

Suitcase to Briefcase: Career Services Center Tip Sheet

Part 1: Research and Reflect

Questions to Consider:

What country are you going to? What are that country's professional norms and resources? For example, do they use LinkedIn or something else? Do they prefer CVs or Resumes?

What are your professional goals? Do you potentially want to work overseas or go to grad school overseas? You can do some of that research before you leave, especially reflecting on yourself.

Part 2: What's in your professional suitcase?

- Resume-Optimal Resume <https://www.optimalresume.com/> is a great resource for building your resume and you can access your resume anywhere in the world from this site.
- Business Cards http://www.wvu.edu/careers/docs/guide_to_businesscards.pdf
- Professional Items of clothing just in case

Part 3: Networking and Increasing your Professional skills

- Developing an Elevator Speech: <http://www.wvu.edu/careers/elevatorspeeches.shtml>
- Plan for how to do informational interviewing and keep track of contacts: [http://www.wvu.edu/careers/docs/Informational Interviews.pdf](http://www.wvu.edu/careers/docs/Informational_Interviews.pdf)
- Create a LinkedIn account before you go and make sure your online presence (including Facebook) give a positive impression of you.
- Tips how to consider moving from College to Career: <http://www.wvu.edu/careers/collegetocareer.shtml>

Part 4: WWU Resources that might be helpful for you

Explore Resources from the CSC Website: www.wvu.edu/careers

Part 5: How to Go Back Overseas Again- Keep Your Contacts "Warm" and Find Opportunities

<http://www.wvu.edu/careers/internationalOPP.shtml> , click on "More Really Helpful Websites"

- Grad School
- Intern, Work, and/or Teach Abroad
- Peace Corps <http://www.wvu.edu/careers/peacecorps.shtml> and Peace Corps Prep Program
- Volunteer

Getting Started on Optimal Resume!

1. From the home page at www.wvu.edu/careers/, select the "Build a Resume On-line" link in the lower center of the page.
2. The Optimal Resume Log-in page will appear with a sign-in area for established users and a link for new users to "Create an Account" on the top right.
3. Use your Western Washington University e-mail address to start an account.
4. Once the account information page appears, enter the e-mail and address that you wish to appear on your resume (your e-mail address can be changed at this point to a non-WWU account in order to maintain an account after graduation).
5. Ensure that the information entered on this page is accurate and that you update it occasionally, as this tool is used for user data and by employers searching for students with certain degrees or skills.
6. Once this form is completed, you will proceed to the main Optimal Resume page. To begin a resume, select "Create New Resume".
7. The resume can be built from Resume Samples, Section Sets, or from Scratch. The first two options have formatting built into them, so are the easiest to begin with.
8. Examples and Samples can be viewed from the Section Sets page, along with other helpful tools.
9. The "Style Resume" tab allows for countless modifications and revisions eliminating the need to modify in Word. This feature ensures you the potential to create a professional resume that represents your unique needs!
10. Please note, under Tools, a link to Explore Careers which will take you to the Occupational Information Network (O*Net). This will assist you in building skills and knowledge into your resume that are in demand in your desired profession.
11. The Optimal Resume Tool includes the options to create a **Portfolio** with a **website**, perform a **skills assessment** and **practice interviewing skills**. All of these choices, along with the resume builder, are provided free of charge!

WILLOW TENNYSON

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HIGHLIGHTS OF QUALIFICATIONS

- Certified TESOL teacher with experience tutoring and teaching in diverse settings
- Outstanding written and verbal communication skills refined in multiple experiences
- Excellent interpersonal skills in cross-cultural situations built in travel/volunteer work
- Proficient in conversational Mandarin
- Strong technology skills including Microsoft Word, PowerPoint and Excel

EDUCATION

Bachelor of Arts, Anthropology, Minor: Teaching English to Speakers of Other Languages (TESOL),
Western Washington University (WWU), Bellingham, WA, August 2016

TESOL Certificate, WWU, Bellingham, WA, August 2016

- Includes **810 class/assignment instruction hours; 60 hours in classroom settings**
- Additional **40 hours of tutoring and conversation** with English Language Learners (ELLs) built into coursework

Council on International Education Exchange, University of Beijing, China, Spring 2015

- Studied Mandarin and classical Chinese art and engaged in cultural exchange activities

RELEVANT PROFESSIONAL EXPERIENCE

TESOL Student Teacher, WWU Intensive English Program, Bellingham, WA, Spring 2016

40 hours of supervised teaching in structured practicum experience

- Communicated in culturally competent manner teaching English in groups and individually to international university students
- Applied strong knowledge of English grammar rules in grading written assignments
- Developed appropriate lesson plans and learning activities

Intern Writing Assistant, WWU Research & Writing Studio, Bellingham, WA, Fall 2015-Winter 2016

100 hours (four to six hours per week for two quarters) in specially selected position working with student population including international students

- Tutored English speakers and non-native speakers on correct English writing conventions
- Identified writing topics, edited grammar and kept individual student records and logs

ESL Tutor Volunteer, Jianwai School, Beijing, China, Spring 2015

150 hours tutoring English in Chinese elementary school

- Instructed students ranging in age from six to 16 in conversational English, adjusting strategies for beginners to more advanced speakers
- Adjusted commendably to vastly different cultural environment and values

Teaching Assistant, WWU Anthropology Department, Bellingham, WA, Fall 2014-Winter 2015

50 hours (five hours per week for two quarters)

- Facilitated large group discussions for intro classes, providing helpful feedback to professor

OTHER EMPLOYMENT

Sales Associate, Bullseye Stores, Bellingham, WA, Summers and Holidays 2012-2014

- Created positive ambiance interacting professionally with all customers and staff
- Requested to return seasonally due to reliability and aptitude for learning quickly

Solstice Spring

360.527.1217 • solispring@gmail.com • 621 Sunset Drive • Bellingham, WA 98225

RESOURCE MANAGEMENT QUALIFICATION HIGHLIGHTS

- Environmental science, education, field, and research experience including forestry in tropical, sub-tropical regions and arctic zones
- Experience mobilizing communities to meet environmental and quality of life goals
- Excellent organizational, leadership and communication skills in diverse cultural settings
- Conversational Spanish with both written and oral proficiency
- Computer skills in Microsoft Word, Excel, and PowerPoint

EDUCATION AND ACADEMIC ACTIVITIES

Bachelor of Science, Major: **Environmental Science**, Minor: **Biology**, Western Washington University (WWU), **Honors Program** 3.8 GPA, Expected June 2015

Rainforest Immersion and Conservation Action (RICA) International Study Program, WWU Huxley College of the Environment, Costa Rica, June – Sept. 2014

- Intensive 3 month program studying rainforest ecology in Santiago Purical, Costa Rica
- Collaborated with community members to organize environmental education school program for local elementary schools

Student Research Presenter, Air & Waste Management Association 2013 Conference, "*Bioavailability of Carbon in Alaskan Permafrost Soil*", Ann Arbor, MI, May 2014

ENVIRONMENTAL WORK EXPERIENCE

Forestry and Water Quality Field and Lab Technician, Institute for Watershed Studies, Bellingham, WA, Sept. 2013 - April 2014

- Inventoried and mapped forest, wetland, and stream vegetation in Lake Whatcom watershed
- Conducted field and lab work to monitor local water quality attributes including nutrients analyses, dissolved oxygen, chlorophyll, and alkalinity
- Conducted landowner surveys and met with community groups to promote environmentally friendly practices to reduce toxic runoff

Environmental Activities Director, Boys & Girls Club, Kirkland, WA, Summers 2010 - 2011

- Created and implemented activities to explore climate change, wildlife conservation and other environmental topics for children aged 8 -17
- Supervised and trained 5 camp counselors and 16 volunteers in residential summer learning center
- Provided sensitive feedback to campers, families and counselors

College to Career

Steps you can take to smooth your transition!

In College:

- ✓ **Form Good Habits**
 - Creating good habits while in college will help you in the long run when it comes time to enter the work force. Be punctual to your classes and other commitments and complete assignments on time. As you inch closer to getting a full-time job, it will also help to get used to getting up earlier.
- ✓ **Gain Professional Experience**
 - Through jobs, internships and volunteering you can gain valuable experience and professional development at the same time. Entering the work force with this knowledge will not only help you to transition from college easier but will also help you stand out as a job applicant.
- ✓ **Create a Professional Network**
 - While you're gaining professional experience, take advantage of the professional relationships you're fostering and create your professional network. You can also expand your network outside of this by going to Career Fairs, utilizing LinkedIn, informational interviews and by talking to WWU alumni through Ask!
- ✓ **Meet With a Career Counselor**
 - Utilize the Career Services Center! You can meet with a Career Counselor at beginning of your time here at Western and up for 6 months after your graduate for free!
- ✓ **Invest in a Planner**
 - Time management is key in college, and doing this now will teach you how to effectively manage your time for the rest of your life. The bookstore has a wide selection for a small price. Head there and get yourself one!
- ✓ **Learn to Manage Your Finances**
 - Finances may seem scary at first, but learning to manage them in college will give you a jumpstart in learning how to manage your money once you have a job. View "The Dollars and "Sense" of Your College Degree" on the CSC's website for helpful tips and forms.
- ✓ **Take Care of Yourself**
 - Manage your stress levels and always remember to take care of yourself in a positive manner. Whether that be hanging out with friends, going on a run, or reading a book, always remember to take time for yourself and do things that fill you up.
- ✓ **Begin Your Job Search Early**
 - It's never too early start looking for a job, especially if graduation is right around the corner, and you can always meet with a Career Counselor to get started. Utilize the CSC website by looking at Job Search Tips from Alumni, the Employment Survey, Viking Career Link, and the job search engines for specific careers. Remember to also take advantage of your network and to attend Career Fairs.
- ✓ **Have Realistic Expectations**
 - Don't be discouraged when you don't get your dream job right after graduation. Oftentimes college grads will start in entry-level positions and work their way up.

In Your Career:

- ✓ Start From the Bottom
 - As stated above, you will more than likely start at an entry-level job after graduation. But with more experience will come higher positions. Choosing to continue your education will also help you to climb up the work ladder.
- ✓ Go to Work Each Day as if it's Your First Day
 - Go to your job each day with a positive attitude, a strong work ethic, and a willingness to contribute and be a part of a team. This will not only make work more enjoyable, but will also gain you some attention from your superiors.
- ✓ Dress to Impress
 - Always dress up to your company's standards, which can vary depending upon where you work. Ensure this by asking about the company dress code and by observing other employees' attire. Be prepared to possibly expand your wardrobe!
- ✓ Learn to Manage Your Time Differently
 - You will more than likely work 5 days a week from 8AM-5PM, although this can vary depending upon your place of work. This will be a big change from a school schedule and may take some time to adjust to it. Just remember that you will have free time outside of work and no more homework!
- ✓ Ask Questions
 - If you are faced with a challenge or a problem at work and don't know how to handle it, don't guess. Ask another coworker or your boss what the right or typical way to go about it would be. This not only shows your willingness to learn but also your ability to be vulnerable.
- ✓ Always be Professional
 - Who were once your peers and classmates are now your colleagues and who were once your professors are now your bosses. Recognize that these are different kinds of relationships and should be fostered in a professional manner.
- ✓ Continue Learning Outside of Work
 - Although there is no more homework, continue to expand your mind with knowledge, whether it is work related or not. Now is the time to indulge in something you've always wanted to learn more about!
- ✓ Master the Art of Money
 - Life outside of college comes with a lot more financial pressures. Stay on top of your expenses, your income, your savings and any financial plans you may now have that comes with a job to stay out of money troubles.
- ✓ Focus on Teamwork
 - Having a career is much more team-based as compared to the individual emphasis you had while in school. Embrace teamwork and always contribute!
- ✓ Engage in Self-Care
 - Never forget to take care of yourself!

Informational Interviews

Informational interviewing involves meeting directly with people (or sometimes via phone) working or studying in areas of interest to you in order to obtain concrete career information. The benefits include:

- Opportunities to ask questions, gather current and first-hand information, learn what people do on a day-to-day basis, and view their work environments.
- Practice talking with professionals and establishing helpful contacts for the future.
- To gain knowledge about part-time, volunteer, internship, and full-time professional job opportunities.

Informational interviewing is NOT a job interview. It involves asking only for information and advice about a career field. If people you are interviewing ask if you are looking for a job, be honest, but also make sure they understand the purpose is for information only.

Step to take:

1. Make a list of occupations, career areas, hobbies, education interests, etc...
2. Next, find people to interview. Think of all the people you know and whom they know. Ask them for an interview or a referral. For additional contacts, check local resources and social media: LinkedIn, Facebook, and university alumni network.
3. Call or send an email to arrange a 10-20 minute interview. Use a personal referral if you have one and demonstrate an honest interest in that person's activity. When making your contact remember: (a) speak with confidence, (b) even if your request is denied, ask for referrals to others.
4. Research the company where the individual works. **If this is an informational interview in an international context, be familiar with the cultural customs.**

Whether calling or writing, note why you are making the contact and what you hope to accomplish in your time with them. A suggested approach would be, "Would you have time to talk to me in an informational interview about your work? In this interview, I would like to ask you some questions about the field of _____, and perhaps you might have some advice on the best way to prepare for this type of work."

Tips:

- Don't over extend your stay.
- And don't be afraid to ask impromptu questions.
- Before leaving ask "Is there anyone else you think I should talk to?"

Suggested questions to ask:

1. How did you get into this line of work?
2. What do you like best about your job?
3. What do you like least?
4. How long have you been doing this kind of work?
5. What kind of education or experience qualifies one for this type of work?
6. What is the entry-level position and appropriate qualifications for this field?
7. Do you have advice for me to take into account about this career field?
8. What challenges or problems do you deal with?
9. What are some of your job duties?
10. Describe your typical workday.
11. Are there courses outside my academic major that would be helpful?
12. What would you change about your job?
13. What skills are critical for this position?
14. How are job openings advertised?
15. Who else do you know that I can talk to?

After the Interview:

After the interview, send a thank you note. Also summarize what you learned. Ask yourself what impressed you the most. Did the conversation change your opinion about the job? Did you get the answers you needed? Once finished, act on that information, consider whom to interview next and continue.

Keep Track and Keep Contacts "Warm"

Create a method for keeping track of whom you meet and talk to. In addition, plan to follow up with them periodically. The idea is to keep them "warm"—so that they remember you and have a good impression of you. Do not be afraid to offer to help them if they ever need it. Networking is not a one-way street!

Transferable Skills Checklist

Over the years, you have developed many skills from coursework, co-curricular activities, and your total life experiences. If you have researched topics and written reports or edited and presented papers for classes, you have used skills that are not limited to just one discipline but are transferable to many different occupations or disciplines. A prospective employer expects you to be able to apply the skills you have learned in college to the work environment. Use the following checklist to help you pinpoint some of your transferable skills.

Communication Skills

- | | |
|---|--|
| <input type="checkbox"/> speaking effectively | <input type="checkbox"/> providing appropriate feedback |
| <input type="checkbox"/> writing clearly and concisely | <input type="checkbox"/> negotiating |
| <input type="checkbox"/> listening attentively and objectively | <input type="checkbox"/> perceiving nonverbal messages |
| <input type="checkbox"/> expressing ideas | <input type="checkbox"/> persuading |
| <input type="checkbox"/> facilitating group discussion | <input type="checkbox"/> reporting information |
| <input type="checkbox"/> interviewing | <input type="checkbox"/> describing feelings |
| <input type="checkbox"/> editing | <input type="checkbox"/> public speaking |
| <input type="checkbox"/> responding appropriately to +/- feedback | <input type="checkbox"/> using various styles of written communication |
| <input type="checkbox"/> using various media to present ideas imaginatively | <input type="checkbox"/> conveying a positive self image to others |

Research/Planning/Investigation

- | | |
|---|---|
| <input type="checkbox"/> forecasting/predicting | <input type="checkbox"/> analyzing |
| <input type="checkbox"/> creating ideas | <input type="checkbox"/> developing evaluation strategies |
| <input type="checkbox"/> identifying problems | <input type="checkbox"/> testing validity of data |
| <input type="checkbox"/> imagining alternatives | <input type="checkbox"/> designing an experiment or model |
| <input type="checkbox"/> identifying resources | <input type="checkbox"/> formulating questions |
| <input type="checkbox"/> gathering information | <input type="checkbox"/> making conclusions |
| <input type="checkbox"/> solving problems | <input type="checkbox"/> conceptualizing |
| <input type="checkbox"/> setting goals | <input type="checkbox"/> observing and discovering |
| <input type="checkbox"/> extracting important information | <input type="checkbox"/> defining needs |

Human Relations/Interpersonal

- | | |
|---|--|
| <input type="checkbox"/> developing rapport | <input type="checkbox"/> being patient |
| <input type="checkbox"/> being sensitive | <input type="checkbox"/> interacting effectively with peers, superiors, and subordinates |
| <input type="checkbox"/> listening | <input type="checkbox"/> persuading others |
| <input type="checkbox"/> conveying feelings | <input type="checkbox"/> being willing to take risks |
| <input type="checkbox"/> providing support for others | <input type="checkbox"/> teaching/instructing others |
| <input type="checkbox"/> motivating | <input type="checkbox"/> demonstrating effective social behavior |
| <input type="checkbox"/> sharing credit | <input type="checkbox"/> perceiving feelings and situations |
| <input type="checkbox"/> helping others | <input type="checkbox"/> delegating with respect |
| <input type="checkbox"/> counseling | <input type="checkbox"/> working with diversity or multi-cultural issues |
| <input type="checkbox"/> cooperating | <input type="checkbox"/> keeping a group "on track" |

Work Survival

- | | |
|---|--|
| <input type="checkbox"/> implementing decisions | <input type="checkbox"/> meeting goals |
| <input type="checkbox"/> cooperation | <input type="checkbox"/> enlisting help |
| <input type="checkbox"/> enforcing policies | <input type="checkbox"/> accepting responsibility |
| <input type="checkbox"/> being punctual | <input type="checkbox"/> setting and meeting deadlines |
| <input type="checkbox"/> managing time and stress | <input type="checkbox"/> organizing |
| <input type="checkbox"/> attending to detail | <input type="checkbox"/> making decisions |
| <input type="checkbox"/> working effectively under pressure | <input type="checkbox"/> seeking opportunities for professional development |
| <input type="checkbox"/> taking initiative in job-related duties | <input type="checkbox"/> evaluating personal and professional strengths and weakness |
| <input type="checkbox"/> discerning appropriate behaviors for the workplace | |

Organization/Management/Leadership/Decision Making

- | | |
|---|--|
| <input type="checkbox"/> initiating new ideas and tasks | <input type="checkbox"/> managing groups |
| <input type="checkbox"/> handling details | <input type="checkbox"/> delegating responsibility |
| <input type="checkbox"/> coordinating tasks | <input type="checkbox"/> teaching/instructing |
| <input type="checkbox"/> coaching/mentoring | <input type="checkbox"/> promoting change |
| <input type="checkbox"/> counseling | <input type="checkbox"/> selling ideas or products |
| <input type="checkbox"/> managing conflict | <input type="checkbox"/> making decisions with others |
| <input type="checkbox"/> motivating and leading people | <input type="checkbox"/> analyzing tasks |
| <input type="checkbox"/> organizing people/tasks to achieve a specific goal | <input type="checkbox"/> identifying people who can contribute to solutions of problems or tasks |
| <input type="checkbox"/> following up with others to evaluate progress | <input type="checkbox"/> facilitating brainstorming activities |
| <input type="checkbox"/> conducting meetings | <input type="checkbox"/> developing goals for an organization |
| <input type="checkbox"/> giving praise and credit to others for a job well done | <input type="checkbox"/> prioritizing tasks |
| <input type="checkbox"/> solving problems/mediating | <input type="checkbox"/> encouraging and inspiring |
| <input type="checkbox"/> taking risks | <input type="checkbox"/> negotiating agreements |
| <input type="checkbox"/> implementing sound decisions | <input type="checkbox"/> taking responsibility for decisions |

Financial Management

- | | |
|--|--|
| <input type="checkbox"/> developing a budget accurately estimating expenses and income | <input type="checkbox"/> ensuring timeliness of payments |
| <input type="checkbox"/> keeping accurate and complete financial records | <input type="checkbox"/> fundraising |
| <input type="checkbox"/> accounting | <input type="checkbox"/> calculating |
| <input type="checkbox"/> assessing | <input type="checkbox"/> projecting/forecasting |
| <input type="checkbox"/> investing | |

Critical Thinking/Problem Solving

- | | |
|---|--|
| <input type="checkbox"/> anticipating problems before they occur | <input type="checkbox"/> involving group members to evaluate solutions |
| <input type="checkbox"/> defining problems and identifying possible causes | <input type="checkbox"/> developing plans to implement solutions |
| <input type="checkbox"/> identifying possible solutions and selecting the most appropriate ones | <input type="checkbox"/> multi-tasking |
| <input type="checkbox"/> creating innovative solutions to complex problems | <input type="checkbox"/> identifying a general principle that explains interrelated experience |

PUTTING YOUR TRANSFERABLE SKILLS TO WORK

List five skills that you consider your best transferable skills. Write an example of where or how you used each skill and rank the skills with number 1 being the most important.

	<u>Skill</u>	<u>Example</u>	<u>Ranking</u>
1.			
2.			
3.			
4.			
5.			



Peace Corps **PREP** @ Western

What is it? The Peace Corps Prep Program prepares students for international development work and potential Peace Corps service.

At Western, the Prep Program combines the International Studies minor with community service and leadership development.

The Peace Corps Prep Program has four core learning objectives:

1. Course work and volunteer or work experience in one of these sectors:

- Education
- Environment
- Youth in Development
- Health
- Agriculture
- Community Economic Development

2. World language skills:

- Spanish
- French
- And others

3. Intercultural awareness:

- Global Studies
- Global Citizenship
- Globalizations since 1870
- International Law
- International Economics and Business

4. Professional and leadership development:

- Internship
- Service learning
- Event planning
- Résumé critiques
- Mock interviews
- Career planning

You can complete the International Studies minor without signing up for the Prep program, but with the Prep Program you build these four competencies while integrating coursework with hands-on experience and professional development. Upon completion of the Prep program, you will receive a certificate from the Peace Corps—and a competitive edge if you are applying for Peace Corps service.

For the Student Guide, Application, and Release Form go to:

http://www.wvu.edu/careers/peacecorps_prep.shtml



Photos courtesy of Peace Corps.

For more information about the Prep Program, contact:

Jill MacIntyre Witt
Peace Corps Representative
Career Services Center
OM 280 | 360.650.3017
PeaceCorps@wwu.edu

For more information about the International Studies minor, contact:

Dr. Vicki Hamblin
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SKILLS GAINED FROM STUDYING ABROAD

If you have studied abroad, you are well on your way to developing a solid International I.Q. This is a package of skills uniquely possessed by people who have lived abroad, and several of these abilities are purposely sought out by employers. Therefore, before writing a resume, it's essential to review what competencies/skills you have gained from study abroad. Below is a short list of skills students can gain from study abroad.

- ☐ Coping skills (the ability to deal with stressful situations)
- ☐ Broad and strategic thinking
- ☐ Communication skills (including active listening and overcoming language barriers)
- ☐ Intercultural competencies
- ☐ Global mindedness, appreciation of diversity, cultural awareness, and sensitivity to customs and cultural differences
- ☐ Flexibility and adaptability
- ☐ Tolerance/open-mindedness
- ☐ Motivation and initiative
- ☐ Adaptability in new environments
- ☐ Organization and time management skills
- ☐ Respect for protocol and hierarchy
- ☐ Ability to identify, set, and achieve goals
- ☐ Problem-solving and crisis-management
- ☐ Ability to view situations/problems from a unique perspective
- ☐ Patience and perseverance
- ☐ Independence, self-reliance, and responsibility
- ☐ Leadership skills
- ☐ Inquisitiveness and assertiveness
- ☐ General travel and navigational skills
- ☐ _____



STUDY ABROAD
INTERNATIONAL OFFICE
THE UNIVERSITY OF TEXAS AT AUSTIN

S.T.A.R Approach for Job Interviewing

Competency or Skill	Story	S	T	A	R
What skill you want to present?	Create story from past experience.	Situation	Task/Goal	Action	Result/Outcome
Example: Leadership & Motivating Others	While I was studying in Spain for the Summer. I was on a project team with students from Spain.	On our team, I quickly learned that some Spanish students tend to wait until the last day to complete their part of the assignment. We didn't have enough time to review each other's work.	So, my goal was to get them to complete their work 2 days before it was due.	I decided to have 2 short coffee breaks with them per week to discuss some of their personal & cultural interests to break the ice. I always highlighted their strengths of looking at things from a different point of view than Americans.	It was amazing how things changed. The week after the first two coffee breaks. They finished their work 3 or 4 days before the due date. They felt respected because I took an interest in them as people and show them how cool it was to combine our views in the projects.
SKILL 1	STORY 1				
SKILL 2	STORY 2				
SKILL 3	STORY 3				

Benefits of the S.T.A.R Approach

1. You can present competency in specific areas such as Flexibility, Motivation, Problem-solving, etc.
2. You can express yourself in a clear and articulate manner.
3. It helps you keep your response brief and concise within a structured flow.

RESOURCES FOR INTERNATIONAL WORK CERTIFICATED TEACHERS

1. *Ameson Education and Culture Exchange Foundation*: This non-profit organization offers a variety of opportunities in China, including the Ameson Year in China and the Ameson Fellowship for Teachers. ameson.org/
2. *Association of American Schools in South America*: An organization for schools in South America, for which candidates can register for the service to access the excellent directory to member schools and information on recruiting events. Most schools **do not** require two years' experience. Next fair—**November 30-December 3, 2017**, Atlanta, GA. www.aassa.com/
3. *Council of International Schools*: An organization for international schools including Europe, colleges and universities; offers international schools directory; sponsors recruitment fairs and encourages 2 years experience. www.cois.org/
4. *Department of Defense Schools*: Helpful links for finding openings on American military bases and making the application. www.dodea.edu/index.cfm
5. *International Educator Placement of America*: IEPA is a recruitment agency focused on matching qualified teachers from Western countries with positions at K-12 schools and colleges in the Gulf region. educatorplacement.com/international-education-recruiters
6. *International Schools Service, ISS*: Encourages 2 years' experience to establish file—lists participating international schools and sponsors several recruitment fairs. Has map of world-wide schools. Selected fairs—**December 3-5, 2017**, Atlanta, GA; **February 7-11, 2018**, New York, NY; **May 17, 2017**, Virtual Fair. www.iss.edu/
7. *Maple Leaf Educational Systems*: Private international school in China offering intensive English classes with positions for both academic and ESL teachers. www.mapleleafschools.com/homepage.php
8. *University of Michigan's information site*: Great site for basic information with links to more sites—covers both TESOL and other certificated teaching jobs. www.internationalcenter.umich.edu/swt/work/teach/
9. *University of Northern Iowa (UNI) Overseas Placement*: Offers a yearly recruitment fair; accepts candidates with less than 2 years' experience. Next recruitment fair date—**February 2-4, 2018**, Cedar Falls, IA. teachoverseas.uni.edu/about
10. *Search Associates*: Does not require 2 years' experience, although desirable—sponsors many recruitment fairs. Selected fairs—**December 8-10, 2017**, Toronto, Canada; **February 9-12, 2018**, San Francisco, CA. www.searchassociates.com/
11. *The International Educator*: Online Newspaper and interactive website, subscription fee, other services. Great on-line job search tool and informational articles! www.tieonline.com/
12. *Transitions Abroad Magazine*: Articles on many types of positions working abroad, including TESOL and certificated teaching. www.transitionsabroad.com/

RESOURCES FOR INTERNATIONAL WORK CERTIFICATED & NON-CERTIFICATED TEACHERS

13. *Adventure Teaching*: An organization that offers information and support on teaching English in Korea run by husband & wife-actively recruit at WWU (no charge). www.adventureteaching.com/
14. *Ameson Education and Culture Exchange Foundation*: This non-profit organization offers a variety of opportunities in China, including the Ameson Year in China and the Ameson Fellowship for Teachers. ameson.org/
15. *Dave's ESL Café*: Good site for searching for opportunities independently-comprehensive links to jobs all over the world. www.eslcafe.com/
16. *English First*: Offers opportunities to teach English in some different location including Russia, Saudi Arabia and Indonesia. www.englishfirst.com/trt/
17. *ESL 101.com*: Website with job listings and resources for teachers overseas. www.esl101.com/
18. *Footprints Recruiting*: Jobs primarily for teaching English Overseas, but also offers some certificated positions. No charge service that provides placement and support to teachers. Requires one-year commitment. Attends WWU career fair events and offers additional opportunities for alumni. www.footprintsrecruiting.com/
19. *Fulbright Teaching Assistantship*: Variety of scholarships available-of special interest is English Teaching Assistantship. us.fulbrightonline.org/types-of-grants
20. *Hess International*: Recruits for schools in Taiwan, providing curriculum and support for teachers. www.hess.com.tw/en/
21. *InterExchange Teach English Abroad*: Helps you embark on unforgettable journeys in Europe and East Asia with programs in 13 countries! www.interexchange.org/teach-english/
22. *JET Programme*: The Japan Exchange & Teaching Programme recruits for teachers in the Japanese public school system-recruitment in the fall for the following year. jetprogramusa.org/
23. *Learn 4 Good*: Search Engine for International Jobs in many disciplines, including teaching English. www.learn4good.com/jobs/
24. *Meten English*: Largest English teaching system of schools in China located in 12 different areas with multiple schools in each area. www.meteni.com/english/
25. *Peace Corps*: Recruiting actively for teachers of all types with a representative on-campus at WWU. See link for more information. www.wvu.edu/careers/peacecorps.shtml
26. *Transitions Abroad Magazine*: Articles on many types of positions working abroad, including TESOL and certificated teaching. www.transitionsabroad.com/