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This guide was designed specifically to help you prepare for your job and internship search.

Unless otherwise noted, the information in this packet was developed by Heinz Career Services Staff.

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Consider the environment — please print double-sided when possible.
INTRODUCTION TO HEINZ CAREER SERVICES

Office Information

Office location: Suite A002 (on the lower level of Hamburg Hall)
Office email: cs77@andrew.cmu.edu
Office phone: 412-268-2166
Hours of operation: Monday through Friday, 8:30am – 5:00pm

After-hours appointments scheduled by request.

Meet the Staff

Ron Delfine, Director (rdelfine@andrew.cmu.edu)
Advisor for MSISPMs and MSITs
Ron is responsible for providing a comprehensive range of services, programs, and materials focusing on career exploration, skill development and placement services to Heinz students. He is also responsible for expanding the base of organizations interested in offering employment opportunities to students graduating from Heinz. He previously worked as an executive recruiter for Crown Advisor Inc. based in Pittsburgh, and has also worked in the Carnegie Mellon Career Center as a Career Consultant for the College of Business Administration and the Mellon College of Science. Ron holds a Bachelor of Science in Secondary Education and a Master of Arts in Student Affairs in Higher Education, both from Indiana University of Pennsylvania.

Jessica Bowser, Assistant Director (jabowser@andrew.cmu.edu)
Advisor for MAMs
Jessica assists MAM students with their internship and job searches including interview preparation, cover letter and resume review. She coordinates events for Heinz Career Services and oversees the Internship Opportunity Fund, which raises financial aid for students to complete their internships. Jessica received her Master of Arts Management from Carnegie Mellon University and her BFA in Theatre from Point Park University. She has over a decade of nonprofit arts administration experience in both the performing and visual arts and has worked for Roundabout Theatre Company, Williamstown Theatre Festival, and the Children’s Museum of Pittsburgh.

Maureen May, Associate Director (mm@andrew.cmu.edu)
Advisor for MEIMs and All Heinz Employer Relations
Maureen worked for the CMU main Career Center as the Assistant Director for Employer Relations before coming to Heinz, where she specialized in campus events, sponsorship opportunities, connection with key campus contacts and student organizations. Before that, she worked for the University of Pittsburgh in Career Counseling and Employer Relations as well. She obtained her Bachelor’s degree from Saint Vincent College before attending Indiana University of Pennsylvania for her Masters in Student Affairs in Higher Education.

Anita Nichols, Associate Director (anitanichols@cmu.edu)
Advisor for MSPPMs and MPMs
Anita advises full-time MSPPM and part-time MPM students. She joined the Heinz College Career Services staff after serving as the Director of Programs for the Local Government Academy. At LGA she was responsible for program coordination, curriculum development, event planning, and the Municipal Intern Program. Anita has also worked as a Community and Economic Development Educator in a joint position with the Penn State Cooperation Extension and Smart Growth Partnership. She graduated from Shippensburg University with a degree in Geography, with a concentration in Regional Planning. While at Shippensburg, Anita worked in the Career Education Department advising
students on career options. She completed the MPM degree from the Heinz College with a concentration in Higher Education Administration.

Terri Alderfer, Assistant Director (terria@andrew.cmu.edu)

Advisor for MISM

Terri advises and provides career development resources for MISM students, focusing on the summer start, BIDA and Global MISM. She is also the main point of contact in Heinz Career Services for the students at the Adelaide, Australia campus – providing career development support, and developing full-time and internship opportunities abroad. Prior to joining Heinz College, Terri advised international students participating in the cooperative education program at Drexel University in Philadelphia. In that role, she also developed international job opportunities and managed work abroad programs in various countries. Terri obtained her Bachelor of Arts at McGill University in Montreal, Canada, before completing her Master of Science in Higher Education Administration at Drexel University. In between, she spent a year teaching English as a second language in Barcelona, Spain.

Christine Sundry, Career Advisor (cbgregor@andrew.cmu.edu)

Advisor for MISM

Christine assists the students with the various aspects that encompass the internship and job search such as resume and cover letter writing, interview preparation and counseling in all areas of professional etiquette and development. Christine began her career as a Career Services Director for a technical, proprietary school and later transitioned to CMU, as the MISM Career Advisor from 2003-2005. Before returning to Heinz and MISM, Christine served as a Career Counselor and Internship Coordinator for Saint Vincent College (also her alma mater) and assists CMU’s Engineering and Technology Innovation Management program in a similar capacity. She is happy to once again be serving the Heinz and the MISM population, bringing along her 13 years of experience in higher education.

Dave Fortna, Assistant Director (dfortna@andrew.cmu.edu)

Advisor for HCPMs, MS-DCs, and MS-POLAs

Dave joined the Heinz College Career Service Staff in August 2014. He provides career development resources and builds employer partnerships for students and alumni in the Master of Science in Public Policy and Management and Master of Science in Healthcare Policy and Management programs at the Heinz College. Prior to joining the Heinz staff, he worked as an Employment Development Specialist for Pitt’s Office of Career Development and Placement Assistance, where he focused on building employer partnerships in the fields of Government, Non-Profit, Healthcare and Business. Before pursuing a career in higher education, he was a Terminal Trainmaster for Norfolk Southern Railroad. He received his Bachelors of Science in Crime, Law and Justice from Penn State and a Masters in Higher Education Management from the University of Pittsburgh.

Rebecca Clarkson, Recruitment Coordinator (rclarkso@andrew.cmu.edu)

Rebecca joined the Heinz career services staff in May 2014. Before coming here, she was an assistant manager at Walmart, where she took care of the daily tasks to ensure the proper running of a busy retail environment while also teaching and training her associates throughout the store. Rebecca is in charge of all the recruiting aspects here at Heinz. She comes to us with a Bachelor’s degree in Business Administration with a concentration in Human Resources.

Lisa Everett, Office Coordinator (ls2y@andrew.cmu.edu)

Lisa is in charge of maintaining the office’s daily operations. She comes to the Heinz College with significant experience in several offices at Carnegie Mellon University, most recently as Program Manager for the Undergraduate Research Office. In this role she developed and implemented programs, advised and counseled students, and oversaw all administrative details for the program. Lisa holds a Bachelor of Arts degree in Psychology from Chatham College.
Heinz Career Navigator

Heinz CareerNavigator is the online database for career-related events, on-campus interviews and info sessions, resume drops, and job postings. Below are a few key things to remember; more information about how to use CareerNavigator can be found on the Heinz website.

- **CREATE AN ACCOUNT**
  Go to https://heinz-cmu-csm.symplicity.com/students/ and register for a new account. Use your andrew email as your user name. You should receive a confirmation email within 72 hours. Use the same link to log in after you are approved.

- **UPLOAD YOUR RESUME**
  Click on the “Documents” tab at the top of the screen. Click the “Add New” button to upload a new document to your personal account. Use this same process to upload cover letters, writing samples, etc., that can then be sent to employers.

- **SEARCH FOR JOBS/INTERNSHIPS**
  Go to the “Jobs I Qualify For” link on the Home page under “Shortcuts” to go to the screen where you can enter keywords or Job ID numbers to search for posted positions. Use the other links on the Home page to view upcoming events such as on-campus interviews, workshops, and employer info sessions.

- **SEARCH THE DOCUMENT LIBRARY**
  Go to the “Documents” tab and then select the “Document Library” tab. Many documents and forms are stored here, such as links to think-tank organizations and the Heinz business card template.
PREPARING FOR YOUR JOB SEARCH

Values & Skills Assessments

Before you begin your job or internship search, it is important to identify what your strengths are and what you value in the workplace. One good way to do this is to conduct a personal value and skill assessment. This can be especially important if a) you don’t have much prior work experience or b) you aren’t sure what you are looking for in your next job move.

Know the answer to questions such as:

1. Do you like jobs that require logic rather than creativity?
2. Do you like jobs that involve travelling and the outdoors rather than an indoor office?
3. What news topics usually catch your attention?
4. Are you comfortable being the center of attention?
5. Would you prefer to work in a large corporate business rather than in a small business or alone?
6. Would you prefer a high paying stressful job over a lower paying less stressful job?
7. Would you like a job where you were held responsible for the overall success of a project?

Once you can articulate to yourself what it is you are looking for in a job or career, you will then be ready to conduct a meaningful job search. Knowing this information will also help you explain to employers why you are interested in a position, or why you would be a good fit with their organization.

Doing Your Research

The first step to a successful job hunt is to do your research. Research the employer, the nature of the work, the career paths available, and what kinds of skills and qualifications are desired.

The following two sections of this guide will break down common types of jobs and employers for people in your degree program. This is not a comprehensive list, but it will give you an idea of what is reasonable to expect after Heinz.

Additional publications with employer and job information are available in the Career Services library, as well as in the Document Library in CareerNavigator. To learn more about a specific type of job or type of employer, see a career advisor and ask for a list of relevant alumni you can contact to ask specific questions.

Common Job Roles

Fundraising/Development/Advancement

**Nature of Work:** Development directors and coordinators are responsible for maintaining and finding new sources of revenue for an organization. These positions are most common in larger non-profits that have a staff dedicated to these efforts. In smaller non-profits, these duties could be shared by the executive director and another staff member, such as the marketing, operations, or outreach coordinator. The development director or coordinator often works closely with the executive director, and sometimes with the Board of Directors as well.

Development directors are often responsible for managing several different strategies to raise revenues for the organization. Some common ones are events, grants, major gifts, business contributions, direct mail campaigns, capital
campaigns (one-time large drives to purchase or improve a physical space), and membership development. It is their job to plan, coordinate, and execute these strategies as appropriate for the organization. This job often requires the management of one or more databases to manage contacts and follow up on contributions. Also, analyzing the data collected from supporters, members, or other target populations is common for planning purposes.

**Qualifications:** Being able to think strategically and creatively, work well with others, build networks and relationships, and speak eloquently and persuasively about your organization’s programs is essential in a good development officer. Database skills, communication skills, project management, and negotiation are all desirable abilities in a good development director. Experience with grant writing or event planning is often also valuable. Project management training can be valuable in this field as well.

**Locations/Industries:** Development directors or coordinators are key positions in any arts or community non-profit organization. While they are located all over the country, the largest tend to operate out of major metropolitan areas. However, this is also where the job competition will be the highest. There are also fundraising consulting firms that non-profits contract with to assist with development and outreach; these are also most commonly found in metropolitan areas.

**Recommended Electives:**

- Advanced Topics in Fundraising
- Creating Results Oriented Programs
- Program Evaluation
- Cultural Policy and Advocacy in the US
- Negotiations

**Marketing/Public Relations/External Affairs**

**Nature of Work:** Marketing managers, coordinators, or assistants usually assist the Executive Director, the Development Director, or the Marketing Director with researching, writing, designing, and creating outreach materials to promote the organization. Depending on the organization, this position could include print or online outreach, traditional media, social networking sites, or other outlets.

Duties vary greatly depending on the nature of the organization, its budget, and its target audience. Tasks could include maintaining and developing an organization’s website, maximizing the search engine optimization results, researching competitors or trends in the market place, writing and designing newsletters, flyers, or web pages, writing press releases, graphic design, data analysis, tracking feedback, or creating Powerpoint presentations. In addition, this position could also assist in strategic planning or be responsible to developing new marketing initiatives.

**Qualifications:** Marketing and Public Relations is often a combination of programming and projects, so individuals who are able to manage a lot of detail and work equally well on a team or by themselves are well suited to these positions. Strong writing, layout and design skills are extremely important, as well as an ability to think creatively within a strategic framework.

Knowledge of design software is often important for these positions, so Microsoft Office and Microsoft Publisher are the basics; while advanced programs such as Adobe InDesign, Illustrator, Photoshop and Acrobat, and knowledge of several online platforms such as basic html/css coding, Drupal, WordPress, and Dreamweaver or Macromedia Flash are definite advantages in this field.

**Locations/Industries:** More and more organizations are becoming aware of the need for consistent and strategic marketing outreach. It is especially common to find marketing positions with any mid-size or larger non-profits and entertainment industries. Most private firms have entire marketing departments, and are more likely to require additional experience or a marketing degree for new hires.
Recommended Electives:

- Audience Engagement and Participation
- Market Research
- Interactive Marketing
- Measurement and Analysis of Social Media
- Desktop Publishing

General Management/Leadership

**Nature of Work:** With job titles varying greatly from Director of Operations, Chief Operating Officer, and Associate Director as a few examples, an organizational manager assists the executive director with coordinating the day-to-day functions of the organization. Depending on the type of organization, this could include budgeting, strategic planning, office management, human resources, research, and internal and external communication.

As opposed to program officers or analysts, an organizational manager focuses on internal planning and analysis for the organization to function. This position might require formal or informal reporting to the Director on how various aspects of the organization are performing, updates on staff performance, and reviewing the organization’s finances. The goal of the operations manager is to keep the organization functioning smoothly and efficiently, and they are often second in command to the executive director.

**Qualifications:** Knowledge of budgeting, accounting, financial analysis, strategic planning, legal regulations, human resource theory, and cost-benefit analysis or risk management analysis are valuable abilities in organizational managers. Also very important is to clearly assess the nature of problems in the organization and communicate problems as well as recommendations clearly.

Since the operations manager often works directly with the other officers in the organization to compile or synthesize information from various activities, being a team player with good interpersonal skills is important to this position as well. Sometimes operations managers oversee the implementation of software or technology, and sometimes manage organizational databases, so IT knowledge can be valuable as well.

**Locations/Industries:** Nearly every large private, public, and non-profit organization has someone fulfilling this role, though the specific duties vary widely depending on the overall staff structure.

Recommended Electives:

- Project Management
- Program Evaluation
- Management Science
- Budget and Management Control
- Accounting & Control for Nonprofits
- Organizational Management

Financial Management

**Nature of Work:** Financial managers oversee the preparation of financial reports, direct investment activities, and implement cash management strategies. Managers also develop strategies and implement the long-term goals of their organization. Technological improvements have made it easier to produce financial reports, and, as a consequence, financial managers now perform more data analysis that allows them to offer senior managers profit-maximizing ideas. They often work on teams, acting as advisors to top management.

**Qualifications:** Interpersonal skills are important because these jobs involve managing people and working as part of a team to solve problems. Financial managers must have excellent communication skills to explain complex financial data. Because financial managers work extensively with various departments in their firm, a broad understanding of business is essential.

Financial managers should be creative thinkers and problem-solvers, applying their analytical skills to business. Many employers now seek graduates with a master’s degree, preferably in business administration, finance, or economics. These academic programs develop analytical skills and teach financial analysis methods and technology.
**Locations/Industries:** Almost every firm, government agency, and other type of organization employs one or more financial managers. Working in comfortable offices, often close to top managers and with departments that develop the financial data those managers need, financial managers typically have direct access to state-of-the-art computer systems and information services.

Although they can be found in every industry, approximately 31 percent were employed by finance and insurance establishments, such as banks, savings institutions, finance companies, credit unions, insurance carriers, and securities dealers. About 7 percent worked for Federal, State, or local government. Larger non-profits or foundations may have a Financial Manager or Director that works closely with the Executive Director to plan investments and manage the assets of the organization.

**Recommended Electives:**

- Management Science
- Budget and Management Control
- Accounting & Control for Nonprofits

**Program Management/Program Evaluation/Research Analysts**

**Nature of Work:** Program managers often coordinate the activities of a program that is organized to address a specific issue or reach a certain goal. They are usually the liaisons for the organization to the public or beneficiaries of the program. They often deal with staffing, resources, and public relations issues for the organization.

Program evaluation is a systematic method for collecting, analyzing, and using information to answer basic questions about projects, policies, and programs. Evaluation can be performed at any time in the program. Sometimes called Program analysts, their results are used to decide how the program is delivered, what form the program will take, or to examine outcomes.

Another aspect of program evaluation is determining whether it is process or outcome oriented. Process Evaluation (aka Formative Evaluation) is concerned with how the program is delivered. Outcome Evaluation (aka Summative Evaluation) is concerned with the results of the program. It is common to speak of short-term outcomes and long-term outcomes.

**Qualifications:** Program evaluations can involve quantitative methods of social research or qualitative methods or both. People who do program evaluation come from many different backgrounds: sociology, psychology, economics, statistics, and social work. Some graduate schools also have specific training programs for program evaluation. Areas of expertise considered valuable in this field are statistical and financial analysis, needs assessment, program theory, process analysis, impact analysis, data management, survey design, and cost-benefit/cost-effectiveness analysis.

**Locations/Industries:** All levels of government and also many non-profits and foundations employ program analysts and managers, as program evaluation is most common in assessing the effectiveness of social programs, and the nature of government and non-profit outreach often takes the forms of targeted programs. Program managers exist in so many locations that there is a lot of opportunity to work for an organization that matches your passions or interests, while program analysts often evaluate a number of programs and may not work directly for something they care about.

**Recommended Electives:**

- Program Management
- Program Evaluation
- Creating Results Oriented Programs

- Research Seminar in Arts Management & Technology
- Survey Design
- Analysis of Survey Data
Common Employers

**OVERVIEW:** You can find Arts Management careers in the nonprofit, public, and private sectors. Many arts management jobs are found in the nonprofit sector at visual, performing, and cultural arts organizations. Opportunities exist at arts service organizations that manage policy, advocacy, funding and research. Positions in the private sector might be related to arts consulting, corporate art collections, and auction houses. Visual Arts management jobs can also be found at the state, local and federal levels.

It is not uncommon for young professionals in the arts management field to “job hop,” or to move from job to job within the same or varying organizations. This is one of the most effective ways of moving up the organizational ladder in the arts management field. The arts world is interconnected; this makes it easy to find employment at different organizations once you are in the field, but with that comes a note of caution - don’t burn your bridges as you move between organizations.

Master of Arts Management alumni have found jobs in a variety of organizations. The following list highlights some of these organizations. Please note that these organizations range in size and each size brings a different culture and slate of opportunities.

**Performing Arts Groups:**
- Dance companies
- Music ensembles
- Visual arts production studios
- Any artist group that has incorporated into an organization
- Festivals

**Performance Venues or Galleries:**
- Theaters
- Performance halls
- Art galleries
- Museums

**Booking Agencies**

**Tour Management Organizations (representing multiple artists or performing arts groups)**

**Universities/Colleges**
- On-campus performance venue presenting university performing groups, outside talent, or both
- On-campus booking agency to set up tours for university performing groups
- On-campus museums, art galleries, etc.
- Arts-related departments, schools or programs

**Service or Member Organizations/Associations:**
- Local, state or national arts agencies and councils (e.g. National Endowments for the Arts, National Assembly of State Arts Agencies, PA Council on the Arts, Mid-Atlantic Arts Foundation, San Francisco Arts Commission)
- Conglomerate organizations that house or coordinate several other arts organizations (e.g. Pittsburgh Cultural Trust, Kennedy Center for the Performing Arts, Lincoln Center, Gateway to the Arts, etc.)
- Associations by discipline (e.g. National Music Teachers Association, Dance USA, National Dance Association, American Symphony Orchestra League, National Association for the Visual Arts, etc.)
- Policy/advocacy organizations (e.g. Americans for the Arts, Art Education Partnership, etc.)

**EXAMPLE EMPLOYERS OF MAM GRADUATES BY CATEGORY**

The following list is a small sample of employers. For a more extensive list of organizations that have employed MAM graduates, please visit the Career Services page [here](#).
Visual Arts:
- Guggenheim Museum
- Metropolitan Museum of Art
- Museum of Modern Art
- Whitney Museum of American Art
- National Gallery of Art
- Gagosian Gallery

Performing Arts:
- Lincoln Center for Performing Arts
- Carnegie Hall
- Shubert Performing Arts Center
- John F. Kennedy Center for the Performing Arts
- Arena Stage

Education/Professional Organizations:
- Arts Education Collaborative
- Arts Education Partnership
- Americans for the Arts
- National Art Education Association

Festivals:
- Barrington Stage Festival
- Jacob’s Pillow Dance Festival
- Aspen Music Festival

Consulting:
- WolfBrown: WolfBrown helps funders, nonprofit institutions and public agencies understand their potential, set priorities and fulfill their promise.
- Slover Linett: Slover Linett is an audience research firm for the arts, culture and informal science sectors.
- CCS Fundraising: CCS maintains the largest and most experienced permanent staff in the field. Their team includes executive consultants and resident campaign directors, as well as research, communication, planned giving, and campaign support personnel.
- TRG Arts: TRG Arts is a results-driven consulting firm that provides arts, culture and entertainment clients with guidance and solutions for patron-based, sustainable revenue.

Internship Information

A full-time internship, completed during the summer between the first and second years of the program, will provide you with the opportunity to apply the management and technical skills learned during the first year of the program, gain further professional experience and develop a strong context for the second-year concentration coursework.

Students in the two-year MAM program are expected to complete a summer internship. You are encouraged to intern with an organization that corresponds to your individual area of interest and career goals. You will not receive academic credit for your internship, but it will be reflected on your transcript as a course with a Pass/Fail grade.

Internship Requirements

- Complete the Internship Reporting Form online.
- The internship should be for a minimum of ten weeks full-time (400 hours).
- The internship should allow you to apply skills you have acquired in your first year of study.

Students should view the Student Internship Guidelines for more information, and provide the employers with the Guidelines for Internship Supervisors so they're fully aware of their roles and responsibilities.

For International F1 Visa Students: You must apply for Curricular Practical Training (CPT) employment authorization for your summer internship. CPT authorization is required regardless of the internship being paid or unpaid. CPT is only available to F-1 students who have not graduated and who have been enrolled on a full-time basis for one full academic
year (i.e. fall and spring.) If your degree program requires you to do a summer internship, you can qualify for CPT. Processing CPT may take up to 1 week and you cannot begin employment until you receive authorization. CPT guidelines, forms and instructions can be found at the CMU Office of International Education’s website.

**Heinz College Internship Funding**

**The Internship Opportunity Fund (IOF)**

Students who accept internships that do not qualify for funding under the Federal Community Service Work Study (FCSWS) program, either because the student does not have federal financial aid eligibility or because the employer and/or the job does not meet federal regulations for FCSWS eligibility, may apply to the Heinz College Internship Opportunity Fund (IOF) for consideration of awards to help support non-paying and low paying internships. Students are never eligible to receive both IOF and FCSWS funds to subsidize the same position.

The IOF is a student-run group that holds various fundraising activities throughout the year to raise money that will be matched by the College if the predetermined fundraising goal is met. All funds are then redistributed to students taking low-paying or unpaid summer internships. Students that actively participate in the fundraising, and that have a demonstrated financial need, will receive preference when the funds are distributed. The IOF is open to students in all programs who do not qualify for FCSWS and that have a required summer internship component, regardless of the employer’s sector.

**The Milton and Cynthia Friedman Internships in Washington, D.C.**

Available for all students, these grants aim to encourage and support the participation of undergraduate and graduate students in policy-related internships located in the nation’s capital. Students are responsible for finding their own internships in the public or private sector in Washington, D.C. Grants of up to $3,000 are available. Six to ten grants will be awarded for the summer. Internships usually cover a 10-week period. Friedman Interns are expected to attend informal seminars on policy topics and organized events around DC.

**Federal Community Service Work Study**

The Heinz College participates in the Federal Community Service Work Study (FCSWS) program during the academic year and summer work periods. For more information, visit the website.

**Internship Resources**

It is always a good idea to see where MAM students have interned or been hired in the past, as that means the employer has knowledge of the curriculum in the MAM program and there is already a relationship in place. Below is an abridged list of previous MAM employers; for a more extensive list of organizations that have employed MAM interns, please visit the Career Services page here.

- Agung Rai Museum of Art
- Ann Arbor Arts Center
- Arena Stage
- Art Museum Image Consortium (AMICO)
- Arts & Business Council Inc.
- Austin Symphony Orchestra
- Ballet Arizona
- Barrington Stage Company
- Benton Foundation
- Bergen Museum
- Brooklyn Academy of Music
- California Shakespeare Festival
- Carnegie Mellon University
- Carnegie Museums of Pittsburgh
- Manchester Craftsmen's Guild
- Mattress Factory
- McCarter Theater Company
- Nashville Opera
- National Alliance for Musical Theater
- National Arts Stabilization
- National Endowment for the Arts
- National Gallery of Art
- New York Foundation for the Arts
- New York Philharmonic
- Oregon Arts Commission
- Pittsburgh Center for the Arts
- Pittsburgh Children’s Museum
- Pittsburgh Cultural Trust
Fellowship Resources

Fellowships can be a good way to ease the transition to your next job while providing you with additional valuable hands-on experience. The following is a selection of arts-focused fellowships designed for post-graduation that have interested students in the past:

**TCG New Generations Program**
Early-career theatre professionals in any discipline are given two-year paid ($32,500/year) mentorship positions at a theatre and are mentored by an established professional in their field. The application process for each round of the New Generations Program lasts ten months, and both the theatre and the fellow must apply jointly.

**The San Francisco Foundation Multicultural Fellowship Program**
Designed as a two-year full-time program, the Multicultural Fellowship assists in the development of professionals in the nonprofit and public sectors. The goals of the Multicultural Fellowship Program are to provide professionals of color, early in their career, with challenging work experiences and opportunities in the areas of grant-making and community building in the Bay Area. Additionally, the program aims to enhance the fellows’ professional development as future foundation, nonprofit, or public service leaders.

**League of American Orchestras, Management Fellowship Program**
The Orchestra Management Fellowship Program is the League of American Orchestra’s premier leadership training program. This highly competitive program is designed to launch executive careers in American orchestra management. Fellows receive invaluable work experience while undertaking a series of residencies with orchestras of various sizes, participate in leadership seminars, and receive a comprehensive overview of the classical music industry. Since 1981, more than 175 Fellows have graduated from the program and many hold prestigious executive leadership positions in America’s orchestras.

**McCarter Theatre Centre for the Performing Arts**
Most fellowships begin late August and extend through June of the following year. Fellowships are available in Producing/Casting, Development & Fundraising, Directing/Producing, Directing/Engagement, Marketing/Special Events, Company Management/General Management, and more.

**The Allen Lee Hughes Fellowship Program at Arena Stage**
The Allen Lee Hughes Fellowship Program was established to increase participation of people of color in professional theater. Fellowships require a 30-44 week commitment and are available to work with seasoned professionals in the areas company management, development, management, and communications.
MoMA 12 Month Internship
Full-time, twelve-month internships with stipends are offered for recent college graduates interested in pursuing a museum career. Twelve-month internships provide training in specific museum fields through close work with a professional staff member; familiarity with modern and contemporary art through seminars and discussions; an educational program that exposes interns to the workings of the Museum as a whole and considers the role of museums in the broader cultural context. Interns will also be given the opportunity to develop and regularly deliver public gallery talks about the Museum’s permanent collection.

Getty Graduate Internships
Graduate Internships at the Getty support full-time positions for students who intend to pursue careers in fields related to the visual arts. Internships are full-time and most last for eight months.

Kennedy Center Institute for Arts Management
Fellowships are full-time and last ten months starting in September and ending in June. Fellows enjoy close working relationships with experienced arts professionals, hands-on work opportunities, a structured blend of independent and collective learning experiences, and the opportunity to work in one of the busiest and most artistically diverse performing arts centers in the United States. Fellows are expected to attend performances and educational events, as well as complete significant projects within the context of the Kennedy Center.
APPLYING FOR JOBS

Internship Search Timeline

We strongly encourage you to begin your research and prepare for your internship search in the fall. By starting your search early, you won’t miss out on potential opportunities. Most students do not get their internships through on-campus recruiting, so your interviews are generally off-campus. Career Services will assist you with your internship search, but please remember we do not match students with employers; obtaining an internship is your responsibility. We encourage you to take the following steps to ensure a successful internship outcome.

SEPTEMBER/OCTOBER

- Order business cards. After meeting someone, they are the best way to guarantee that you will be remembered. You can order business cards through CMU Printing and Mailing Services here.
- Have your resume reviewed by your career services advisor.
- Attend the Public Service Fair to learn about local organizations and to secure an optional fall or spring part-time internship. Keep in mind, other internship opportunities may be available in Pittsburgh and are not limited to this fair.
- Upload your resume into CareerNavigator.
- Sign up for on-line newsletters including those like Media Week, Hollywood Reporter and Cynthia Turner’s Cynopsis. There are a host of others to choose from, please see your career advisor for assistance.
- Attend relevant workshops and information sessions which can be found in CareerNavigator.

NOVEMBER/DECEMBER

- Research organizations and summer internship opportunities. Pay close attention to organizations that have established internship programs and their deadlines.
- Attend workshops to perfect your resume, hone your interviewing skills, and gain knowledge about the internship search process.
- Attend relevant information sessions.
- Participate in mock interviews.
- Finalize your resume and get it reviewed by your career advisor.

JANUARY/FEBRUARY

- At this point you should have your top-ten list of organizations at which you would like to intern. This list can include organizations that have established internship programs as well as those that interest you without formal internship programs.
- Keep in mind that larger nonprofits will be recruiting summer interns earlier in the year than small nonprofits.
- Update your resume with relevant academic projects, coursework, etc.
- MAMs must attend a mandatory internship workshop.
- Utilize your personal network for internship leads as well as checking organization’s websites for internships.
- Attend networking events and network on your own. Talk to alumni about internship opportunities in their organization, they’re an excellent resource for learning more about a particular organization, career field or employment opportunity. Try the Alumni Directory, Alumni Career Advisor Network, and Carnegie Mellon Alumni LinkedIn Network.

FEBRUARY/MARCH

- At this point you should begin making contact with employers, sending resumes and applications, and beginning the interview process in person or by phone.
- Attend relevant networking events and Career Fairs (i.e. Network Washington, D.C, Pittsburgh Nonprofit Job, and Internship Fair).
- Strategize a back-up plan if your first choice internships don’t work out.
- Research funding options available if your internship is low paying (less than $10/hr) or unpaid.

APRIL
- At this point you should be interviewing with various organizations.
- Turn in your Internship Approval Form by April 15th. If you cannot meet this deadline, you must set up a meeting with your career advisor to go over the status of your search to date.
- Turn in internship funding applications if you are applying for funding.
- Connect with other interns relocating to your new city to share housing.
- If you are an F-1 Visa student, you must apply for CPT.

AUGUST
- Look for Heinz and Carnegie Mellon events in your city and network with other interns.
- Schedule an exit interview with your supervisor so that they can give you feedback about your performance.

Job Search Timeline

Arts management organizations do not typically recruit; they tend to hire-as-needed and fill their openings as quickly as possible. Due to this, the best strategy is to build your network early on. Networking opportunities are everywhere. You can attend conferences; local talks, lectures and seminars; formal and informal networking gatherings; conduct informational interviews; participate in volunteer work; and carry out internships and other short term engagements. Also, utilize social networking tools such as LinkedIn and Twitter to keep up with developments at organizations you are interested in.

Keep in mind that the fiscal year for most nonprofit organizations runs July 1-June 30, so March and April is usually when budgets for the upcoming fiscal year are being developed and finalized. Employment opportunities tend to increase with the start of a new fiscal year. Most students do not get nonprofit jobs through on-campus recruiting, so your interviews are generally off-campus.

Career Services strongly encourages you to begin your job search in the fall of your second year. Although you typically won’t start interviewing for jobs until spring, advanced preparation will make the search that much easier. Career Services will assist you with your job search, but please remember we do not match students with employers; obtaining employment is your responsibility. We encourage you to take the following steps to ensure a successful job search outcome:

SEPTEMBER/OCTOBER
- Attend the Public Service Fair to learn about local organizations and to secure a fall and/or spring part-time internship. Part-time internships will help build your resume and your network.
- Decide what type of organization you are seeking (e.g. large or small), what city you would like to live in, what issue you would like to work on, etc.
- Research fellowship opportunities.
- Meet with your career advisor to discuss your interests and to organize your job search.
**November/December**
- Attend workshops to perfect your resume, hone your interviewing skills, and gain knowledge about the job search process.
- Attend relevant information sessions and participate in mock interviews.
- Finalize your resume and have it reviewed by your career advisor.

**January/February**
- Attend any relevant Network Nights
- Join professional organizations, attend conferences, and conduct informational interviews to help foster relationships in the field.

**March/April**
- Update your resume with relevant academic projects, coursework, etc.
- Look at organizations’ websites for job postings and also use the online resources.
- Attend relevant Career Fairs (i.e. the Pittsburgh Nonprofit Job and Internship Fair)
- Make contact with employers, send resumes and applications, and begin the interviewing process.

**May/June**
- Interview with various organizations.
- Report your job offer [here](#).

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**Job Search Assistance Fund**

The Heinz College will provide each master’s student with up to $300 in assistance for reasonable costs of travel associated with job interviews and/or conference attendance with public sector or non-profit organizations. The fund is also available to Second-Year MEIM students for interviews within the for-profit entertainment industry.

This fund is to assist you with your job search and receipts must be submitted within 21 days of the interview. In order to qualify, you must first inquire with the interviewing organization to see if they have funds available to assist you with interview-related travel expenses and document their response. Please view the guidelines and application on the [website](#) or in the CareerNavigator Document Library for details and instructions.

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**Tips for Writing Resumes**

**Get the interview**
A resume is a tool which highlights your past experience to demonstrate your ability to perform a job. A resume’s function is not to get you the job; it is to get you the interview. It does this by structuring the reader’s thinking, communicating your strengths and abilities, and grabbing the attention and motivating the reader to take action.

**Make it easy to read**
A prospective employer will scan your resume for no longer than 30 seconds on average. In order for this to work in your favor, your resume must deliver job-relevant information quickly by being easy to skim and extract interesting information.

**Make it relevant to the employer**
To gain a competitive edge in the job market, your resume must be well written, error-free, and as quantitative and objective as possible in order to convey a clear and concise image of yourself.
Many of the skills and characteristics listed below relate to how employees work, indicating the importance employers place on work style. Your ability to demonstrate to an employer that you have these qualities and skills is just as important as actually possessing them. When you can, point to specific activities or course work that demonstrate these qualities:

- Communication skills, verbal and written
- Teamwork skills
- Interpersonal skills/works well with others
- Motivation/initiative
- Strong work ethic
- Analytical skills
- Flexibility/adaptability
- Computer/technical skills
- Organizational skills
- Leadership

Source: Job Outlook 2006, National Association of Colleges and Employers

**DO:**
- Make sure everything on your resume supports your job objective.
- Focus on the employer’s needs for the position.
- Emphasize what you got done, do not simply list your job duties.
- Show results, and quantify. When possible, use numbers, percentages, frequency, volume, etc.
- Be relevant – mention the specific skills you have to do the job.
- Use action verbs to describe your work. *(See the list that follows).*
- Limit length to one page. After you have a couple of years of experience, then go to two.
- Be visually appealing and easy to read.
- Use consistent formatting.

**DO NOT:**
- Lie on your resume. The truth will be found out and many employers will terminate an employee if false information was provided during the hiring process.
- Have any misspellings, bad grammar, or poor punctuation.
- Use lengthy phrases, sentences or paragraphs.
- Include your birth date, marital status, religious affiliation, and personal philosophies.
- Include salary information; save it for the interview. If you are required to give that information, reveal it in the cover letter.
- Include a photograph of yourself.
- List exact dates (months and years are sufficient).
- List your high school information.
- List references on the resume – those will be asked for later if needed.
- Use pronouns, abbreviations, conjunctions, jargon or buzzwords unless terms are widely known and accepted (as in the case of AFL-CIO or UNICEF).
- Be too repetitive with your action words.
- Have someone else write your resume. You can ask for advice, but you know yourself best and will have to defend the contents in the interview.

**415 Action Words for Describing Your Experience**

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EDUCATION

8/05-Present Carnegie Mellon University 
H. John Heinz III School of Public Policy and Management 
Pittsburgh, PA

Master of Arts Management, Concentrations in Social Entrepreneurship and Economic Development

- Expected graduation: May 2007

8/96-8/02 Brigham Young University 
School of Music, Marriott School of Management 
Provo, UT

Bachelor of Arts in Music, Minor in Business Management

- National Dean’s List, 2002
- University Dean’s List, 2001-2002
- Full-tuition scholarship, 1996-2000
- Major GPA: 3.83
- Minor GPA: 3.71
- GPA: 3.61

EXPERIENCE

6/06-8/06 Deloitte Consulting LLP 
Summer Consulting Associate 
Washington, DC

DEVELOP operational strategies of federal government agencies
MODEL the air cargo supply chain to increase security from warehouses to aircrafts
CREATE policy analysis on mitigating credit card abuse and increasing revenue for the Army

9/05-6/06 Arts and Culture Observatory 
Assistant Financial Analyst 
Pittsburgh, PA

ANALYZE finances of arts organizations in Southwest Pennsylvania and create industry benchmarks
PREPARE economic publications for government, foundations, and individual donors
RESEARCH trends in arts organizations’ financing structures and expenditures

10/02-6/05 Art City Music Academy 
Music Educator 
Springville, UT

MANAGE a private piano studio of over 30 students; also teach 15 group music classes per week
DESIGN training programs for all teachers including making DVD recordings of over 100 activities
INCREASE customer retention rate by incorporating student and parent feedback quarterly

2/01-6/01 Performing Arts Management 
Public Relations/Marketing Associate 
Provo, UT

PROMOTE over 17 university performing arts groups to present in the 2002 Winter Olympics
CONSULT with executive-level Olympics management, corporate sponsors, and government and community leaders about their entertainment programming needs
PRODUCE a total of 151 performances at 21 venues for an estimated live audience of 689,000
EDUCATION

Carnegie Mellon University, Pittsburgh, PA
H. John Heinz III College, School of Public Policy & Management
Master of Arts Management, May 2008

Central Michigan University, Mt. Pleasant, MI
Bachelor of Music Education, May 2003
- Majors: Music Education, Spanish
- GPA 3.86, magna cum laude
- Teaching Certification: MI K-12 Provisional Certificate
- Semester Abroad: Universidad Austral de Chile

RESEARCH PROJECTS

Pittsburgh Public Schools, Intern, Pittsburgh, PA
(Jan. 2008 to May 2008) Analyzed data from parent survey and created graphs of the data for presentation to key stakeholders and collaborated with Board of Education administrators to develop and implement strategies to mitigate enrollment decline

Independent Study, Enrollment Decline in Allegheny County Schools, Pittsburgh, PA
(Jan 2008 to May 2008) Assessed factors influencing enrollment decline in Western Pennsylvania through a literature review, data analysis, and mapping

Master's Thesis Team Project, Client: Americans for the Arts (AFTA), Pittsburgh, PA
(Jan. 2008 to May 2008) Wrote thesis project proposal, "Arts in Our Schools: An Analysis at the Administrative Level" and led the Qualitative Research Team in reviewing data collected from interviews with 60 public school administrators

Marketing Plan: National Council on Education for the Ceramic Arts, Pittsburgh, PA
(Sept. 2007 to Dec. 2007) Developed a strategic marketing plan for NCECA in a time of organizational transition to be used at an international conference

No Child Left Behind: Implications for Arts Educators, Students, and Society research article published in the LBJ Journal Online (Dec. 2006)

MANAGEMENT & PROGRAM EXPERIENCE

Greater Pittsburgh Arts Council, Programming Intern and Apprentice, Pittsburgh, PA
(May 2007 to May 2008)
- Conducted benchmarking study on arts consulting programs to help improve Volunteer Lawyers for the Arts program
- Tested the newly developed Online Grant Management System and presented functionality findings
- Compiled organizational accomplishments and wrote the annual Year in Review for monthly newsletter

Policy Innovations Institute, Project Manager for Summer Research, Pittsburgh, PA
(May 2007 to Oct. 2007)
- Managed three research projects and a diverse team consisting of two researchers and a database manager
Reported directly to Executive Director about research progress, team needs, and related organizational and strategic issues
Researched 3 separate projects to inform Executive Director of opportunities for partnerships between the public and private sector:
- Project 2211 to improve blighted areas through community development efforts
- Summer Class Project to create a database of summer programs for low-income families
- Career Programming Project to assess the need for a lunch program aimed at career development for at-risk youth

Arts Education Collaborative, Apprentice Pittsburgh, PA
(March 2007 to May 2007)
Assisted with the planning of the annual Leadership Academy

Johnstonbaugh’s Music Centers, Lesson Program Coordinator, Pittsburgh, PA
(Aug. 2005 to Apr. 2006)
Hired 20 new teachers for the opening of the newest location

Crane Elementary School District Lesson Program, Grant/Program Coordinator, Yuma, AZ
(Dec. 2004 to May 2005)
Wrote grant proposal and obtained funding to implement after-school lesson program
Arranged for fund-raising opportunities, including a faculty concert and Rehearsathon

Pueblo Elementary School - Elementary Music, Band, and Reading Teacher, Yuma, AZ
(Aug. 2003 to June 2005)
Selected as Pueblo’s Special Area Teacher of the Year, 2003-2004

ACADEMIC ACTIVITIES
Graduate Teaching Assistant, “Making Public Policy in the Real World,” Pittsburgh, PA (Aug. 2008 to present)

Education Policy Club, Co-Founder and President, Pittsburgh, PA (Aug. 2008 to May 2009)
Heinz College Student Representative, Secretary, Pittsburgh, PA (Aug. 2006 to May 2007)

SKILLS
Computer – NVivo, SPSS, Stata, Minitab, ArcView GIS, Microsoft Office Suite, Microsoft Project, Microsoft Visio, Dreamweaver, Adobe LiveCycle Designer, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, Garage Band, iMovie; Macintosh and PC

Additional Languages – Spanish (written and verbal proficiency)
EDUCATION
Carnegie Mellon University,  Pittsburgh, PA
H. John Heinz III College, School of Public Policy and Management
Master of Arts Management, August 2005
- Public Service Career Opportunities Award, 2005

University of North Carolina at Chapel Hill,  Chapel Hill, NC
Bachelor of Arts with Honors, May 1996
- Student Body Vice President, 1995-1996
- North Carolina Fellow

EXPERIENCE  Performing Arts Coordinator, VSA Arts
- Managed logistics for performing arts events, including: facility arrangements; contracting; production team coordination and communication; volunteer training; accessibility arrangements; artist hospitality and transportation
- Marketed annual award programs and monitored project budgets
- Maintained web content for performing arts programs

Event Planner, George Washington University / Production Associate, CNN’s Crossfire
- Directed front-of-house activities for live daily telecast of CNN’s Crossfire
- Coordinated facility rentals for clients including government agencies, non-profit organizations, and academic departments
- Supervised three part-time employees and over 50 student volunteers

Operations Coordinator, Millennium Stage, The Kennedy Center
- Administered all logistics for Millennium Stage, the Kennedy Center’s daily free performance series, including: artist contracting; full range of production requirements; staff coverage; artist hospitality and transportation
- Formulated and tracked program budget
- Created daily playbills and edited advertising copy
- Collaborated with electronic media team on daily cybercast of performances
- Contributed to special projects including the Mark Twain Celebration of American Humor and other televised performances

Programming Assistant, Office of Artistic Programming, The Kennedy Center
- Assisted with administration of dance season, international festivals and televised events
- Provided logistical support for visiting companies, including: ticket requests; supernumerary coordination; and artist hospitality
- Arranged travel for visiting artists, programming staff, and artistic directors
LILLY WELLES
5000 Forbes Ave, Pittsburgh PA 15213 · 412-222-3333 · lwelles@alumni.cmu.edu

EDUCATION

Carnegie Mellon University · Pittsburgh, PA
H. John Heinz III College – School of Public Policy and Management
Master of Arts Management


Hampshire College · Amherst, MA
Bachelor of Arts in Cultural Studies

AFS exchange student · Nancy, France

EXPERIENCE

The Mattress Factory (installation art museum) · Pittsburgh, PA January – May, 2010
Marketing / PR Associate

- Executed the museum’s strategic communications initiatives; drafted and distributed press releases; wrote articles for web, radio, and print; generated marketing strategies for limited edition art works; administered museum’s web site, and assisted with museum’s robust social media presence.

H. John Heinz III College (CMU) · Pittsburgh, PA October, 2009 – May, 2010
Master of Arts Management Speaker Series Coordinator

- Created, implemented, and promoted guest speaker series of interest to arts management graduate students. Program included: a three-person panel of innovative digital media experts from internationally respected art museums including the Brooklyn Museum and the Walker Art Center; a presentation by Kenneth Foster, executive director, Yerba Buena Center for the Arts, San Francisco.

Pittsburgh Symphony Orchestra · Pittsburgh, PA September – December, 2009
Marketing Intern

- Designed and executed media plan for the Highmark Family Holiday Pops concert.

Chautauqua Institution · Chautauqua, NY 2004 – 2009
Assistant Director / Program Coordinator, Education Department

- Founded in 1874, Chautauqua is a not-for-profit cultural organization that offers an intensive nine-week summer season of more than 2,000 events including its signature program, the morning lecture platform.
- Created and marketed lecture themes for Chautauqua’s signature morning lecture program.
- Developed and programmed a week on food that attracted the 3rd largest attendance in 10 years.
- Helped increase overall attendance for lectures by 25% in four seasons.
- Researched, invited, and secured 45 keynote speakers each season.
- Created new literary arts brochure to reduce redundant promotion.
- Selected nine books and authors featured for the Chautauqua Literary & Scientific Circle, the country’s oldest book club.
- Organized all logistics including lecture topics, housing, travel, and overall itinerary for a minimum of 54 program guests each season.
- Managed and provided direct support to six seasonal employees.

**Assistant to the President**

- Managed and served as copy editor and liaison for special projects.
- Contributed to saving the Institution $10,000 each year by bringing the project in-house.
- Wrote, edited, proofread, fact-checked and researched material for publications, seasonal programming, and general correspondence.

**Mayville Bluegrass Festival** · Mayville, NY

*Festival Manager*

*Founded in 2002, this all-volunteer organized festival offers two full days of music, instrument competitions and workshops, and has attracted some of the biggest legends in bluegrass music.*

- Managed all aspects of a two-day, outdoor, family-oriented music festival that attracted attendees from throughout the Northeast region.
- Created and produced 52-page program books, and designed and sold ads.
- Worked with graphic designers to produce festival posters and t-shirts.
- Maintained festival web site, festival budget, and established PayPal ticket purchasing system.

**Affiliations**

- Affiliate, MeanTone Guitar Studio, Dunkirk, NY, 2004 – present
- Freelance writer, *Chautauqua Region WORD* (newspaper), 2002 – present
- Grant Writer, Arts Council for Chautauqua County, spring 2009
- Director, Chautauqua Lake Education Fund, 2008 – 2009
- Board Member, Chautauqua Leadership Network (class of 2002), 2003 – 2006
- Board Member, Das Puppenspiel Puppet Theater, 2003 – 2005
- Volunteer literacy tutor, 2000 – 2001

**Skills**

- Operating systems: Windows XP, 2000, MacOS X
- Fluent in all Web 2.0 and social media applications
- Excellent writer, editor, proofreader, communicator, collaborator, problem solver
Tips for Writing Cover Letters

The Goals of a Cover Letter

a. Identifies the position for which you are applying and how you learned of it.
b. Indicates why you are applying.
c. Describes how your skills match the position requirements.
d. Provides an attractive self-portrait and subliminal reasons why they should interview you.
e. Requests information on next steps and repeats your availability, phone, and email.

Style Guidelines

· **Be Targeted:** Be specific. If possible, indicate a special reason for wanting to work for that particular employer. Discuss your interest and skills for the industry or career field.

· **Be Persuasive:** The letter should be problem-solving oriented and refer to how you can meet the employer or job needs rather than simply listing accomplishments or your desires.

· **Tone:** Be clear and concise. The letter should expand upon the resume and add personal flavor. Give the impression of confidence, but not conceit. It is best not to be clever or cute, but you may choose to be creative, depending on the type of employer to whom you wish to appeal.

· **Be Accurate:** Use correct grammar, punctuation and spelling. Make certain there are no mistakes. Have career counselors and/or individuals you know critique your letters.

· **Be Specific:** Address the letter to an individual rather than to Dear Sir/Madam whenever possible.

· **Paragraphs:** Be brief; keep them short enough to encourage reading.

· **Paper:** Use high quality bond paper with matching envelopes.

· **Print:** Type or laser-print your letter using block or semi-block basic letter styles. The page should be well-balanced.

· **Signature:** Remember to sign your letter by hand after it is printed out, preferably in blue pen.

**Note:** There has been a dramatic increase of letters and resumes sent through email and web application sites. Whenever possible, electronic letters and resumes should be sent as a PDF to decrease the likelihood of formatting issues when it is received by a potential employer. Regardless of the communication mode being used, strong letters will produce a positive first impression. The students who send exceptional letters, on paper or electronically, are noticed and will strongly be considered for job opportunities.
Cover Letter Outline

Your Name
Your Address
City, State, Zip
Your Phone
Your Email

Contact Person
Title
Department
Employer
Address
City State Zip

Date

Dear Mr./Ms./Mrs./Dr. etc (Contact Person)

**Paragraph One: Introduction**
- Brief
- Mention exact source of job information
- Upbeat and confident tone

**Paragraph Two: The Why Paragraph**
- Mention three reasons why you are qualified for the job (cross-reference with your resume)
- All three points must awaken the employer’s curiosity
- Prioritize three points strategically (weakest point should go second)
- Keep tone of the sentence fast and smooth – read it aloud to see if it flows

**Paragraph Three: The Descriptive Paragraph**
- Choose the strongest point from the previous paragraph and provide an in-depth description
- Use quantifiables
- Add information of interest NOT on your resume
- Note a few interesting things about yourself – paint yourself as interesting, likeable, etc.

**Paragraph Four: The Closing**
- Include next steps – your contact information and plans for follow-up
- Closing – one-sentence recap of the why (don’t repeat yourself) with an emphatic, confident tone without making any demands of the employer outright

Sincerely/Regards,

[Signature]

Your Name Typed

Sample cover letters can be found in the Heinz Career Services document [Cover Letter Guide (PDF)].
**Cover Letter Language**

**Self-Descriptive Words**

*Use words like those below to add descriptive personal qualities to your letter.*

<table>
<thead>
<tr>
<th>Active</th>
<th>Detail-Oriented</th>
<th>Independent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptable</td>
<td>Determined</td>
<td>Logical</td>
<td>Realistic</td>
</tr>
<tr>
<td>Aggressive</td>
<td>Diplomatic</td>
<td>Loyal</td>
<td>Reliable</td>
</tr>
<tr>
<td>Alert</td>
<td>Disciplined</td>
<td>Mature</td>
<td>Resilient</td>
</tr>
<tr>
<td>Ambitious</td>
<td>Discrete</td>
<td>Objective</td>
<td>Resourceful</td>
</tr>
<tr>
<td>Analytical</td>
<td>Economical</td>
<td>Optimistic</td>
<td>Respective</td>
</tr>
<tr>
<td>Attentive</td>
<td>Efficient</td>
<td>Perceptive</td>
<td>Self-reliant</td>
</tr>
<tr>
<td>Broad-minded</td>
<td>Energetic</td>
<td>Personable</td>
<td>Sense of Humor</td>
</tr>
<tr>
<td>Consistent</td>
<td>Enterprising</td>
<td>Pleasant</td>
<td>Sincere</td>
</tr>
<tr>
<td>Constructive</td>
<td>Enthusiastic</td>
<td>Positive</td>
<td>Sophisticated</td>
</tr>
<tr>
<td>Creative</td>
<td>Extroverted</td>
<td>Practical</td>
<td>Systematic</td>
</tr>
<tr>
<td>Dependable</td>
<td>Honest</td>
<td>Productive</td>
<td>Thorough</td>
</tr>
</tbody>
</table>

**Action Words**

*Use words like those below to connote a “spirited personality” and a “productive work ethic.”*

<table>
<thead>
<tr>
<th>Accelerated</th>
<th>Demonstrated</th>
<th>Led</th>
<th>Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted</td>
<td>Developed</td>
<td>Managed</td>
<td>Recommended</td>
</tr>
<tr>
<td>Administered</td>
<td>Directed</td>
<td>Motivated</td>
<td>Reduced</td>
</tr>
<tr>
<td>Analyzed</td>
<td>Eliminated</td>
<td>Organized</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Approved</td>
<td>Established</td>
<td>Originated</td>
<td>Reorganized</td>
</tr>
<tr>
<td>Completed</td>
<td>Expanded</td>
<td>Participated</td>
<td>Revamped</td>
</tr>
<tr>
<td>Conceived</td>
<td>Expedited</td>
<td>Performed</td>
<td>Reviewed</td>
</tr>
<tr>
<td>Conducted</td>
<td>Founded</td>
<td>Pinpointed</td>
<td>Revised</td>
</tr>
<tr>
<td>Controlled</td>
<td>Generated</td>
<td>Planned</td>
<td>Scheduled</td>
</tr>
<tr>
<td>Coordinated</td>
<td>Headed</td>
<td>Programmed</td>
<td>Set-up</td>
</tr>
<tr>
<td>Created</td>
<td>Implemented</td>
<td>Proposed</td>
<td>Structured</td>
</tr>
<tr>
<td>Delegated</td>
<td>Influenced</td>
<td>Proved</td>
<td>Supervised</td>
</tr>
</tbody>
</table>
Choosing Writing Samples

Potential employers may occasionally ask for a writing sample to be included with the cover letter and resume, typically for jobs in research, the media, or advertising and public relations.

Unless otherwise specified by the employer, choose a writing sample that is at least two and no longer than five pages in length. If you wish to use a longer piece of writing, extract a two to five page section of the larger work and introduce it with a paragraph or abstract which puts the selection in context (i.e. that explains what the larger work is about and how the section you've provided fits in to that larger work).

Your first consideration in selecting a writing sample is quality. Choose a piece that you feel is well-written over a piece that covers a topic related to the job but about which you have reservations.

This is almost as important as the quality of the writing. For virtually any job, choose a piece which reflects the elements of good business writing. It should be based in reality and concrete terminology (versus abstractions), be concise, convey meaning in as few words as possible, and it should not require the reader to have any special knowledge of your topic.

Lastly, if it happens that you have written something which relates to the job in some way (be it content or the manner of analysis) and it is of good quality, choose that piece as your sample. For example, a case study from a business-related course would serve as a good writing sample for most management or business analyst positions. A research paper would be a good choice for virtually any research-oriented position.

Special cases: Using "creative" samples, when conveying your ability to think creatively can be important in certain fields. But even in "creative" fields, such as advertising or television, employers want to know that you can convey your ideas clearly and succinctly. Seek advice from a career counselor before submitting a creative piece as a sample.

The writing sample instructions above were developed by the Boston College Career Center.

Preparing for an Interview

The first thing to remember in an interview is that the interviewer does not hold all the power; you need to be interviewing the employer as they are interviewing you. Both you and the employer have to decide if you meet each other’s goals, values and culture. Make sure you know what you are looking for in a company and position.

Plan for the interview questions in advance. Think about your strengths and weaknesses, and how you have developed your skills and characteristics during your classroom experiences, activities, internships, volunteerism, etc. Prepare examples from your experiences to support your answers to questions about your skills or work style. Mock interviews are helpful and can be scheduled with career advisors at any time.

Next, you need to research the employer. Employers are looking for candidates who have done their homework and have a general understanding of the company’s products and/or services. Most companies will have a web site that is a wealth of information. In addition, alumni contacts can be helpful as well as company-sponsored information sessions. Talk to a career advisor to obtain alumni contacts.

The Interview Structure

1. Most interviews will start out with an introduction to establish a relationship between you and the interviewer. Often they will try to help you relax by asking simple questions such as how your year is going or if you had trouble
finding parking. Even though this may be a time for you to settle in and try to relax, keep in mind that the interviewer is forming his/her first impression of you. You want to make sure you have good eye contact, wait to ask to be seated, and give the interviewer a solid handshake. Remember to have good posture, since the way you carry yourself tells about your self-confidence. In a 30-minute interview, this part of the interview will last for about **3-5 minutes**.

2. The second part is the interviewer’s specific questions. The interviewer will ask a variety of topics that will range from your education, work and internship experiences, activities, career plans and self-assessment. The interviewer will use open-ended questions that will let you describe your background. The interviewer may probe into certain areas to evaluate your knowledge and background.

   Your goal is to communicate clearly how your experiences lend themselves to the position. This is your chance to sell yourself. Certainly one of the goals of the interview is to determine if you have the skills and knowledge needed to do the job. In addition, the interviewer is trying to determine if you are a “fit” for the company and position. They are evaluating how you handle yourself in a stressful situation, and looking at your communication skills, self-confidence, ability to relate to others, and interest in the position. There is a lot going on in this **15-20 minute stage** of the interview.

3. The third phase of the interview is time for **your** questions. This will give you an opportunity to show you did your homework and to clarify any information that has already been provided. Carefully plan your questions beforehand. Do not ask questions which could be answered from the company website or literature, but rather are a result of what you have read. When developing questions, consider what you need to know to make an informed decision about employment with this company. Remember that you are interviewing them as well as they are interviewing you. This phase of the interview will last about **5-10 minutes**.

4. The fourth stage of the interview is the close. The interviewer should inform you of the next step in the process. If he/she does not, you may ask in a professional manner. Express your appreciation for the opportunity to speak with him/her and “ask for the position” by making a final statement summing up your good fit and strong interest.

   Note: Phone interviews generally follow the same structure as in-person interviews. You should be just as prepared for a phone interview as an in-person interview as they are often used to screen applicants at the beginning of the hiring process. Even though the interviewer cannot see you, it is wise to conduct yourself as though he/she could. Plan to conduct the phone interview in a quiet area so you can hear, and be heard, clearly.

**The Behavioral Interview**

Behavioral interviewing is a popular interviewing style where the interviewer will ask open-ended questions about your past experience and how you handled them to gauge how you will handle future situations. Your response should be based on the STAR system:

- **Situation:** Identify the problem.
- **Task:** Define your objective.
- **Action:** Describe the steps you took to achieve your objective.
- **Results:** Measure your effectiveness.

**The Mock Interview**

Mock interviews can be scheduled with your career advisor as a way to prepare for an upcoming interview. A mock interview should be treated like a real interview so it creates an authentic environment for practice. Be prepared with questions just like a real interview. Your career advisor will give you feedback after the mock interview that you will be able to integrate into your upcoming interview. If you are able to schedule a mock interview with a professional in the field, treat it just like a real interview but remember that it is also a networking opportunity.
Practice Interview Questions

1. Tell me about yourself?
2. What are you motivations for applying to this position/company?
3. How are you going about your job search?
4. Why do you want to work in this industry?
5. What is your career plan?
6. What are your strengths?
7. What are your areas for improvement?
8. Why did you choose this master’s program?
9. Tell me about a time you failed?
10. Tell me about a time you encountered people of different backgrounds?
11. Tell me about a difficult challenge you had to overcome?
12. Tell me about a time when you had multiple things to do at the same time, how did you handle it?
13. Tell me about a time when you didn’t get along with a teammate or co-worker?
14. Tell me about a time when your ethics were challenged?
15. Tell me about a time when you learned a new technology quickly?
16. Tell me about a time when you were unable to meet a deadline?
17. Tell me about a time when you had the opportunity to lead a team?
18. Describe a time when you felt it was necessary to modify or change your actions in order to respond to the needs of another person.
19. Give me an example of a problem you faced on the job or in the classroom, and tell me how you solved it.
20. Tell me about a situation in which you had to deal with a very upset customer, coworker or peer.
21. Describe your most recent group effort.
22. Describe your dream job/career.
23. Describe the most creative project you have completed.
24. Give me an example of when you felt you were able to build motivation in your coworkers or peers.
25. Give an example of a time when you had to be relatively quick in coming to an important decision.

Sample Questions to ask the Interviewer

1. Can you tell me in detail about the duties of this position?
2. Why did this position become available?
3. What will the training program be like?
4. How long do people typically stay in the position?
5. Where do people go after they leave the position?
6. What characteristics are you looking for?
7. What major challenges is this organization facing?
8. What are the challenges, negative aspects or positive aspects of this position?
9. What advanced training programs are available for those who demonstrate outstanding ability?
10. What are the organization’s growth plans?
11. What is the next step in the selection process?
12. Where do you see me in five years if I join and succeed with your organization?
13. How will my performance be evaluated?
14. How are employees rewarded for excellent performance?
15. What is the attrition rate of new hires within one/three/five years?
16. How does this position and department fit into the organization as a whole?
17. How would you describe the work atmosphere in the organization?
18. What would I be expected to accomplish in the first six months on the job? In the first year?
19. Does the job require much travel?
20. What are the chances of being relocated after starting the job?

More interview tips and questions can be found in the Heinz Career Services Interview Skills Guide (PDF).