GRADUATE
CAREER
COMPASS

Your Career & Job Search Guide

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Introduction

Welcome to the Graduate edition of Career Compass! Specifically geared to graduate students and graduate degree holders, our aim is to cover the full breadth of building a career for life - from understanding your career development process, to researching the ever evolving labour market, to securing your first - or fourth - position, and integrating lifelong learning into your journey.

Included is specific content for the job search as an international student or internationally trained professional, recognizing the unique aspects of pursuing careers in Canada, back home or within a third country.

More than 60% of graduate degree holders pursue a non-academic career path. In recognition of this, in-depth advisory is provided on both the academic and industry job search journeys, demonstrating the diverse range of rewarding careers available inside and outside of academia.

With self-employment and the entrepreneurial path an increasingly relevant and applicable option, an overview on taking your first steps down this road is enclosed.

To best illustrate the diversity of opportunities available to graduate degree holders, interviews with early and mid-career professionals, senior leaders and the recruiter perspective are included throughout, including individuals who have built careers cutting across both industry and academia.

The Graduate Career Compass' goal is to be your compendium on navigating the intricate process of building your career, one job search at a time. With resources for further reading, data on the graduate student's career path and voices from those who have already travelled in your shoes, we trust the GCC will prove to be an indispensable guide.

With best wishes for your career journey,

Sincerely,

Caroline Konrad

*Editor in Chief & Creative Director,
Graduate Career Compass*

Director, Ryerson Career & Co-op Centre

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As graduate students, we need to think more broadly about the skills we acquire in our graduate studies, and why we enjoy using them. I have candid conversations with lots of professionals to learn about different careers and to understand how my particular skill set would add value to their industry. This keeps me motivated to engage in new experiences and apply my skills while I make a plan for how I can achieve my future career goals.

Christopher,
Molecular Science PhD Program

1

Career Planning – Initial Steps

The Academic and Non Academic Labour Market
Your Career Development Process
Navigating Change and Transition

Planning a Career for Life

How do graduate students plan for careers in and outside of academia today? In fact, **40% of PhD graduates in Canada work in the post-secondary education sector after graduation, while 60% are moving into multiple industry career paths.** There's far more opportunity today for graduates to explore a diversity of roles in higher education and industries - on average **15 jobs across three sectors over the course of a career.**

With markets evolving at a faster speed and new sectors developing like never before, **careers no longer evolve linearly.** Throughout your career, you may choose to change jobs to develop new skills, gain further training, receive mentorship, secure a higher salary, or simply embark on new challenges. **Instead of a 'job for life', it's about building your 'career for life'.**

As an advanced degree holder, you have the skills and training that our competitive, globalized market is seeking to capitalize on. For example, your highly developed analytical skills as a researcher are a coveted commodity used in market research, business development and product management, consulting, quantitative analysis, communicative specialties, and information technology - to name a few.

Consider how the many other high level skills you're honing traverse multiple industries. As you embark on building your career for life, you will need to showcase yourself as someone who can adapt to many different environments to be creative and produce solutions. These are key assets to any employer, both inside and outside the academy.

Effective Career Planning for the Labour Market

Keeping up to date with labour market information will be a source of resilience for you as you navigate the job market. Not only will you master the ebb and flow of your industry, but you will be adaptable to whatever changes arise. For example, an industry with emerging new technologies can heavily influence its own sector and others.

As globalisation and technology continue to influence labour market needs worldwide, there will be a demand for graduates with a diverse knowledge base and specialised skill sets. **By continuing your research, and actively pursuing skill development, education, and training, you will be prepared for both the jobs of today and in the future:**

Obtaining a graduate degree	Maintaining currency in the labour market
Building expertise in chosen field of study	Honing thought leadership skills
Conducting original research	Taking an innovator / problem solver approach
Developing high level skills	Adapting key skills to labour market needs
Completing academic education	Continuing to train and educate

Consider how you will translate your academic experiences into language which resonates in the labour market. **Your ability to strategically, effectively, and persuasively communicate with employers will showcase how you are maintaining your currency and adaptability.**

Continuous Skills Based Learning

Continuous learning programs are designed to address changes in the economy and skill sets that can be useful for internationally trained professionals and international students looking for work in Canada's knowledge based labour market.

As part of maintaining a mixed skill set, such as interpersonal and technological skills, **consider ongoing learning that builds on your expertise from your graduate education.** Professional certificates, technical training, and micro-credentials through continuing education are offered at colleges and universities, online, at training centres, and/or at the workplace.

The future of work in academic and non academic job markets is full of opportunity for graduate trained professionals. Plan your career for life by staying current with the labour market and considering in **what ways your skill sets and expertise add value to these industries.**

The Academic and Non Academic Labour Market

70%
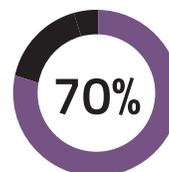
MORE THAN 70% OF FUTURE CANADIAN JOBS ARE EXPECTED TO REQUIRE POST SECONDARY EDUCATION.

- Council of Ontario Universities, 2015

Q&A Voices of Experience

NAME	Bryan Koivisto
JOB TITLE, COMPANY	Associate Professor & Director of the Science Discovery Zone, Ryerson University
EDUCATION	PhD, Chemistry (University of Victoria)
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
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HOW CAN GRADUATE STUDENTS CONTINUE TO DEVELOP THEIR SKILLS, CURIOSITY, AND KNOWLEDGE TO STAY ADAPTABLE AND RELEVANT FOR A FUTURE LABOUR MARKET?	**Spend nearly equal amounts of time developing your transferable skills as you do your technical skills.** These include: leadership, communication, collaboration, commitment, and teamwork. It is also best to practice these skills in interdisciplinary environments to encourage new ways of thinking, perspective, and creativity.
HOW HAS YOUR COLLABORATION WITH THE PRIVATE, PUBLIC AND/OR NOT-FOR-PROFIT SECTORS SHAPED YOU AS A PROFESSIONAL?	For most of my life I was an academic who focused on curiosity driven research and mentorship. More recently, I have **invested time into networking with industry**, and while it doesn't always pay off at first, if you focus on building a good relationship, then you'll see huge opportunities emerge. **Collaboration with various communities gives you enormous perspective.**
WHAT TIPS WOULD YOU RECOMMEND TO SUCCESSFULLY PREPARE FOR A CHANGING WORKFORCE, AND AN EXPECTATION WITHIN THE LABOUR MARKET THAT THERE IS NOT 'ONE CAREER FOR LIFE'?	There are few 'career for life' jobs anymore. **Embrace change and work to become more adaptable** so you can be ready for the next paradigm shift. Find yourself and work towards a career where you are doing something that you love. What is your passion?
HOW DO YOU SEE OUR WORKING PATTERNS CHANGING WITH THE FUTURE OF WORK?	**Work patterns are impossible to predict**, so instead of being reactionary, **focus on being proactionary**. Always be ready to play your next shot, by being mindful of, and developing, your strengths.
WHAT HAS THE CHANGING NATURE OF RECRUITMENT TAUGHT YOU ABOUT THE FUTURE OF JOB SEARCHING?	We create our own opportunities. The current disruptive job market has fewer traditional type jobs, and with the future of AI, that will change even more. The **key to building your career for life is to build a network or create your own opportunities.** While it seems risky at first, you'll find that what you learn will be invaluable to you as a professional.

The Art of Designing Your Career

"Where your talents and the needs of the world cross; there lies your vocation." - Aristotle

In an era where new technologies are creating labour market change at a rapid pace, **devote time to understanding what your talents and gifts are, and what fulfilling work means for you.**

This will serve as a personal compass. When you find yourself at a crossroads, **your sense of "Who Am I?" will provide the foundation from which to inform decisions** that will ultimately support your efforts for career satisfaction and success.

The clarity you seek at each stage of the career development process rarely comes all at once. **Know that confusion is not a sign that you are heading in the wrong direction.**

See challenges as an opportunity to invent new avenues and solutions, and approach this journey from a place of deep empathy for yourself and faith in your ability to collaborate with others who will help you along the way.

Stay connected with what you feel curious about. Experiment with activities to test out your hunches. Move in this direction, and you will find that you encounter people and situations that offer more clues about your professional preferences.

Core Stages of Your Career Development Process:

- Who am I?
- What's out there?
- How do I get there?

Note that this is an ongoing cycle. For example, **you may find that you are learning what's out there, but have not yet assessed who you are. That's OK.** These puzzle pieces will come together as you take the time to explore all three stages.

Who am I:

Below is a sample list of reflective questions to help bring self-awareness to your preferences:

Personality:

- Would I prefer a job that provides time for solitude and reflection, or am I seeking a role heavily centred on interacting with people?
- Would I prefer a structured or unstructured work environment?

Strengths:

- Which activities do I: do well at, look forward to doing, lose track of time while doing, and leave me feeling strong when completed?
- Which tasks and skills can I consistently do effortlessly?
- What activities and topics energize me?

Values:

- What problems do I feel motivated to solve?
- What values am I not willing to compromise in order to experience job satisfaction? Examples include: creativity, independence, status, recognition, and work/life balance
- How do I want to make a difference?

Interests:

- What subjects keep me engaged?
- What do I do when I'm procrastinating?
- What am I always willing to make time for?

Once the self-assessment "Who am I?" stage is completed and you have a good sense of what your preferences are, **consider the underlying graduate level skills that align with these preferences.**

For example, you may find that your personality preference of solitude and reflection aligns with skills like research and analysis. You may find your presentation skills underlie your value of recognition for the work that you do.

Now, consider which of these skills you enjoy performing the most ['skills + enjoyment']. Create your personalized skills inventory based on this formula - see chapter 3 for further details.

What's Out There:

Use your skills inventory to begin researching what's out there. For example, 'presentation skills + sectors' will highlight finance & banking, manufacturing, consulting and medical.

From there, you can further research companies, organizations, and job postings that are of most relevance to your graduate level skills and education.

Your skills inventory, coupled with your graduate training, can be used to explore various labour market research avenues.

1. Online Research

Begin your research by looking into:

· Sectors
· Industry trends
· Types of employers
· Skills in demand
· Employment prospects
· Salary information
· Positions available

This information can be found in:

· **Professional association reports and industry journals:** highlight groundbreaking research and innovation, funding support for new initiatives, the economic climate, company, and organization updates.
· **Federal, provincial, and municipal government agencies:** provide statistics on employment numbers per sector, education and training requirements, income averages, and multi-year outlooks.
· **University career centres and libraries:** offer resources on conducting effective labour market research (ie. tip sheets, website links, company, and organization listings) and hiring trends post graduation, access to industry networks, and employed alumni.
· **Social media platforms:** showcase in real time sector growth and decline, hiring trends, and skills in demand.
· **Directories**: list companies, associations, and organizations on an annual basis.
· **Job banks:** profile job opportunities and industry specific skill requirements.

2. Informational Interviews

Follow up your online research by speaking with industry and academic colleagues about the tasks, responsibilities, workplace culture, and industry trends they engage with on a daily basis.

A 20-30 minute conversation, whether in person, over the phone, or online is **an opportunity to ask very focused and deliberate questions** that will give you valuable insight into the jobs and industries you are considering.

Begin with your personal network, like peers, faculty, friends, and family. Also reach out to contacts at professional or industry associations. Research company employee profiles, and do a search on professional networking platforms including LinkedIn and Ten Thousand Coffees.

Before conducting an informational interview, arrive prepared. Consider what you want to learn from your contact, and take some notes to ensure you retain key points. If available, undertake online research on your contact:

· Company / organization websites of past and present employment
· Social media presence, including LinkedIn profile, Twitter account, professional website, and Instagram page
· Scholarly publications, blog posts, newspaper interviews

Always follow an informational interview with a thank you note within 24 hours. Refer to chapters two and three of this guide for informational interview templates, with sample questions.

3. Experimenting

Your online research and informational interviews will open doors to various activities, where you can get first hand exposure and experience with the occupations you've identified as aligning with your preferences.

· **Volunteer** - apply your skills and knowledge within an industry, build your network, learn about the work involved in company/organization jobs.
· **Attend a conference** - showcase your professional brand, build your network, learn about innovation and industry trends.
· **Attend a networking event** - conduct mini informational interviews, build your network, assess the look and feel of the industry.
· **Set up a job shadow** - witness the day-to-day responsibilities of a working professional, build your network, get a feel for whether the industry aligns with your preferences.
· **Participate in online forums** - join the conversation on hot topics and engage with thought leaders by responding to their posts, asking questions, and sharing your own insights.

These activities may find you having to **step out of your comfort zone in order to achieve personal and professional growth.** Get creative with experimenting, be willing to make mistakes, and move forward knowing that each step you take is bringing you closer to clarity.

Your university library has an array of useful career planning resources. Some of these include:

- Databases providing a host of information for various sectors
- Industry reports
- Journals
- Periodicals
- Research guides

How Do I Get There:

Once you have clarified your preferences and occupational aspirations, the final stage of the career development process is navigating a career for life.

With a clear vision of who you are and what's out there, **link your preferences and what you've discovered** about your target industry to your professional brand, using:

- Academic portfolio
- Business cards
- Cover letter
- CV
- Professional website
- Resume
- Social media - LinkedIn, Twitter, Facebook, Instagram
- Teaching philosophy

Tip: Use your skills inventory to begin searching 'what's out there'. At this stage, don't worry about occupational titles. Instead, your skills based research will open up sectors, companies, and employers that align more closely with your preferences.

Showcasing your "fit" in this way will help employers differentiate you from other candidates, as this level of preparation will allow you to confidently and effectively communicate your value and achievements , when applying for jobs and interviewing. The following chapters provide an in-depth overview of the "how do I get there" process for both academic and industry pathways.

Online labour market resources:

- www.jobbank.gc.ca/home
- www.statcan.gc.ca (National Occupational Classification, Canada)
- www.onetonline.org (National Occupational Classification, US)
- Municipal economic reports
- Provincial labour market reports
- Provincial or municipal workforce planning boards

Top Employer Attributes Jobseekers Value Most

SALARY AND EMPLOYEE BENEFITS

LONG-TERM JOB SECURITY

A PLEASANT WORKING ATMOSPHERE

- Randstad, 2016

Graduate Student Support at Student Learning Support

Graduate students have specific concerns about their academic skills and the demands of graduate-level study. We offer a variety of programming, including individual help (in-person or remotely), workshops, and group sessions.

Each week, graduate students can participate in our Coffee and Writing Group for supported writing sessions and uninterrupted writing time. They can also join one of our Dissertation Retreats to focus on their work in a distraction-free environment. Our Graduate Write-a-thon creates a space for intensive writing time, individual support, and camaraderie. Finally, doctoral students can get one-on-one support from a dissertation coach.

Ryerson University — Student Learning Support

Learn more at ryerson.ca/sls

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Ryerson University — Library & Archives

Learn more at library.ryerson.ca

Navigating Change and Transition

As our world becomes increasingly fast-paced and technological, a more educated workforce is a priority, leading to increased numbers of Canadian and international students enrolling in graduate programs.

Between 1980 and 2010 the total number of graduate students grew by almost 113,000. A future asset to our workforce, as a graduate student, **you will experience a transition process while completing your studies and conducting your job search,** from entering, experiencing, and leaving graduate school.
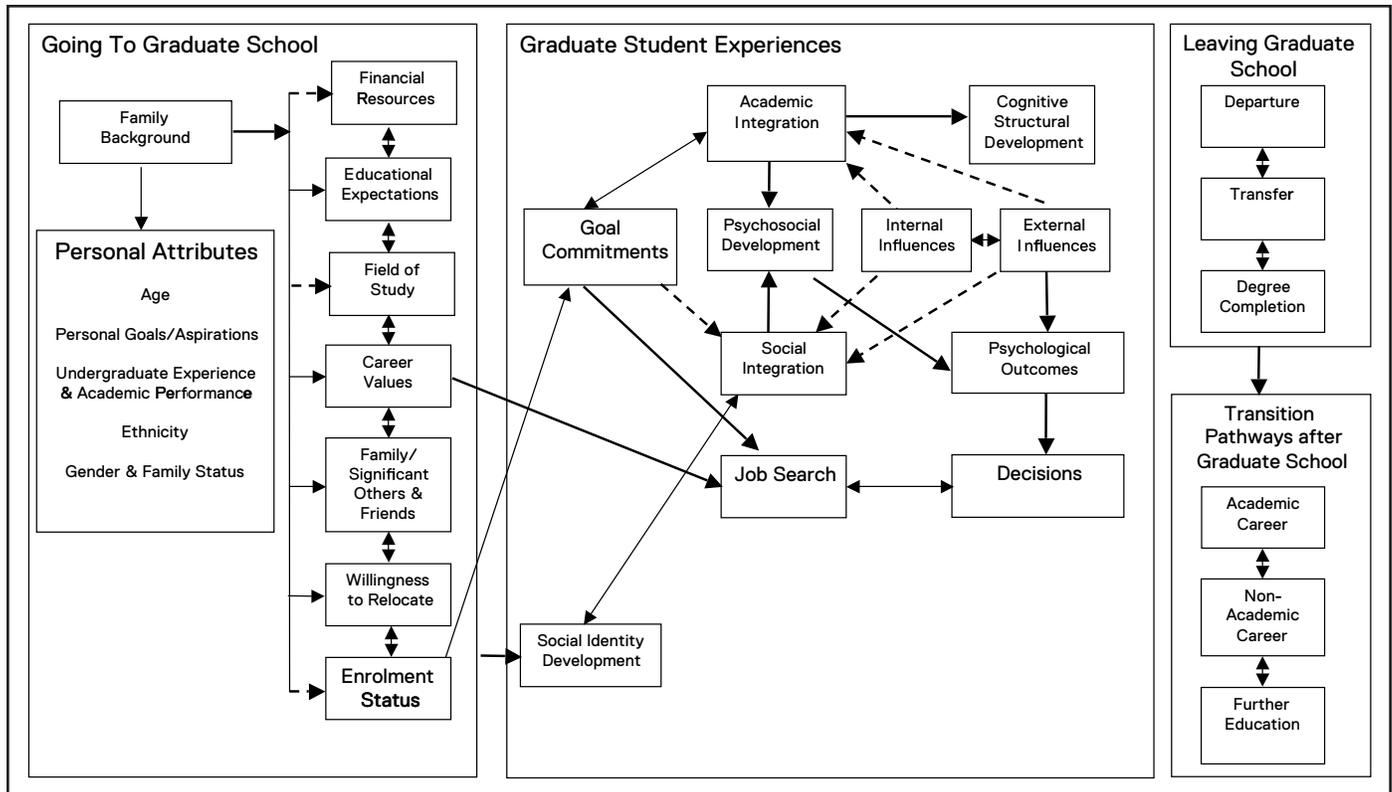
"Transitioning into, Through, and Out of Graduate School: A Theoretical Model", The Canadian Journal of Career Development, 2013.

Regardless of your stage of life as a graduate student and job seeker, transitions are a time for both self-reflection and action. You may doubt yourself from time to time, with feelings like inadequacy, phoniness, and postering, despite evidence of your high achievement.

As you progress through your program and enter the labour market, try to **reframe your thinking** from "I don't know anything" or "I'm not qualified" to "I don't know everything" and "I'm still learning".

Even with a graduate degree, don't put pressure on yourself to know it all. **A career for life is a journey of continuous learning and professional growth.** Believe in your intelligence, creativity, and capability.

Key Tips

Here are **key tips to guide this process and maintain resilience,** motivation, patience, and mental and physical well-being while building your career.

1. Maintain a positive attitude

Job searching takes work, especially in an evolving economy and labour market. Maintaining a positive attitude means **giving yourself a break and managing expectations**. Making an appointment with your Career Centre's graduate specialist can help you begin your career plan and provide clarity on next steps.

> Graduates often have access to career services as alumni following graduation.

2. Network - socially and professionally

Finding a career opportunity that compliments your graduate education, advanced skill set, and stage of life requires **a quality network of academic and industry colleagues.** Seek professional mentorship, up-to-date labour market information, advice on career pathways, and continuing education tips from your contacts.

Don't limit yourself! For example, use your Twitter or LinkedIn account to **make connections with others based on shared interests**. Attending events and staying engaged will help you keep your networks fresh and alive. Your network can only survive with your dedication and care.

3. Stay physically active

It is equally as important to maintain a healthy lifestyle. While working on your job search, **take frequent breaks to get outside, move around, and engage with your environment.** When you return back to the task at hand you will feel refreshed, focused, and able to take on a new perspective.

4. Reflect and learn from experiences

There are a lot of experiences to be had when job searching. Take time to reflect on what you learn, hear, see, and do. All activities, including networking, volunteering, labour market research, and applying for jobs play an important part in building yourself personally and professionally. **What can you learn about yourself from your experiences?** How might they confirm or change your perspective as you are establishing your career pathway?

5. Stay up-to-date

Continue to use your well cultivated research skills to **stay current with what is going on in the industry you wish to work in,** both while completing your graduate studies and after you graduate.

Let others know how you are keeping up-to-date through activity on social media channels. **Share what you are discovering**, contribute to topical conversations, and comment on others' points of view. This also assists in building your profile to prospective employers and industry leaders.

6. Pursue your interests in academia and beyond

What excites you about your graduate research? What other activities and hobbies do you participate in? In pursuing your interests, you will find that **employment and volunteer opportunities you are coming across are more closely aligned to what you are passionate about.**

7. Note your transferable skills

You are building a comprehensive and advanced skill set as part of your graduate training, teaching and graduate assistantships, grant applications, conference presentations, and thesis and dissertation writing. **Your skill set is 100% transferable to both academic and non-academic careers**, so consider the skills you are developing and how they align with the jobs you are applying to.

Take the time to research positions of interest and the kinds of technical and social skills you possess that would make you an ideal fit. The transferability of your skills is not only a factor in the responsibilities of the job, but also the culture of the workplace.

Further Reading

On transitions:

- **Managing Transitions: Making the Most of Change by William Bridges**
- **Finding Right Work: Five Steps to a Life you Love by Leni Miller**
- **Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead by Brené Brown**

Q&A Voices of Experience

NAME	Wilson Leung
JOB TITLE, COMPANY	Lecturer, Leadership Development, The G. Raymond Chang School of Continuing Education at Ryerson University
EDUCATION	Leadership, D.Min. (Tyndale University College and Seminary)
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
TWITTER	@WilsonLeungTO
WHAT KEY STEPS DID YOU TAKE TO TRANSITION FROM INDUSTRY TO ACADEMIA?	I pursued an area of education that was a passion of mine, which made learning engaging and relevant. It was also **important to cultivate and maintain an adventurous attitude** so that I was open to exploring new possibilities.
HOW DID YOU CONSIDER WHAT SKILLS WOULD BE MOST VALUED?	As the process of transition brought many ups and downs, **resilience was a key skill through all the challenges** I faced. Also, since transition involved so much uncertainty and ambiguity, it was essential to be agile and adaptable to opportunities that grew organically.
HOW HAVE YOU PREPARED YOURSELF FOR NAVIGATING YOUR CAREER PATHWAY AS IT EVOLVES OVER TIME?	I believe in having a **life-long learner mindset**. Being intentional in personal development, for example, staying current with leadership books or sitting down with mentors to acquire valuable insights. Also, I purposefully take time to reflect on life experiences - whether positive or negative – to glean lessons that may help inform the future.
HOW CAN A GRADUATE STUDENT BENEFIT FROM SELF LEADERSHIP WHEN EXPERIENCING TRANSITIONS?	The journey of transition can be difficult and overwhelming which can stir up feelings such as anxiety, fear and stress. **Effective self-leadership is learning to understand yourself** by accurately identifying those emotions and then constructively managing them through approaches such as journaling, exercising, reframing challenges, and sharing with a trusted source.
LOOKING BACK, WHAT MIGHT HAVE YOU DONE DIFFERENTLY TO EASE YOUR TRANSITION AND REMAIN RESILIENT DURING YOUR MOST CHALLENGING MOMENTS?	Though I networked significantly during my transition, it is something that I could have done even more of. It would be helpful to **network both with a wider range of people with varied life experiences but also seeking out specific individuals** to connect with in my particular industry.

M
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Graduate Career & Professional Development on GRADCentral

Your one-stop shop to learn more about up-to-date, cross-campus career development resources and programming in D2L Brightspace.

Visit **my.ryerson.ca** for a coordinated overview and calendar of events for the Yeates School of Graduate Studies, the Ryerson Career & Co-op Centre, and the Learning & Teaching Office.

Ryerson University | **Graduate Studies** | **Career & Co-op Centre** | **Learning & Teaching Office**

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As a recent graduate in a city that was not my hometown, networking became an important part of my job search. Through networking, I gained insights from people about the different jobs and experiences they had, and how this led to their present position. By conducting informational interviews with recruiters and managers, it enabled me to assess my skills and experiences and how I could develop professionally. More importantly, networking pushed me outside of my comfort zone and was an exercise in understanding who I am, what I want, and where I want to go in my journey.

Casey,
Immigration and Settlement Studies Masters Program

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The Academic Job Search

Pathways Within Academia

Universities and colleges in Canada employ nearly 400,000 people (as of 2016) across a wide range of occupations. In addition to a faculty appointment, there are a **myriad of diverse and interesting career paths to pursue in higher education**.

Graduates of Masters and PhD programs working in these positions use their intensive training in research, academic writing, postdoc appointments, and other experiences to uniquely respond to the expectations of their new roles.

Faculty Appointments & Contract Faculty

- **Student-centred work:** including teaching, course design, academic advising, graduate supervision, and curriculum review.
- **Professional-centred work:** including serving on committees, applying for grants, participation in professional associations, conference presentations, and research.
- **Community-centred work:** including public talks, speaking to media, and providing advice to organizations/government.

University Administration

- **Key role in maintaining the flow of operations** for students, faculty, staff, and external partners via organization and planning, communication, management, teamwork, and business awareness.
- **Departments may include**: registry, human resources, finance, marketing, public relations, campus facilities, IT, and departmental support.

Library

- **Responsibilities include:** acquiring, organizing, managing and distributing resources, while maintaining an updated collection and access to resources that meet the needs of all users.
- **Provide innovative services** and outreach programs that support independent research and learning skills.
- **Partner with** faculty, external organizations, and other campus stakeholders including students/ alumni to foster academic and career success through information literacy.

Student Affairs and Services

- **Designing and delivering student support beyond academic training** across a wide range of sub-sectors.
- **Sub-sectors include:** career education services, student learning support, mentoring, student life programming (e.g. orientation, leadership training), residence/housing, international student services, personal counselling, graduate student professional development, learning and teaching support (graduate level), student and financial aid, sports and recreation, student safety and wellbeing policy and programming: support, prevention, education, and diversity and inclusion.
- Individuals pursuing a student affairs career path are often motivated to **support student success, growth, and development, and to drive student learning outside the classroom.**

Academic Professional Associations

- **Represent and serve individuals** who work in Canadian and international post-secondary institutions, including student affairs, academic disciplines, and administration.
- **Common 'core business' can include:** professional development, training, events, resources, and policy research and recommendations to members and affiliated universities.
- **Sample associations:** Canadian Association of College and University Student Services (CACUSS), Canadian Association of Graduate Studies (CAGS), and National Association of Colleges and Employers (NACE, American).

Sector Organizations & Think Tanks

- **Act as** an authoritative, consistent voice for the sector.
- **Common 'core business' can include:** research, conference and events, and legislative lobbying.
- **Sample organizations:** Council of Ontario Universities (COU), Conference Board of Canada, and The Mowat Centre (CAN).

Academic Career Pathways

CANADIAN UNIVERSITIES EMPLOY APPROXIMATELY 250,000 PEOPLE, OF WHOM 65,400 ARE UNIVERSITY PROFESSORS OR LECTURERS.
- Times Higher Education, 2017

The Academic Labour Market

Post secondary employment can be part time (contract) or permanent (full time, continuing). **University hiring practices are based on a number of factors,** including student enrollment, government funding, and the establishment of new departments in academic and non academic settings.

Thus, **the labour market in academia is ever changing.** This offers prospective candidates a continuous range and selection of employment opportunities. Many who enter higher education take advantage of the ability to **navigate multiple career paths within a single institution,** working in different roles and developing cross-departmental expertise and networks.

It is important to keep in mind the ebb and flow of employment in higher education by staying up-to-date with new reforms and policy trends. **Target and tailor your job applications to the most promising opportunities.**

Once hired, continue to learn about and **adapt to areas projected for growth so that you remain a valuable asset to this industry.** Attending higher education conferences is a wonderful opportunity to build your network and learn about new initiatives across North American and international institutions.

International Perspective

Pursuing an academic pathway can open doors to international job opportunities, for both faculty and non faculty positions. Consider broadening your prospective job market when applying. **If applying for a position outside Canada:**

- **Search job boards within countries of choice.** Often countries will have their own websites listing available positions.
- **Sample job boards:** Going Global, Council of International Schools (CIS), Higher Education Recruitment Consortium (HERC).
- **Learn and understand the application language** so that you submit the appropriate documents in the correct format.
- **Be familiar with research funding models**, as you may be expected to know what specific grants to apply for.
- **Research the workplace culture** and find ways to highlight your "fit". Provide your referees with a brief overview of what they should emphasize in a reference letter for you.

- **Be aware of cultural differences** when writing your resume and/or CV - research national norms.
- **Get to know standardized online job application systems** and formats that may exist in certain countries.
- **Use websites and social media platforms** (ie. LinkedIn and Twitter) to gain insight into the mission and values of each higher education institution you apply to.

Take the time to research potential employers' expectations for applications by reviewing the job posting, understanding the application format, and checking in with your mentors. **Consider approaching the employer directly or individuals employed there** for an informational interview call via Skype. See the self introduction template in chapter three, *Your Job Search, from Online to Offline*, on how to request an informational interview.

With both education and research being global sectors, and in light of increasingly limited academic opportunities, an international job search can increase your chances of securing an academic position. Building **an international career is also a unique opportunity to travel, explore new cultures and approaches to your work,** all while expanding your field(s) of expertise.
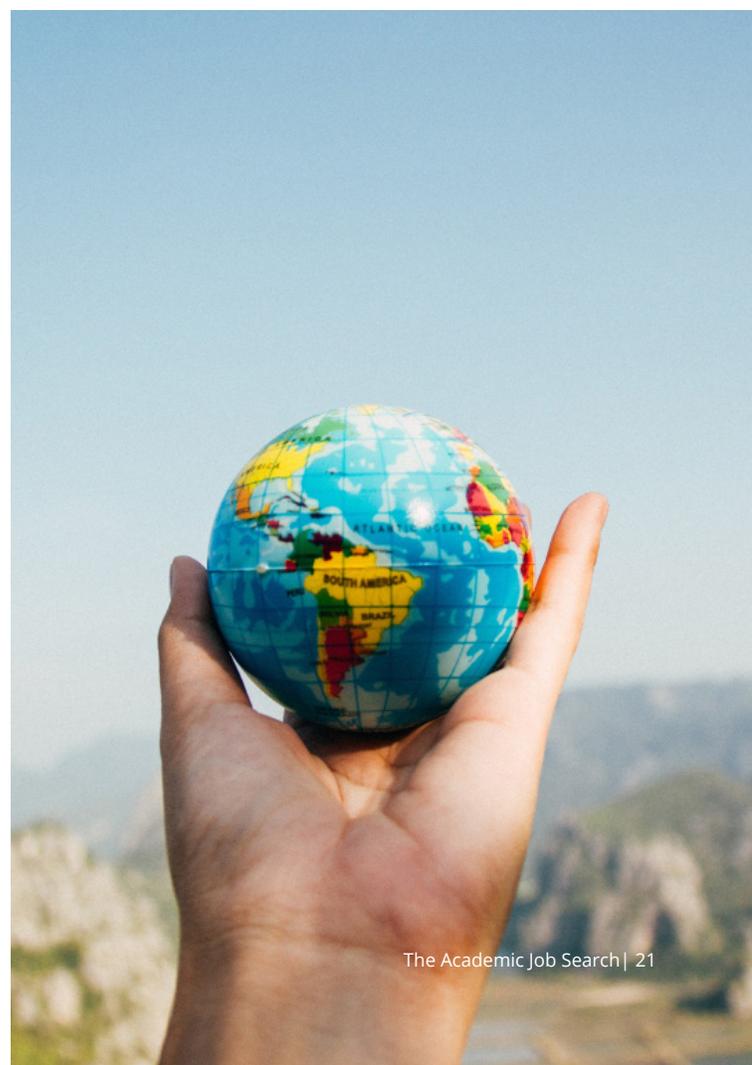
Building Your Academic Portfolio

An academic portfolio is an **evidence-based collection of artifacts** showcasing your most significant experiences, accomplishments, and contributions, as well as your philosophies and reflections on teaching and research. While most often used for tenure track applications, **academic portfolios are a valuable job search tool for any role in higher education.**

Remember, when curating your portfolio for any job application, select content that accurately demonstrates the scope, quality, and effectiveness of your work and is relevant to the institution and department you're applying to. **No two portfolios will look the same, and yours will be unique to you.**

Elements of An Academic Portfolio

1. **Statement of Intent:** Preface stating the purpose of your portfolio.

2. **Table of Contents.**

3. **Your Accomplishments:** delivered in three major sections: **teaching and educational development, research and scholarship, service to your university and the community.** Each section is usually 5-6 pages in length.

Provide the hiring committee with an overview of your teaching experience, strengths and accomplishments, including your teaching methodologies.

The minimum requirement for this section is a teaching philosophy. When applying for a teaching position some institutions will also request a teaching dossier which typically includes the artifacts mentioned below.

As some members of the hiring committee will be outside of your discipline, it's important to **ensure that this section is written in concise and easily digestible language.** Avoid jargon and abbreviations.
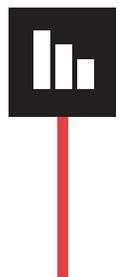
Highlighting Your Accomplishments

TEACHING & EDUCATIONAL DEVELOPMENT (normally 5 to 6 pages in length)

Teaching philosophy: Offer a reflective statement including your approach to teaching, your objectives for student learning, and how you've practiced effective methods of teaching in the classroom.

List of undergraduate and graduate courses taught: Also provide the average number of students you've taught. Consider presenting this information using a table or chart.

Description of course revision, curriculum development, and teaching methods: Include course outlines, videos of your teaching, assignments, learning resources, and other materials that you've developed or adapted. Be selective and consider samples that will demonstrate your use of innovative resources and teaching methods (i.e technological simulations).

Assessments of student learning: Showcase tests, exams, and exercises you've prepared or adapted. Articulate how each assessment and/or exercise is linked to your intended learning outcomes as expressed in your course outline.

Student feedback: Include examples of feedback and evaluation collected from students through questionnaires and surveys. Share your own assessment of these findings, such as successes and ways to overcome challenges.

Special contributions to teaching: Include teaching awards, publications and presentations, instructional development grants, and participation in conferences and seminars on education / pedagogy.

Currency in your field: Share a list of professional development accomplishments, highlighting how they have positively influenced your teaching practice. Provide examples of both how you acquire current knowledge pertaining to your discipline, and subsequently apply this knowledge in the classroom.

> As a recent doctoral graduate, you may not have all the artifacts to develop your portfolio fully. This is OK. Keep in mind that because of this, hiring committees will pay close attention to your teaching philosophy and research scholarship ,including peer reviewed publications, for junior rank positions.

Building Your Professional Portfolio

17-20 years

ON AVERAGE, THE JOURNEY FROM ENTERING GRADUATE SCHOOL TO ATTAINING THE RANK OF 'FULL PROFESSOR' IN A UNIVERSITY IS 17 TO 20 YEARS.

- Times Higher Education, 2017

**RESEARCH & SCHOLARSHIP
(normally 5 to 6 pages in length)**

Research statement: Two page description of the purpose and focus of your research. Articulate its impact, significance, and accessibility through scholarly texts, social media, academic blogs, and open source platforms.

State how your research benefits the department to which you are applying, such as: bringing in grant money, leading to faculty collaborations, and engaging student participation in new course design.

Testimonials: These will be built up over time. For early career professionals, the focus is on sufficient evidence that the candidate has the aptitude for success [teaching philosophy, program of research, grant writing plan, service component]

Publications: Selected sample of noteworthy publications in scholarly journals, books, newspapers, magazines, websites, and academic blogs. Highlight publications from various sources to demonstrate the accessibility and relevancy of your research to both academic and non academic audiences.

Research sharing: Include video or audio links of your presentations, readings, performances, and /or images of exhibits that demonstrate your creative and effective forms of delivery.

**SERVICE TO THE COMMUNITY
(normally 5 to 6 pages in length)**

Articulate and provide evidence of your contribution to the university and within your community, including:

· **mentoring** undergraduate and/or graduate students
· **participating** in various departmental and/or institutional committees and task forces
· **volunteering** in community civic groups, agencies, and organizations (ie. professional associations, advisory boards, organizing public events or forums)
· **media coverage** from organized events and presentations, thank you letters from professional bodies and community groups, and feedback from students and colleagues.

Your narrative for this section should include examples that will demonstrate the significance and breadth of your service. It should clearly state how your contributions align with the mission of the department and the educational institution and the impact they have had on both the university and community. Be sure to **mention the size, mission,and influence of the committees you were a part of.**

Q&A Voices of Experience

NAME	Manya Whitaker
JOB TITLE, COMPANY	Assistant Professor of Education, Colorado College
EDUCATION	PhD, Developmental Psychology (Vanderbilt University)
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
TWITTER	@IvyLeagueLady
WHAT TIPS CAN YOU OFFER IN PREPARING FOR AN ACADEMIC JOB INTERVIEW?	1. **Understand** the demands of the job. 2. **Gain** contextual information by researching the institution: e.g. how is the department situated on campus? 3. **Prepare** descriptions of new course offerings that can fit within the department you are applying to. 4. **Develop** descriptions of future research endeavors, including those with students. 5. **Research** the department so you can refer to people by name.
HOW IMPORTANT IS IT TO DEMONSTRATE YOUR CHARACTER, IN ADDITION TO EDUCATION, SKILLS, AND EXPERIENCE, WHEN INTERVIEWING?	It is incredibly important to be authentic and genuine in your interpersonal interactions. **There is no 'perfect' personality or single 'right' answer during an academic interview.** The committee wants to ensure that you are qualified and will be a good colleague who contributes to the well-being of the department and institution.
WHO DO YOU RECOMMEND AN APPLICANT REACH OUT TO PRIOR TO THEIR INTERVIEW(S), AS PART OF PREPARING?	It is a good idea to reach out to the search committee chair with any questions or concerns. That person, rather than other members of the search committee, has agreed to be the contact person for candidates, so they are the go-to resource.
IF PREPARING FOR AN INTERNATIONAL INTERVIEW, WHAT SHOULD AN APPLICANT KEEP IN MIND?	A search committee may not be forgiving of fatigue, wrinkled clothes, or illness, despite the fact that you may be interviewing at 3am your time. **Be at your best regardless of circumstances.** Create an interview schedule that allows you some 'down time' to become situated before you interact with the search committee.
IN WHAT WAYS HAS THE INTERVIEW PROCESS EVOLVED FOR EARLY CAREER SCHOLARS APPLYING TO FACULTY POSITIONS?	**The academic job market now prioritizes demonstrated achievement over potential to achieve.** Candidates are now expected to have at least one first-authored publication as a recent graduate, but preferably two or three. Also, teaching evaluations are more commonly consulted than in prior years. Candidates who have experience teaching courses listed in the job description will be favoured.

E-Portfolio

An e-portfolio is **a digital collection of artifacts that present a robust portrait of your contributions, accomplishments, and professional development** across the three major areas of your academic life: research, teaching, and service. E-portfolios complement your CV and other paper based submissions.

Benefits of an E-Portfolio:	What to Include in an E-Portfolio:	Additional Artifacts May Include:
• Accessibility of information to a wide audience • Creation of an online presence as a thought leader in your discipline • Greater capacity to present more evidence of your contributions and accomplishments • Ability to effectively demonstrate technology-based research and/or teaching methods adopted	• Meaningful quotes • Professional photographs (ie. conference presentation) • Include pages on research, teaching and service • Include reflective narratives and examples of your activities and accomplishments in each arena	• Articles • Audio links/podcasts • Blog posts • Graphics/infographics • Images • Videos • Webpages

E-Portfolio Development Tips:

• **Start curating your e-portfolio** as soon as you start your Masters and PhD. Continue to build on it as you progress through your doctorate

• **Diversify the content** and use your homepage to invite the viewer to explore your portfolio

• **Present documents i.e. teaching philosophy as PDF attachments** instead of copy and paste

• **Use an accessible platform**, such as: Behance, Foliotek, and FolioSpaces

Designing your academic professional portfolio is a major accomplishment, as it brings together all that you have done while completing your graduate education. Take pride in constructing it, and remember, **your portfolio is a reflection of you in your professional domain.**

Further Reading

On the academic portfolio:

• **The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service by Peter Seldin and J. Elizabeth Miller**

• **Putting Together Professional Portfolios by Christine Forde, Margery McMahon, and Jenny Reeves**

• **The Digital Teaching Portfolio Handbook: A How To Guide For Educators by Clare R. Kilbane and Natalie B. Milman**

Philosophy of Teaching Statement

A teaching philosophy statement is a reflective narrative that articulates your core beliefs about teaching and learning, why you hold these beliefs and how you put them into practice. It's a typical requirement for teaching positions across all disciplines.

Effective teaching statements are able to paint a vivid image of you as a teacher. They are grounded in your discipline, they incorporate the mission of the institution, and are student centered.

Guidelines and requirements for teaching philosophies will vary slightly among different institutions. Always verify these details when preparing your statement for a particular teaching position.

Your statement should be written in the first person and organized in paragraphs that coherently address the following sections and questions:

Beliefs and Objectives

- What are your conceptions of teaching and learning?
- How do you facilitate student learning?
- What are your teaching goals?
- What skills and knowledge will you use to ensure student success?
- Use quotes, metaphors or a personal story to exemplify your beliefs
- Provide evidence based on research and experience to support your statements about teaching

Teaching Methods

- What effective teaching methods have you put into practice?
- How are these methods connected to your teaching goals?
- Why have you chosen these methods?
- What evidence demonstrates their effectiveness?
- How do these teaching methods address different learning needs?
- How have students engaged with these teaching methods?
- How do you incorporate technology into your teaching?

Assessment of Student Learning

- What assessment tools have you leveraged in your classroom?
- Why have you chosen these methods?
- Explain how the selected tools align with your teaching goals
- Outline the specific learning outcomes aligned to the assessment tools selected

Development

- Outline your development needs in relation to your teaching practice
- How are your teaching goals reflected in your development plan?

Other Areas for Consideration

- What story do your student surveys tell?
- How have you changed your teaching methods as a result of student feedback?
- Did the changes positively influence subsequent surveys?
- What is your understanding of different learning needs? How will you meet those needs?
- How will you create an inclusive learning environment?
- Demonstrate your knowledge of different teaching resources
- Outline potential problems that can arise in the classroom and your proposed solutions

Writing your philosophy statement is a process that requires time and reflection. Leverage resources such as books, blog posts, articles, and samples to stimulate your brainstorming. In addition to resourcing written materials on this topic, also **visit your university career centre and learning and teaching office** to meet with professionals with whom you can discuss your ideas and receive guidance on the content and format of your statement.

Further Reading

On writing a philosophy statement:

- **Writing a Philosophy Statement: An Educator's Workbook by Caroline Pryor**
- **Resources and Practices to Help Graduate Students and Postdoctoral Fellows Write Statements of Teaching Philosophy by Katherine D. Kearns and Carol Subino Sullivan**

Curriculum Vitae Template

Note: You may be asked for either a CV or resume when applying to non-teaching positions in higher education. Refer to chapter three, Pursuing an Industry Path, to review the resume template and top tips.

The Curriculum Vitae (CV) profiles your academic achievements, professional experiences, scholarly interests, and related teaching and/or research experience.

In organizing this information, the following headings may appear on your CV. Select the ones which are most appropriate for profiling your experience, knowledge, and skills.

Contact Information
The first section of any CV begins with your contact information.

- Include your name, address, email address and phone number
- Tip: Your name should be in bold and 2 – 3pts. larger than the rest of the font

Example

Fatima Jaffer
280 Victoria Street, Toronto, ON, M6H 4H1
Fatima.jaffer@ryerson.ca | 416-979-5177

Education

- **List your degrees in chronological order**
- Include degree name, institution name, thesis/dissertation title, supervisor name, academic honours or distinctions

Example

PhD, Policy Studies, Ryerson University, Toronto   **2017 – present**
Thesis: Ontario's Mental Health Act and the Role of Race and Gender as a Determining Factor for Mandated Treatment
Supervisor: Dr. Maria Lyn

Research Interests

- Highlight in bullet form your teaching and research interests

Example

- Health policy addressing treatment protocols for diverse and multi-racial populations
- Gender disparities as part of mental health and mental illness

Research Experience

- List your research experience, including research projects, research positions, and academic work
- Profile methodologies used, outcomes achieved, and quantify/qualify important aspects of your research projects or work

Example

Research Assistant   **2016 – 2017**
Wellesley Institute, Toronto, ON
- Conducted literature searches, article reviews, and inter-jurisdictional comparisons on complex fiscal and social policy issues focusing on health equity, housing, employment, and income
- Designed interview questions, conducted key informant interviews, facilitated focus groups, and analyzed qualitative data to develop a research report on mental health issues impacting racialized youth in suburban communities

Teaching Experience

- List all relevant teaching experience, including instructorship, teaching assistantships, or any related experience
- Include course title, department name and institution name, your title, level of course [i.e. undergraduate, graduate], dates for each experience
- Profile information about your role [facilitated tutorials, developed curriculum design, provided office hours]

Example

Teaching Assistant, Political Processes in Canada [POL 102 - Undergraduate Course]
Department of Political Science, Ryerson University, Toronto,   **2018 – present**
- Organized 25 participant tutorial discussions on political processes, parties, elections, and the media, in addition to contemporary issues focusing on race, gender, Aboriginality and regions

Professional Experience

- Include relevant experience outside of academia that is connected to your discipline
- Include position title, name of organization, and a brief description of your role

Example

Project Coordinator   **2014 – 2015**
Community Connect, Toronto, ON
- Collaborated with executive director on fund development, grant writing, and reporting which resulted in the acquisition of $200,000 in funding for projects on linking at risk youth to community based resources
- Prepared project evaluation reports and delivered presentations to various stakeholders on project design and impact

Curriculum Vitae Additional Components

Publications

- **List publications,** with most recent first
- **Include subsections** in this category to showcase type of publication (i.e. peer reviewed - note whether this is a work in progress if not yet published, online contribution, or report)

Presentations

- **List conference papers, posters, and presentations,** and include conference names and dates

Awards, Honours, and Fellowships

- **Highlight fellowships, scholarships, awards, and other honours** you have received and include any relevant financial amounts attached to them
- If the award or honour is not familiar to your audience, include a brief explanatory statement

Memberships, Associations, and Committees [also known as 'Service']

- List any memberships, associations and/or committees you are a part of in your academic institution, professional spaces and/or in the community [i.e. board of directors, graduate student associations, community steering committees]

Student Engagement

- Track student interactions beyond teaching, including graduate or undergraduate (honours students) level advising
- May not be key early on but can be added to your CV over time

Languages

- List and specify your reading, writing, and oral fluency in languages

References

- Have ready 3-4 individuals who will ask as references on your behalf
- If you are requested to include your references on your CV, include their name, position title, department, phone number and email, address, and relationship [i.e. thesis supervisor]
- This section is usually at the end of your CV
- Ensure these are kept up-to-date, as references change over time

Formatting

- Include your last name and page number in the bottom right hand corner of each page, as most CVs are multiple pages in length
- Ex. Jaffer, 2

Number of full time teaching staff at Canadian universities

- Statistics Canada, 2016/17

16,239	16,272	8,544	3,561	1,044
Full professors	**Associate professors**	**Assistant professors**	**Rank or level below assistant professors**	**Other ranks (not elsewhere classified)**

Academic Cover Letter Template

Insert your contact information here to match your CV's details exactly.

Your Name (bold, size 14)
Your address, city, province, postal code · phone number · email · social media (size 11)

Name of Recipient
Recipient's Title
Name of Department
Name of University
Address
City, Province, Postal Code   Date:

Re: Insert Title of Position (insert Job # if applicable)

Dear Dr. [Last Name],

The introduction should capture the reader's attention, by speaking to content that would be of immediate interest.
Options for the first line include: reference to a common acquaintance who advised you of the opening, outlining a key accomplishment in your career, or, showcasing the research you have conducted on the employer and why you want to work for them as a result. Note the job title of the vacancy and where it was advertised, if applicable. The first paragraph will also allow you to briefly introduce your research and stage of your academic studies or postdoctoral fellowship.
The format of this paragraph, and those that follow, will vary depending on the focus of your work. If your work is research focussed, then elaborate on your research, and, specifically why it is unique. Discuss your dissertation, what you accomplished in your research, methodologies used, and the implications of your work. **Consider how your research matches the employer's need and focus by making explicit connections between your work and the employer's mandate. Make reference to funding received and publications.**

If you are asked to submit a research statement, paraphrase your content in this paragraph for consistency, without using the same wording. Keep in mind that overall, it is acceptable for an academic cover letter to exceed one page, but no longer than two pages.

A description of teaching experience includes references to courses taught, evidence of student engagement and outcomes, and connections to the employer's curriculum. The overall intention is again to provide evidence of familiarity with the employer's department, curriculum, and mandate.

Further evidence of academic or sector accomplishments can be shared here. Examples may include conferences attended, keynote addresses, volunteer or committee work. Make reference to ongoing professional development such as workshops, training courses, and received designations.

You may include a brief paragraph outlining your teaching philosophy, along with concrete examples of how it impacted overall teaching outcomes for students and institutional objectives.

In the closing paragraph, make reference to any additional application materials that are included, whether in hand or online, as well as one to two lines summarizing how the combination of your teaching, research, and other experience make you ideally suited to the role. A request for an interview should be included here, and a note of thanks for the potential employer's consideration.

Sincerely,

First name, Last Name

Enclosure: List documents here that are included with the cover letter.
i.e. application form, curriculum vitae, or resume.

Cover Letters: Top Tips & Core Points

A well written cover letter is an essential element of any job application; without one, the application is incomplete. **Always send a cover letter along with your CV, even if it is not explicitly requested.** The cover letter allows you to express to a potential employer why you want to work for them and how your values align to their company or organization.

Moreover, academic cover letters **provide an opportunity to describe your dissertation, research interests, and teaching philosophy, and how these are best suited to the department you are applying to.** Unlike an industry cover letter, academic cover letters can be up to two pages in length.

General Tips for Crafting an Effective Cover Letter

Formatting:

- The **layout and format should match** your CV, Statement of Intent, Teaching Dossier and other relevant documents, and reflect a personal letterhead format.
- Use standard business font such as Calibri, Arial or Verdana, and **be consistent throughout.**
- **Choose a font size which is easy to read,** including size 14 for your name, and size 11 for the content in the body.

- **Ensure a clean copy,** free of typos and grammatical errors.

Tailoring:

- **Address your cover letter to a specific person,** rather than "To Whom It May Concern" or "Dear Sir or Madam". If the job posting does not indicate the name of the hiring manager, then do your best to find their name by asking your contacts, calling the department or searching online.
- If you are unable to address the cover letter to the hiring manager, or lead of the hiring committee, either delete the salutation altogether or lead with the recipient's job title such as: "Dear Hiring Manager " or "Dear Hiring Committee".
- **Avoid insincere flattery.** Instead, reflect carefully on why you are applying for a given position, and try to make a genuine and valuable connection.

Personalizing:

- **Include a designation or academic abbreviation after your name**, using a smaller font size such as size 9. For example: P.Eng, PhD, PMP, CFP, MSW.
- **Add a handwritten signature** by signing your printed cover letter and then scanning it.

Send your cover letter and CV as one attachment (a PDF is good).	Do not embed your cover letter in your email body. Have your CV follow your cover letter and use the same header for each document.
Focus on how your international experience is transferable to a Canadian context.	Instead of mentioning you are new to Canada and looking to start in any role, showcase your knowledge of the Canadian labour market.
Speak to how your international perspective is an asset.	Refrain from mentioning you are taking English language courses to improve your language skills. Instead, indicate that you are bi- or multilingual, with a working knowledge of the English language.
You are not required to put any personal information in your cover letter.	Refrain from sharing personal information such as: marital status, health, or whether you have children.

Preparing Your Academic Job Search

Securing an academic job, whether a faculty or non faculty position, takes hard work. Taking a passive approach to your job search by spending a majority of your time only applying to advertised positions found online will significantly limit your options.

An active approach entails using a variety of job search strategies to increase your employment opportunities. In addition to online job searching:

- **Tap into your network** to learn about upcoming opportunities that have yet to be advertised
- **Create opportunities** such as collaborating with a

university department and/or peers
- **Begin to** apply your skills and education beyond your graduate program
- **Define your professional brand** both on and off line

With up to 65-80% of jobs never advertised, **it is critical to take the time to develop a job search plan** that will allow you to:

- leverage your existing network
- make new industry contacts
- showcase your transferable skills and professional brand
- highlight your value add

Locating Academic Jobs

Job opportunities appear in a number of settings:

- **University and departmental websites** - university websites will have a career opportunities web page listing positions in categories such as: faculty and instructors, staff, and executive and academic administrators.
- **Professional associations** - often, associations representing academic disciplines will notify members on their website or on list serves about upcoming job opportunities.
- **Specialty publications** - subscribing to newsletters and academic journals in your field can notify you of available positions.
- **Networks** - Your contacts can be a source to learn about opportunities that are both listed and unlisted or not yet listed.

Professional Associations

Participating in professional associations is a targeted way to build your profile, gain industry knowledge, and network with like minded professionals in higher education. Often these associations will conduct research on the state of their industry and share key findings on job growth via their website, sponsored webinars and conferences, member focused meetings and professional development events. You can **stay abreast, and even ahead of the curve, of job opportunities** through active engagement.

Discipline	Sample Professional Association
Arts	Canadian Historical Association
Creative industries	Academy of Television Arts & Science
Community development	The Canadian Community Economic Development Network
STEM	STEM Fellowship

Conference Circuit

While attending and presenting, **take time to network with attendees.** You'll not only gain professional contacts, but will also learn about their workplace culture, hiring practices, and upcoming opportunities.

Be sure to keep track of who you meet by collecting business cards, connecting on LinkedIn, and making a note of when to follow up. As you grow your network, **consider organizing your contacts in a spreadsheet,** outlining where you met, what you discussed, and why you'd like to follow up.

Tip: on the back of a business card, you can write a few notes after speaking with a new contact, serving as a reminder later of where you left off and what you'd like to follow up on.

Faculty Appointments

For graduate students interested in becoming a faculty member, expected accomplishments include:

- Completed dissertation
- Peer reviewed publications
- Grants and awards
- Teaching experience and teaching philosophy
- Relevant work experience
- Research experience
- Service to academic community

In addition, academic hiring decisions, like many organizations, are in part based on "fit" of the candidate, including:

- Area(s) of research
- Teaching fields
- Faculty demographics and diversity
- Faculty personality

Showcasing a diverse professional portfolio that speaks to your creativity and innovation in an academic context is also key.

Non Faculty Appointments

Graduates of Masters and PhD programs can have a very rewarding career in non faculty positions within higher education. An academic skill set is transferable, and beneficial to meeting the challenges presented in these roles. Stay on top of current and upcoming opportunities by:

- **Regularly visiting university online jobs boards** for full-time and contract positions
- **Attending higher education conferences** for professionals working in student affairs and services to stay abreast of recent research, program development, trends, and employment opportunities
- **Reaching out to your network at different institutions** to assess how to best tailor your professional profile to stand out
- **Engaging on social media platforms** like LinkedIn and Twitter, following your targeted post-secondary institutions. Hiring managers often announce candidate searches here

10 Networking Tips to Enhance your Academic Job Search
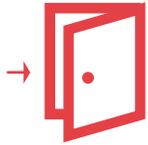
1. Get involved: Present at conferences and find ways to share your knowledge and skills within your academic and non academic community.

2. Join professional associations: Be an active member by volunteering, attending events, and sitting on committees.
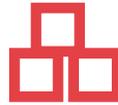
3. Build your profile: Document what you're learning and doing on social media platforms like LinkedIn and Twitter to become a thought leader.

4. Do your research: Ask questions and get answers from your contacts about career pathways in your preferred industries.

5. Maintain your relationships: Keep your contacts up-to-date on how you are developing professionally with an email or coffee chat.

6. Seek mentorship: Have a network contact you really connect with? Ask them to be your mentor, and set expectations.

7. Develop your value proposition: Assess how your education, experience, and skills add value to your preferred industries and network.

8. Career advising: Review your networking strategy every few months with your university's career education specialist to enhance and/or revise.

9. References: Tap into your network to request a reference and/or a direct recommendation on your behalf to an employer.

10. Return the favour: Find something that will help out a contact. Use your expertise to help others. It will be returned.

Q&A Voices of Experience

NAME	Funké Aladejebi
JOB TITLE, COMPANY	Assistant Professor, Trent University
EDUCATION	PhD, History (York University)
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
PROFESSIONAL ASSOCIATION MEMBERSHIPS:	Canadian Historical Association, American Historical Association, Canadian Society for Studies in Education, Ontario College of Teachers, Black Canadian Studies Association
IN WHAT WAYS CAN A GRADUATE STUDENT OR RECENT ALUMNUS GET INVOLVED WITH THEIR PROFESSIONAL NETWORK?	One of the best ways a graduate student or recent alumnus can get involved with their professional network is to join professional associations. These associations usually organize meetings or conduct a variety of outreach activities. **Not only did I attend local conferences and workshops but I was also able to learn** about affiliated organizations that I could work with.
WHAT TIPS CAN YOU PROVIDE ON BUILDING YOUR NETWORK AS A MEMBER OF A PROFESSIONAL ASSOCIATION?	**I found it important to connect with other members in my field through information interviews and personal meet-ups.** This means setting intention and genuinely cultivating relationships with people. I also found **getting on professional listservs and announcement boards** incredibly helpful in expanding my professional network.
HOW HAVE YOU APPLIED THE KNOWLEDGE AND INSIGHTS YOU'VE GAINED FROM YOUR NETWORK TO YOUR ACADEMIC JOB SEARCH?	I **write in online journals and blogs** that are a part of my professional network, and **this has been incredibly positive in my academic job search.** Hiring committees have been interested in my approach to making historical information accessible through a variety of media platforms as well as having an online presence.
WHAT DO YOU MOST ENJOY LEARNING ABOUT FROM YOUR NETWORK CONTACTS?	My **network contacts come from diverse backgrounds and are engaged in a wide range of social, professional and academic activities**. I have kept in touch with graduate colleagues engaged in work with non-governmental organizations. As a result, our circles are constantly collaborating through educational and social justice projects.
WHAT ADVICE WOULD YOU GIVE ON REACHING OUT TO YOUR NETWORK BEFORE AN INTERVIEW?	I have found the **most rewarding experiences and connections are in areas unrelated to my field**. Having met with professionals who still share an interest in what I do, I learn about their expertise, make connections, and I am able to expand my knowledge before interviewing. **When reaching out to your networks, think outside of the box!**

Conducting an Informational Interview

When reaching out to a contact, start the conversation by introducing yourself and the purpose of engagement. A sample opening script:

"Hello.

My name is X and I am a X graduate student. I am engaged in career exploration at the moment. One of the occupations that I am considering pursuing is X.

Would I be able to set up an appointment for an informational interview to speak with you for 20-30 minutes? Based on your experience in X, I'd like to ask some questions and get some advice."

Informational Interview Sample Questions
Industry Professional Personal Information

First and Last Name:
Higher Education Institution currently employed at: (university, college, professional association)
Title:
Number of years in this role:
Number of total years of experience in this field:

Occupational Requirements and Experience

1. What training and/or education is required for this type of work, and/or roles that support the work that you do?

2. What aspects of your previous training and/or education do you find most useful in your day to day work?

3. What have you identified as your most valuable transferable skills and how are they applied in the work that you do?

4. What other professional titles/positions have you considered with your educational background and experience that you feel qualified to do in this field?

5. What positions in higher education have your peers moved into after receiving a similar educational background?

6. Given my own education and research interests, how could my skills and experience add value to the work that you and your department does?

A Day in the Life

1. What are the duties, functions, and responsibilities of your job?

2. How does your use of time vary? (what is a typical day?)

3. Why did you decide to work for this institution?

4. What do you like most about working within higher education?

Industry Outlook

1. What opportunities for advancement are there in this field?

2. How do you see jobs in this field changing in the future?

3. How do you see this field changing in the future?

4. What are the current and future demands set by industry for professionals entering this field?

5. In what areas is this field growing?

Professional Development

1. What types of training have you received or pursued after entering into this field?

2. What organizations, committees, and networks have you found most valuable in building your professional profile?

3. What steps have you taken to build an attractive and robust professional profile within this sector?

4. Where do you see yourself in 5 years?

5. As a female/professional with declared disabilities/first generation graduate working in higher education, what challenges and successes have you faced in employment, advancement, and building your professional development?

Field Entry Preparation

1. From your experience, what is the typical job interview like?

2. How do you recommend a recent graduate showcase their talent and skills to potential employers and networks?

3. If you were a university student again, what else would you do to prepare yourself for this field?

4. Who else in your professional network can you recommend I speak with?

> Name
> Job Title
> Institution

Preparing for an Academic Job Interview

When invited to interview, you should be ready to speak to:

- Your research, teaching, work, and volunteer experience
- The college or university where you are interviewing
- The department you will work in
- The position you've applied for

Fit is key. Interviewing is your chance to show how you are the best candidate, not only for the job but also the workplace culture. Research what a department's priorities are, including their mission statement, and what they are looking for. You can glean from a department's mission statement how it envisions its future. Review its website and pamphlets for prospective students. **Be proactive and address what is important to a department by doing your research.**

Use an active voice when describing your accomplishments. For example, instead of listing your innovative teaching strategies, outline how you use them, what the positive outcome is for your students, and how you envision applying them if selected for the position you are interviewing for.

Phone Interviews	• Sometimes in place as the first-round interview. • A committee may listen in via speakerphone, so expect possibility of interruptions and delays. • Speak clearly, confidently, and precisely. • Give the pertinent details to be remembered by, avoid lengthy responses. • Have relevant material handy for reference. • Avoid reading off of documents. • Use a pen and notepad to jot down key points.
Skype/ Virtual Interviews	• Practice a mock interview via Skype with a career education specialist or trusted colleague. • Watch for posture, tone, eye contact, and speed of delivery - 55% percent of messages processed by the brain are based on a person's body language. • Set up equipment early on day of and do a test run. • Dress appropriately. • Minimize distractions. • Ensure a solid internet connection.
Conference Interviews	• Annual conferences may have on-site interviews. • Your interviewer will likely encounter a number of candidates. • Establish rapport, speak to shared research interests, and why you wish to become a member of the interviewer's department . • Be mindful that the interview may be shorter in this setting, so be concise. • If in a more public space, speak clearly and engagingly.
On-Campus Interviews	• Give yourself adequate travel time, and carry on your essentials if flying to your destination. • Treat all interviewers with respect by listening attentively and making eye contact. • Treat yourself as your interviewers will treat you: a professional colleague. Resist the temptation to let imposter syndrome take over.

Academic Job Talks

Your academic job talk is your chance to enhance your candidacy for a faculty position. **Proper preparation will lead to a great delivery.**

Logistics
How much time is allocated to your talk?
Do you have your copies with you?
Will they supply audio visual equipment?
Where is the talk held?

Content
What research are they looking for you to speak to: dissertation, otherwise?
How will you demonstrate the importance of your research?
How is your work related to important issues in the field?
Is your talk interesting?
What questions can you anticipate the committee will ask?

Accomplishments
What have you done and what will you be doing in the future?
How have you successfully addressed the "so what" of your research?

Tips for a successful job talk:

- **Write out your entire talk,** and practice your delivery. Keep your key messages simple and clear.

- **Consider your audience.** Not everyone will be familiar with your research so be clear about it and its significance.

- **Think of your job talk as being about an idea, not a paper**. Think about the lens and scope you will use to disseminate your idea effectively.

- **Use visuals, but don't overly rely on them.** Give your audience time to take in the information presented on slides but refrain from speaking to them.

Negotiating an Academic Job Offer

If you are negotiating an academic offer, research in advance which aspects of the offer are negotiable, as well as what your preferences and needs would be around some of the following considerations:

- Lab/office space
- Research funding
- Research budget
- Office supports
- Travel budget

- Relocation and moving assistance
- Extra duties / service to the institution

For further information on negotiating job offers, refer to chapter four on *Transitioning to Employment.*

Give yourself time and space to consider academic opportunities. The application process can be lengthy. Doing your research, preparing your materials, and communicating effectively will help you to stand out as a top candidate.

The role of company research when applying for jobs

83%
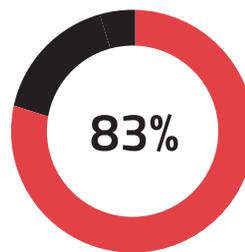
83% OF EMPLOYEES/ JOB SEEKERS ARE LIKELY TO RESEARCH COMPANY REVIEWS AND RATINGS WHEN DECIDING ON WHERE TO APPLY FOR A JOB
- Glassdoor, 2018

Ryerson Professional Development in Teaching Program

Develop Your Teaching Skills

Participate in this free program for Ryerson graduate students to:

- Attend teaching development courses and workshops
- Earn accredited teaching certificates
- Design and create a unique course outline
- Create a teaching portfolio

Ryerson University

Learning & Teaching Office

Learn more at **ryerson.ca/lt/taga/pdp**

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Enhance your graduate education with these engaging, fun and free professional development opportunities for Ryerson grad students!

Future Smart: Essential Professional Skills
Comprehensive suite of workshops to complement your graduate degree
ryerson.ca/futuresmart

GRADTalks Lecture Series
Interactive fall and winter sessions for career development and networking
ryerson.ca/gradtalks

Three-Minute Thesis Competition
Explain your research in 3 minutes using only 1 slide to win cash prizes!
ryerson.ca/3MT

Ryerson University

Graduate Studies

ryerson.ca/graduate

"

Social media has been essential for professional networking with other academics and creatives. These platforms not only helped me locate opportunities, such as finding open calls for academic conferences and creative writing contests, but also allowed me to form and maintain relationships that have lasted beyond a single project.

Natasha,
Professional Communications Masters Program

Pursuing an Industry Path

3

Understanding and Exploring Industry Routes

Considering an industry pathway after completing your graduate studies requires skill based learning, industry research, experimentation, and resilience. **Graduate students who successfully transition to industry find careers which value their skills, interests, and expertise** as professionals who can innovate and strategize in our knowledge based economy.

Skill Based Learning

The key here is to **unpack your degree by identifying skills gained through your academic experience, and connecting them to employer needs.** Your transferable skill set is a combination of both your academic and professional training.

Most graduate students identify research, teaching, writing, and presenting as the key skills they gain from academia. It is worth considering, on a deeper level, **what professional training you actually gained from building these skills, and how this aligns with, and adds value to, your desired sector.**

For example, while you are completing your research, you conduct countless hours of experimentation, collect interviews, and assess archival documents. It may take numerous efforts and approaches to discover the right data. Translating how these skills, as the building blocks of your research and training, meet the needs of the labour market, is an essential component of showcasing your transferability, as outlined in the table below:

Academic Skill	Sample Equivalent Industry Skills	Showcasing Skill Transferability (Skills in bold for demo purposes only)
Research	• Collaboration • Creative thinking • Critical thinking • Data management • Liaising and consulting • Problem solving • Project management	During my graduate studies I **managed** a major research project, my thesis/dissertation. To achieve my projected research goals I **conducted** 26 experiments to obtain the correct data, and **followed** a defined research plan that ensured the project was completed within a five year timeline. I consistently **consulted** with my supervisor on best practices in **managing** collected data, and **collaborated** with peers and faculty to receive constructive feedback throughout this process.
Quantitative and Qualitative Data Analysis	• Decision making • Statistical modelling • Statistical research • Storytelling	The significance of my research lies in my **revaluation** and **reassessment** of data sets using a new **statistical modelling** technique I designed. I **managed** and **sorted** my data collection and **compared** these results with a literature review by industry experts to ensure the integrity and compliance of this research.
Teaching	• Capacity building • Interpersonal communication • Leadership • Performance management • Training and development	My experience teaching undergraduate students has honed my **interpersonal communication** with a diverse clientele. Having taught cohorts of up to 30 students, between the ages of 18 and 40, I **manage expectations** by answering difficult questions, resolving conflicts, and revising lesson plans quickly and effectively when required. In so doing, I build the capacity for myself to be **attentive** to the needs of my clients, so that I am not only **teaching** academic content, but also **training and developing** my students to become critical thinkers, and myself as a thought leader.

Academic Skill	Sample Equivalent Industry Skills	Showcasing Skill Transferability (Skills in bold for demo purposes only)
Academic Writing	• Articulating significance • Clear and concise • Consulting • Deductive reasoning • Process oriented	While completing my graduate training, I've utilized my writing skills as a researcher, educator, project manager, and grant writer to **articulate** the value of my research to a wide ranging audience of academics, students, affiliated organizations, and government bodies. I've **secured funding** from both professional associations and government agencies by **clearly outlining** the process of my research goals. I regularly **consult** with my colleagues to ensure **I disseminate knowledge** that is most key to my intended audiences.
Conference Presentations	• Active listening • Collaboration • Communication • Community Engagement • Knowledge exchange	I have **presented** my research findings to engaged audiences, who in turn, have influenced my research by offering their insights and interest in further **collaboration** with me. I always take an **active listening** approach to ensure each interaction I have leads to an **exchange** of valuable knowledge, and my conference community has been a great resource to me for delivering on this kind of **engagement.**

Undertaking additional skill based learning in both interpersonal and technical areas will also complement your existing skill sets, assisting you in building capacity for skills sought by your target industry and increasing your marketability. **Take advantage of self-directed learning tools and online tutorials,** such as lynda.com and tutorialspoint.com to build your knowledge in a particular area, as required by the roles you wish to target.

Getting to Know Your Industry

In Canada, **hiring of PhDs has remained steady over the past 15 years in diverse careers,** even while doctoral degree holders doubled over this time period (CAGS, 2018). Our labour market continues to seek a talent pool with advanced graduate education that can drive innovation, creativity and social/cultural advancement.

In assessing an industry labour market, **focus on opportunities that allow you to explore your options and leverage your expertise.** In addition to experience gained, you'll secure insight into the skills, knowledge, and training that are most valuable in your targeted sector(s).

Rather than focusing on job titles, research employment opportunities based on your skill sets and interests to identify opportunities that match, or bring you closer to your future career goals. For

example, an engineering PhD who is skilled in financial mathematics may enter the terms "engineering, finance" on job search engines like Indeed.com to identify opportunities in the finance sector that require both engineering and mathematical expertise.

Understanding & Exploring Industry Routes

33k executives

2k meetings

CANADIAN ASSOCIATIONS COUNT OVER 33,000 EXECUTIVES AS MEMBERS AND HOST NEARLY 2,000 MEETINGS AND CONFERENCES ANNUALLY.

- Associations Canada, 2018

The following are sample employment opportunities from a range of sectors that require knowledge, skills, academic experience, and unique expertise, obtained in each academic program listed below.

Academic Program	Industry Sector
Business	Finance Information and Communications Technologies Professional Services, Consulting Professional Services, Consumer Service
Community Services	Community Health Services Community Legal Services Disability Support Education Employment and Social Services Government
Communications and Design	Information and Communications Technologies Professional Services, Broadcasting Professional Services, Consulting Professional Services, Government Professional Services, Marketing
Engineering	Clean Technologies Information and Communications Technologies Manufacturing/Tech Professional Service, Finance Professional Services/Marketing
Math and Computer Sciences	Agriculture and Processed Foods Finance Information and Communications Technologies Technical and Financial Services
Sciences	Addiction and Mental Health Biotech Cleantech Finance Healthcare
Social Sciences and Humanities	Business Consulting Government Immigration and Settlement Professional Services, Legal Telecommunications

Experimenting with Opportunities

In addition to academic commitments, many graduate students experiment with other skill building activities:

· **Sitting** on graduate committees
· **Attending** professional development workshops
· **Volunteering** on campus and within the community
· **Part-time** employment

Applying to new graduate internships and recruitment programs is also an advantageous way to learn about new trends and activities in industry:

· **Ontario Public Service** - summer and new graduate programs that provide workplace experience and exposure to various functions of government.

· **Corporate recruitment programs** - Organizations including Rogers, TD Canada Trust, CGI and Deloitte offer various entry points into industry sectors for current students and new graduates.

· **Startup and entrepreneurship funding programs** - Visit startupheretoronto.com and www.futurpreneur.ca to discover self-starter and entrepreneurship programs that provide mentorship, funding, networking, and training for business ideas. Also refer to chapter four where you will find more information on self-employment and entrepreneurship.

To further explore possible pathways with your degree, **don't shy away from reaching out to hiring managers, recruiters, and professionals currently holding roles that you are interested in for informational interviews.** Conduct this research to gain labour market insights to guide your career decision making process and access the hidden job market. You will find more on informational interviews in the following pages.

While completing your graduate studies is an exciting and challenging experience, so to is transitioning into industry. **Keep in mind that all of the skills you're developing right now are the tools you need for maintaining your resilience as an industry job seeker.** This is essential for being adaptable in an evolving labour market, and key to showcasing to employers the potential you have to contribute to industry in meaningful and significant ways. You have what it takes. At this stage, it's about research, having a sound understanding of what you have to offer your industry, and experimenting to uncover exciting opportunities in the labour market.

Building and Articulating Your Transferable Skills Inventory

Being able **to know and articulate what your transferable skills are** is an important part of the career planning process, as **engaging in activities that use your strongest and preferred skills is a key component of job satisfaction.** Moreover, being aware of the most prominent skills in your desired industry and staying up to date with your use, practice, and training will ensure you **stay resilient as you build a career for life.**

What is a transferable skills inventory comprised of?

1. **Task based skills** (i.e. research, writing, analysis)

2. **Expertise based skills** (i.e. academic training as a teaching assistant, course director, or conference facilitator)

3. **Interpersonal based skills** (i.e. detail-oriented, friendly, inquisitive)

Although many people will possess skills in each category, **it is your unique combination and how you use them that will make you stand out to employers.**

> In the section on Understanding and Exploring Industry Routes, some of the more common task and expertise based skills are outlined, as well as their transferability.

As a graduate student, also consider your interpersonal skills by asking yourself:

- What skills have you developed to **become a graduate student?**
- In what ways have you **maintained your resilience** as you complete your advanced degree?
- How have you **faced challenges** that have come your way?
- What is **keeping you motivated?**

Situation or Experience	Transferable interpersonal Skills Acquired
Conducting experiments and experiencing failure if/when they don't work.	• Diligence • Problem solving • Perseverance • Troubleshooting
Working with peers, faculty, students, colleagues.	• Active listening • Collaboration • Teamwork
Mentoring a peer or an undergraduate student.	• Developing capabilities • Inspiring • Leadership • Relationship building
Organize and/ or participate in a program, faculty or university run event.	• Communication • Event planning • Networking • Organizing • Strategizing
Engage with other researchers and discuss areas for potential collaboration.	• Critical thinking • Ideas generation • Inquisitiveness • Resourcefulness
Managing thesis/ dissertation writing, teaching, finances, personal commitments.	• Confidence • Multitasking • Professionalism • Time management

Q&A Voices of Experience

NAME	Elaine Lam
JOB TITLE, COMPANY	Executive Director, Business Development and Strategic Planning, The G. Raymond Chang School of Continuing Education at Ryerson University
EDUCATION	PhD, Comparative Education (Bath Spa University & Oxford University)
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
TWITTER	@ElaineKLam
WHAT KEY STEPS DID YOU TAKE TO TRANSITION FROM ACADEMIA TO INDUSTRY?	I worked on commissioned research projects and government funded evaluation initiatives that came up through academic networks. **Universities are full of amazing opportunities because of the intersection of public and private sectors and the opportunity to lead on community engagement initiatives.** I also sought as many leadership opportunities to build my profile beyond my circle of peers and colleagues.
HOW DID YOU CONSIDER WHAT SKILLS WOULD BE MOST VALUED?	I looked at job postings for roles that I wished to pursue after graduate studies. I tried to find ways to build those skills into my profile through nonprofit board opportunities, volunteer work, academic pursuits and leadership roles at my university.
IN RETROSPECT, IS THERE ANYTHING YOU WOULD HAVE DONE DIFFERENTLY?	I may have done a post-doctoral fellowship. I think **there is tremendous personal and academic value in taking an additional year to work on a different project** after the stress of completing a Ph.D.
WHAT RESOURCES WOULD YOU RECOMMEND TO A GRADUATE STUDENT CONSIDERING AN INDUSTRY PATHWAY?	Try to go to as many industry events as possible and join a myriad of professional associations. This will help you to **build your awareness of the key trends in industry and also build your network.** I would also recommend seeking out professional mentors in addition to your academic ones.
WHAT ADVICE WOULD YOU HAVE FOR A GRADUATE STUDENT CONSIDERING AN INDUSTRY PATHWAY?	Keep an open mind - it's hard to see where the potential for opportunities lie. **Try to keep up with your research profile if you can - it has a lot of clout within industry.** At the same time, industry leaders also value great analytical and critical thinking skills and experience. Making a strong first impression is important.

Competency + Enjoyment is a Winning Formula

'Competency + enjoyment' is a good formula for **assessing how much you like using a particular skill set in an associated activity. Competency means** that you can consistently perform the skill at a high level. **Enjoyment refers to** whether you actually like using that skill. **For example:** You may be competent at academic writing, but not enjoy it. You may enjoy research but it does not come easily to you.

Consider the benefits of working on a skill you enjoy but have not yet mastered, as opposed to continuing to engage with a skill that comes naturally to you but you don't enjoy. You can tell if you enjoy using a skill in an activity because you look forward to applying it, you lose track of time, and afterwards you feel energized rather than depleted.

Building Your Inventory

It's important to bear in mind that using a 'competency + enjoyment' formula to complete your transferable skills inventory will take some reflection and analysis.

1. **Recall** a personal, academic, or work experience that involved an accomplishment you felt proud of and was meaningful to you.

2. **Reflect** on and list all of the skills you used to achieve this milestone, by fleshing out step by step how you went about carrying out the activity/ies.

3. **Assess** which skills in your list meet your 'competency + enjoyment' criteria. Go through this process several times, with different scenarios from personal, academic, and work experiences.

4. **Identify** a pattern around the skills you are consistently using that meet your 'competency + enjoyment' criteria and note whether they are task, expertise, or interpersonally oriented.

Not only have you created a transferable skills inventory that is unique to you, but you can now:

- **Speak to these skills enthusiastically** and genuinely when networking, on your resume, and in a job interview.
- **Conduct labour market research** from a skills based perspective, to locate job opportunities that address your competencies and enjoyment. See chapter one, on the career development process, and chapter three, on the transferable skills inventory, to locate these examples.
- **Have examples** of your personal, academic, and work experiences on hand to demonstrate how you put your unique set of skills into action.
- **Demonstrate a complete skill set** that speaks to your expertise, completion of tasks, and interpersonal capabilities.

By choosing vocations that are focused on your strengths, you can build a career that will not only be engaging, but will allow you to perform at your best. This level of competency will not go unnoticed.

Further Reading

On transferable skills and strengths:

- What Color is Your Parachute? by Richard Bolles
- Now, Discover Your Strengths by Donald O. Clifton and Marcus Buckingham

Resume Template

Contact Information

The first section of any resume begins with your contact information.

- Include your name, address, email address and phone number
- Tip: Your name should be in bold and 2 – 3pts. larger than the rest of the font

Example

Fatima Jaffer
280 Victoria Street, Toronto, ON, M6H 4H1
Fatima.jaffer@ryerson.ca | 416-979-5177

Profile

This statement outlines what you have to offer, in 2-3 sentences or bulleted points. Consider it a brief introduction to key highlights of your professional self.

- Include highlights of your experience, education, and job-specific skills
- Include your specialty or are of expertise
- Include how you desire to contribute to that specific employer
  Example

Example

A graduate trained professional with 3+ years experience in retail management. Specializes in maximizing site profits through employee retention and efficient inventory control. Now seeking to contribute to my experience, skills and expertise to the management team at Canadian Tire.

Highlights of Qualifications

- Include 5-6 bullet points displaying a range of your most impressive achievements, skills, traits, and experience relevant to the position for which you are applying
- An optional and customized section, which can also be used as a technical skills section

Example

- Conducted three comprehensive psycho-social assessments of research data in determining provincial mandated treatment

Education

- List your degrees in chronological order
- Include degree and institution name

* You may wish to include your thesis/dissertation title if you are applying to a research focused opportunity or a position which compliments your thesis/dissertation topic and research. In this case, best practice is to also include your supervisor's name.

PhD, Policy Studies, Ryerson University, Toronto   **2017 – present**
Thesis: Ontario's Mental Health Act and The Role of Race and Gender as a Determining Factor for Mandated Treatment
Supervisor: Dr. Maria Lyn

Masters of Social Work (MSW), Ryerson University, Toronto   **2015**
Research Project: Social Stigma of Mental Health Counselling For Children

Experience

- **Include relevant experiences** inside and outside of academia, that speak to your transferable skill set.
- **Include** position title, name of organization, date, and 2-3 bulleted points outlining what you achieved, how you achieved it, and what the positive outcome was.
- **Use multiple section headers** for your experience if applicable.
  - Possible section headers can include: Relevant Experience; Research & Project Experience; Academic Projects

Example (Teaching)

Teaching Assistant, Ryerson University   **2018 – present**
Course Title: Political Processes in Canada [POL 102 - Undergraduate Course]
- Organized tutorial discussion and activities that provided students an understanding of a political economy approach to the Canadian political process

Example (Academic)

Research Assistant   **2016 – 2017**
Wellesley Institute, Toronto, ON
- Conducted literature searches, article reviews, inter-jurisdictional comparisons on complex fiscal and social policy issues, and prepared summary of findings
- Managed and analyzed quantitative/qualitative data to develop final research report

Example (Non Academic)

Project Coordinator   **2014 – 2015**
Civic Connect, Toronto, ON
- Collaborated with Executive Director on fund development, grant writing and reporting which resulted in the acquisition of $200,000 in funding for the organization
- Prepared project evaluation reports and delivered presentations to various stakeholders on project design and impact

Volunteer Experience (if applicable)

- Here you can highlight your unpaid or charitable work experience
- This is a great opportunity to demonstrate your service to your community, inside and outside of the academy

Mental Health Specialist (Volunteer)   2016 - 2017
Access Alliance, Toronto, ON
- Leveraged active listening techniques and cognitive behavioural therapy to counsel newcomer youth and children
- Co-facilitated 5 psycho education workshops on children's depression and anxiety to parents and guardians within the Greater Toronto Area

Professional Development

- Here you can **highlight relevant awards and honors and the date received.**
- For licenses, webinars, and certifications, **include knowledge and skills gained.**
- **Include professional membership(s) that you hold,** especially if they demonstrate commitment to your preferred sector and industry.

Certificates: 2018
Motivational Interviewing, University of Ottawa
Utilize motivational interviewing as a counselling technique to elicit behavioural change in clients.

Professional Membership: 2017- present
Ontario College of Social Workers

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- Labour Market Research
- CV and Resume Development and Review
- Job Search Strategies
- Personal Branding and Networking Skills
- Interview Techniques

Alumni may access Career & Co-op Centre services up to 5 years after graduation.

Ryerson University

Career & Co-op Centre

Get in touch: Visit **ryerson.ca/career/** to book a 1:1 appointment and register for workshops, career fairs, and experiential learning opportunities.

Resumes: Top Tips & Core Points

The purpose of a resume is to **demonstrate to a potential employer why you are the most suitable candidate,** and how your graduate training and other qualifications can add value to the company or organization you're applying to.

Keep in mind that a resume may be requested for both academic and non academic positions, so it is good to have an up-to-date resume and CV on file.

Generic "one size" fits all resumes are cited as one of the key reasons why applicants fail to secure interviews. In fact, **63% of recruiters stated they want tailored resumes from applicants.** Additionally, studies have shown that **recruiters spend as little as 6 seconds** reviewing a resume to determine if an applicant is a viable candidate. To increase your chances of being selected for an interview, your resume must be concise and customized.

Template & Tips: Resume

91%

65%

91% OF EMPLOYERS PREFER THEIR CANDIDATES TO HAVE WORK EXPERIENCE, AND 65% OF THEM PREFER THEIR CANDIDATES TO HAVE RELEVANT WORK EXPERIENCE.
- NACE Job Outlook, 2017

Creating a Customized Resume Requires Preparation and Research

Start by analyzing the entire job posting to identify desired qualifications and keywords. Utilize sector focused language to articulate your skills and experiences. Refer to the following resources to familiarize yourself with sector terminology:

- Company website
- Annual industry reports

- Professional association websites and newsletters
- LinkedIn company pages
- Industry and sector blogs and magazines

These added details in your resume will help you to frame your professional candidacy.

Accomplishment statements describe your achievements in the experience section of your resume. Impactful statements should:

a) Highlight your relevant knowledge and transferable skills:

- Review the job posting and identify the skills and knowledge you have that are required to perform each duty
- Think of relevant examples from your academic projects, research, work, and service that demonstrate how you have used those particular skills

b) Emphasize what you accomplished in a particular role:

Action	Start each accomplishment statement with an impactful action word. Demonstrate what actions you took to complete your tasks.
	Use your transferable skills to speak to your actions.
Duty	Outline the tasks you achieved and what techniques and methodologies you used to achieve them.
Result/ Purpose	End your statement highlighting the value you added by achieving these tasks using the actions you took.
	How did the organization benefit from your contribution? What impact did you make? Why was it important?

Tips for Newcomers to Canada and International Students:

- Do not include a picture of yourself
- Refrain from including any personal information such as: marital status, immigration status or whether you have children
- Speak to your working knowledge of multiple languages instead of stating you are taking English language courses

- Provide a 1-2 sentence synopsis of each international organization in the experience section of your resume. This will familiarize readers with the size, scope, and offerings of your previous employers.
- Identify if your educational credentials have been assessed by a designated Canadian organization.

> **Canadian Organizations Assessing Education Credentials:**
>
> World Education Services Canada (WES)
>
> International Credential Assessment Service of Canada (ICAS)
>
> Comparative Education Service: Academic Credential Assessment (CES)

Additional Tips:

- Length shouldn't exceed 2 pages.
- Use standard business font such as Arial, Calibri or Verdana, and be consistent throughout.
- Refrain from using personal pronouns such as "I", "me", "my".
- Use bullet points as opposed to paragraphs, so that it's easy for the reader to find what they are looking for.
- Avoid using abbreviations and academic jargon. Use language that can be easily understood by a non-academic audience.
- Provide context for all skills highlighted on your resume, don't merely list them.
- Be sure time is taken to tailor your resume to the position.

Resume Formats:

In addition to a chronological resume, you have the option of formatting your resume as a:

- **Functional resume**
  - Focuses on skills and competencies related to a position
  - Relevant experiences are grouped under 3-4 main skill categories
- **Combination resume**
  - Combines elements from chronological and functional formats
  - Highlights skills and lists your experiences in reverse chronological order

Converting Your CV to a Resume

When converting your CV to a resume, you will probably need to omit some of your achievements i.e (publications, speaking engagements). It can be hard to remove hard earned academic credentials but try to view it as an exciting opportunity to present your professional profile in a new way. Retain those which are most applicable to the role you are applying for and the most recent.

For your resume to be digestible by a wider audience you will want to translate your academic language to relatable terms within the industry. **Keep your resume to two pages** by using bullet points and selecting details that are relevant to your target position.

Always ask yourself:

How does this academic qualification demonstrate my suitability for the position?

As you write your resume, keep in mind that it's about **quality, not quantity.**
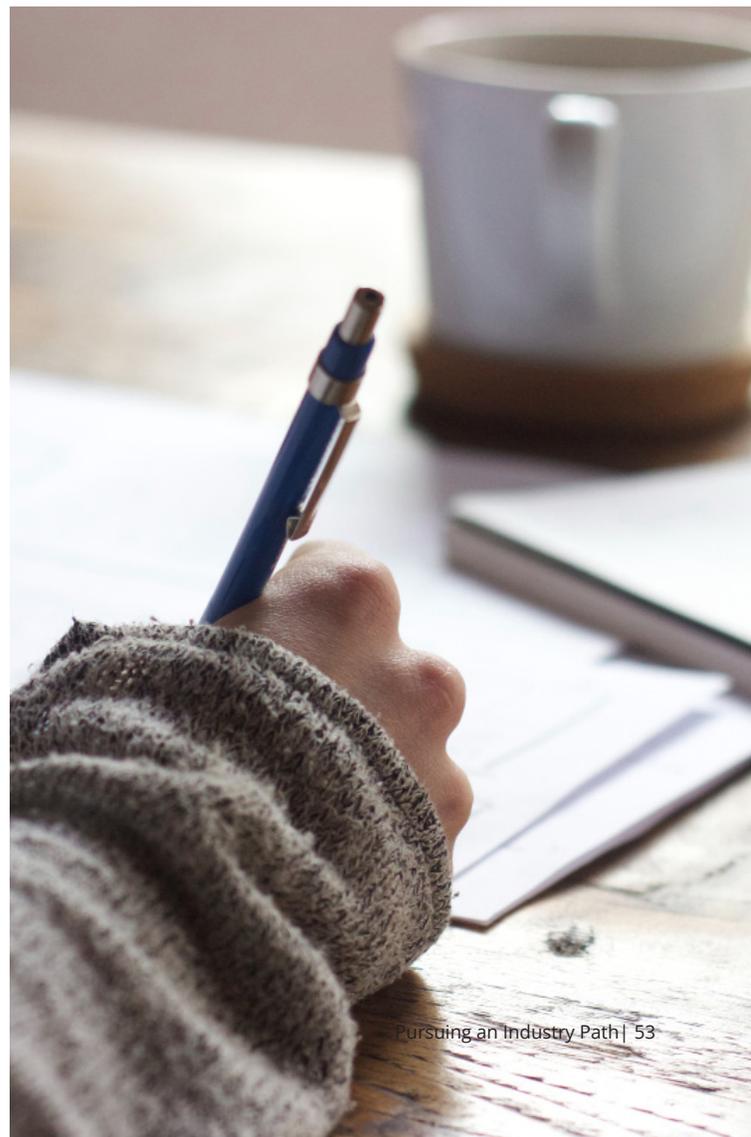
Industry Cover Letter Template

Insert your contact information here to match your resume details exactly.

Your Name (bold, size 14)
Your address, city, province, postal code • phone number • email • social media (size 11)

Name of Recipient
Recipient's Title
Name of Department
Name of University
Address
City, Province, Postal Code   Date:

Re: Insert Title of Position (insert Job # if applicable)

Dear [Professional title, followed by first and last name],

The introduction should **capture the reader's attention**, by speaking to content that would be of immediate interest. Options for the first line include: reference to a common acquaintance who advised you of the opening, **outlining a relevant accomplishment** in your career, **highlighting transferable skills** that you have honed through graduate training and experiential learning, or showcasing the research you have conducted on the employer, and why you want to work for them as a result. Note the job title of the vacancy and where it was advertised, if applicable, in this first line. The first paragraph will also allow you to **briefly introduce your previous experience** and education as it is applicable to the position you are applying for. It is key to **tailor this so that the reader is intrigued and wants to learn more.** Your **opening paragraph should be no more than a few lines in length.**

The format of this paragraph, and those that follow, will vary depending how you would like to focus on your relevant education, skills, and experience. Choose to highlight what will be most notable to your reader, from their industry perspective. **Share key accomplishments and how they have prepared you to transition into your industry.** Speak to how you envision using your education and skills to add value to the employer's product development, clientele, workplace, sector, and/or industry.

If the position you are applying for is research focused, speak to your own graduate research, and specifically, why it is unique. **Carefully consider how your research lends itself to our knowledge based economy.** It may not be your research itself (unlike for an academic position), but instead, how it has built on, progressed, and expanded societal, economic, and/or technological innovation and thought leadership. Consider always how your research meets the employer's need and focus on making explicit connections between your work and the employer's mandate.

Further evidence of sector accomplishments can be shared here. Examples may include conferences attended, keynote addresses, volunteer or committee work. **Make reference to ongoing professional development such as:** workshops, training courses, and designations received.

In the closing paragraph, make reference to any additional application materials that are included, whether in hand or online, as well as **one to two lines summarizing how the combination of your experiences makes you ideally suited to the role.** A request for an interview should be included here, and a note of thanks for the potential employer's consideration. **Your industry focused cover letter should be no more than one page.**

Sincerely,

First name, Last Name

Enclosure: (e.g.) Resume, Application

Industry Cover Letter: Top Tips and Core Points

Your cover letter is an opportunity to highlight your most transferable and relevant accomplishments to date. It will **entice your reader to want to learn more about you** as they begin to visualize the well rounded, dynamic, and unique professional you've become.

Use the cover letter as an opportunity to describe: your experiences, knowledge of your industry, research interests, and skills, and how these are best suited to the company or organization you're applying to.

A well written cover letter is an essential element of any job application. In, fact, without one, the application is not complete. **Always send a cover letter along with your resume, even if it is not explicitly requested.** An industry cover letter should be one page in length.
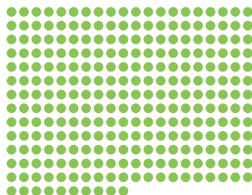
Corporate job openings attract
250
resumes
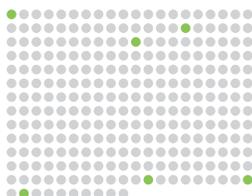
Out of these candidates
4-6
will be interviewed
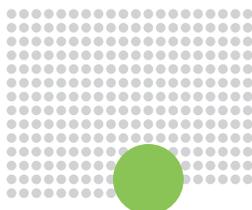
Only
1
will get a job offer

- Glassdoor

General Tips for Crafting an Effective Cover Letter

For both academic and industry positions, while similarities can be found in what is required of cover letters (e.g. formatting, aspects of speaking to your audience), **there are also distinct differences. A compilation of key pointers:**

Formatting:

- The layout and format should match your resume so that it reflects a personal letterhead.
- Use standard business font, and be consistent throughout.
- Choose a font which is easy to read (e.g. Arial, Calibri or Verdana), including size 14 for your name, and size 11 for the content in the body.
- Ensure a clean copy free of typos and grammatical errors.

Speaking to Your Audience:

- **Research the company you are applying to**, as well as the person(s) who will interview you, if known. If you understand your audience, it will be easier to highlight the life and work experiences that will resonate with them. The best cover letters are both relevant and resonate with the reader's own experiences.
- **Words are important.** Learn the 'lingo' of your industry and infuse this into your cover letter so that you are speaking their language.
- **Address your cover letter to a specific person,** rather than "To Whom It May Concern" or "Hiring Manager". If the job posting does not indicate the name of the hiring manager, then do your best to find their name by asking your contacts, calling the company or searching online.
- If you are unable to address the cover letter to the hiring manager, delete the salutation altogether. Instead, name the position in bold a couple of lines above the introductory paragraph (Re: position title).
- **Avoid insincere flattery.** Instead, reflect carefully on why you are applying for a given position, and try to make a genuine and valuable connection.

Highlighting Your International Experience

Best Practices	Tips
Speak to your skills as they relate to, and are in reference to, our global economy.	Include: • Analytical skills in a global context • Cross-cultural communication • Flexibility due to your experiences • Geographical knowledge • Proficiency in multiple languages
Demonstrate your adaptability to new circumstances.	Highlight how your journey from abroad to Canada exemplifies your adaptability to Canadian society.
Show your awareness of global economic and political issues and realities you have dealt with.	Include any training or life experiences where you have gained insight and/or addressed these issues from a professional standpoint.
Confidently speak to your experiences, instead of downplaying your time abroad.	Consider how the work and learning you were doing in a different context to Canada offers you a different perspective from another candidate. While two jobs in a resume may look the same, they can play out quite differently depending on the geographical and cultural environment.
Give credit to the skills you used in daily life, and not just while working and learning.	Consider how you navigated your lifestyle in your home country. How does it differ to your life in Canada? What challenges have you had to overcome, and how did you do so? All of these demonstrate, for instance: agility, adaptability and ability to problem solve in unfamiliar situations.

Planning Your Industry Job Search

Securing an industry job, commensurate with your skills, experience, education, and interests, **requires you to strategize as a job seeker.** Before you begin writing job applications, develop a thorough understanding of the job market by researching job postings, in order to effectively source and identify viable opportunities.

The following preparation provides a solid foundation for your job search process:

1. **Based on your industry research (see Chapter 1, What's Out There) and your preferred skill set (Chapter 3, Skills Inventory), pay attention to occupations and job titles that pop up that speak to the traits you most desire in an occupation.** Often, job titles will vary between organizations, companies, and sectors. Categorize the different job titles you discover, as you will develop a list of keyword titles that you can use during your online job search.

> **Tip:** refer to your skills inventory, based on your 'competencies and enjoyment' to guide your industry research [i.e. researching sectors, identifying job titles and job descriptions]

2. **Research the sectors, companies, and departments** that are hiring for the job titles you've identified. Consider what kind of workplace appeals most to you. For example, data scientists can work in tech startups, financial institutions, or market research and analytic firms. All will advertise the position of data scientist, but the workplace cultures and expectations could be quite different from one another.

3. **Analyze a minimum of 10 job postings for an occupation**, to identify trends and learn about the common skills and qualifications required. This will help you to frame your own professional brand on social media, within your network, and on applications, highlighting how you've applied these skills as part of your graduate and work experience.

4. **Stand out** after submitting an online application by using social media and your network to reach out to a hiring manager or employee, to inform them of your submitted application and your interest in the opportunity. However, also keep in mind that some job postings request no further engagement after an application is submitted and it's important to respect these barometers.

5. **Diversify your approach when applying for jobs,** as opposed to solely seeking opportunities online. 70-80% of jobs are not openly advertised, but instead marketed within hiring managers' and organizations' networks, often through an informal referral process. Against this reality, **leveraging your existing network, befriending new industry contacts**, and **continuing to get exposure to sectors via professional development** are key in locating relevant opportunities in the hidden job market.

The Importance of Networking

When conducting an industry job search, **your network is your greatest resource**, yielding benefits such as:

- Opportunities to **learn about what you like**, **dislike,** and are talented at
- **Up to date insight** on industries, sectors, employers, and roles
- Becoming part of a **community of knowledgeable professionals**
- Access to the **hidden job market**
- **Mentorship** opportunities

In order to get the most out of your network, when seeking a role in industry, it's important to define for yourself:

What is my purpose in networking?

- Applied learning
- Career exploration
- Gaining experience
- Labour market insight
- Job searching
- Seeking mentorship
- Building professional relationships

Who do I want to network with?

- Early career professionals
- Experienced professionals
- Hiring managers
- Industry thought leaders
- Recruiters

Q&A Voices of Experience

NAME	Dali Chabaane
JOB TITLE, COMPANY	Senior Talent Acquisition & Employer Branding Specialist, Paysafe Group
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
CAN YOU TELL US ABOUT A SUCCESSFUL PHD HIRE? HOW DID THEY COMMUNICATE THEIR VALUE? IN WHAT WAYS DID THEY STAND OUT?	Successful **PhD hires know what they want, know who they are, and understand where their potential fit is within a company**, by focusing on leveraging their strengths. These candidates stand out by knowing themselves and their target very well.
WHAT ARE EFFECTIVE WAYS THAT GRADUATE STUDENTS CAN ARTICULATE THEIR TRANSFERABLE SKILLS IN AN INTERVIEW?	Focus on the experiences you've had, rather than the ones you haven't. This is a winning approach to **showcase your transferable skills**. If you can show the right level of confidence while demonstrating how these skills bring value to the company and its team, you will leave a great impression.
WHAT ADVICE CAN YOU OFFER FOR RESUMES WHEN TRANSITIONING TO INDUSTRY?	**Replace your career objective with a performance focused profile,** using keywords that reflect the role you are applying for in your targeted industry.
WHAT TRENDS ARE YOU SEEING AMONG GRADUATE STUDENT APPLICANTS?	We are beginning to see more graduate students display confidence when approaching companies. They take the time to evaluate their options and ask more career related questions. They understand that companies are pressured to secure top talent, so they **maximize their chances by aligning their abilities to a company's long-term goals.**
WHAT ARE THE KEY REASONS YOU SOURCE PHD APPLICANTS?	With major structural changes happening across markets, uncertainty becomes a key factor in our daily operations. **PhD applicants are comfortable with uncertainty and they even thrive from it.** They also have the capacity to create information as opposed to just consuming it, and that's a major transferable skill.

Once you have decided on your 'purpose + network contact', you can begin targeted outreach:

Where to Look	What to Do	How to Find It
Volunteer Opportunities	• Volunteer to learn what you like, dislike, and are talented at • Take on additional responsibilities, if available, to apply your skill set • Speak to other volunteers about what they've learned and gained from their experience	• Not for profits associated with your industry, including professional associations, national associations, and charitable organizations focusing on a specific cause
Events	• Meet employers and recruiters at trade shows • Receive up to date industry research at conferences • Contribute to discussions at 'lunch & learns' sessions and networking breakfasts • Learn about professional associations • Demonstrate your own thought leadership in knowledge sharing forums	• Professional association calendars • Local Board of Trade and Chamber of Commerce event listings • Social media platforms • Meetup groups • Eventbrite
Informational Interviews	• Learn about an employer • Get insight into an industry or role • Receive professional advice • Demonstrate how you add value • Grow your industry contact list	• Leverage your existing network • Search social media to connect and request informational interviews • Attend in-person networking events

University Career Centres	• Connect with industry professionals at:
	  • Career fairs
	  • Employer information sessions
	  • Industry panels
	  • Networking nights
		• Visit your centre's events calendar or subscribe to their newsletter for updates on upcoming events

Advisory Boards	• Leverage your transferable skills and/or expertise by applying to become a board member at an organization, company or foundation • Inform fellow members of your career goals	• Locate a board associated with a company or organization you wish to learn more about
Hobby/Interest Groups	• Network informally with individuals who share an interest and may also be working in your desired industry • Let your non-academic network know of your professionals goals	• Attend activities relevant to your hobbies and / or interests in your local community like meetups and community networking groups

10 Tips to Becoming a Confident Networker

1. If possible, study the attendee list prior to an event to learn more about your audience.

2. Conduct research on industry speakers and prepare relevant questions to engage in conversation.

3. Bring business cards.

4. Practice your self-introduction.*

5. Come up with a list of conversation starters.

6. Approach group conversations with an open and welcoming stance.

7. Focus on your audience by asking open-ended questions.

8. Listen attentively, display genuine interest in responses, and offer topical insights.

9. Request a business card and social media information to exit a conversation.

10. Connect with new contacts 24-48 hours after an event to highlight something you enjoyed about your conversation or their presentation, and thank them for their time.

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*Self Introduction
It is best to **prepare your self introduction prior to networking** and tailor it accordingly:

Who you are - First and last name; current role or academic / career status.

Interesting detail about yourself - area of interest or speciality; a curiosity that can be addressed by your contact.

Your purpose for connecting - The information or resources you are looking for.

Maintaining Your Network

Nurture ongoing relationships with your network by:

- Sending personalized holiday e-cards or handwritten cards.
- Congratulating your contacts on career milestones.
- Sharing interesting articles, blog posts, or webinars.
- Inviting your contacts to industry events you will be attending.
- Offer insights on their social media posts.

Speaking with Industry Professionals

When reaching out to a contact, start the conversation by introducing yourself and the purpose of engagement. A sample opening script:

"Hello/dear X.

My name is X and I am an X graduate student. I am currently engaged in career exploration and one of the occupations that I am considering pursuing is X. Would I be able to set up an appointment for an informational interview to speak with you for 20-30 minutes?

Based on your experience in X, I'd welcome learning further about X and would value your insight as I explore X career path. I appreciate that schedules can be tight and would be happy to make this a phone call if more suitable".

Trend Questions
Used as a conversation starter to engage the interviewee by encouraging them to share their perspective.

1. What trends are having the most influence on your organization?

2. How has your organization changed since you first started?

3. How do you think it will change in the next few years?

Insight Questions
Build rapport with the interviewee by shifting the focus from the organization to themselves as a working professional.

1. What's the best lesson you've learned in your current role?

2. What has been your most valuable experience at your organization? Why?

3. What skills or traits have contributed to your success?

Advice Questions
Reframe the network contact's role from expert to mentor.

1. What steps should I be taking to transition into this field?

2. What can I do to stand out among other candidates?

3. If I got hired, what could I do in the first 60 days to ensure success?

Resource Questions
Find out who your network contact gains insight from when they require information pertaining to their industry, role, or future career planning.

1. What resources do you recommend I look into to remain current with industry trends?

2. Is there anyone else you recommend I reach out to?

Assignment Questions
Become informed of projects that are in demand and valued within your industry.

1. What projects have you worked on for your employer that you felt added the most value?

2. Has your organization hired interns in the past? If so, what projects have they completed?

3. What projects are top priority in your organization currently?

Further Reading

On job searching:

- **The 2-Hour Job Search: Using Technology to Get the Right Job Faster by Steve Dalton**
- **Never Eat Alone: And Other Secrets to Success, One Relationship at a Time by Keith Ferrazzi**

Interviewing Trends for Hiring:

59%	54%	53%	28%	18%
Soft skills assessments	Job auditions	Meeting in casual settings	Virtual reality assessments	Video interviews
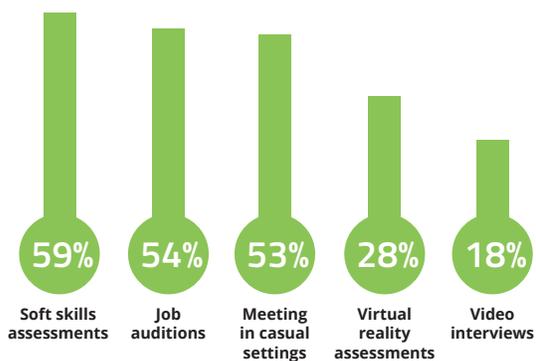
- Recruitment Statistics, 2018: Trends & Insights in Hiring Talented Candidates, talentnow, 2018

Industry Interviews: Points to Consider

Interviewing for industry opportunities is a chance for you to show your industry knowledge, and how your experience, skills, and education align with the employer's goals.

Research the organization and make sure you understand their mission and values. Also, take the time to familiarize yourself with the products and services they offer, their clients, and their online resources.

Review the job description and prepare relevant examples for each one of the responsibilities and qualifications listed. **It's ok if you don't have relevant experience for everything, as you can focus on how you've applied, in other contexts, the skills and knowledge they're asking for.**

> **Tip:** *A common interview pitfall is when candidates repeat examples when answering interview questions. Refer to different projects and accomplishments in your answers to give the interviewer a robust overview of your skills and abilities.*

Practice your interview responses out loud in front of a mirror, with a friend, and via a mock interview at your career centre. Ask for feedback on your body language, delivery, and content.

Answer interview questions using the STAR method, an effective way to frame your answers.

Situation	Build out the specific situation you were in when completing a task.
Task	Describe the responsibility you had to accomplish.
Action	Outline the steps you took, and the skills you used, to complete your task.
Result	Deliver the positive outcome from taking that specific action and mention improvements resulting from your action.

Bring a blank notepad to take notes and ensure you don't miss pertinent information in answering questions. You may check with the interviewer(s) ahead of time to ensure they're ok with you taking notes during the interview.

Take your time when answering questions. It's better to take a moment to collect your thoughts, and follow with a complete answer.

Be detailed and concise in your delivery. Interviewers are assessing whether you have effective communication skills.

Close the interview with questions for the interviewers. Prepare 5-6 questions that demonstrate your curiosity about the organization, department, interviewer, and role.

Follow up with a brief e-mail within 24 hours and no later than 48 hours after your interview to thank your interviewers. In your e-mail, express appreciation for their time, and re-articulate your interest in the role.

Types of industry Interview Questions

Behavioural Questions	Used to assess a particular skill you've used in the past.
	Based on the notion that past performance is indicative of future performance.
	Successful answers include relevant examples.
	Use the STAR method to answer these questions.
Situational Questions	Used to assess how you would perform in a hypothetical situation.
	When framing your answer demonstrate your resourcefulness and analytical skills.
	Incorporate any organizational policies, protocols, mission statement(s), and values of the organization.

> An overview of different types of interviews can be found in chapter two.

Your industry job search will require preparation, strategy and diligence. It's important to invest effort into all three components: job search, networking and interviewing to guarantee results.

Work for a start up on campus

Not everyone needs to be an entrepreneur.

Zone startups and projects often look for interns, contractors or paid employees with diverse academic backgrounds and skill-sets that will help their startups grow.

See who's hiring at
ryerson.ca/zonelearning

Ryerson University

Zone Learning

"

Having transitioned from an undergraduate degree in the sciences, to a Media Production Masters, I was constantly challenged to innovate and redefine my work and career path. In order to pursue my ambition of becoming an independent media producer, I sought out and gained support and inspiration by engaging with a well-rounded, diverse, and creative community of peers, faculty, student groups, and my career centre. This has enabled me to push my creative boundaries, expand my network, and hone my entrepreneurial skills.

Sina,
Media Productions Masters Program

Transitioning to Employment

4

Finding a Great Mentor

A mentor is someone who can guide, teach, and help you to develop throughout your academic and professional career. They provide **insightful advice, give constructive feedback, help you build your network and relationships with other potential mentors, and sponsor you** for new opportunities and experiences.

Graduate students should seek various types of mentorship to help guide them with career planning in their field(s) of interest. Mentorship can come from a network of diverse individuals such as advisors, faculty members, course instructors, career educators, industry professionals, peers, thought leaders, and influencers.

Types of Mentorship:

- **Advising** - sharing of knowledge, tips, and personal strategies in navigating a career path.
- **Supporting** - providing emotional and moral encouragement in pursuing opportunities and professional experiences.
- **Tutoring** - giving constructive feedback on academic writing, research methods, presentations, and overall performance.
- **Sponsoring** - sourcing, sharing, and aiding in obtaining opportunities.
- **Modeling an Identity** - providing a living example of what it means to be a responsible, ethical, engaged, and balanced professional.

Tips on Selecting a Mentor:

- **Reflect** on your personal values, goals, knowledge, skills and needs to clarify for yourself why you want a mentor.
- **Ask** your colleagues, peers, and networks about their experiences with mentoring, and any recommendations they may have for finding someone that can offer great mentorship to you, especially if you are seeking a mentor in your industry or field.
- **Conduct** informational interviews with potential mentors to assess whether they can provide you with the professional and personal guidance you need.
- **Identify** someone whose professional and personal advice you are interested in seeking and who can help you achieve your goals.

Tips on Asking for Mentorship:

When seeking a mentor, it is important to build a relationship with trust and rapport before asking someone. You may need to meet a few times and get to know one another, and learn about each other's career pathways and experiences.

- **Schedule a meeting** with them so they can learn about your interests and goals, and have the opportunity to ask you questions.
- **Describe the guidance** you are seeking and how they can help you (i.e. exploring a different study topic, entering a new field).
- **Do the work and necessary follow through** to take advantage of the advice or opportunities provided by your mentor (ie. attend an event, research a recommended topic, or connect with a referred contact).

Length of a Mentoring Relationship:

- The **length of mentor and mentee relationships can vary** based on the needs, purpose, and expectations of both individuals.
- Some relationships will last for a long time while others will last for a short period, from just a few months to a year or two.
- There is **no standard time limit**, and the relationship can vary from monthly meetings to meeting once or twice a year.
- It important to note that a mentor-mentee relationship varies depending on how much time and energy both parties invest into fostering the relationship.

Consider who your prospective mentors are, or take a look at the suggested mentor networks. **Having mentors in your support network** to help you navigate your academic and professional goals and career is an invaluable advantage. Those who have mentors will benefit tremendously in understanding their field of work, and be exposed to new opportunities, relationships and experiences.

> "One of my favourite memories was at the end of a semester when a group of Black female students came to me after class to say how happy they were to have a Black woman as their instructor. I had been so removed from student life that I had forgotten how important my presence was for Black students. This reinvigorated my teaching purpose and I continue to be available to students who are on the margins of academia. I support and cheer on their work as they complete their studies."
>
> Renée, Political Studies PhD Program

Online mentorship information resources:

- www.tenthousandcoffees.com - mentoring platform to connect with professionals.
- www.leadership.civicaction.ca/eln/ - develops, connects, and activates future leaders.
- www.mentornetwork.ca/ - mentor-matching and community management platform.
- www.wxnetwork.com/ - networking and mentoring for female professionals.

Q&A — Voices of Experience

NAME	Michel Ghanem
JOB TITLE, COMPANY	Researcher-writer and Research Assistant, Centre for Fashion Diversity & Social Change, Ryerson University
EDUCATION	MA, Fashion (Ryerson University)
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
TWITTER	@wtfmichel
WHO WAS YOUR FIRST MENTOR AND WHAT ROLE DID THEY PLAY IN YOUR LIFE?	A colleague who I had a close working relationship with at the Charlatan newspaper at Carleton University was my first mentor, and she equipped me with many of the writing skills I now possess. My current mentor has also been hugely influential over the course of my master's degree.
HOW DID YOU GO ABOUT IDENTIFYING A MENTOR FOR YOURSELF?	I'm very lucky to have had mentorship opportunities develop organically. **I look for someone who understands my worldview and socio-political point of view.** Importantly, someone who pushes me beyond complacency to allow me to grow, but who remains empathetic as to how I can maintain longevity, particularly in academia.
HOW HAVE YOU NAVIGATED A MENTORING RELATIONSHIP TO ENSURE YOU GAIN WHAT YOU NEED?	I've learned from my mentors how to handle hard conversations that are crucial to growth, such as being vulnerable enough to know my limits and make sure I'm not constantly overworked in order to simply please others. With my mentors, I **ask a lot of questions,** and **prepare for mentorship** meetings so that I know what my ask is.
WHAT TIPS AND STRATEGIES DO YOU HAVE FOR GRAD STUDENTS SEEKING MENTORSHIP IN THEIR INDUSTRY?	Academic supervisors are often chosen or requested by graduate students to be their mentors. It is crucial to **find a mentor who understands your sensibilities, who you feel a connection with,** and who can offer you significant opportunities.
HOW HAS A MENTOR IMPACTED YOUR PERSONAL DEVELOPMENT?	I have learned that the lines between friend, mentor, supervisor, and professor are often blurred. I feel comfortable allowing myself to be vulnerable and open with my mentors. This provides a mutual benefit: we each see one another more fully and allow room for personal growth as our mentoring relationship evolves.

Exploring Self-Employment & Entrepreneurship

Self-employment offers a range of opportunities to commercialize your research, tap into your passions, and apply the many useful skills gained through graduate training. While this path can appear daunting and seem like a less viable option, **you can mitigate challenges and uncertainties by approaching self-employment through a series of steps. Begin by constructing a well-considered plan.** The first step here is to recognize that the journey to self-employment begins with who you are and where you are.

Who You Are: Motivating Factors for Self-Employment

A graduate student and a self-employed professional share character traits that stem from intrinsic motivators. Commonly shared qualities are:

- **Self-starter:** Demonstrates initiative and a high ability to organize oneself
- **Focus:** Ability to concentrate on tasks and goals
- **Resilience:** Capacity to overcome challenges and work through pitfalls
- **Multi-skilled:** Possesses skills and training in more than one area
- **Creative problem solving:** Applies different thinking styles and processes to solve problems
- **Learner:** Views personal knowledge as a resource and open to receiving mentorship

For example, while a graduate student uses funding to complete their research, so too does a self-employed professional when initiating a project or a business. Thus, it is important to **look beyond the content of your research, and hone the attributes that are crucial to your success as a graduate student,** as these traits will also help you achieve as a self-starter. Self-assessment tools such as **Gallup's Clifton StrengthsFinder** could assist you in this process. Also, **refer to chapter three of this compass,** on 'understanding and exploring industry routes', and 'building and articulating a transferable skills inventory', to clarify this process further for you.

Where You Are: Discovering Self-Starting Environments

Graduate students are well suited to executing an idea or solving a problem in **a work environment that allows for trial & error, flexibility, creativity and a high degree of self-efficacy.** This environment is a draw for many self-starters. Thus, for graduate students seeking to increase the impact of their research, they should first **focus on locating and joining self-starting environments in their community.**

Examples of self-starting environments:

- Research & innovation labs on campus
- Business incubators
- Innovation hubs
- Co-working spaces

Immersing yourself in these types of environments will **help you to ease into a self-employed mindset,** as it allows space for connecting with idea founders, researchers, consultants and entrepreneurs. As your network grows, there will be opportunities to cultivate your mindset and new relationships by getting involved in the ideas and projects of these self-starters.

Leveraging Consulting Perspectives

Seeking out like-minded peers to brainstorm ideas and collaborate on projects with is an excellent way to develop your experience as a consultant. Consulting is one of the most popular forms of self-employment.

Similar to a graduate student, **a consultant applies comprehensive frameworks and evidence-based models to their work.** If you are considering consulting as a viable career option, ensure you **assume the role of 'consultant' and not just 'researcher'** when collaborating on projects in a self-starting environment.

Consulting perspectives that play to the strengths of graduate student research include:

- Case interview framework
- Company, Customer, Competition framework (3C's Model)
- Benchmarking framework

The inclusion of consulting perspectives into your self-starter mindset will help you develop best practices for piloting or implementing ideas within and outside of higher education.

For example, **a consultant can leverage their research skills through a 3C's Model by conducting an in-depth analysis of competitors, target customers, and business operations,** to develop a go-to market strategy assisting the launch of a new product.

As you increase your knowledge in consultative approaches, you may begin to feel inspired to launch your own idea and learn how **your graduate research has the potential to serve your creative purpose.**

Q&A — Voices of Experience

NAME	Sobhan Etemadi
JOB TITLE, COMPANY	Director & Product Development Manager, Sobie Systems Inc.
EDUCATION	Phd, Aerospace Engineering (Ryerson) & Certified SolidWorks Expert (CSWE)
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
TWITTER	@sobiesystems
WHAT MOTIVATED YOU TO BECOME THE FOUNDER OF YOUR OWN COMPANY?	I simply wanted to create a solution to a problem I found – deaths caused from carbon monoxide leaks from HVAC systems. **As a researcher you need to take initiative, just as you would when starting your own company.** I slowly learned how to turn the solution I had into a potential business.
WHAT TRAINING, WHILE COMPLETING GRADUATE SCHOOL, HAS HELPED YOU IN THE BUILDING OF YOUR BUSINESS?	Throughout my graduate studies I was heavily immersed in industry-university projects with my supervisor; I worked full-time at Pratt & Whitney working on aircraft engine designs; and I tailored my thesis to be inclusive of practical applications and not just theory.
WHAT RESOURCES WOULD YOU RECOMMEND A GRADUATE STUDENT SEEK OUT IF THEY ARE CONSIDERING ENTREPRENEURSHIP?	The university-linked accelerators and incubators offer mentorship and facilities that cultivate innovation. **Being involved with the accelerators allows you to learn directly from entrepreneurs as well as leading professionals.** I believe that the accelerators offer substantial resources, including funding, for those interested in entrepreneurship - they are worth taking advantage of.
WHAT WOULD YOU HAVE DONE DIFFERENTLY, WHEN YOU REFLECT BACK ON THE FOUNDING OF YOUR START UP?	Nothing. Every failure I have had including all my rejected funding applications taught me something new from the feedback I received. **All the successes I have created have been a direct result from all the failures.** The experiences alone are something that I would not change.
WHAT KEY STEPS DID YOU TAKE TO DEVELOP A PROTOTYPE?	I first conducted research to assess the validity of the problem and whether it was worth investigating. I then proposed a basic set of requirements that would prove the fundamental functionalities of the device. Over time, the requirements became more and more complex as I continued developing the prototype.
DO YOU HAVE A PROCESS WHEN COMING UP WITH NEW IDEAS OR ENHANCING YOUR INNOVATION?	**We create solutions and/or enhancements based on problems we personally face or see others facing.** My idea came from a problem that my father faced at work. Enhancing the device has been a highly iterative process that required continuous research into patents, products, and the market.

Becoming An Entrepreneur

When deciding if entrepreneurship is right for you, think about which form of entrepreneurship would provide the best opportunities to grow your business idea and apply your research.

For example, a sociology doctoral student collaborating on funding models in the public sector may choose to start a technology **social venture** that develops a crowdfunding app to create grassroots initiatives in underserved communities. A psychology doctoral student may use their research on innovative counselling models to **launch a small business** that provides counselling to couples.

Types of Entrepreneurship:

1. **Small Business Entrepreneurship**
   A small business is a self-sustaining entity designed to generate revenue by offering a service or product.

2. **Scalable Startup Entrepreneurship**
   A scalable startup focuses on fast growth to attract investors and gain market share.

3. **Social Venture Entrepreneurship**
   A social venture delivers products and services that solve societal needs and problems within a non-profit or for-profit model.

Once you determine the type of business that is right for you, the next steps are to **evaluate your idea and create a business plan.**

Evaluate Your Business Idea

Begin by asking yourself how your idea will:

- Benefit others *(customer base)*
- Offer solutions to the market *(value add)*
- Stand out among other business models *(assess competitors)*
- Secure favourable reviews as a business proposal, from peer and mentors *(ensure fit for purpose)*

Create a Plan

Use the information you have gathered to draft a business plan. Include:

- Business description, registered business name and website domain
- Market analysis
- Marketing and sales strategy
- Funding requirements
- Financial projections if a for-profit venture
- Multi-year strategy for growth

The Canadian federal government is investing over $2.6 billion in grants and resources to propel innovation and help businesses scale up. This means there are several accessible resources to help you validate your idea and develop a sound plan. For example, in partnership with Canada Business Network, **Futurpreneur Canada** offers financing and guidance to young entrepreneurs. **Mars Discovery District provides a comprehensive Entrepreneur's Toolkit** that is available online.

Self-employment can open a whole new world of opportunities for you, both as an academic and professional, and is an ongoing learning process. **As you progress in your journey, you will discover** your motivations, new ideas, and a potential career path that enriches your graduate research.

Online Self Employment and Entrepreneurship Information Resources:

- www.futurpreneur.ca/en/ - apply to grants and mentorship programs
- www.marsdd.com/ - access online toolkits, workshops, and events
- www.100steps2startup.com/ - access coaching and training
- www.mitacs.ca/en/programs/accelerate - find research partnerships with industry
- www.npr.org/podcasts/510313/how-i-built-this - learn about the journeys of founders
- www.venturebeat.com/ - read news stories on technology and entrepreneurship
- www.entrepreneur.com/magazine - gain up-to-date insights on entrepreneurship

Further Reading

On self-employment and entrepreneurship:

- The Lean Startup by Eric Ries
- Making Ideas Happen: Overcoming the Obstacles Between Vision and Reality by Scott Belsky
- Case Interview Secrets by Victor Cheng

Q&A   Voices of Experience

NAME	Diana Kraskouskaya
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EDUCATION	PhD, Medicinal Chemistry (University of Toronto)
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
TWITTER	@diana_kraskousk

WHAT TRAINING, WHILE COMPLETING GRADUATE SCHOOL, HAVE YOU USED TO SUPPORT YOUR START UP IN VARIOUS ROLES?

Grad school provides unparalleled opportunities to **acquire skills and training that are critical to launching and growing a start-up company.**

You can essentially treat your PhD studies as a start-up:

1. Managing a project you are passionate about

2. Executing a plan, reviewing outcomes, and making decisions on how to proceed

3. Developing communication skills: preparing and delivering presentations, writing scientific manuscripts, and assisting in the preparation of patent and grant applications

4. Supervising undergraduate students

However, **the most important training you receive is finding answers and solutions to a set problem.** We all have to troubleshoot on a daily basis and pivot several times during our studies. It's the perseverance and resilience that you use to find alternative solutions that translates to a start-up setting.

HOW DID YOU NAVIGATE THE TRANSITION FROM ACADEMIA TO INDUSTRY, BOTH DURING AND AFTER YOUR GRADUATE STUDIES?

I actively sought opportunities to develop industry relevant skills. I assisted in the preparation of two patent applications, familiarized myself with the patenting process, participated in several investment pitch competitions, and took on extracurricular opportunities to gain management experience. I not only learned how to transition to industry but also started growing my network.

WHAT RESOURCES WOULD YOU RECOMMEND A GRADUATE STUDENT SEEK OUT IF THEY ARE CONSIDERING ENTREPRENEURSHIP?

The GTA has a strong ecosystem for supporting entrepreneurs. Campus-linked accelerators and incubators are an excellent place to start. I participated in an UTEST program at U of T, which gave me a great foundation in entrepreneurship and a network of advisors who have helped me along the way.

YOU ARE HIGHLY ENGAGED IN YOUR PROFESSIONAL COMMUNITY. HOW HAS THIS HELPED YOU BRAND YOURSELF AND BUILD YOUR INDUSTRY PROFILE?

Social media is your best friend. It is critical that you have a strong LinkedIn profile and keep it up to date with your achievements and skills. It's the **go-to platform for professionals to learn more about you, and, used effectively, will demonstrate your engagement in industry and showcase your professional interests.**

Preparing For Salary Negotiation

The question of salary can come up as early as when you are submitting your job application, making it important to be prepared to respond effectively. **Researching salary ranges in your industry at the outset of your job search process** will enable you to offer a range which is commensurate with your level of experience and knowledge.

1. Research typical salary ranges for your occupation - The most up to date ranges can normally be found via industry associations, your professional or personal network, and salary surveys which determine the median compensation paid to an employee based on compensation data collected from several employers.

Salary information guides:

www.glassdoor.ca - database with millions of jobs plus salary information.

www.jobbank.gc.ca/home - Canadian labour market information on occupations and wages.

www.roberthalf.ca/en/salary-guide - starting salaries, benefits and hiring trends.

www.salaryexpert.com/ - global salary and cost of living data.

2. Offer a range - To provide yourself with more bargaining ability, **avoid being the first to say** an absolute figure. Instead, if you are requested to provide your salary expectations, whether during the application process, over the phone or at an interview, **be prepared to give a two to five thousand dollar range**. For example, for a median compensation range of 50-60 thousand, a new graduate can propose 50-55, while more experienced candidates can aim for 57-62 for example.

3. Delay the negotiation process, if necessary - If you are asked about your salary expectations in the early stages of an *in-person* interview, and you are not yet clear on the full scope of the role and its responsibilities, state that you would be happy to provide a figure once you have a better understanding of the job opportunity, your responsibilities, and/or the organization's workplace culture.

The salary negotiation process may seem intimidating. However, it is part of the recruitment experience and **most employers expect and are prepared to negotiate the salary and other terms associated with the contract.**

4. Know what is and is not negotiable - If the salary being offered by the employer is fixed, and does not fall within the median salary range, **consider negotiating other components in the overall compensation package, including: vacation period, paid parking or transit pass.** Alternatively, there might be an opportunity to revisit the salary after three to six months (the length of a typical performance review period).

An employer may have more flexibility with these parts of an employment contract. If you find the difference between your salary expectation and the employer's offer is too great, **take some time to reflect on whether the job may offer you other benefits beyond salary, such as work/life balance, proximity to home, or future growth potential.**

5. Accepting or rejecting an offer: You can reject an offer if there is no room for negotiation. However, know that once accepted, you need to commit. Pulling out of an offer because you received another offer will reflect poorly on you and could damage your reputation in your industry. It is better to delay accepting before giving the employer a response, if you anticipate another offer.

Most employers will provide you with a written offer. If however, a verbal offer is made you can request a written offer by stating that you are very enthusiastic about the opportunity to work for the organization, and that you would like to review the offer in written form.

If there are components of a written offer that are not clear, don't hesitate to ask human resource staff or potential managers for clarification. Other sources of support include: career education specialists in university career centres, or legal services offered through student unions.

Further Reading

On negotiating job offers:

- What Colour Is Your Parachute by Richard Nelson Bolles
- The Phd Handbook for the Academic Job Search: An Owner's Manual for Finding Jobs by Will Coghill-Behrends and Rebecca Anthony

Evaluating Job Offers

Receiving an offer of employment provides another opportunity to revisit your career motivations, core values, and strengths to **ensure that you will ultimately accept an offer that aligns best with the preferences uncovered during the "Who Am I?" stage of your career development journey.**

Asking questions during the interview process about the employer's workplace culture and strategic vision will also allow you to evaluate and assess for fit.

Assessing an offer for overall compensation is another step in the evaluation process. Compensation is comprised of various components, of which salary is only one part.

Consider and evaluate: medical and other benefits including pension options, personal and sick days, tuition and other reimbursement, perks, vacation allotment, stock or other investment options and technical equipment.

When evaluating academic offers, there are additional factors to reflect on, including: teaching load, research funding, sabbatical/leave policy, office supports, technology, and summer opportunities.

In term of salaries, employers generally aim to compensate based on industry standards. New graduates with limited experience are usually offered salaries towards the lower end of industry salary ranges, and more experienced candidates towards the higher end. Having evaluated the offer holistically, it is important to note that **if you assess the offer to be fair, there is no need to negotiate.** Graciously accept the offer and thank the employer.

Your evaluation, however, may uncover an opportunity to enhance the offer in order to more accurately reflect your market value. If that is the case, you can initiate a negotiation process.

Sample Responses for Accepting or Declining a Job Offer

Accepting an Offer	Declining an Offer
Dear first name, last name (first name is acceptable if you have already addressed them as such during the interview process).	Dear first name, last name (first name is acceptable if you have already addressed them as such during the interview process).
I am very excited to accept the offer for the College Instructor position. Please find attached the signed offer letter as requested.	It was a pleasure to meet you and your colleagues during the interview process for the Research Scientist position.
As we discussed, I will be able to start on October 30, as I will be out of town from October 23-28. Should you need to reach me while I'm away, feel free to call my cell at: 416-569-4545.	I am not sure where you are in the hiring process, but I wish to inform you that I must withdraw my application, as I have accepted a similar position at another organization.
I am looking forward to applying my strengths and experience and making a valuable contribution as a new addition to your competent team.	Thank you again for your consideration, and all the best with your recruitment process.
Thank you once again for the opportunity.	Sincerely, Your first and last name
Sincerely, Your first and last name	

Negotiating Job Offers

75%

57%

AMONG WORKERS WHO RESPONDED TO PAYSCALE'S SURVEY, 57 PER CENT SAID THEY'D NEVER NEGOTIATED SALARY IN THEIR CURRENT FIELD. BUT, 75 PER CENT OF PEOPLE WHO ASK FOR AN INCREASE RECEIVE A RAISE.

- Payscale, 2018

Managing and Maximizing Your Social Media

What if there was a tool that had **near universal adoption among employers,** and could help you land your next great opportunity by offering **space for you to network and share your experience** through presentations, media, photographs, and projects?

Along with traditional methods for job search and recruitment such as online job boards, recruitment agencies, and employee referrals, **almost 91% of employers and recruiters are using social media** to source talent for their organizations.

In addition, **employers also use social media to share their own culture, values, current initiatives and strategic plans.** Leveraging this up to date information is an excellent way to learn and understand how you can best align your values and interests with your industry, and stand out amongst other candidates.

Knowledge Mobilization Tools

Social media platforms are great knowledge mobilization tools. Among the most prominent are:

- LinkedIn is a popular tool for recruiting and connecting with individuals from diverse industries.
- Twitter is effective for thought leadership and engaging in virtual discussions by using the #hashtag feature.
- Instagram is used by employers to promote their companies as a top employer of choice.
- Facebook is used to showcase a company's work culture and community building events.

These platforms can offer you a network of professionals and thought leaders to **share articles with, track career pathways, and read up on research and work.**

While the above tools are a starting point, **consider the hundreds of other social media tools you can access to learn about and network with your target industry.** For example, MeetUp.com offers specific networking or community building events by geographic area or target industry.

Don't know where to start? **Google your target industry, professional association, or thought leader to find out what social media tool they are most active on and using.** If attending a conference, find out

how it is being promoted, and what hashtag (#) is being used.

Most importantly, **focus on one or two accounts and maintain an active presence.** The key is to keep what you do have well developed and up-to-date, as opposed to starting multiple, incomplete ones.

Managing & Maximizing Social Media

87%
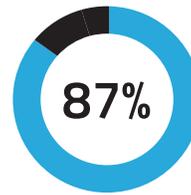
87% OF RECRUITERS USE LINKEDIN TO CHECK CANDIDATES.

- Jobvite Recruiter Nation Report, 2016

Developing a Presence on Social Media

Get a professional profile photo

- Use a headshot: it should be a close-up featuring your face and eyes.
- Have a clean background: make sure the background isn't busy so that you can remain the focal point of the photo.
- Avoid vacation selfies: your profile picture should only feature you in a professional setting.
- Use the same profile image across your social media profiles: This ensures a consistent brand, and helps make it easier for people to recognize you when seeing your profile image across the different platforms, at a networking event, or conference.

Visit your career centre to locate LinkedIn profile headshot appointments with a professional photographer.

Show potential employers how well you communicate

- **Construct a written social media profile** that is free of spelling, punctuation, and grammar mistakes.
- **Upload samples of projects you worked on**, add links to your blog, and share relevant content, adding your own thoughtful insight and commentary.

Showcase your industry knowledge

· **Share content that is relevant to your industry** on your own profile, such as a photo of you attending an industry conference along with the event's #hashtag.

· **Comment on industry thought pieces** to demonstrate you are up to date with the trends and issues in your field.

Augment your resume

· **Take advantage of features** on social media platforms that allow you to highlight your accomplishments.

· **Upload dynamic content** like videos, photos, and infographics showcasing your work.

· **Share and comment** on other research in blog posts.

Your social media presence will be available to employers and recruiters 24 hours a day, 7 days a week

· Even while you are not actively applying for opportunities, **an up to date social media profile can illustrate to potential employers how well you communicate,** the type of work or research you are interested in, and elements of your personality (hobbies, volunteer causes, etc.) that align with an employer's work culture.

Build a network

· **Connect with industry professionals** in a more informal social media setting to be referred to various opportunities such as conferences, job opportunities, professional associations, and collaborative projects.

· **Applicants who get referred by a contact have over a 13 times better chance of getting a job** than when applying through a job board.

· Access the 'hidden' job market and **tap into 80% of jobs** that never get posted and are only found through networking. Refer to chapter three on effective networking strategies.

Make social media part of your routine

· Once you have a well written social media profile and have targeted the appropriate social channels to connect with industry, make sharing and engaging on social media part of your daily routine.

· Use social media management tools to schedule your posts ahead of time and across multiple platforms.

· Use your calendar to build 15 minutes into your day to check on your social accounts: What is making news in your target industry? What are your connections saying or sharing?

· Set goals for yourself and gamify the process. For example, make it a goal to tweet five times a week and add three connections on LinkedIn each month.

Online social media information resources:

· www.blog.hootsuite.com - manage your schedule for posts and updates.

· www.conversationprism.com - view a variety of social media tools at a glance.

· blog.bufferapp.com - manage your scheduled posts and updates.

· www.meetup.com - locate in-person networking and community events.

· www.linkedin.com - connect to the world's largest professional network.

· www.facebook.com - connect to the world's largest social media network.

· twitter.com - get real-time online news and social networking.

· www.instagram.com - tap into the creative, image-based life of industry.

Top Tips to Maximize LinkedIn	Benefits
Use the advanced search option under 'Filters' to target companies, industries, or schools.	• Hone in on a geographic area. • Gain insight on up-to-date job titles of professionals.
Maximize your profile for recruiters by reviewing profiles of people in your target industry to see what language they use.	• Embedding keywords of your target industry will showcase your relevant skills.
Take the time to personalize your LinkedIn invites when wanting to connect.	• Catch the eye and interest of your desired contacts by coming across as genuine.
Use LinkedIn to track career pathways within your targeted industry and workplaces.	• Insight into how a career pathway can evolve and what you can do to successfully get started.
Join up to 50 LinkedIn Groups.	• LinkedIn views members of the same group as first degree connections, which will broaden your network substantially.
Follow industry thought leaders.	• Stay up to date on industry trends that you can share at interviews.
Upload dynamic content to LinkedIn, such as videos, documents, photos, and links to websites on your summary and experience sections.	• Highlight, using visual aids, your accomplishments to your professional network and recruiters.
Leverage the 'Communities' tab in your dashboard by following #hashtags on LinkedIn.	• Following #hashtags keeps you up to date on the latest industry trends or company news. • The #hashtags can be tailored giving you a more customized news feed on your dashboard.
Post professional status updates, share relevant content to your target industry, and comment on articles.	• Showcases your industry knowledge and thought leadership skills. • Bonus: you can link your updates to your Twitter account.
Use the 'Write An Article' feature in the status update bar.	• Demonstrate your expertise in your field by publishing a long-form post on LinkedIn (similar to a blog post).
Review job postings to see if you know who is posting or if LinkedIn recommends a connection for a referral.	• Referrals are viewed by recruiters and HR first. • Reference the job poster's name in your cover letter - it makes for an instant connection.
Follow your University and alumni network on LinkedIn.	• See where alumni are working and send an invitation first to connect with them, when asking for referrals or informational interviews.

Q&A   Voices of Experience

NAME	Sonal Bhadane
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EDUCATION	MSc, Biomedical Physics (Ryerson University)
LINKEDIN	Find me on LinkedIn to learn more about my career & education.
TWITTER	@Bhadane_sonal
HOW CAN GRAD STUDENTS BUILD THEIR PROFESSIONAL IDENTITIES ON SOCIAL MEDIA?	What really transforms your social media profile to outstanding is your **social connections, interactions and collaborations:** 1. Keep everyone up-to-date with your work. 2. Increase visibility of your projects or research. 3. Follow and engage with the people you are trying to reach. 4. Create original, valuable and engaging content.
HOW CAN STUDENTS STRUCTURE THEIR TIME TO MANAGE COMMUNITY BUILDING ON SOCIAL MEDIA?	The key is to remember you are on social media to build your brand, to interact with people on the topics that interest you, and to engage in conversations around your line of work. **Manage your time based on what you want to communicate** and create content regularly, while being consistent.
WHY IS A STRONG/POSITIVE SOCIAL MEDIA PRESENCE AN IMPORTANT TOOL FOR A JOB SEEKER?	We stand on the brink of a technological revolution that will fundamentally alter the way we work, live, and relate to one another. Consider a future where your digital media presence is necessary for being hired. **Social recruiting has become a new normal for employers.**
HOW HAS SOCIAL MEDIA HELPED YOU IN DEVELOPING YOUR CAREER?	Being active on social media has helped me to grow professionally as I can **find growth opportunities and connect to sources of information directly,** to further develop my knowledge and skills on different platforms.
WHAT ARE BEST PRACTICES FOR BEING BOTH AUTHENTICALLY YOU AND PROFESSIONAL ON SOCIAL MEDIA?	Anything you post on the internet becomes your digital imprint. I often encourage people to **verify information** before I pass it along. This ensures that I prevent the spread of misinformation. **Include diverse voices and be honest and transparent about your goals and credentials.**

"

If I could share one piece of experience, I would say don't adjust to your new reality in a way that closes doors on yourself. Learn about your new country and the language because they can help navigate the challenges of resettlement, but it is also important to find relevance for your previous life experiences and work. What you have done before and where you are from are important, and it is because of those experiences that you should be valued, not despite them.

Vathsala,
Policy Studies PhD Program & Pierre Elliott
Trudeau Foundation scholar

The Global Experience

5

International Opportunities: Points to Consider

Global economies are increasingly interconnected and communities are more diverse. To remain competitive and relevant in this climate, **employers in Canada and abroad are looking for employees who can bring an international perspective and diverse skills to the table.**

Benefits of Working Abroad

International skills:

By working abroad, you're placing yourself in a foreign context and culture where you can **develop your adaptability, openness to learning, independence, maturity, cross-cultural communication, interpersonal, and critical thinking skills.**

Communication skills:

Expressing yourself to people who may speak another language will be a prime opportunity to **heighten both your communication and language skills.** This experience can also heighten your empathy and appreciation for colleagues who may be working in a language other than their mother tongue.

Professional network:

You will likely have developed a network that spans geographical boundaries, and **be the cultural bridge between your organization, your network contacts both home and abroad, and opportunities existing within an international context.**

Personal development:

As you experience and learn about cultures different from yours, you will **increase your awareness of personal boundaries and preferences** and view opportunities and challenges from a wider perspective.

Considerations for Working Abroad

Logistics:

Costs related to the initial relocation and settlement (e.g. housing, health care) may be higher than expected, and information may not be available to you until you arrive in your host country. You may wish to **research costs of living** by searching online or contacting expatriates living there.

Obtaining & maintaining employment:

Many countries will require you to have an offer of employment prior to granting you a work permit. However, in some instances, you may be eligible for a short-term work permit, or you may enter a country as a volunteer. Do your **research on the entrance and work permission requirements of your host country prior to departure.**

Each country's immigration department will likely have a website detailing entrance and work permission requirements. You can also access information from your potential host country's embassy, consulate, or high commission in Canada.

Culture shock:

Adjusting to new cultural practices can be both exciting and unexpected. **Keep in regular contact with friends and colleagues back home.** Seek out groups of expatriates in your host country that offer familiarity, while also **immersing yourself in your host country's culture.**

Preparing to Work Abroad

Research your destination thoroughly using:

- Travel guides
- Social media forums
- Personal connections
- Services, such as GoinGlobal or Study Abroad, which your university may have a subscription with

Learn about your destination to help manage your expectations. Find local expat groups online (e.g. 'Canadians in London'). Most destinations will have an informal group of Canadians like yourself that can be tapped into for local knowledge.

Travel.gc.ca is a great resource from the Canadian government with extensive information about travelling and living abroad as a Canadian.

Find out if your Canadian driver's licence will be valid in your host country, or whether you are required to hold an International Driving Permit.

Utilize services and resources on campus:

Find out about pre-departure information sessions organized by your university's international office to learn what to consider and prepare for before leaving Canada.

Plan your applications and coverage early:

Destination research, job/funding applications, and visa/work permit applications can be time-consuming. Make sure you leave ample time to complete these steps. **Get adequate insurance coverage** in these essential areas:

· medical care

· travel

· loss/damage to property

· passport validity - to gain entry to most countries, your passport must be valid for at least 6 months after your arrival.

It is also **advisable to have sufficient funds readily available** in case you need to come home early, or experience unexpected job loss.

Preparing your finances:

Find out if you qualify as a resident of Canada while abroad, as you may have tax obligations to your country of origin. You should also **notify your financial institution that you are travelling,** and set up a plan for accessing your funds easily and efficiently.

By reflecting on what you hope to gain, and planning in advance this enriching experience, you will set yourself up to succeed as you embark on working abroad.

Online working abroad information resources:

· www.travel.gc.ca - Canadian government travel and tourism website

· www.canada.ca - Canadians: Work and travel abroad with International Experience Canada

· www.swap.ca - A not-for-profit program of the Canadian Federation of Students that help Canadians land on their feet in new cities

Online information resources for staying in Canada:

· http://www.cic.gc.ca - Start your life in Canada

· www.canada.ca - Immigration and Citizenship

· www.settlement.org - Settling in Ontario

Returning Home After Graduation

Returning home after having studied and lived in Canada for several years is both exciting and a readjustment. Here are some tips and resources to help you **reintegrate into your country of origin's labour market as a successful job seeker.**

Articulate the Relevance of Your Graduate Knowledge and Skills

- **Speak to your accomplishments, skills, and experiences** that align with the company and employer you're targeting in your country of origin.
- Include how your experience in Canada has given you **cross-cultural communication skills that will be of benefit for an employer** looking to expand into new markets or develop international partnerships.
- Demonstrate how studying abroad has continued to **hone your leadership capabilities.**
- Prior to departure, **keep up to date with local news and developments in the labour market.** This will help you to stay abreast of current events that can effect the industry or industries you may end up working in.

Stay Connected

- Make a concerted effort to **stay in touch with colleagues and friends** you met while completing your graduate studies.They may become future collaborators or business partners.
- Share your reintegration experience with peers who are also returning home, to **exchange constructive suggestions for transitioning.**
- Get involved in your university's alumni association.
- Use LinkedIn to **seek out alumni and professionals based in your country of origin** who work in your areas of interest.
- Access **support from your university's career centre** as an alumnus, where 1:1 appointments are often available via Skype.

Prepare for Reintegration

- Reconnect with old networks and establish new ones through **informational interviews.**
- If you are able to visit your country of origin before you complete your graduate training, try to network with friends, family, and former colleagues, and **share your intentions of returning home and finding employment opportunities** to create a circle of individuals who will bare your job search in mind. If unable to travel back ahead of your return, **reach out to your home network via email, social media and other virtual communication methods.**
- Re-familiarise yourself with your **country of origin's workplace culture** to ease your transition. This will help you integrate back into work more easily. You can do this by speaking about workplace norms with friends, family, and others in your network.
- **Build a network of colleagues who have also experienced living and studying abroad.** You can source communities online, via websites, blogs, and alumni networks. Sharing commonalities in your experience can help you feel supported in your reintegration.

International Graduates: Staying in Canada

ROUGHLY HALF OF ALL PHDS IN CANADA ARE HELD BY NEWCOMERS.

- The Conference Board of Canada, 2015

Q&A Voices of Experience

NAME	Roger Marszalek
JOB TITLE, COMPANY	Manager, Marketing, Mitsubishi Aircraft Corporation
EDUCATION	MBA, Global (Ryerson University)
LINKEDIN	Find me on LinkedIn to learn more about my career & education abroad.
HOW DID YOUR CANADIAN DEGREE GIVE YOU AN UNIQUE ADVANTAGE IN THE GLOBAL JOB MARKET?	Having my Canadian degrees on my resume helped tremendously because I was fortunate to be recruited by fellow graduates from my university, of a different generation. They told me they knew the pedigree of our graduates, including strong technical and excellent communication skills. **It's wonderful to see alumni supporting each other in this way.**
HOW DID YOU NAVIGATE BEING IN A NEW WORKPLACE CULTURE ABROAD?	**Relationships, diligence, and creativity** were key for me. As I started my career abroad, I established good relationships with my colleagues, led by example with my day-to-day work, and attempted to think more outside the box.
WHAT RESOURCES DID YOU USE TO SECURE A JOB OPPORTUNITY IN ANOTHER COUNTRY?	I was fortunate to have my employer assist me with transferring to the United States. I also conducted research online regarding working and living in the US, and how this differed from being employed in Canada. It also helped me to **speak to people who had gone through a similar experience.**
HOW HAS YOUR INTERNATIONAL EXPERIENCE CONTRIBUTED TO YOUR CAREER DEVELOPMENT?	Working for a Japanese company has **given me a new perspective** on attention to detail, the humble nature of the employees, and the drive to continuously improve a product or service. This has all had a favorable impact on my career development.
WHAT IS A KEY PIECE OF ADVICE FOR THOSE CONSIDERING WORKING ABROAD / GOING ABROAD?	Don't forget about your family! Even though work consumes much of our time, keep your family and its priorities first. **If a career opportunity presents itself in another country, consult with your loved ones** and see how it may align with your family's values and plans.

Living and Working in Canada

Many international graduates choose to remain in Canada to gain employment and begin a life here. **Your international experience, graduate training, and career planning will make you a qualified candidate for the Canadian labour market.**

Whether you are seeking a part-time position or looking for longer-term full time employment, the following tips will help you ease into your Canadian job search.

Understanding the Workplace Culture: • Learn subtle differences in preferred forms of formal and informal communication. • Identify **management approaches that are common to Canadian workplaces** and learn how to work with these approaches.	• **Cultural adaptation workshops** hosted by your university's career centre and/or international student services. • **Free online tools** such as the <u>Hofstede Insights</u> country comparison tool.
Preparing for the Job Search Process: • Familiarise yourself with **job search processes and practices in Canada,** which may differ from those in your country of origin.	• **Gain research tips on labour market trends** from your university's career centre, as well as support in resume and cover letter writing, professional online portfolios, and interview skills. • **Consult with colleagues and recent graduates** who have experience navigating the labour market and can share their own tips. • **Visit Immigration and Citizenship Canada's website** to explore resources on working in Canada, including information on work permits and workplace integration.
Networking in Canada: • Maintain your **peer-to-peer connections** and build new ones through networking and informational interviews.	• **Attend networking events** facilitated by your graduate program, faculty, career centre, and industry associations. • **Access online networks** such as <u>LinkedIn</u> and <u>Ten Thousand Coffees</u> to meet other professionals who can mentor and offer information about the present labour market. • **Reach out to university mentor networks** for international students.
Building Your Experience: • Get involved in **opportunities that will add to your professional portfolio** in a Canadian context - employers will want to know how you can demonstrate your skills through previous work and volunteer experiences, both in Canada and abroad.	• **Find out more about experiential learning opportunities** offered by your university, including internships and volunteering. • **Participate in graduate run initiatives** within your department and faculty, such as committees, event planning, and teaching/graduate assistantships. • **Showcase your transferable skills on your resume and cover letter** as a graduate student, and how the skills you've gained will benefit the employer and add value to your industry.

Whole Health at Ryerson University

Student Health and Wellness operates with a comprehensive, holistic model of health. Student Health and Wellness includes the Medical Centre, Centre for Student Development and Counselling, and Health Promotions. Each of these areas offers support to graduate students to maintain and nurture well-being.

Ryerson University

Student Health & Wellness

ryerson.ca/healthandwellness
#TakeCareRU

Ryerson International Student Support

Ryerson International Student Support (ISS) is your home away from home and provides a sense of belonging and community for all students who are new to Canada. ISS works to promote student engagement and success through exceptional experiences. We will support you as you adjust to life in Canada by connecting you to Ryerson's community through orientation, peer social events, graduate group mentoring and family and transition support! Our licensed international student advisors have the expertise to provide immigration advice through group immigration advising, drop-in hours, and one-on-one appointments.

ISS is a unit of Student Life, a part of Student Affairs at Ryerson University. Our mission is to empower so that people can reach their full potential.

Ryerson University

International Student Support
Student Life

Learn more and connect with us at
ryerson.ca/internationalsupport

"

After having completed my graduate training in Tel-Aviv, I came to Toronto and worked as a postdoctoral fellow. To assist my transition from academia to the startup world in the Canadian labour market, I decided to pursue a post graduate certificate in data analytics and big data and predictive analytics. As I was not familiar with this landscape as an internationally trained professional, this post graduate training gave me hands-on experience, while the career education support I sought helped me through the process of finding a job. I was able to tailor my resume and cover letter, and prepare for my first interview, while also learning how to manage expectations while job searching in the public and private sectors.

Revital,
Data Analytics, Big Data, and Predictive Analytics Certificate Program

Career Resources

Action Words by Skill Set
Templates: Cover Letters, Resumes, and CVs

6

Action Words by Skill Set

Action verbs specifically describe what you are doing, as outlined within your academic, professional, and volunteer experience. In a resume, CV, and cover letter, **these verbs add significant impact** and begin to concisely paint a picture of your skills, achievements and/or the results of your work.

When describing your successes and the responsibilities you held in a particular role, best practice recommends **starting each line of your resume with an action word.**

As a job candidate in the academic and non academic labour market, **using action verbs increases the strength of your statements** of what you bring to the table, by offering transparency over what you have done.

Within a graduate student and post-graduate resume, CV, and cover letter, **ensure that you are always demonstrating your advanced ability** and high level of achievement, as demonstrated by specific evidence presented.

Sample teaching statement using action verbs "assess", "measure", and "adapt":
Assessed students' progress in critical thinking and analysis of course material by measuring students' constructive participation in weekly tutorial discussions, effectively adapting instruction methods to make space for all students to express their own ideas freely.

ANALYTICAL SKILLS

Analyzed

Ascertained

Assessed

Compared

Computed

Concluded

Confirmed

Critiqued

Deciphered

Deliberated

Determined

Devised

Estimated

Evaluated

Examined

Forecasted

Formulated

Integrated

Investigated

Justified

Measured

Negotiated

Prescribed

Projected

Questioned

Rated

Recommended

Researched

COMMUNICATION SKILLS

Addressed

Advertised

Authored

Collaborated

Communicated

Condensed

Consulted

Contacted

Convinced

Corresponded

Developed

Directed

Drafted

Edited

Enlisted

Explained

Expressed

Influenced

Interpreted

Joined

Listened

Moderated

Negotiated

Outlined

Presented

DIGITAL / TECHNICAL SKILLS

Adapted

Assembled

Built

Calculated

Computed

Constructed

Converted

Debugged

Designed

Determined

Engineered

Fabricated

Installed

Maintained

Operated

Overhauled

Printed

Programmed

Remodeled

Repaired

Replaced

Solved

Specialized

Strengthened

Studied

Upgraded

Utilized

CREATIVE SKILLS

Acted

Adapted

Brainstormed

Combined

Composted

Conceptualized

Constructed

Created

Customized

Designed

Developed

Directed

Displayed

Drew

Engineered

Entertained

Fashioned

Illustrated

Initiated

Integrated

Introduced

Invented

Modeled

Modified

Performed

INITIATIVE

Accomplished

Achieved

Acquired

Boosted

Built

Coordinated

Created

Dedicated

Demonstrated

Enriched

Established

Expanded

Implemented

Improved

Initiated

Inspired

Introduced

Launched

Mobilized

Modernized

Overhauled

Pioneered

Presented

Revamped

Revised

Spearheaded

Suggested

Upgraded

LEADERSHIP / MANAGEMENT SKILLS

Advised

Advocated

Appointed

Assigned

Authorized

Attained

Chaired

Coached

Controlled

Coordinated

Decided

Delegated

Demonstrated

Developed

Directed

Eliminated

Emphasized

Empowered

Enhanced

Established

Executed

Facilitated

Handled

Headed

Hired

Hosted

Improved

Incorporated

Initiated

Increased

Instituted

Led

Managed

Motivated

Organized

Oversaw

Planned

Produced

Recommended

Recruited

Revamped

ORGANIZATIONAL SKILLS

Approved

Arranged

Assembled

Budgeted

Calculated

Centralized

Charted

Collected

Compiled

Correlated

Distributed

Executed

Generated

Implemented

Maintained

Monitored

Organized

Oriented

Planned

Processed

PROBLEM SOLVING SKILLS

Alleviated

Augmented

Counseled

Customized

Debugged

Diagnosed

Eased

Elevated

Enlarged

Extended

Finalized

Fulfilled

Generated

Identified

Invented

Lightened

Procured

Reconciled

Rectified

Reduced

Refined

Rehabilitated

Repaired

Relieved

Restored

Revitalized

RESEARCH SKILLS

Compared

Detected

Examined

Experimented

Explored

Gathered

Identified

Interpreted

Interviewed

Investigated

Measured

Researched

Searched

Standardized

Summarized

Surveyed

Tested

TEAMWORK / COLLABORATION SKILLS

Acknowledged

Amassed

Assisted

Balanced

Collaborated

Combined

Contributed

Cooperated

Cultivated

Encouraged

Energized

Enlisted

TEACHING SKILLS:

Adapted

Advised

Clarified

Coached

Communicated

Coordinated

Demystified

Developed

Enabled

Encouraged

Evaluated

Explained

Facilitated

Guided

Informed

Instructed

Persuaded

Set Goals

Stimulated

Appendix: Templates

6

Templates

Cover Letter - (Masters, Arts)

DAMI OLUSOGA, MA

dami.olu@gmail.com · (416) 123-4567 · linkedin.com/in/damiolu · @damiolu

Vanessa Poller
Program Manager, Children and Youth Services
Ministry of Children and Youth Services
101 Bloor Street West
Toronto, ON, M5S 0A1

Re: Senior Policy Analyst

Dear Ms. Poller,

With my extensive knowledge of policy and program design initiatives, political acuity, and my ambition to implement strategies and legislative frameworks to support our children and youth in Ontario, I am applying to the **Senior Policy Analyst role**, as posted on the Ontario Public Service careers website.

In my experience working with the Ministry of Intergovernmental Affairs from 2015-2017, I collaborated with internal and external stakeholders as a client administrator. I researched archived reports and interviewed policy analysts to consider how best the Ministry could support reforming of the elections process to enhance its fairness and integrity. I have produced concise and high quality reports including briefing materials, presentations, discussion papers, decision notes, and cabinet submissions.

Having completed my Masters of Public Policy and Administration from Ryerson University in 2018, I have additional learning and experience with the application of sound policy and programs to ensure that ministry and government strategic objectives are met. While conducting my graduate research, I effectively navigated government decision-making processes, business practices, and accountability frameworks by analyzing policy and program design options, needs assessments, and inter-jurisdictional scans.

My combined four years of work experience and graduate training has honed my ability to coordinate complex policy projects, evaluate performance frameworks, and provide effective recommendations for innovative policy changes.

I look forward to meeting with you to discuss how I can further contribute to leading edge policy and program initiatives within the Ministry of Children and Youth Services as a Senior Policy Analyst. My dedication to the advancement of provincial policies and initiatives that respond to social, political, and economic issues facing Ontario's youth will be of great benefit to this Ministry and the communities it represents.

Sincerely,

Dami Olusoga

Cover Letter - (PhD, Community Services)

<div style="border:1px solid black">

Sara Syed, PhD

54 Dunster Street, Toronto, Ontario, M6H 3V9 · (416) 555-5555 · syed_s@gmail.com · linkedin.com/in/syedsy

Dr. Tina Sato
Director, Community Partnerships
Bolt Community Health Centre
Markham, ON, L3S 2M1

Re: Research and Evaluation Coordinator

Dear Dr. Sato,

My dedication to coordinating youth development evaluation projects builds on my doctoral research on community outreach, with a focus on applying adolescent health equity models to communities and educational healthcare. After 5+ years developing my expertise in this field, I am interested in applying for the **Research and Evaluation Coordinator** position with Bolt Community Health Centre, as indicated in your LinkedIn post. I am confident that my background as a researcher and project coordinator, and my diverse work and volunteer experience will be essential to the effective coordination and execution of key projects and timelines.

In my role as a research assistant, under the supervision of Dr. Samuel Bingham Spencer, I designed and coordinated a research project on the topic of public health, access to education, and equity and inclusion. Our contributions to the 2016 Unicef report, Equity and Inclusion in Education: A Guide to Support Educational Planning, became the new mandate for reducing barriers to education. In addition, I also worked as a project coordinator with Access Community Health Centre while completing my graduate training, where I managed and coordinated a provincially funded youth employment program for youth facing barriers to employment. In this role, I designed and delivered career curriculum and workshops, counselled and coached marginalized youth, and developed relationships with community service providers to support youth with social assistance, mental health support, and continuing education resources.

The foundation of skills I have acquired through my professional, academic, and volunteer experiences is due to working with diverse groups of individuals and various organizations I've been a part of. I am enthusiastic about supporting Bolt Community Health Centre's mission to increase accessibility to youth development services, and am confident that my knowledge, skills, and background make me a key asset to your team. I welcome the opportunity for an interview at your convenience.

Sincerely,

Sara Syed

Enclosed: Resume

</div>

JAKE MANN, BFA, MA

MEDIA PRODUCTION & ENTERTAINMENT MARKETING

(416) 456-7890 | jake@jmmedia.com | www.jmmedia.com

PROFILE

Award-winning filmmaker and entertainment marketing professional. Career focus on multimedia marketing, publicity and communications for on-air, digital and feature releases. Demonstrated abilities executing social media campaigns and analyzing audience trends in entertainment industry data.

SKILLS

Final Cut Pro

After Effects

Dreamweaver

Photoshop

INDEPENDENT PROJECTS

Producer & Director,
Timing is Right (Short Film, 2018)

Producer & Director,
Lifestyles (Documentary Short, 2015)

AWARDS

Telefilm Canada, The Talent Fund
Grant for Emerging Filmmakers, 2018

Matt Jenson Award
Creative and Production Excellence, 2016

EDUCATION

MASTER OF ARTS, MEDIA PRODUCTION
Ryerson University, Toronto, ON
2017 - 2018

BACHELOR OF FINE ARTS, FILM / ANIMATION / VIDEO
Rhode Island School of Design, Providence. RI
2013 - 2017

WORK EXPERIENCE

PRODUCTION INTERN, BLUE ANT MEDIA
Toronto, ON | May - September 2017

- Prepared and managed content for use by the Blue Ant Media Production Department by shooting (40%), editing (30%) and organizing (30%) video content and graphics for the production team
- Updated templated motion graphics and still graphics assets using Adobe Suite Premiere, After Effects, Photoshop, and Media Encoder
- Digitally & physically managed the production department's media library, for input and export of media for customers in specified formats

PUBLICIST & MARKETING ASSISTANT, MUSE ENTERTAINMENT
Toronto, ON | April - August 2015

- Created engaging multi-channel social media campaigns, establishing a brand following of 5,000+ new followers over four months
- Increased Facebook, Instagram and Twitter engagement among target demographic by over 15% per week throughout campaigns

PRODUCTION ASSISTANT, TRICON FILMS
Toronto, ON | May - August 2014

- Actively assisted producers on various shows in multiple departments to ensure requirements and schedules for cast/crew calls were seamlessly organized to meet production deadlines

Resume - (Masters, Science)

Laiba Farsoun

280 Victoria Street, Toronto, ON, M6H 4H1

laiba.farsoun@ryerson.ca | 416-979-5177 | linkedin.com/in/laibafarsoun I www.laibaf.com

Profile
- 5+ years experience in laboratory and literary research and review, specializing in the collection, analysis, and documentation of qualitative and quantitative data.
- Expertise in resolving scientific inquiries for the scientific and non scientific community as part of a collaborative and innovative environment.
- Desire position in management-consulting organization requiring outstanding verbal, analytical, and teamwork skills.

Education
Masters of Science, Molecular Science, Ryerson University, Toronto, 2018
Thesis: The Role of the A-beta Protein in the Pathogenesis of Alzheimer's Disease
Supervisor: Dr. Amanda Joyce

Bachelors of Science, Biology, University of Toronto, 2016

Professional Experience

Teaching Assistant
Ryerson University, Toronto, Ontario, 2017 - 2018
Course title: Molecular Biology [BLG 307]
- Provided instructional support to twenty-five 3rd year undergraduate students in the Faculty of Science, delivering tailored instruction to meet individual student needs and learning styles in bi-weekly, two hour laboratory sessions.
- Directed students to achieve cognitive and development milestones based on course learning outcomes, assessing student progress through observation, written assignments, oral presentations, and midterm examinations.

Youth Coordinator
Science Outreach Toronto, Toronto, Ontario, 2016 - 2018
- Facilitated 3 science training workshops weekly, educating 15 youth, ages 9-13, on scientific and environmental topics, including fundamentals of chemistry, biology, and physics.
- Designed learning outcomes to address participant understanding and application of scientific principles within each workshop, assessing comprehension through activities and experimentation.
- Advocated for equity in experiential learning by ensuring equal representation of male and female program participants, as well as encouraging registration of at-risk students in the GTA, confirming 5 participants per cohort.

Community Service

Representative, Graduate Council
Ryerson University, Toronto, Ontario, 2017 - 2018
- Supported graduate student health and wellness as member of the teaching community at Ryerson, conducting and sharing research to graduate council committee on best practices for maintaining mental and physical health during peak periods in academic calendar.
- Promoted and shared resources on graduate health and wellness student support, such as upcoming community building events, the Centre for Student Development and Counselling programming, and community based resources.

Professional Development and Certifications
Professional Development in Teaching Program
Learning and Teaching Office, Ryerson University, 2016 - 2018
- Completion of level 1 and 2 certificate programs, with training in student engagement and classroom inclusivity, mentorship, and teaching.

Resume - (Phd, Liberal Arts)

ABI DEMIR, PhD

demir.a@gmail.com (416) 123-4567 linkedin.com/in/demira @demirabi

Profile Summary

- Combined 5+ years researching, presenting, and consulting on equitable settlement policies for newcomers, including distribution of up-to-date pamphlets on settlement resources for over 50 organizations working in this community.
- Engaged in application of research through the design and delivery of training to cohorts supporting newcomer integration into the city of Toronto.
- Managed multiple project timelines, including 300 page dissertation, publications, and consulting deadlines, ensuring deliverables were on time, within scope, and to budget.
- Strong technical skills with proficiency in MS Office, SPSS, SAS, HTML.

Education

PhD Policy Studies, Interdisciplinary Programs	Ryerson University	2018
M.A. Economics	McGill University	2010
B.A. Economics, Faculty of Arts	Queen's University	2008

Professional Experience

Course Instructor, Policy and Public Administration Ryerson University **2017-Present**
- Design, plan, and organize orientation to socioeconomic impacts of public policies, such as proposed legislation, taxes, services, and regulations.
- Develop course materials, including handouts, visual presentations, and e-learning modules to increase accessibility of learning.
- Facilitate student development by crafting learning outcome rubrics to monitor and evaluate modes of student understanding and application.
- Liaise with faculty stakeholders to review program goals annually, and develop curriculum that reflects new and impactful research and literature in the field.
- Select, order, and issue books, materials, and supplies for course and projects.

Teaching Assistant, Department of Economics Ryerson University **2016-2017**
- Led 3 weekly tutorials for 25 students in 3rd year Canadian economics and policy course.
- Reviewed and assessed teaching aids, including visuals, lesson plans, and e-learning modules according to AODA guidelines to ensure access to learning for students with disabilities.
- Assigned readings and lecture materials for group participatory discussions to encourage active listening and comprehension via peer-to-peer learning.
- Evaluated examinations and assignments based on course learning outcomes, determining students' comprehension of course topics and those that required further review in tutorials.
- Met with course director bi-monthly to review instructional content, teaching methods, and student evaluations, and recommendations for course revisions.

Demir, 1

Resume - (Phd, Liberal Arts) (contd.)

ABI DEMIR, PhD

demir.a@gmail.com (416) 123-4567 linkedin.com/in/demira @demirabi

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Policy Analyst, Ministry of Citizenship and Immigration   Ontario Public Service   2012-2013
- Evaluated equitable settlement policies for newcomers and collaborated with internal and external partners, including policy advisors and settlement agency managers, to implement services in all agencies, including housing and childcare, school registration, English and French language programs, employment services, and information about healthcare and social services.
- Prepared 6 policy reports that assessed legislation from 2012 - 2013 on economic guidelines for the permanent residence program, to evaluate impact analysis and risk assessment of multi-year funding.
- Created and delivered presentations to 30+ employees on intelligence relating to fraudulent documentation and irregular immigration activities.

Administrative Officer, Office of Admissions   McGill University   2010-2012
- Supported recruitment and outreach efforts, including Diversity Recruitment Program, 1 open house, and 2 information sessions, to educate prospective students on McGill University's undergraduate programs, academic resources, and professional development programming.
- Designed marketing strategies to advertise programs to 12 high school graduating students at 20+ public schools.
- Analyzed trends in applicant survey data between 2005-2010 to determine best practices around recruitment and outreach efforts, providing feedback to manager of Office of Admissions.
- Provided assistance to 300+ prospective undergraduate students on their application process during summer months.

Research Assistant   McGill University   2008-2010
- Conducted qualitative research for publication, "Canadian Drug Policy and a Review of Inequities", including a literature review on crime, healthcare, poverty, and the aging population.
- Collaborated with co-authors in researching healthcare statistics and a 2 year environmental scan of Canadian drug usage among newcomer populations.
- Developed and implemented research quality control procedures, to ensure accuracy and validity of data sourced, including SPSS statistics software.

Leadership Experience

Board Member, The Centre for Equality Rights   Ryerson University   2018
- Member of a 15-person executive assisting with organizing 5 panels, 7 skills workshops, 4 employer information sessions, and 2 social events, increasing total number of yearly events by 40% from previous year.
- Facilitated discussion of international student challenges by organizing 3 events focusing on topics of equity, diversity, and inclusion.

Demir, 2

ABI DEMIR, PhD

demir.a@gmail.com (416) 123-4567 linkedin.com/in/demira @demirabi

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Volunteer Coordinator	Sojourn House	2015 - 2017

- Met with and provided comfort to newly arrived refugees, sharing information about settlement services and programs available, while welcoming each new resident into an inclusive environment.
- Facilitated group workshops, in partnership with Women's College Hospital Crossroads Clinic to explain and provide accessibility to healthcare for residents, avoiding potential health-care risks and complications that may be otherwise undiagnosed or unknown.

Volunteer	West Park Healthcare Care	2014 - 2015

- Supported client facing front desk staff by filing incoming patient confidential information and providing a tour of healthcare facilities.

Professional Development

Mini-MBA course	McGill University	2013

- Developed fundamental concepts in business through intensive five-week course based on The 10-Day MBA by Steven Silbiger.
- Actively participated in case discussions led by faculty from Harvard Business School and leading industry professionals, resulting in tailored business strategies that spoke to the needs and requirements of the cases presented.

Publications and Presentations

- Publications: 4 refereed journal articles and 1 book chapter.
- Conferences: 8 presented papers, nationally and internationally.
- Invited Lectures: 2 invited course lectures at Ryerson University.

Digital Media

- Blog contributor, www.newcomersandsettlment.ca.   **2013-2016**
- Authored 8 articles on topics of immigration, settlement, resources, changes in government policy, and transitioning to Canada.

Affiliations

Member, Ontario Council of Agencies Serving Immigrants (OCASI)   **2015-present**

Demir, 3

Resume - (PhD, Engineering)

Mikayla Roberts, P.Eng., Ph.D

350 Victoria Street ⬜ Toronto, ON ⬜ M5B 2K3
416 - 979 - 5000 ⬜ mikayla.roberts@gmail.com ⬜ www.linkedin.com/in/mikaylaroberts/

Professional Summary

- Professional engineer and multidisciplinary researcher with 7 years experience in product development, computer processing units, and customer relations.
- Combination of business acumen with technical, hands-on practice in computer networks, defining product lines, and software and hardware development.
- Diverse expertise in image processing, data visualization and computer processor units.
- Experience presenting to small (10) and large (200) audiences.
- Experience in leading research and project teams in Canada and internationally.
- Certified with the Professional Engineers of Ontario (PEO).

Core Competencies

- Computer Networks
- CPU Architecture
- Software and Hardware Development & Optimization
- C/C++/Python
- HW/SW Design
- R&D Prototype Cycle
- Project Management
- Leadership
- Communication

Professional Experience

Graduate Researcher
Department of Electrical & Computer Engineering, Ryerson University, Toronto, 2016 - 2018
- Provided extensive research on adaptive systems and business processing models for semantic technologies and worked closely with department faculty on delivering NSERC funded projects on formalizing interactive features for model configurations.

Teaching Assistant
Department of Electrical & Computer Engineering, Ryerson University, Toronto, 2014 - 2016
- Mentored and advised computer engineering graduate students within large-enrollment introductory service courses (Advanced Computer Networks and Systems Management), effectively supervising computer laboratory experiments and applying pedagogy techniques to enhance student engagement.

Product Manager & Strategic Planner
CPU Group, Intel, Toronto, 2012 - 2014
- Defined Intel's CORE ™ CPU product lines for servers, clients, consumer electronics and embedded devices.
- Led a multidisciplinary team of 12 engineers and 6 account specialists to develop product strategy, target segments, value propositions, and UX features.
- Created technical materials including product requirements, user documentation and support applications.
- Provided feedback to the engineering team and conducted 8-10 code reviews weekly.

Roberts, 1

Resume - (PhD, Engineering) (contd.)

Application Engineer
Product Lifecycle Management Unit, Siemens, Germany, 2008 - 2012
- Applications development and extensive software programming (specifically C/C++ & Python) in Windows, Linux and RT embedded environments.
- Performed application builds and deployments using Atlassian Bamboo CI server.
- Increased performance speed of networks by 60x.
- Delivered successful benchmarks and client demos at international forums and conferences.
- Defined the project management lifecycle used by a team of 8 engineers and 4 product managers to support over 50 clients globally.
- Worked with strategic global software vendors on proof-of-concept projects to improve Siemens' systems architecture.

Computer Processor Intern
CPU Design Unit, Bosch, Germany, 2007-2008
- Assisted Senior CPU Design with global CPU development in all aspects of backend design and process.
- Used CAD tool extensively to simulate logic behavior and circuit performance to determine the design of next generation circuit solutions.
- Worked closely with design teams and architects to implement the low-level RTL design to ensure overall good functionality of the chip.

Education

2014-2018 **PhD** - Doctor of Philosophy, Computer Systems Engineering, Ryerson University, Toronto, Canada
2011-2012 **M.Eng** - Master of Engineering, Electronic Systems & Engineering Management, Karlsruhe Institute of Technology, Germany
2004-2008 **B.Eng** - Electrical Engineering, Karlsruhe University of Applied Sciences, Germany

Publications

- Parker, C., **Roberts, M.** (2018), *Systems Engineering in Quality Process Modeling*, International Journal of Scientific and Research Publications, vol. 3, no. 3, pp. 1-9
- **Roberts, M.,** Thompson, N. (2017), *Design and Performance Investigation for the Optical Networks at High Data Rate*, Journal of Electrical Engineering and Electronic Technology, vol. 6, no.4, pp. 27-41
- Alexander, E., **Roberts, M.** (2015), *Adaptive Sequential Importance Sampling Technique for Composite Power Systems,* Journal of Computer Science and Engineering Technology, vol. 12, no.6, pp. 125-142
- Baker. L, **Roberts, M.** (2012), *Methods and Techniques to Quality Function Deployment (QFD) and Framework Optimization,* IEEE Transactions on Systems, Man, and Cybernetics: Systems, vol. 97, no. 7, pp. 101- 118

Conferences & Speaking Engagements

- Presenter, *Systems Engineering Management Using Transdisciplinary Quality System Development,* International Conference on Electrical, Computer and Systems Engineering (ICECSE) 2018, Toronto
- Featured Speaker, *Using Technology to Provide Global Solutions*, Microsoft Inspire 2017, Washington, D.C.

Roberts, 2

Curriculum Vitae - (PhD, Science)

MAHMOUD KIRSTAN

(416) 111-2222 • mkirstan@gmail.com • linkedin.com/in/mahmoudkirstan • @mkirstan

EDUCATION

PhD, Computer Science, Ryerson University, Toronto, ON, 2012-2017
Thesis Title: Genetic Based Substitution Techniques for Audio Steganography

A novel genetic-concept-based algorithm is proposed for fragile audio watermarking to reduce the distortion of least significant bits substitution and consequently improve the peak signal-to-noise ratio (PSNR) and increase the payload of results. The result of testing shows that in comparison with ordinary substitution techniques and other presented techniques, the payload is considerably increased and PSNR (as an indicator of imperceptibility) is noticeably raised.

Master's Degree, Computer Engineering, Software, University of Tehran, Tehran, Iran, 2005-2007
Dissertation Title: Data Hiding in Audio: Techniques Comparison and Selection

Bachelor's Degree, Computer Engineering, Software, Shiraz University, Shiraz, Iran, 2000-2004

TEACHING EXPERIENCE

Visiting Lecturer
Information Security Department, Advanced Informatics School, University of Indonesia, Indonesia
2017-2018

- Taught groups of 25-30 Master students on the subjects of: security assessments; security architecture; threat assessments; secure cloud computing and cybercrime in an engaging manner, leading to strong student learning outcomes.
- Creatively designed 2 graduate levels courses, ensuring content alignment with industry trends and needs, resulting in high levels of student satisfaction as indicated on anonymous satisfaction surveys.

Taught Subjects: Network Security, Digital Forensics and Investigation, Information Assurance and Security

Teaching Assistant
Computer Science, Ryerson University, Toronto, ON, 2016-2017

- Mentored and advised computer science undergraduate students in a large-enrollment introductory course, utilizing appropriate technology enhancements and pedagogy techniques to enhance student engagement.
- Designed lectures and small group work, as well as co-ordinated weekly readings for a cohort of 50 students in an organized and efficient manner to ensure effective delivery of course material.

Taught Courses: Network Security, Digital Forensics and Investigation, Information Assurance and Security, Operating System Security, Advanced Cryptography, Network and Telecommunication, Cryptography Technologies, Introduction to Advanced Computer Applications, Introduction to Programming I.
Designed Course: Information Assurance Architecture and Technologies; Wireless Infrastructure Security.

Teaching Assistant
Computer Science Department, Ryerson University, Toronto, ON, 2014-2015
Taught Subjects: Algorithms Design, Artificial Intelligence

MAHMOUD KIRSTAN

(416) 111-2222 · mkirstan@gmail.com · linkedin.com/in/mahmoudkirstan · @mkirstan

Teaching Assistant
Computer Science Department, Ryerson University, Toronto, ON, 2013-2014
Taught Subjects: Database, Data Structures, and Operating Systems

Teaching Assistant
Computer Science Department, Ryerson University, Toronto, ON, 2012-2013
Taught Subjects: Database, Data Structures, Web Pages Design, Advanced Programming, Data Storage and Retrieval

Computer Tutor and Examiner
Iran Technical & Vocational Training Organization, Najaf Abad, Iran, 2005-2006
Taught Courses: Windows, DOS, Network, AutoCAD, Programing, MS-Office, Internet

RESEARCH EXPERIENCE

Researcher
Digital Forensics Department, University of Indonesia, Indonesia, 2017-2018
· Development of proficiency test for the fields of computer forensics, image analysis, video analysis, and audio analysis.

Researcher
Ministry of Science, Technology, and Innovation, Indonesia, 2017-2018
· Development of digital audio information hiding systems for high-embedding-capacity applications.

Researcher
Ryerson University, Toronto, ON, 2013-2015
· Digital watermarking for e-passport tamper detection project
· Industry and academic collaboration between software R&D department of Currix Corporation and Faculty of Science, Ryerson University.

PROJECTS

Analysis and Assessment of Bluetooth Vulnerabilities in High End Cars
Research University Grant, Foreign Academic Visitor, University of Indonesia, Indonesia, 2017

A Novel Model to Enhance the Cloud Authentication Security by Using Watermarking Methods
Research University Grant, Tier 1., Ryerson University, Toronto, Canada, 2015

Appraising the Potential Risk of Digital Heritage Disaster Management Resources
Research Flagship Grant, Ryerson University, Toronto, Canada, 2014

A Novel Image Watermarking Software for E-Passport Authentication
Prototype Development Research Grant Scheme, 2013

MAHMOUD KIRSTAN

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CERTIFICATES

Certificate, "Certified Ethical Hacker", EC-Council, Indonesia, 2018
Certificate, "Outcome Based Education", Teaching Office, University of Indonesia, Indonesia, 2017

GRANTS

Project Leader
Research University Grant, A Watermarking Tool for E-Passports, University of Indonesia, Indonesia, 2018

Researcher
Research University Grant, Foreign Academic Visitor. Analysis and Assessment of Bluetooth Vulnerabilities in High End Cars. University of Indonesia, Indonesia, 2018

Researcher
Exploratory Research Grant Scheme. Efficient Digital Image Authentication and Tamper Localization Technique Using LSB Watermarking, Ministry Higher Education, Indonesia, 2017

Researcher
Research University Grant, Flagship Grant. Appraising the Potential Risk of Digital Heritage Disaster Management Resources, Ministry of Higher Education, Indonesia, 2017

Researcher
Fundamental Research Grant Scheme. Subjective Assessment Model of Audio Watermarking. Natural Sciences and Engineering Research Council of Canada, 2015

Researcher
Research University Grant, Tier 1. A Novel Model to Enhance the Cloud Authentication Security by Using Watermarking Methods, Natural Sciences and Engineering Research Council of Canada, 2014

AWARDS AND HONOURS

Campus Student Teaching Award, Ryerson University, Toronto, Canada, 2015

Research Student Grant, Ministry of Science, Technology and Innovation, Iran, 2008
Project: Development of of Digital Audio Information Hiding Systems for High-Embedding Capacity Applications

PATENTS

System, Program and Method for Hiding Messages, Issued Dec 1st, 2008, #2008 1249

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PUBLICATIONS, MULTIMEDIA SECURITY JOURNALS

- Chandler, S. S., **Kirstan, M**., B.Menafi (2017), PSW Statistical LSB Image Steganalysis. *Multimedia Tools and Applications,* 1-31
- **Kirstan M**., & B. Menafi, (2015). Genetic Algorithm for Fragile Audio Watermarking. *Telecommunication Systems*

INTERNATIONAL CONFERENCES

Seventh International Conference on Informatics and Applications, November 5 - 7, 2018, Takamatsu, Japan

Fourth International Conference on Computer Science, Computer Engineering and Social Media, Amman, Jordan, May 16-18, 2017

17th International Conference on Algorithms and Architectures for Parallel Processing Granada, Spain, December 14-16, 2016

Fourth International Conference on Informatics & Applications, Takamatsu, Japan, 20-22 July, 2015

INTERNATIONAL SCIENTIFIC COMMITTEES

Member, Institute of Electrical and Electronics Engineers (IEEE), 2013-Present
Member, Association for Computing Machinery (ACM), 2012-Present
Member, Planetary Scientific Research Centre (PSRC), 2012-Present

REFERENCES

Dr. Sandra Bowman
Chair, Computer Science Department
Ryerson University
Toronto, ON
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416-898-5656

Dr. Suhil Patel
Graduate Program Director,
Computer Science Department
Ryerson University
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Dr. Maryam Rafaie
Chair, Computer Science
University of Tehran, Iran
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Dr. Mehrdad Hashri
Graduate Program Director,
Computer Science
University of Tehran, Iran
merhdad.hasri@uti.com
1-98-21-667-4545

Curriculum Vitae - (PhD, Arts)

Dagomar Degroot

(Address: 1234 Prospect Street, Washington, DC
Email: ddegroot@gmail.com
Web:

Education:

2014   **PhD, History.** York University.
Dissertation Title: "The Frigid Golden Age: Experiencing Climate Change in the Dutch
Republic, *1560-1720*." Doctoral Supervisor: Richard C. Hoffmann.
   · Nominated for Faculty of Graduate Studies and American Society for Environmental
     History (ASEH) awards.
   · Completed comprehensive exams in Environmental History, Modern European History,
     and the History of Science and Medicine.

2008   **MA, History.** McMaster University.
Major Research Paper: "'Go Raise Hell:' Prejudice, Ignorance, and the Failures of American
Support for the Afghan Mujahedin."

2007   **BA, Joint Honours.** History and English, McMaster University.

Publications:

Books:
2018   *The Frigid Golden Age: Climate Change, the Little Ice Age, and the Dutch
Republic*, 1560-1720. New York: Cambridge University Press, 2018.

Refereed Journal Articles:

2018   "Climate Change and Society from the Fifteenth Through the
Eighteenth Centuries." *WIREs Climate Change* Advanced Review, forthcoming.

2016   "'A catastrophe happening in front of our very eyes:' The Environmental History of
a Comet Crash on Jupiter." *Environmental History* 22:1 (2016): 23-49.

2015   "'Les bois engendrent les frimas et les gelées:' comprendre le climat en
Nouvelle-France" With co-author Colin Coates. *Revue d'histoire de l'Amérique française* 68:3-4
(2015): 197-219.

2014   "'Never such weather known in these seas:' Climatic Fluctuations and the
Anglo-Dutch Wars of the Seventeenth Century, 1652–1674." *Environment and History* 20:2
(May 2014): 239-273

Degroot, 1

Curriculum Vitae - (PhD, Arts) (contd.)

Reviews:

2018   Neil M. Maher, *Apollo in the Age of Aquarius*. Cambridge: Harvard University.
                Press, 2017. *Canadian Journal of History.* Commissioned.

2017   Joshua P. Howe, *Behind the Curve: Science and the Politics of Global Warming.*
                Seattle: University of Washington Press, 2014. Environmental History 23:1 (2018): 206-208.

Articles at HistoricalClimatology.com:

2017   "Will Climate Change Cause Conflict in the Arctic? Searching for Answers in
                The Past."

2016   "Volcanoes, Comet Crashes, and Changes in the Sun: How Sixth-Century
                Cooling Transformed the World."

2016   "Did the Spanish Empire Change Earth's Climate?"

2015   "Assessing the Future During COP21."

2015   "Lessons from the Storm that Wasn't."

2015   "Whatever Happened to the Global Warming Pause?"

Additional Publications:

2018   "Some societies flourished in the Little Ice Age. There are lessons for us now."
                Washington Post.

2017   "How a comet crash on Jupiter may lead us to mine asteroids near Earth."
                O*UPBlog*, blog of Oxford University Press.

2015   "Towards a Climate History of the Solar System. *The Otter*, blog of the Network in
                Canadian History and Environment (NiCHE).

Awards and Honours:

2014   Travel grant to attend and present a paper at the annual conference of the
                ASEH, Washington, USA. ASEH. $500.

2014 -16   Social Sciences and Humanities Research Council (SSHRC)
                Postdoctoral Fellowship. $81,000.

2014   Traditional Fulbright Scholar Award. $12,500 (declined).

2012-13   Ontario Graduate Scholarship, Government of Ontario. $15,000.

Degroot, 2

Curriculum Vitae - (PhD, Arts) (contd.)

Interviews with Journalists:

2018   Interviewed by Emma Shortis for "The Frigid Golden Age," *New Books Network Podcast.*

2017   Interviewed by Sadie Bergen for "*Getting Warmer:* Historians on Climate Change and the Anthropocene," *Perspectives on History,* newspaper of the American Historical Association.

2016   Interviewed by Isaiah Seibert for "Weathering the Storm: Climate Policy in D.C.," *The Georgetown Voice.*

2016   Interviewed by Jeremy Deaton for "When Climate Change Sparked Wars: The Little Ice Age," *LiveScience.com.*

Invited Lectures:

2018   Environmental Trends and Short-Termism in Business Strategy. *The Economist* Sustainability Summit, London, UK.

2017   "Conflict and Climate Change: Lessons from the Little Ice Age." Institute at Brown for Environment and Society, Brown University, Providence, Rhode Island.

2017   "Collapse! What Collapse?". Workshop at Yale University, New Haven, USA.

2017   "'One storm, one flood, one fire destroyed it all: " Cultural Responses to Climate Change in the Seventeenth-Century Dutch Republic." New York University Atlantic Workshop, New York, USA.

Conference Activity:

2018   "Bowhead Whale Hunting in a Cooling Arctic, 1610-1640." ASEH conference, Riverside, USA.Panel chair, "New Perspectives on Climate and History in the Little Ice Age."

2017   "Whaling and War in a Changing Arctic, 1610-1640." ESEH conference, Zagreb, Croatia.2017 Co-convener, "Historical Climate Reconstruction and Impacts of the CommonEra." PAGES Fifth Open Science Meeting, Zaragoza, Spain.

2017   Organized panel, "The Final Frontier (of Environmental History): Interdisciplinary Perspectives on Environments Beyond Earth," for ASEH conference, Chicago, USA.Paper, "'Red Earth: An Environmental History of Mars" accepted as part of panel.

2017   "Climate Change, Herring, and Supernovae: How Environmental Changes Influenced Early Modern Empires." American Historical Association conference, Denver, USA.

2016   Organized panel, "'A Climate History of the Causes and Conduct of War," for ASEH conference, Seattle, USA. Paper, "Climate Change and the Eighty Years' War, 1568-1648" accepted as part of panel.

2016   "So, You Want to Be an Environmental Historian?" ASEH conference, Seattle,USA.2015 "Climate Change and the Water History of the Dutch Republic, 1560-1720."International Water History conference, Delft, Netherlands.

<div align="right">Degroot, 3</div>

Curriculum Vitae - (PhD, Arts) (contd.)

Teaching Experience:

2017   **Course Instructor**, Georgetown University. Designed and taught two seven-week Modules, "Global Warming: Causes, Consequences, and Controversy".

2016   **Course Instructor,** Georgetown University. Designed and taught course, "Mars and the Moon in Science, Science Fiction, and Society".

2015   **Course Instructor,** Georgetown University. Designed and taught graduate course, "The Environmental History of the Little Ice Age".

2014   **Course Instructor,** York University. Designed and taught course, "A Global History of Climate Change".

2013   **Course Instructor,** York University. Designed and taught course, "Warfare in Early Modern Europe".

2012   **Teaching Assistant,** York University. "Medieval and Early Modern Europe".

2011   **Teaching Assistant,** York University. "Medieval and Early Modern Europe".

2008   **Teaching Assistant,** McMaster University. "Europe from the French Revolution to the End of the Second World War".

Service to Profession:

2017- present   **Founder and Director**, Tipping Points Project. Secured funding; established digital map and website; selected, listed, and described climate reconstruction and forecasting tools; wrote articles and edited student articles that clearly explain the local consequences of past and present climate change for a broad audience.

2016- present   **Participant**, Andrew W. Mellon Sawyer Seminar: "Approaching the Anthropocene: Global Culture and Planetary Change". Engage in biweekly discussions relevant to the concept of the Anthropocene, present research and organize workshops.

2016-17   **Secretary,** International Consortium of Environmental History Organizations (ICEHO).Designed, developed, and now manage new website (http://ICEHO.org). Recruited and now lead volunteer team to create and update social media accounts. Document and help organize meetings and outreach.

2015- present   **Founder and Host**, Climate History Podcast. (HistoricalClimatology.com/Interview)

2011-14   **Contributing Editor.** Active History (ActiveHistory.ca)

2010-11   **Treasurer.** York University Graduate History Students Association. Developed annual budget; oversaw all financial transactions for Canada's largest Graduate History Students Association and the associated New Frontiers conference; attended bi-weekly meetings of the Graduate History Students' Association as a voting member of the executive.

Degroot, 4

Curriculum Vitae - (PhD, Arts) (contd.)

Languages:

English: Reading (Native), Speaking (Native), Writing (Native).
Dutch: Reading (Native), Speaking (Native), Writing (Native).
French: Reading (With Dictionary).
German: Reading (With Dictionary).

Research Interests:

Climate history, historical climatology, and paleoclimatology.
Environmental history of outer space.
Interdisciplinary models, methods, and best practices.
Medieval and early modern world history.
Digital and public environmental sciences and humanities.

Professional Affiliations:

American Historical Association (AHA).
American Society for Environmental History (ASEH).
Climate History Network (CHN).
International Consortium of Environmental History Organizations (ICEHO).
Network in Canadian History and Environment (NiCHE).
Past Global Changes (PAGES).
War and Environment Network.

Degroot, 5

Get Involved!
Campus Resources for Graduate Students

The Ryerson Career & Co-Op Centre (RCCC) supports our graduate students and their career development for both academic and industry based career pathways.

In addition to our own programming, we collaborate with departments across campus to provide:

- **Transferable** and academic skill building and articulation
- **Experiential learning** and employer networking events to broaden knowledge of multiple career paths
- **Strategic tools** in self sufficiently accessing and interpreting labour market information
- **Motivation**, optimism, and resilience through the career planning process

Career Planning

Receive 1:1 and group career advising at the RCCC, with specific focus on graduate student and alumni needs:

- 1:1 graduate level advising
- Graduate Career Compass
- Job search, resume, interview, networking, personal branding, professionalism workshops, & more
- Magnet: Matchmaking for the Marketplace

Building Transferable and Academic Skills

Acquire skills that make you stand out! Participate in co-curricular activities and hone your interpersonal skills. Document it:

- Graduate Studies' Future Smart: Essential Professional Skills for Graduate Students program
- RU Leadership's Level Up: Student Experience Blueprint program
- Learning and Teaching Office's Professional Development in Teaching program

Experiential Learning

Get involved in high-impact experiences that build relevant industry skills, networks, and career pathways:

- RCCC's Industrial Insights and Navigating Networks program (IINN)
- Ryerson Zone Learning

- Ryerson Student Union's Graduate Council
- Graduate Course Unions

Thriving in Graduate School

What is the best way to balance academic and interpersonal needs, manage stress, and avoid imposter syndrome when considering career planning?

- Student Learning Support's Graduate Student Support
- Centre for Student Development and Counselling
- International Student Services
- Ryerson University Library & Archives Services for Graduate Students

Ryerson University

**Career &
Co-op Centre**