



APPLY TO BE A RESIDENT ADVISOR

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TABLE OF CONTENTS

Contact Information, Pg. 1
Application Process, Pg. 1
Job Description, Pg. 2 - 5
Frequently Asked Questions, Pg. 6
How to Write a Resume, Pg. 6 - 9
Resume Examples, Pg. 10 -11
How to Write a Cover Letter, Pg. 12 - 13
Example Cover Letter, Pg. 14

CONTACT INFORMATION

wheatoncollege.edu/go/ApplyRA (case sensitive)
Wheaton College | wheatoncollege.edu/residential-life
tel: 508-286-3810
fax: 508-286-3870
email: reslife@wheatoncollege.edu

APPLICATION PROCESS

SAVE ALL THE DATES

- APPLICATION** - Submit an application via Engage. The application is called “Resident Advisor Application 2021 – 2022” and can be found under the “FORMS” tab on Engage. Your application requires you to prepare a cover letter and resume.
- REFERENCES** - Please have two (2) professional references complete a reference form, on your behalf, at https://bit.ly/ra_reference.
- INDIVIDUAL INTERVIEW** - Participate in a virtual interview. Email reslife@wheatoncollege.edu to schedule this with a Residential Life professional.

JOB DESCRIPTION

What does a Resident Advisor (RA) do?

Below you will find the complete 2020 - 2021 Resident Advisor job description.

I. Position Overview

Resident Advisors fulfill many roles while performing their duties. RAs plan developmental and social programs for a diverse group of students who live in college housing (residents) and act as peer advisors; helping to meet residents' educational, interpersonal, and social needs, furthermore creating an inclusive living community with deep relationships built on interaction, awareness, trust, mutual respect, and a sense of fellowship and accountability. RAs are expected to confront unsafe and unfitting behavior and assist in enforcing residence hall and College policies. RAs are role models, educators, and community builders with administrative duties.

II. Minimum Qualifications

Resident Advisors:

- Must be enrolled as a full-time student (at least 4.0 credits) throughout the course of employment
- Must be in good academic standing and maintain a minimum cumulative GPA of 2.50
- Should not be in good social standing with Wheaton College
- Must complete EDU 020 by the end of their second semester as an RA

III. Compensation

- During the course of employment with the Office of Residential Life RAs will receive:
- A single room in an assigned residence hall, paid for by the student through their Wheaton College student account. **Please note that single rooms are otherwise reserved for residents with accommodations.*
- A total stipend of \$5,381.25 for a full academic year
 - Fall \$2,531.25 (15 wks.)
 - Spring \$2,850.00 (16 wks.)
- *Please note: Compensation for the RA position may be considered a financial resource and could impact your financial aid package. If you have questions about how your financial aid package may be impacted, please contact Student Financial Services at (508) 286-8232.*

IV. Appointment Dates

Resident Advisor appointments during this search process are made for one academic semester.

During the course of one academic year, the Office of Residential Life provides a fall training and winter training for Resident Advisors. Resident Advisors are expected to be present during the entirety of trainings in order to be eligible to begin work. (Therefore, if one does not have plans to study abroad and intends to be an RA for the entire academic year, one must attend both fall and winter trainings). Unless otherwise indicated at a later date, RAs will be required to assist with Thanksgiving break closing and/or winter break closing.

Please refer to the 'Work Agreement' regarding specific days for which an RA must be present.

V. Core Responsibility, Requirements & Expectations

The following represents the responsibilities and requirements of the Resident Advisor position at Wheaton College. It is expected that RAs fulfill these responsibilities, requirements and expectations. This list is not exhaustive and may be updated or altered as needed.

1. Community Standards

RAs are expected to:

- Set a positive example for residents and other RAs by following all residence hall and College policies and model the responsible behavior expected of all residents and/or RAs.
- Develop a community on their floor(s) and in the building in which residents are able to socialize, study and sleep in an environment that is respectful of individual differences and conducive to the educational process.
- Be known by residents as an approachable, visible and resourceful staff member.
- Learn the names and room numbers of each resident on their floor(s) within the first two weeks of the semester.
- Maintain a positive attitude toward others and accept others whose lifestyles and attitudes are different than their own.
- Maintain a positive attitude toward their RA position, the Office of Residential Life, the Division of Student Affairs and Wheaton College.
- Be aware of and respond to the academic and personal problems of their residents, which may include making referrals to the appropriate college resources (including but not limited to Residential Life professional staff, Counseling Center, Norton Medical Center, Filene Center, Marshall Center, Office of the Dean of Students).
- Work to identify and solve problem situations on their floor including but not limited to roommate conflicts, personal problems and emergencies.
- Respect and maintain confidentiality regarding resident issues by not discussing issues with other RAs, residents, students or other inappropriate persons. RAs are expected to keep Residential Life professional members informed about serious or potentially serious/dangerous resident issues.
- Act as a positive team member who fosters an environment of collaboration, cooperation and professionalism; participate in staff bonding.

2. Policy Enforcement

RAs are expected to:

- Know and educate residents on Wheaton College and Residential Life policies and Honor Code, student rights, and the conduct process.
- Enforce Residential Life and Wheaton College policies by responding to and confronting inappropriate behavior and policy violations.
- Encourage residents to hold each other accountable for their behavior.
- Confront individuals with respect, consistency, and fairness at all times.
- Confront and document any inappropriate resident behavior and report such incidents to one's supervisor or other appropriate personnel in accordance with protocol.
- Complete and submit incident reports (IRs) promptly, concisely, and accurately through Advocate.

3. Liaison for Residential Education (i.e. Personal Development, Academic Achievement, Community Engagement, etc.)

RAs are expected to:

- Regularly assess the needs of residents by talking with them, responding to current issues in their lives and recognizing needs, etc.
- Carry out programming expectations and residential student learning outcomes strategies as set by the / Residential Curricular Model, including but **not** limited to:
 - Mixed Media (ie. bulletin Boards, door tags, etc.)
 - Individual Interactions / Intentional Conversations / Community
 - Floor Experience
 - Floor meetings
 - Hold one-on-ones with residents
 - Programming (ie. Take-To events, Guest Programs, Leadership Engagement, Dialogue Groups, Lobby Talk, Door to Door)
 - Duty & Incident Response
- Accurately propose and evaluate programming and resident interactions in a timely manner.

- Encourage residents to participate in Residential Life and college community events by notifying resident about upcoming programs.
- *Resident Advisors placed in living learning communities (LLC) will have specific programming requirements that complement the theme and learning goals of that community.

4. Duty/On Call

RAs are expected to:

- Be available for duty approximately 11 to 15 nights per semester. This includes weekdays and weekends. Duty includes being available and accessible to all quad residents, conducting rounds, speaking with residents, responding to problems, and maintaining open communication with on-call personnel.
- Serve as back-up as necessary for another quad.

RAs who are on duty must:

- Be in their respective area of campus (BGWEEKS/MLKCC on Upper Campus and YMC/PAM on Lower Campus, respectively) from 8:00pm to 8:00am on the date they are scheduled to be on duty.
- Check in with the AC on-call at 8:00pm sharp via text message from their quad's duty cell phone to the AC on-call cell phone.
- Participate in mandatory duty nights at the discretion of the Assistant Director of Residential Leadership Programs, including but not limited to: World Series, Super Bowl, local/national/international events, closure due to weather, etc.
- Carry the duty phone and respond to all incidents in person in a timely manner.

5. General Administration

RAs are expected to:

- Complete all paperwork accurately and within established timelines.
- Distribute and collect all Residential Life information to students within established timelines, including but not limited to, event/program flyers, roommate contracts and health & safety forms.
- Assist with the check-in and check-out procedures at scheduled move-in and move-out times including break periods as well as check in/out for room changes as necessary during the semester.
- Perform health and safety inspections approximately once per semester and at residence hall closings.
- Check Residential Life mailbox daily.

6. Maintenance & Facility Administration

RAs are expected to:

- Respond promptly and appropriately to all safety and health hazards.
- Be aware of and follow procedures for reporting housekeeping and facilities problems and follow up with students to ensure requests have been completed.
- Help to maintain a safe and secure environment that is conducive to the educational process and student growth and development.
- Investigate any damage to the building immediately and report it to Residential Life.
- Be familiar with all fire alarms, shelter in place and other emergency procedures, as well as respond to fire alarm drills and other emergencies in the residence halls.

VI. Time Commitment

RAs are expected to:

- Attend all staff meetings, trainings, in-services and other commitments, as assigned (6-8 hours per month)
- Participate in the selection of Residential Life staff, room selection, and other departmental processes and events as necessary.
- Request time off/away in advance with their supervisor, which is approved on a first-come, first-served basis to ensure that there are an adequate number of RAs in building

- Not be away from one's assigned community or leave campus more than two (2) weekends per month and inform their supervisor when leaving campus overnight.
- Remain on campus beyond official closing times to complete room condition reports, collect keys and secure the halls/houses
- Remain on campus beyond the official closing date (departure dates determined by one's supervisor)
- Reside in their assigned residence hall room
- Prioritize the RA role over any other extracurricular activities. Due to the increased expectations placed on the students who hold this position
- Discuss extracurricular activities with one's Area Coordinator. This includes all jobs (on/off campus, including Federal Work Study) and clubs, organizations, and other leadership commitments. This is in place due to the increased expectations placed on the students who hold this position.
- Avoid overcommitting themselves and limit extracurricular activities beyond the RA role to 10 hours per week to prevent burn out.

VII. Additional Requirements

RAs are expected to:

- Work cooperatively as a team member with other Residential Life staff members.
- Respect fellow RAs and strive for fairness and flexibility in sharing responsibility for duty switches, time off, special coverage needs, etc.
- Use all keys and access to the offices, computers, etc., ethically and as directed by one's supervisor.
- Respectfully confront individuals with whom they have a disagreement, which includes confronting fellow RAs/Lead staff and Residential Life professional staff.
- Abide by all Residential Life and college policies and not break the law.
- Demonstrate appropriate behavior on and off campus, and on social networking platforms

VIII. Reappointment

The RA position appointment is for one (1) academic year or one (1) semester if an individual is hired mid-academic year. RAs must reapply for the RA position for each academic year. Reappointment is not guaranteed.

IX. Residence Hall/Room Assignment

Residential Life assigns each RA to a residence hall space based on departmental needs and, in rare cases, reassignment may be necessary. Each RA agrees to live in their assigned room as a condition of their employment.

XII. Employee Dismissal

If an RA fails to abide by Residential Life and/or college policies and/or meet the obligations of the Resident Advisor Work Agreement, current job description, staff handbook and/or other policies and procedures, there will be grounds for immediate action which could include, verbal warning, written warning, probation or termination. Upon an unforeseen dismissal of the RA position RA responsibilities will be relinquished immediately and the individual will be relocated to another room assignment on campus.

The Office of Residential Life at its sole discretion reserves the right to change, alter or add to any of the qualifications and responsibilities for any reason that is in the best interests of the department or college.

FREQUENTLY ASKED QUESTIONS

When does the job officially start and end?

Thursday, August 19th, 2021 to Sunday, May 22, 2022

When is RA Training? Is it mandatory?

Training is mandatory. Fall Training begins Thursday, August 19th, 2021 and winter training begins on Thursday, January 20th. Prior to the start of both trainings, RAs will be required to complete various prerecorded homework assignments.

Attendance in the entirety of both trainings is mandatory and required in order to be a RA.

How will I know when to book my travel accommodations?

We typically advise Resident Advisors that live over 500 miles away to make travel arrangements a day prior to when Resident Advisor training begins and a day after official closing dates to make sure there are no conflicts. International students will also want to consider giving themselves time before trainings to rejuvenate from jet lag.

Resident Advisors who live close in proximity to campus may choose to leave late in the evening after closing responsibilities are complete.

Dates to be aware of:

- At the end of the academic year, RAs may depart campus after Sunday, May 16th.

What if I am a student athlete and my schedule conflicts with training?

We understand the time commitment that goes into being a student-athlete. It is also important to be properly trained to be a successful Resident Advisor. Your supervisor will work with you to create an individualized plan to accommodate both of your roles. However, RA training *must be your first priority* so please consider this when making your decision to apply.

If I become an RA, where would I live? Do I have a say in that?

Residential Life will assign you to a residence hall space based on departmental needs and best fit. Based on your application and interview we will do our best to intentionally place you in an area we think you would be most successful. You can most certainly share with us where you would like to live and we will take that into consideration. However, nothing is guaranteed.

What if I need help creating a résumé and cover letter? Or wish to do a mock interview?

Make an Appointment with Career Services.

Call (508) 286-8215 or visit the Filene Center front desk.

Email

careerservices@wheatoncollege.edu

What should I wear to my interview?

You should wear business attire. No jeans, t-shirts, or sweat pants.

HOW TO WRITE A RESUME

Purpose

A resume is used to help market yourself as a good fit for a specific job. The goal is to help you get an interview by showcasing your experiences, skills, and accomplishments to an employer. A resume should be neat and organized and contain only relevant information that will make it easy for the employer to see why you might be a good candidate. The following tips and examples reflect the chronological resume style, which highlights most recent experiences first, then lists each additional experience in reverse chronological order within each section. Your resume is to tell the story of your experiences as they relate the job description. Remember, your resume should represent you and also catch the employer's eye.

Formatting Guidelines

Formatting should be consistent and well organized throughout each experience on your resume so employers can more easily skim your resume for information. Additionally, your formatting should be consistent across all application documents including resume, cover letters, personal statements, etc. **It is recommended you start from scratch in MS Word rather than use a template, because templates may not follow best practices and can be difficult to edit.**

FONTS

Use a basic black font that is easy to read such as Times New Roman, Arial, and Calibri. Font size for the body portion of your resume can range from 10-12pt font. Your name and section headers may be formatted a few sizes larger.

BOLDING

Bolding text can help highlight information you want to stand out to the employer such as degree or job titles. Think about what is the most important information for an employer to know. Make sure your use of bold text is consistent throughout.

PAGE LENGTH

Resumes are traditionally no more than a page long, at the undergraduate level, and fill the entire page.

MARGINS

The margins on a resume typically are set at .5 inch (narrow setting in Word) or 1 inch (standard setting in Word).

BULLET POINTS

Use bullet points to highlight key skills and accomplishments under each experience. A good bullet point will be no longer than one sentence and will start with an action verb. This verb should reflect the skill set you are trying to market to the employer.

Additionally, a bullet point should display your accomplishments not tasks. Quantify your experiences with numbers or other concrete measures whenever possible. The more detailed the bullet, the more information an employer is able to gather. You should aim to include 2-5 bullet points per experience. A formula for writing strong bullet points is listed below:

Strong ACTION VERB + WHAT you did + HOW and/or WHY you did it

EXAMPLE

Weak Bullet Point

- Watched children

Strong Bullet Point

- Cared for 2 children, ages 6 and 9, and developed play activities designed to promote educational and social development, such as games, arts and crafts, and storytelling

Tailoring Your Resume

Each resume you create should be tailored specifically to the position you are applying to. Look closely at the position description and pull out key words, skills, and phrases you may want to use in your resume. Organize your experiences to reflect the skillsets needed for the particular job you are applying to. You can adjust your section titles, the length of each experience, and the content of your bullet points to tailor your resume to the position you are applying to.

As you begin to decide what to include on a resume, it may be helpful to create a **master resume**. A master resume is a comprehensive resume that includes all of your past experiences, relevant or not, in great detail with disregard for page length limitations. You can then edit your master resume down in order to tailor it to a specific position.

What NOT to Include

Regardless of what you are applying to, there are a few things you should avoid including on your resume. There are, of course, exceptions to every rule, but in general you should avoid including the following:

- **Objectives / Personal Summaries**

It is no longer considered a best practice to start your resume with an objective statement or some kind of summary since these statements usually take up valuable space that could be used to describe your experiences.

- **Colors and Graphics**

While you may want to use color or graphics to show your personality and set you apart from other applicants, be aware that some employers may toss out an untraditional looking resume in favor of something more standard. Let your experiences speak for themselves and avoid using colors or graphics.

- **Old Experiences and High School Experiences (After Sophomore Year)**

Unless an experience is extremely relevant to what you are applying to it is probably safe to leave these off. By the end of your sophomore year in college you should have started to replace these experiences with new ones.

Resume Content

- Customize. Tailor your resume to focus on the work and extracurricular experiences that are most relevant to the job you are targeting.
- Include multiple titles and responsibilities if you had multiple roles at one organization.
- Do not lie, exaggerate, or include something that you would not want to discuss in an interview.
- Avoid acronyms without first spelling them out (e.g., RA, LRA, WiN Hub)
- Do not include personal data (e.g., birth date, marital status, and photograph).

Last-Minute Resume Checklist

- Have someone else look it over. Do not rely on spell-check! Remember — review the names of companies and people.
- Save documents as PDFs with appropriate names. Example: M.CrawfordEventPlannerResume.
- Make sure your outgoing voicemail greeting for the phone number you list on your resume is professional.
- Is your email address professional? (For instance, no “party123@gmail.com”)?

Sample Resume Formatting

Header

- Your name should be bold and in a larger font than the rest of the resume.
- Below your name, list your current mailing address, phone number, and the email address you most frequently use. You may use your permanent mailing address if you wish.

Education

- List your most recent education first. Indicate your university, your school (e.g., Georgetown College), major, minor(s), and graduation month and year.
- Include your cumulative GPA on your resume, if 3.5 or higher.

Experience

- The experience section of your resume is where you list and describe your experiences that are most relevant to the position you're applying for.
- Often those experiences will be jobs and internships. But they don't need to be. They might also be extra-curricular activities or coursework. List and describe your experiences in reverse chronological order (most recent first).
- You might divide your experiences into two different categories—based on skills or experience in a particular industry—if doing so helps you make a stronger case for your candidacy.
- For instance, you might devote a section of your resume to your experiences in a particular industry. Instead of one "Experiences" section, you could create a section called "Relevant Experience" and another "Additional Experience." Or you might get even more specific and call a section something like "International Relations Experience" and another "Additional Experience." This can help direct an employer's attention to the experiences you most want them to pay attention to.
- If you create multiple experience sections on your resume, list the entries in each section in reverse chronological order (most recent first).

For each entry in your experiences section:

- Create a header that includes the name of the organization, the location of the experience, dates, and your position title.
- Write three or four sentences describing the work you did. Think about what you accomplished or contributed during the experience. Avoid weak verbs such as "did" or "worked." Avoid passive constructions, such as "responsibilities include."

Activities

This is the place to list your extra-curricular activities, such as sports, on-campus involvement, or volunteer experience. You may provide a brief description of accomplishments and responsibilities for each.

Skills

- Languages—be sure not to overstate (basic, intermediate, advanced or fluent).
- Technical skills—list specific and relevant software with which you are familiar (e.g., WordPerfect, Adobe Photoshop).
- Any training or certification programs you completed that would be relevant to the job.

EXAMPLE RESUME:

JOHN YOUNG

26 East Main Street, Norton, MA · (508) 409-7258 · Young_John@wheatoncollege.edu

EDUCATION

Bachelors of Science – Economics, Wheaton College, Norton, MA *3.38 GPA, Anticipated*
Graduation 2022

- ◇ Recipient, Davis United World College Scholarship - Full tuition, room and board merit scholarship
- ◇ May Fellow Scholar - Program designed for high achieving students to engage deeply and thrive academically

Languages: Fluent in Bengali & English, basic Mandarin · **Software Proficiencies:** Fusion, SketchUp, Epilogue, Python

RELEVANT EXPERIENCE

Center for Global Education, Wheaton College - Norton, MA *August 2018 – Present*
Administrative Assistant

- Manages \$20,000 for the Davis-Spencer Fund to organize the annual United World College alumni retreat
- Increased administrative efficiency by initiating a paperless system to collect data from student applications
- Handles office tasks, such as filing, generating reports, setting up for meetings, and reordering supplies.

Office of Residential Life, Wheaton College – Norton, MA *August 2019 – Present*
Resident Advisor

- Oversees 35+ residents, ensuring a positive residential experience through ongoing support and
- Enforces residence hall and college policies and confronts policy violations
- Manages a limited budget of \$500 for academic year social and developmental programming initiatives

Wheaton Innovates (WiN) Hub, Wheaton College – Norton, MA *August 2019 – August 2019*
Program Mentor

- Provided mentorship, to 53 high school seniors exploring careers in technology and business
- Provided technological support to students using **Fusion, SketchUp and Epilogue software**
- Organized programming centered around career development and exploration

STUDENT INVOLVEMENT

Wheaton Impact, Wheaton College - Norton, MA *April 2019 – Present*
President

- Acts as the official representation and contact between non-profit business owners and managers
- Manages a budget of approximately \$30,000 used for community impact projects around the globe

PAM CLARK

26 East Main Street, Norton, MA · 207.313.8635 · Clark_Pam@Wheatoncollege.edu

EDUCATION

Bachelor of Arts Major: Neuroscience **Minor:** Chemistry

Anticipated Graduation 2021

Wheaton College, Norton, MA

GPA: 3.63 Dean's List: Fall 2016 - Spring 2018

Member of the May Fellows Academic Honor Society

WORK EXPERIENCE

Resident Advisor

August 2018 - Present

Wheaton College, Norton, MA

- Oversees 35+ residents, ensuring a positive residential experience through ongoing support and crisis management
- Planned interactive developmental and social programs that meet their educational, interpersonal, and social needs
- Created an inclusive living community with deep relationships built on interaction, awareness, trust, and mutual respect
- Confronted unfitting behavior and assisted in enforcing residence hall and college policies

Teaching Assistant

August 2017 – May 2018

Wheaton College, Biology Department, Norton, MA

- Taught students how to use lab equipment such as microscopes and spectrophotometers properly
- Responded to student questions inside and outside of the classroom
- Assisted students in writing scientific papers as well as making power-point presentations
- Cleaned and stocked supplies for labs later in the week

Hostess

July 2015 - January 2018

Ming Lee, Waterville, ME July 2015- January 2018

- Maintained high levels of customer service with professionalism, while in a fast-paced environment
- Handled credit and currency transactions while keeping the till in order

VOLUNTEER LEADERSHIP EXPERIENCE

Alumni Chair

August 2018 - Present

Rugby Team, Wheaton College, Norton, MA

- Serves as the key liaison between the undergraduate Rugby team members and Rugby team alumni
- Posts upcoming events, tournaments, and announcements on social media within the Wheaton Rugby Alumni group
- Plans and executes the alumni game that occurs at the end of the spring semester

Volunteer

Summers 2017 - 2018

Inland Hospital, Waterville, ME

- Assisted in the Day Surgery department helping nurse's clean rooms, prepare patient food, and transport patients
- Helped in the Emergency department helping nurses transport specimens, clean rooms, and prepare patient food
- Volunteered in the Business department helping financial counselors file and scan insurance documents, helped to check patient account balances and ensured no accounts had negative balances
- Provided assistance at the Welcome Desk, greeting patients and checking them in and direct them to where they were going

STEM Volunteer

August 2017-December 2017

Head Start Preschool, Norton, MA

- Planned science-based interactive activities for three to five-year olds
- Taught children about STEM using creative methods

OTHER CO-CURRICULAR MEMBERSHIPS

Pre-Health Society, Wheaton College, Norton, MA

August 2016- Present

Women in STEM, Wheaton College, Norton, MA

August 2016- May 2017

Colleges Against Cancer, Wheaton College, Norton, MA

August 2016- May 2017

HOW TO WRITE A COVER LETTER

Cover Letter Heading

The purpose of your cover letter heading is to provide your contact information to the hiring manager. In a traditional cover letter, this information would be displayed in plain text in either a centered or left-aligned position at the top of the document. Alternatively, many modern templates feature design-heavy headers with alternative fonts and colors, bolded text, and icons.

Your Contact Information

Regardless of the design, your cover letter header needs to include the following information:

- **Name:** Your full name should be the focal point of your cover letter header with a large font size and bold text.
- **Address:** Traditionally, an address would include your street address, city, and zip code. However, it's acceptable to omit your street address and just list your city and state.
- **Phone Number:** If you're applying for a job in a different city, state, or country, make sure to include the relevant area/country codes at the beginning of your phone number.
- **Email Address:** Use a professional email address such as yourname@gmail.com.

Date & Employer Contact Information

The next step is to list today's date followed by the employer's contact information. Make sure to leave a space between the date and the hiring manager's name. Include the following points directly below the header, in the upper left portion of your letter:

Today's Date
Hiring Manager's Name
Company Name
Company Street Address
Company City, State, and Zip Code

Addressing a Cover Letter

You only get one chance to make a first impression — so, make sure you start your cover letter with the appropriate greeting.

Ideally, you want to address your cover letter to the hiring manager in charge of the position you're applying for. You can often find their name in the job description or on the company's website. If you can't find it, don't panic—try calling the company and asking for the hiring manager's name.

Cover Letter Body

Opening Paragraph - The first paragraph of your cover letter should cover the following bases:

- Grab the hiring manager's attention.
- Provide a self-introduction.
- List what position you're applying for.
- Describe where you found the job posting.
- Offer a sneak peek into why you're the ideal candidate for the role.

Tip

In some cases, it's also important to include an expression of your enthusiasm in your cover letter introduction, such as when you're writing a cover letter for an internal position.

However, be careful not to bore the hiring manager with an overly generic introduction. Let your personality shine through and express your enthusiasm for the position and company. For example, check out how this candidate professional yet charismatic introduction:

Please accept my enclosed application for the position of dental assistant at [Clinic Name]. I noticed your job posting on [Website Name] and am happy to say that my 4+ years of dental assistant experience matches your clinic's needs perfectly.

If you've been referred to this role by a mutual contact of the hiring manager, include this information in the first paragraph of your cover letter. A referral paired can help you get your foot in the door for an interview. So, don't shy away from including this professional favor in the beginning of your cover letter.

Middle Paragraphs:

Now that you've covered the basics, it's time to delve into your experience and accomplishments. But, this section isn't just an opportunity to boast about yourself — match your qualifications to what the company is looking for. Use the skills, experience, and qualifications listed in the job description for inspiration.

At this point, the hiring manager has already reviewed your resume, so don't waste space repeating information. Instead, connect the accomplishments on your resume to the goals of the company you're applying for. For example, watch how this candidate sells their relevant skills, highlighted in bold:

“I noticed in your job description that you are looking for a candidate that will require very little training and supervision. After gaining 4+ years of dental assisting experience, I can guarantee that I am completely familiar with the routines associated with patient care, record keeping, performing dental work, and handling scheduling, billing, insurance, and even doing inventory maintenance.”

Closing Paragraph

All that's left to do is tie it all together with a strong concluding paragraph that hits all of these key points:

Thank the hiring manager for their time & consideration of your application.

Restate your contact information, including your phone number and email address.

Finish with a compelling call-to-action that prompts the hiring manager to invite you in for an interview.

[Optional]: Briefly reiterate what makes you a strong candidate for the role.

For example, check out this candidate's enthusiastic, yet professional close:

“I would love to have an opportunity to join the team at [Clinic Name]. I am looking forward to having a more detailed discussion with you about how I can join your team and help you achieve your goals.”

Cover Letter Conclusion

A salutation, or complimentary close, is your opportunity to bid adieu to the hiring manager. Be sure to use a professional, yet friendly letter close.

Signature

The final step is to authenticate your cover letter by signing below the closing salutation. If you're submitting a digital copy, it's not necessary to include your signature — instead, just type out your first and last name. However, if you're old fashioned and want to include one, it's appropriate to include an e-signature at the bottom of the document.

Example Cover Letter:

Lois Lane

80 Comic Street, Smallville, CA ⊕ 508.455.1234 ⊕ Loislane@gmail.com

February 7, 2021

Wheaton College
Residential Life
26 E. Main Street
Norton, MA 02766

Dear Alicia Moquin,

It is with great enthusiasm that I submit my application for the Resident Advisor here at Wheaton College, Massachusetts, in the Office of Residential Life. My previous experience as a Community Advisor (CA) and Community Advisor Mentor (CAM) at my previous preparatory school, Penelope Exeter Academy, has given me the skills and knowledge to carry out the responsibilities outlined in the job description.

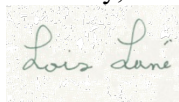
I was chosen for the CAM role by demonstrating my ability to manage all responsibilities as a CA, while maintaining academic success, serving in various student leadership roles, and demonstrating an eagerness to learn and do more. One of the most rewarding experiences, I had as a CAM, was working closely with the professional staff and having the privilege of mentoring new CAs. During CA training, I collaborated with professional staff to develop a presentation on social and educational hall programs. My capacity to plan, think creatively and engage a group allowed me to assist new CAs in creating their first successful programs.

As a CA and CAM, I experienced first-hand that critical learning takes place beyond the classroom, especially in a community of diverse individuals living and learning together. These values in the Wheaton College Residential Life mission statement align with my own. My optimistic mindset, composure, and ability to establish meaningful relationships led to my success in creating a positive living and learning community in my residence halls each year. My residents spoke highly of me, as I was an approachable recourse to all of their questions and concerns. I am confident that I will be able to duplicate this experience for the students I work with at Wheaton College.

The job posting specifies that you are looking for someone with strong interpersonal communication skills and the ability to work effectively with students, staff, and peers. As a CAM and dance teacher, I communicate directly and thoughtfully with a diverse student body and fellow faculty and staff members, daily. In addition, I have successfully developed a safe space and a home away from home for everyone within my dance classroom and residential floor. My students often confide in me about issues they have at home and in school. Since I recognized that many residents were in need of emotional support, I was compelled to transfer my dance experience into a wellness program for my residents. During this program each week, I addressed peer support, using dance as an emotional outlet, and stress management. After my lessons, I received several notes from students expressing that how thankful they were for their time in my program.

Since my time working in residential life, I have kept my eagerness to contribute to a living and learning community of higher education. Thank you for taking the time to review my application and for considering me for the Resident Advisor position. I look forward to the opportunity to share my experiences with you further. Please don't hesitate to contact me at 508-455-7923 or emilyjlewis1@gmail.com if you need any additional information.

Sincerely,



Lois Lane