAFF
CALCULATE	EXPEDITE	OPERATE	STANDARDIZE
CATALOGUE	FACILITATE	ORDER	STIMULATE
CHAIR	FAMILIARIZE	ORGANIZE	SUMMARIZE
CLARIFY	FORECAST	ORIGINATE	SUPERVISE
COLLABORATE	FORMULATE	PARTICIPATE	SURVEY
COMMUNICATE	FUND-RAISE	PERCEIVE	SYNTHESIZE
COMPARE	GENERATE	PERFORM	SYSTEMIZE
CONCEIVE	GOVERN	PERSUADE	TEACH
CONCEPTUALIZE	GUIDE	PLAN	TEAM-BUILD
CONDUCT	HANDLE	PRESENT	TRAIN
CONSULT	HIRE	PRESIDE	TRANSFORM
CONTRACT	IDENTIFY	PROBLEM-SOLVE	TRANSMIT
CONTROL	ILLUSTRATE	PROCESS	UNIFY
COOPERATE	IMPLEMENT	PRODUCE	UPDATE
COORDINATE	IMPROVE	PROMOTE	UTILIZE
COUNSEL	INCREASE	PROPOSE	WRITE

# THE PERSONAL INTERVIEW

The interview is an important step in your campaign to secure a position. The first impression the interviewer receives has much to do with the final decision of offering a candidate a position. In meeting with prospective employers, you should:

1. Be well informed on the school district. You should know something about the community in which it is located, the type of position, and opportunities for professional growth. The internet provides a wealth of current information.
2. Make sure you know how to get to the interview location, and plan to arrive about 10 minutes early for the interview. If you will be delayed for any reason, notify the recruiter immediately.
3. Go to the interview alone. It is not appropriate to bring along your spouse, significant other, parents or children.
4. Pay attention to your personal appearance and posture. If you have traveled a considerable distance, allow yourself enough time to freshen up before the interview. Bring all needed materials with you - such as government-issued ID, a cover letter, résumé, reference sheet, work samples, and a pen/paper to take notes.
5. Non-verbal communication is very important. Greet the interviewer with a firm handshake. Maintain good eye contact throughout the interview. Sit in a posture that indicates you are interested and eager. Don't be afraid to smile and show your personality; 93% of what comes across in an interview is non-verbal.
6. Take your cues from the interviewer. Normally wait until a chair is offered before you sit down. Don't smoke prior to the interview or chew gum during the interview. It is proper to accept coffee if offered.
7. Answer the employer's questions in an honest and forthright manner. You should be in a position to raise a few meaningful questions which accentuate your background. Remember the interview should be a two-way expression of information between the employer and the candidate.
8. Demonstrate definite interest and enthusiasm even though you are not acquainted with all the factors concerning the position.
9. Leave promptly at the conclusion of the interview. You should sense the moment and avoid spoiling your chances by needless extension of the interview.
10. Send a follow-up or thank you letter within 24 hours of the interview. This may increase the chance for a second interview offer or future consideration.



# TYPES OF INTERVIEWS

Many districts require two or more interviews before job offers are made. The first interview may take place in the college Career Services office or the district's personnel office. The second and other follow-up interviews usually take place at the home office of the district or at the school where the position is open. Various types of interviews may fit into one of the following patterns, but in several instances the types of interviews conducted will overlap. You may be interviewed by one person or several, including perhaps the superintendent, principal, personnel director and other teachers.

## FREE RESPONSE INTERVIEW

The interviewer does not attempt to obtain the same type of information from every respondent. The interview is varied and complex and can be adapted to a wide variety of situations. This type of an interview places heavy responsibility on the interviewer.

## STRUCTURED INTERVIEW

The structured or limited response interview is used by some districts where the emphasis is placed on securing pertinent information about candidates. All recruiters are trained and instructed to use a similar pattern of questioning. The candidate's responses can be carefully measured and analyzed after the interview has been completed. In an interview where perhaps eight categories of information are being requested, only one or two areas may be of high significance. This type of interview may be either standardized or non-standardized. With this type of interview, don't be surprised if more than one person is there taking notes on your answers, and if you are being recorded.



## BEHAVIORAL INTERVIEW

Behavior based interviewing focuses on experiences, behaviors, knowledge, skills and abilities that are job related. It is based on the belief that past behavior and performance predicts future behavior and performance. You may use work experience, activities, hobbies, volunteer work, or school projects as examples of your past behavior. Also talk about how your top five talents/strengths can make you a better teacher and how they will help you handle all situations in the classroom.

## FOLLOW-UP INTERVIEW

The follow-up interview, or second interview, which usually takes place in the home office or school where the position is open, is extremely important. Most job offers are made at the conclusion of a follow-up interview. You do not have to accept at that point. If you need some time, you may ask for a few days to make your decision.

# FREQUENTLY ASKED INTERVIEW QUESTIONS

## TYPES OF QUESTIONS ASKED BY RECRUITERS

1. Tell me about yourself.
2. When did you decide upon teaching as a career?
3. What is your philosophy of education?
4. Describe the best and/or worst day you had during your student teaching experience.
5. What experiences have you had related to teaching?
6. Do you have any multi-cultural, urban, or learning problem background?
7. Why do you think you would like to teach in our community?
8. What subjects did you enjoy most in college?
9. How do you meet the range of skills and needs commonly present in a classroom?
10. How do you stimulate active participation in a classroom?
11. How would you develop a lesson that integrates Math, Science, Social Studies, and the Language Arts?
12. Which specialty areas (Art, PE, Music) would you be most able to teach yourself?
13. What are your academic strengths and weaknesses?
14. What classroom management methods work for you?
15. How do you plan for a year? A week? A day?
16. What should a principal expect from a teacher?
17. What should a teacher expect from a principal?
18. Do you have an interest in any extra-curricular positions?
19. What traits do you have that will help you become a successful teacher?
20. Do you have plans to further your education in the future?
21. How do you involve parents in the educational process?
22. Tell me about a time when a lesson plan didn't go well. How did you handle the situation?
23. Describe an experience where you identified a student's special needs and modified the lesson.
24. Tell me about a typical assignment in your class.
25. Describe a conflict you had with a student/parent.

## TYPES OF QUESTIONS ASKED BY CANDIDATES

1. What is the pupil per teacher ratio in your school district?
2. What textbooks are currently being used in my subject?
3. What special education programs are available in your school district?
4. Does your school district have a mentoring program?
5. What method does your school use for evaluating teachers?

\*\* See AAEF Job Search Handbook for Educators for more information. \*\*

# GUIDE FOR EFFECTIVE INTERVIEWING

During an interview the employer will be evaluating your abilities, skills and interests to see how well they match the position requirements. Your goal during the interview includes developing a positive rapport with the interviewer and gather details of the position and organization. To build your confidence and strengthen your interviewing techniques try some of these approaches:

- Practice Interviews at Career Services (use Handshake to sign up)
- Dress professionally
- Turn off your cell phone prior to entering the building
- Arrive at the interview 10-15 minutes early
- Be polite to the receptionist and any other staff members
- Avoid verbal fillers such as “like”, “um”, or “ah”
- Sit tall and lean forward slightly to indicate interest
- Use gestures that enhance your verbal message
- Be detailed, yet concise with your responses
- When answering the questions, use real life examples
- When greeted by the employer offer a firm handshake, maintain eye contact, and smile
- Address the employer with Mr./Ms./ Doctor followed by his/her last name
- Research the organization in advance and have appropriate questions to ask the interviewer/s
- After the interview, send a thank you letter within 24 hours

*Reference: Winona State University, 2011*





## INTERVIEW PREP:

INTERVIEWING 101

To access Interviewing.com visit:

Career Services → Job Search Resources → Interviewing → Interviewing.com

Register to create your account.

Here you will find valuable resources to assist you with your interviewing development. Conduct interviews and receive feedback from anyone with an email address.



### EXPLORING THE DASHBOARD



#### 1. PREPARE

Click prepare to get ready before your interview



#### 2. CONDUCT

Click conduct to complete a virtual interview



#### 3. REVIEW

Click review to watch your recorded interviews and submit comments and assessments

### Be sure to check out the Resource Center!



Career Services | [career@bemidjistate.edu](mailto:career@bemidjistate.edu) | (218) 755-2038

# Competencies for a Career-Ready Workforce



## Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.



## Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



## Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



## Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.



## Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



## Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



## Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



## Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.



## What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

[naceweb.org/career-readiness-competencies](https://naceweb.org/career-readiness-competencies)



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# SHARPENING PERSONAL APPEAL

*"Dress as if you were seeking a promotion or raise"*

-- Member of an interview panel for a suburban school district in Virginia.

## FOR THE MEN:

- Dress conservatively in a business suit or a coordinated sport jacket and slacks.
- You should always wear a tie, staying with conservative colors and patterns.
- Avoid bright colors or extremes. Dark blue and charcoal gray colors project strength and competence. Black may be considered too formal for a teaching interview; and tan should be avoided because it doesn't project confidence.
- Light gray is a possibility, depending on your coloring. A classic navy blazer with dark gray slacks is always a safe choice.
- Men's shirts should be white, light gray, or blue. The tie should be tastefully muted in stripes, pin-dots, or a paisley.
- The most important thing is that you select something that makes you feel good about yourself. If you feel good about yourself and you like the way you look, this image will be projected to the hiring panel.
- Be sure your shoes are shined and in good repair. Don't let your shoes dress you down. If you are wearing a suit, you should be wearing dress shoes, not sneakers, and your socks should match your slacks.
- Go easy on the jewelry. For men, a wedding ring and a wristwatch are plenty. If you wear an earring or a stud in your ear (or anywhere else that's visible), remove it for your interview.
- Your body should be squeaky clean and odor-free, and your clothing should be clean, as well. Don't wear anything to the interview that has a spot or a stain (including a sweat stain). Men's fingernails should be trimmed and clean.
- Use minimal cologne, if any. Cover any tattoos. Remove or cover any body piercings.
- Men should have their hair cut or trimmed before the interview, including beards and mustaches. Facial hair should be well-groomed.



# SHARPENING PERSONAL APPEAL, CONT.

## FOR THE WOMEN:

- Women should wear a conservative dress, preferably with a classic line. A coat dress or one with a jacket is a good choice.
- Avoid anything too frilly, trendy or "cute".
- Also, avoid short skirts and blouses that are frilly, off-the shoulder, or low-cut.
- Women can choose from a range of conservative colors. If you're undecided, you can't go wrong with navy blue.
- Feeling good about yourself is the most important factor, so try on several outfits before the interview, then choose the one that creates the strongest self-image.
- Be sure your shoes are shined and in good repair. Don't wear shoes with rundown heels or a worn, "cracked" look. And don't let your shoes "dress you down". A pair of sandals would destroy the classic look of a conservative business suit.
- Go easy on the jewelry. Women should wear conservative gold, silver, or pearl earrings; avoid anything dangling or faddish. One ring on each hand is fine, plus a bracelet and a watch.
- If you wear an earring or stud in your nose, lip, cheek, or tongue, remove them for the interview.
- Your body should be squeaky clean and odor-free, and your clothes should be clean, as well. Don't wear anything that has a spot or stain (including sweat stains).
- Women should trim their nails to a conservative length, at least for the interview, and wear a neutral color of nail polish. Avoid bright reds, bright pinks, greens, blues, blacks and nail art.
- Women should wear their hair in a conservative style, and make sure it is clean and shiny. If you have very long hair, it might be a good idea to tie it back or pull it up onto your head for the interview. Most image experts advise against wearing long hair down over a business suit.
- Women should use makeup conservatively for the interview. Avoid too much eyeliner, mascara, and a blusher, and wear lipstick in pink, coral, or red-something that coordinates with your outfit. Stay away from blues, greens, blacks, and purples.
- Use minimal cologne or perfume; cover any tattoos. Remove or cover any body piercings, too.



# PREPARING A PHILOSOPHY STATEMENT

Now that you've assessed your strengths and weaknesses, you're in a perfect frame of mind to work on your philosophy statement. What is a philosophy statement? Professionally speaking, a philosophy statement is what has been called your "mission statement", "career statement", or "vision statement." It seems that everyone has a mission statement these days. Individuals, families, corporations, associations, and organizations all proudly display them. These philosophy statements usually include an all-encompassing purpose and vision for the person or family's life, the association's policies and goals, or the corporation's philosophy of doing business, interacting with their employees, serving the public, and so forth.

A teacher's philosophy statement pertains specifically to the teaching profession. If you take it seriously and write it thoughtfully, it can be one of the most powerful and significant things you ever compose. It will become a compass to guide you for the rest of your professional life.

## A PHILOSOPHY STATEMENT TYPICALLY INCLUDES SOME OR ALL OF THESE COMPONENTS:

- Who you are: Your strengths, skills, talents, and personality traits
- Your guiding principles: Your beliefs, standards, and character traits
- Your passion to teach: Why you are passionate about teaching, and how your strengths and beliefs will benefit you professionally
- Your vision as a teacher: Where you plan to be professionally five or ten years from now, including your goals for professional growth, future credentials, or certificates
- Your legacy: How you hope to make a difference by positively affecting the lives of others



# EXAMPLE PHILOSOPHY STATEMENT

## MY MISSION IS:

“To use my creative skills, particularly in the fields of art and music, to enhance and inspire the lives of my students. To dedicate my heart of compassion to the teaching profession, always nurturing and encouraging my students. To create a classroom with a challenging environment so that every student will reach his or her maximum potential intellectually and socially. To share my optimism and generally sunny disposition with everyone I meet, especially my students, their parents, and my peers. To continue to grow as a teacher and as a person, taking advantage of professional classes and seminars, eventually earning my administrative credential. To value my students, show them respect, and to build their self-esteem in some way every day. When my students are my age, I want to be the teacher who stands out in their memories because they knew I cared.”

## EXAMPLES OF DETAILS YOU MIGHT INCLUDE TO MAKE YOUR STATEMENT LONGER:

- An experience or person who motivated you to go into education
- What you specifically hope to accomplish within your discipline
- Your philosophies of teaching children and managing your classroom
- How you plan to deal with your students’ individual differences
- Rewarding student teaching experiences that you hope to repeat with your own class of students
- Your belief that every child, regardless of socioeconomic or ethnic background, deserves the same quality instruction and challenging learning experiences
- Your belief that a teacher should be a role model
- Your belief that students should be stimulated and motivated so they will want to stay in school
- Why children should be treasured, respected, nurtured, praised, and encouraged
- Desire to be a team player, willing to contribute to extra activities for school and the community.



For more ideas, consult the book *“Inside Secrets of Finding a Teaching Job”* By Jack Warner and Clyde Bryan.

# MATERIALS INCLUDED IN PORTFOLIOS

Like your cover letter and résumé, a portfolio is a highly personalized document. The following list itemizes materials that many candidates include in their portfolios. The items marked with an asterisk are considered optional; the others are mandatory (Don't be surprised if the initial recruiter does not want to review your portfolio).

## TABLE OF CONTENTS

The table of contents allows the reader to see how your portfolio is organized. Since the portfolio always changes, you don't need to number the pages.

## RÉSUMÉ

Put two copies of your résumé in your portfolio. This will achieve two purposes: First, if you compare the portfolio to a book, the résumé serves as an introduction. Second, an extra copy of your résumé may come in handy if one is requested during an interview.

## PHILOSOPHY STATEMENT

A Philosophy Statement is a reflective piece, generally one page long, which summarizes your core educational beliefs. The statement may explain why you chose teaching as a career or describe essential goals that you hope to accomplish in your classroom.

## LESSON PLANS

Plans from successful lessons you have taught show your style as a teacher and address the specific need of the school as identified in your research. You should compile a bank of successful and original lesson plans from student teaching or previous teaching jobs. Then select the one you consider to be most relevant as you prepare your portfolio for each interview. These plans should follow the standard lesson plan format you learned in your teacher education program.



# MATERIALS INCLUDED IN PORTFOLIOS CONT.

## OTHER ITEMS YOU MIGHT CONSIDER PUTTING INTO YOUR PORTFOLIO

- Photograph of Classes
- Materials from Lessons You Have Taught
- Lists of Accomplishments
- Student Evaluations
- Reflections, Inspirational Quotations, or Poetry
- Autobiography
- Evaluation Forms by Student Teacher Supervisors
- List of References
- Letter of Recommendations
- Official Documents

## ONLINE PORTFOLIOS

A few colleges have begun posting digital portfolios on the internet to advance the job prospects of education majors. You can really impress prospective employers if you create your own web site to highlight your talents online. Your web site should include many of the essential components of a hard copy version; lesson plans and digital photographs of classrooms in which you have worked. If you want to add more to your portfolio, you can scan copies of complimentary letters from students and parents and incorporate them into your digital portfolio. Don't expect administrators to pour over your online portfolio as they might a bound version. Instead of scanning wordy documents, you can extract a few noteworthy quotations and state that the original, unabridged version is available to interested parties.

*For more complete information, please refer to the book "How to Get the Teaching Job You Want" By Robert Feirsen and Seth Weitzman.*





# CERTIFICATION AND JOB FAIRS

## IN STATE

Graduates from Bemidji State University's Department of Professional Ed Program complete coursework, field experience, student teaching (with the edTPA) and completion of all required MTLE licensure exams (basic skills, pedagogy, and content). Candidates who are already licensed and adding a field to their existing license need to complete the required coursework, field experience, student teaching, and the appropriate MTLE content exam.

After completing all of the program requirements candidates apply for a teaching license through the Minnesota Professional Educator Licensing and Standards Board (PELSB). Candidates applying for their initial license are fingerprinted for a background check and must pay an application fee to PELSB (approximately \$90). Applicants adding a field to their existing license also need to apply and pay an application fee to PELSB (approximately \$50).

All Tier 3 and 4 applications for licensure require a Verification of Program Completion from the Department of Professional Education. For more information on Licensing please visit the Professional Education website: <https://www.bemidjistate.edu/academics/departments/professional-education/>

PELSB has 30 days to process applications once the complete application packet is received. Applicants will receive an email link to their MN teaching license once it has been issued.

## OUT OF STATE

Most states accept the new teaching license and will give a variance or provisional licensure for one year. At the end of that year, you must complete the state certification requirements. See AAEE handbook for certification offices in the United States. Each state in the US has its own education job fair each year. Contact Career Services for more specific information about these events.

Many students find teaching positions through the MN Education Job Fair, which is held every spring at the Minneapolis Convention Center. Over 200 school districts nationwide typically attend. This is an excellent opportunity to find a teaching position. For more information go to our website at: <http://www.bemidjistate.edu/services/career/events/>. You must be registered in Handshake and pre-register for the event. Registration dates and fees will be determined and posted prior to the job fair.

## TEACHING ABROAD

Individuals interested in teaching abroad should refer to the AAEE handbook for additional information. Each graduate receives an AAEE handbook in The Professional Teacher Class. This booklet has helpful information regarding overseas teaching. Career Services also has information regarding overseas teaching and overseas teaching fairs. For more information, contact Career Services.



# ACCEPTING A POSITION

## ACCEPTING A POSITION

A candidate, in almost every instance, should visit the prospective school and community before agreeing to accept (either verbally or in writing) an offer or a contract. In isolated instances where distance and cost make visitation prohibitive, a candidate should secure as much information as possible about the prospective school and community. Applicants should seek information concerning the school district's educational philosophy, class schedules, and general school policies. The attitude of citizens in the community toward the school system and living conditions should also be taken into consideration. In other words, make sure you desire the job.

Acceptance of an employment offer should be made in good faith and with a sincere intention of honoring all commitments made. Once you have agreed to accept an offer, withdraw all other applications, stop all job hunting, and notify Career Services as soon as possible.

## BACKGROUND CHECKS

Be aware that many school districts will be doing background checks to ensure that candidates don't have any felony convictions. However, they may also be "googling" candidates or researching Facebook, Twitter or other sites to obtain information on you. When posting information on these sites, always assume that anyone can see this information, especially when you are applying for positions.



## NOTIFY CAREER SERVICES

If you change address, phone numbers or e-mail, you will want to contact Career Services to let us know and upload an updated résumé into Handshake.

Once you secure a teaching position, please fill out the Career Services Graduate Follow-up Survey. We appreciate you contacting us right away. We basically want to know what type of position you accepted and where, when the position begins and if you believe it is related to your major. We also need to know if you are continuing your education. It would also be good to know how you found out about the opening; through our website, local newspaper, Handshake, EdPost, MASA, MN Education Job Fair or some other resource.

If you have any questions e-mail us at [career@bemidjistate.edu](mailto:career@bemidjistate.edu) or call 218-755-2038. The Graduate Follow-up Survey may be filled out online at: [www.bemidjistate.edu/services/career/](http://www.bemidjistate.edu/services/career/) and click on the Graduate Follow-up Survey and Report in the left-hand menu.

***We wish you the best of luck with your job search!!***

# SOCIAL MEDIA: PUTTING YOURSELF AT RISK

If you are a Facebook, Instagram or Twitter user there are some important questions you should consider when posting information online. Yes, online communities are a great way to get to know new people and stay in contact with old friends. However, there may be people viewing your homepage whom you don't wish to share your personal information with (e.g. employers, teachers, parents, or strangers). Information you may have posted online could cause you the loss of a job opportunity from potential employers, get you into legal trouble with your University, or even affect your personal safety. Are you putting yourself at risk? Ask yourself the following questions, make any necessary changes to your account, and most importantly, learn how to set your privacy settings so that you can limit who has access to your homepage.

## AM I SHARING TOO MUCH PERSONAL INFORMATION?

Sharing too much personal information, including your address, telephone number, birthday, class schedule, etc., can put you at risk for identity theft, stalking, harassment, and other problems. Just because there is a field for certain information, does not mean you have to fill it in.

## ARE THERE THINGS ON MY SITE (PICTURES, STORIES, ETC.) THAT DEPICT OR DESCRIBE INAPPROPRIATE OR ILLEGAL ACTIVITY?

Pictures or other evidence of illegal behavior, such as underage drinking, could put you at risk for legal consequences, including violations of the Student Conduct Code and Housing and Residential Life policies. Some of the materials that you or others post on your site might be of an inappropriate nature and may reflect poorly on you, your friends, family, or on members of organizations with which you are affiliated. Employers may have access to these sites and may make decisions affecting your employment based on what they see.

## HAVE I READ THE TERMS AND CONDITIONS OF USE FOR THE WEBSITE I AM USING?

It is very important that you read the terms and conditions for any website where you create an account. Several sites, including Facebook, retain ownership of any information that you post on your profile and can use the material any way they want, whenever they want.

## SHOULD I JUST STAY AWAY FROM THEM COMPLETELY?

This information is not intended to scare you away from online communities. The University just wants you to make choices that allow you to experience the benefits of these sites and avoid the negatives.

## HAVE I CHOSEN THE APPROPRIATE PRIVACY SETTING FOR MY ACCOUNT?

Many sites allow you to select different privacy settings so that you can control who can view your profile, postings, etc. You should make sure you choose the setting that gives you the privacy you desire.

## CAREER SERVICES RECOMMENDS:

- **Facebook** - Bemidji State Career Services
- **Twitter** - CareersBSU
- **LinkedIn** - Career Connections

# USING LINKEDIN FOR JOB SEARCH

## PROFILE

- Build a professional online presence
- Market your skills, qualifications, and “uniqueness”
- Obtain references and endorsements
- Download as a PDF to use as a printed resume
- Use as an electronic portfolio by uploading and/or linking to samples of work, videos, etc.
- Use it to keep your name in front of folks (show professional engagement, knowledge, interest in profession, etc.) by:
  - Belonging to relevant professional groups
  - Sharing articles
  - Participating in discussions
  - Doing “updates” and “mentions”
  - “Mentioning” other people is a way to recognize others & possible build/strengthen relationships with others

## EXPLORING CAREER OPTIONS

### *“I’d like to be the Creative Director of an advertising agency someday – How could LinkedIn help?”*

- Search on “Creative Director” under “People” to identify people who have or have had that job
- Ask to Connect – or ask for an introduction – or contact them directly (via a shared group) to ask for advice and information and to build your network
- Look at their profile to:
  - See their career path
  - Check common entry level jobs (where do I start)
  - Who hired them right out of college (possible job lead)
  - See what groups they belong to for ideas on what groups to join – & also a way of contacting them directly
- Research their company to:
  - Identify possible job and internship openings
  - Search for more possible contacts
  - Identify key skills sought
- Use Alumni to answer questions like:
  - What can I do with my major? (long term careers as well as entry level positions)
  - Who hires my major?
  - Other than my personal connections – who else would be likely to offer me career advice & assistance?

## BUILDING YOUR NETWORK (ADD CONNECTIONS)

- Do customized invitations
- Invite all your email contacts to connect
- Send out mass invitations to lists
- Go through “Groups” to invite people one at a time
- Link with Career Services LinkedIn page - **Check out “BSU CAREER CONNECTIONS” LinkedIn Group to connect with other BSU Faculty, staff & alumni.**

# USING LINKEDIN FOR JOB SEARCH

## ALUMNI

- Search by Location, Company, Industry, Major, Skill
- What can I do with my major? – Who hires my major?
- Reconnect with classmates
- Get career advice and job leads
- Find people to stay with for free while traveling abroad
- BSU Alumni Association LinkedIn group

## JOBS

- Search by keyword, title, company, location, industry, job function, experience level and relationship
  - To focus in on just entry-level jobs – go to [www.linkedin.com/studentjobs](http://www.linkedin.com/studentjobs)
- Once you find jobs: (benefit over job boards and search engines like Indeed.com)
  - Easily identify contacts you have at those companies

## INTERESTS

**Companies** – search for & research companies who fit your interests, need, etc. using a variety of search criteria

- See latest updates and happenings
- Identify people at companies in network
- Identify people you'd like to add to your network
  - Use information gained to get access to new contacts and have something relevant to say when you reach out to them
- Build relationships by “liking” and “commenting” on things posted by companies and employees
- Research careers at companies
- Reach out to recruiters
- Look at company “insights” to find:
  - Employees with new titles
    - \* (Maybe send them a “congratulations” message to build a new relationship)
    - \* Look at their profile – if they got a promotion – their former job might be open/opening
  - Former employers you may know
    - \* Great source for referrals
    - \* Maybe a good place to find out information you are hesitant to ask current employees
    - \* See “Top Skills and Expertise” to get ideas on Keyword Skills you might want to have on your profile

**Groups** - searching for contact via shared groups is the only way to contact people for free!

- Quick summary of all the groups you belong to
- Can join up to 50 groups
  - Subgroups do not count towards your 50 group limit
- Suggest a few other groups you may want to join

## Influencers

- Way to “follow” people and industries and get articles, advice, etc.
- The “All Channels” section is probably best/easiest way to identify areas of interest you may want to follow
- Joining groups specific to your career and interests is probably a more effective way to receive and share articles and advice (IMHO)

# CAREER SERVICES

## MEET THE STAFF

To make an appointment, call 755-2038 or email [career@bemidjstate.edu](mailto:career@bemidjstate.edu), or stop by Decker Hall 202.



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