

Job Seeking Skills Exercise Workbook

Northeast Wisconsin Technical College

Center for Careers and Student Employment

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FOREWORD

Much has been published on “how to get a job”. Numerous experts have encouraged job seekers with such statements as “You’ve got to sell yourself!” or “You need a plan!” Unfortunately, little has been written about how to lay out a step-by-step job search plan.

Neither of these two mentioned topics is easy since every job seeker, employer, job, and career field is different. Some methods work well for some, while some work better for others. In addition, the employment (or unemployment) rate has an effect on the job search.

The job seeker that absorbs the following information and then diligently and aggressively pursues the exercises outlined will be far ahead of the field in terms of planning, knowledge of the interview process, and ultimately, employability.

IT’S HARD WORK!

IT CAN REQUIRE MUCH TIME!

IT WILL COST YOU SOME MONEY FOR RESUMES AND POSTAGE!

THERE IS NO GUARANTEE THAT YOU WILL BE SUCCESSFUL!

However, if you choose to pursue the step-by-step process that follows, you will considerably improve the odds of your acquiring work more quickly and more appropriately for your interests and skill areas.

The NWTC Center for Careers and Student Employment is committed to equal opportunity and services for all, and does not discriminate in the right to apply for any job because of race, color, creed, national origin, sex, age or handicap.

N O T E S

CHAPTER 1

CAREER DECISION MAKING

CENTER FOR CAREERS AND STUDENT EMPLOYMENT

The Career Center area within the Center for Careers and Student Employment is a user-friendly, high-tech center for career exploration and transition needs for all residents of the NWTC District. The center serves secondary and post-secondary students as well as adults in the community.

Career Development Services

A wide variety of career services is available. Individuals can research specific occupations, outline a career path for the future, determine current salary information, research occupational employment outlook, and pinpoint industries hiring specific graduates. The center has an extensive collection of web resources as well as reference books for career research.

The Center manages a comprehensive career development website. The site provides the latest information on career trends, assessments, occupations, national college listings, regional and national job search sites, and local business contacts. This website is the most widely used resource. Please go to www.nwtc.edu/careers for more information.

Academic Advising, Counseling, and Special Needs Services

Academic advisors and counselors are available days, evenings, and weekends to meet with students to discuss personal, educational or career concerns. Special Needs Services are available days and evenings to meet the needs of their students and clients.

Decision Making and Assessments

NWTC's academic advisors, counselors, special needs, and Center staff are able to assist individuals with an opportunity to learn more about themselves by helping them develop and apply decision-making skills. Assessments are available to assist in identifying interests, work values, and abilities related to occupational decision-making. Some types of available assessments are:

World of Work Inventory

The World of Work Inventory (*WOWI*) is a comprehensive career/vocational assessment instrument, which has been carefully constructed to help you learn the most about yourself in relation to your personal career development. The *WOWI* does this by combining information about your:

- Educational achievement and career choices,
- Preferences for particular career-related activities,
- Aptitudes and achievement
- Work style preferences

This assessment is offered on the Internet. Contact the Center staff number for more information.

Wisconsin Careers (WisCareers)

The Center has the most current Internet site for career research and exploration. The WisCareers website is a database on hundreds of occupations, with information specific to Wisconsin. The system has the most up-to-date information on:

Employment Outlook

Salary Scales
Education and Training Requirements
Pros and Cons of the Field

Job Seeking Information

Center patrons are able to access **Wisconsin Job Net, Nation Job Network**, and other internet job information sites in the state.

Print resources available include guides to resume and cover letter writing, effective interviewing techniques, and the technical college follow-up studies (who's hiring and how much they are paying).

Employment Manuals

Students and graduates can search the employment manual for their career field. Each manual has a five-year history of number of graduates, those employed in a job related to their career field, hourly median salary, full-time and part-time number of job orders received yearly, employers who have hired graduates through the past five years, and those employers listing job openings with the college for which NWTC students and graduates may or may not have been hired.

This research must be done in the Center since no booklets are available for checkout.

Employment Services

The TechConnect Employer Information System is a job listing database. Intranet access from on-campus computers does not require a password and is available to anyone while on the NWTC campus. Internet access from outside NWTC requires a USER ID & PASSWORD which provides an NWTC student or graduate with exclusive access to NWTC job postings. Students and graduates who fall into the following categories have those exclusive rights:

- ✚ A NWTC graduate (Anyone who has an associate degree or technical diploma from NWTC)
- ✚ A student enrolled in an associate degree or two-year technical diploma program having completed 30 or more of the total credits required for graduation.
- ✚ A student enrolled in a one-year technical diploma program having completed 15 or more of the total credits required for graduation
- ✚ A student enrolled in a one-semester technical diploma program and at least half way through the program
- ✚ A student enrolled in a certificate and in the final semester prior to completing the certificate

Only NWTC program students and graduates are eligible for Internet access and must start by completing a credential file in the Center. This file includes a Credential File Registration Form that enables each student to receive job listings and also permits NWTC to release evaluative information to prospective employers and educational institutions, if requested, and for whom the student or graduate has applied. Students also have the right to have up to five staff references placed in that file.

Specialized Services

Specialized services are available for students who have special needs and may require additional instruction and/or supportive services to ensure program success. This is in compliance with the Americans with Disabilities Act.

Center Hours

A Center is located on each NWTC Campus - Green Bay, Marinette, and Sturgeon Bay.

Green Bay

School Year Hours: Monday - Thursday: 8:00 AM to 7:00 PM
 Friday: 8:00 AM to 5:00 PM

Summer Hours: Monday – Thursday: 8:00 AM to 6:00 PM
 Friday: 8:00 AM to 4:30 PM

For appointments or information, please call: (920) 498-6250 or (800) 422-6982, Extension 6250

Marinette

School Year and Summer Hours:

Monday, Tuesday, Wednesday and Friday: 7:30 AM to 4:00 PM
Thursday: 11:30 AM to 7:30 PM

For appointments or information, please call: (715) 735-9361 or (800) 422-6982, Extension 3874

Sturgeon Bay

School Year and Summer Hours:

Monday: 12:00 PM to 8:00 PM
Tuesday - Friday: 8:30 AM to 4:30 PM

For appointments or information, please call: (920) 746-4908 or (800) 422-6982, Extension 4908

CHAPTER 2

GOAL SETTING

The word goal is defined as the end toward which effort is directed. Reaching self-made goals can be easily attainable or have degree of difficulty depending on the type of goal set for you. For those who have not set many goals before, starting with one easily attainable can be very rewarding.

Set a goal that can be attained easily and within a very short period of time; such as one or two days. Reward yourself after reaching the goal. Whether the goal was to accomplish a simple task, remembering to complete an assignment, losing one pound of weight, etc., reward yourself in a way that will make you want to set other goals and feel positive about your accomplishment.

As you progress, more difficult goals can be set which could be an immediate or long-range goal. In the job seeking process, a short-range goal may be setting up your first interview or preparing a professional looking resume. As your confidence builds in the process, setting a goal of obtaining your first job can be a tremendously rewarding experience.

A long-range goal can be what you wish to attain in a ten-year period. It may involve the job you wish to be in at that time, the responsibility level you want to have, the amount of money you want to be making ten years from now, or any other goal you wish to set for yourself.

An important point to remember is to set a goal that you know you will have the possibility of attaining. Falling short of your goal can be depressing and result in a feeling of failure. This feeling can lead to just giving up on setting other goals.

The following goal setting exercise can be used for just about any goal you wish to obtain. Complete the exercise with a goal that can easily be met. As you feel more confident or as you want to add a degree of difficulty in reaching your goal, continue to use the points in this exercise to set up a contract for yourself. Complete the contract and then reward yourself for a job well done.

GOAL SETTING

1. I want to achieve the following goal: _____

2. What could keep me from reaching this goal?

___ I don't have the skills, ability and/or knowledge needed.

___ I don't want it badly enough to really work at it.

___ I'm afraid that I might fail.

___ I'm afraid of what others might think.

___ Others don't want me to reach this goal.

___ The goal is too difficult to ever accomplish.

Some other reasons might be:

a. _____

b. _____

3. What are some things I could do so that the items checked in point #2 don't prevent me from reaching my goal?

a. _____

b. _____

c. _____

4. Who can help me?

Name: _____

Kind of help: _____

5. What are my chances for success?

___ Very Good Why do I feel this way?

___ Good _____

___ Fair _____

___ Poor _____

___ Very Poor _____

6. What are some of the good things that might happen if I reach this goal?

a. _____

b. _____

c. _____

7. What are some of the negative things that might happen if I reach this goal?

a. _____

b. _____

c. _____

8. What are the chances that the negative things would happen if I was to reach my goal?

<input type="checkbox"/> Very high	What could be done to reduce the odds?
<input type="checkbox"/> High	_____
<input type="checkbox"/> 50/50	_____
<input type="checkbox"/> Low	_____
<input type="checkbox"/> Very Low	_____

9. Do I still want to try to reach this goal?

Yes

No

Still undecided

10. What are some first steps I could take to reach this goal?

11. What else must I do to succeed?

12. Am I going to take the above steps?

Yes

No

Still undecided

13. If my answer to #12 is Yes, I make the following self-contract:

***** **SELF-CONTRACT** *****

I, _____, have decided to try to achieve the goal of _____.

The first step I will take to reach this goal will be to _____.

My target date for reaching this goal is _____.

Date: _____ Signed: _____

CHAPTER 3

GEOGRAPHICAL PREFERENCE/BUDGETING YOUR MONEY

For a variety of reasons, people choose to live in different areas. Whether relocating because of health, climate conditions, large versus small city status, urban versus rural preference, or leaving to accept an employment opportunity, moving to another part of Wisconsin or out of state can be a trying experience.

To make a move by choice, or forced to move because of a job opportunity, careful planning must be made. Several questions must be answered before making the decision to relocate.

1. Do you have enough money put aside for moving expenses?
2. Do you have a place to stay once you get to your new area or will you have to look for housing when you arrive?
3. Is the cost of living higher in the new area and will your salary and benefits cover the expenses you will incur?

If money has not been put aside for moving expenses, then relocating to another area would be more difficult. Additionally, if no housing arrangement has been made before you move, additional monies must be put aside for a motel and meals upon arrival unless you will be staying with relatives or friends who live in the area. If you already have a family, then this situation is compounded by the fact that more money will have to be put aside for motel and meal expenses. Another consideration is the effect a move will have on any children you may already have since there is the emotional well being in adjusting to a new environment.

Many young people who move find themselves with mixed emotions. They are excited about the move, but at the same time have anxiety over the situation. Having your first independent living quarters can be a great experience if you remember the following points.

1. Can you afford the housing you have selected? Don't exceed more than 25% - 30% of your gross monthly income on housing. What will be the deposit you will have to pay before you move in?
2. Is the housing located in an area in which you will be comfortable? Is it close enough to work for you? Are the living quarters sufficient in size for what you need?
3. What is involved in the monthly rent? Will heat, lights and water be included in the rent or will you have to pay separately for those necessities? What will you do about getting a telephone? What will your car insurance cost you? How about medical insurance, housing insurance, and maybe even life insurance?
4. Will you have to establish a budget in order to make sure you will be able to pay all of your bills? Don't forget that if you own your own car, it doesn't run on air. If you have no car, will you have enough money for transportation to and from work, shopping, etc? Remember that you may need to buy more clothes for work too?

Should you decide that you need to start a budget to make your paycheck stretch from payday to payday, keep your record system simple. Purchase a notebook and jot down your income in one column. In other columns record everything you buy, no matter how small in amount the items are.

At the end of the month, look at your notebook and see where all of your take-home pay has gone. If you notice you are short in some areas, change your spending habits. By having a budget you make choices, plan ahead, and control the flow of your money. When you control your own money you make choices on the way in which you like to live. What means most to you becomes evident.

The current percents as updated by ClearPoint Financial Solutions suggest the following guidelines for budgeting your take-home pay. Figures are based on an annual salary of \$30,000. For more information, please go to www.ClearPointFinancialSolutions.org or call 877-877-1995.

Expenses	Portion of Salary
Housing	20%
Personal Debt	15%
Savings	10%
Miscellaneous	1%
Health	2%
Clothing	5%
Personal Care	2%
Insurance	5%
Utilities	4%
Transportation	6%
Food	30%

You may even want to establish credit. Credit is an arrangement by which a financial institution loans you money to purchase merchandise or services for which you repay on an installment basis. Through credit, you can borrow money to immediately pay for class tuition, a car, furniture, or other items.

Another way to establish credit is to obtain credit cards. Visa and MasterCard are available through financial institutions. Qualifying requirements may vary from institution to institution. Some have high standards for obtaining a card while others have very relaxed requirements.

Obtaining a department store credit card is another way to establish your credit. You don't want to begin charging more than you can afford to repay under the terms of the agreement with the financial institution. By faithfully paying your monthly payments, you establish a good credit rating. A good credit rating is essential in obtaining a home mortgage loan in the future.

Remember the following:

MANAGE YOUR MONEY PROPERLY!

DON'T OVERSPEND YOUR INCOME LEVEL!

ESTABLISH A GOOD CREDIT RATING!

N O T E S

CHAPTER 4

PERSONAL EMPLOYABILITY

PERSONAL EMPLOYABILITY

The job search process starts with you - the job seeker.

If you see getting a job as the process of “selling yourself” to an employer in a job interview, you need to know what it is you want to sell.

What is there about you that an employer needs to know? What do you need to know about yourself in order to convince that employer that you are the person he or she is seeking? Are you the person they should hire? To answer these questions, you must explore your own personal employability.

Personal employability may be divided into three major components:

1. Interests

2. Values

3. Skills

You must be aware of how each of these affects the kind of work you would like to do. The combination of the three - how they mesh together - is what makes you a unique job applicant.

You may begin exploring your own personal employability by looking at your interests. Since most of us choose a career on the basis of our interests, it is logical that these interests form the foundation of personal employability. By focusing on what you like to do, you can help crystallize the kind of work you would find most interesting.

Do you like to work with others? Do you like to work with tools, create new ideas or do routine things? Are you most interested in work, which involves little supervision from others? Answers to these and other questions like them will help you relate your interests to the world of work and to the wide variety of careers, which might be available to you.

REMEMBER:

**The average person spends over 80,000 hours working --
That's a long time to spend doing something you don't like to do!**

Interests:

The interests you have and the kind of work you would like to do are a direct reflection of the values you hold. Values are perhaps the most often over-looked part of the job seeking process because they are sometimes difficult to bring into focus. What will satisfy you in a job depends to a large extent upon the value system you have. There are no right or wrong values. Each individual has a unique set.

Values:

You not only need to know the values you hold; you also must know their relative importance. Most of us do not find a job, which satisfies all of the values we hold. Often we must trade-off one value in order to have another satisfied. Therefore, it is important to prioritize the values you hold as they relate to employment. Which values are you willing to trade-off and which are so important that, without them, you likely would not find the job satisfying?

Skills:

The final element, which makes up personal employability, is skills. Skills that you already have - EVERYTHING. You must be able to tell potential employers about your skills - accurately and effectively.

Personal Employability (cont.)

Skills may be divided into three major categories:

1. Personal Skills - those that allow us to get along with others
2. Transferable Skills - those which relate to a variety of careers
3. Specific Skills - those which relate to a specific job or major

Most of us are too modest about our skills we have in each of these areas. Since these skills are your selling points, it makes sense to try to zero in on all of the skills you possess.

Personal Skills:

Personal skills are those which allow each of us to get along in the world in which we live. They include such things as ability to be on time, to relate well to people, to dress appropriately, to control our emotions, and so on. Like values, each of us has a unique set of personal skills.

Some personal skills – such as poise – may be evident in a job interview. Others – such as patience – may not be as obvious. Personal skills are of interest to potential employers.

Transferable Skills:

Transferable skills are those which relate to a variety of careers. These skills are often overlooked because we tend to focus on our former job titles or our major in school. “I am an accounting major” hardly does justice to the broad range of skills one must acquire in the field of accounting. Transferable skills relating to accounting include working with numbers, working with close attention to detail and analyzing data, to name a few.

You may acquire transferable skills in many different ways. They may be natural talents or skills you acquire through education or on-the-job training.

Specific Skills:

Specific skills include those skills, which relate to a specific job or career field. To use our accounting example again - a specific skill relating to accounting would be the ability to prepare financial cost studies. Specific work skills will often be the things, which initially qualify you for the job.

As you identify specific skills, do not overlook things, which seem very basic.

Identifying the various elements, which comprise your personal employability, is the first step toward preparing to “sell” yourself to a prospective employer. The next step is to identify experiences, which support this information. It is far more effective to tell an employer that you have done a certain kind of activity, rather than merely to say that you can do it. Experiences that demonstrate interests, values and skills are valuable assets that will help you describe yourself to an employer.

INTERESTS

Since you might spend twenty percent of your life at work, it is sensible to seek a job, which will allow you to do something you like to do. By identifying your areas of interest, you will be preparing yourself to relate these interests to jobs for which you will be interviewing.

On the activities list that follows, check off all the activities you would like to do as part of a job. Don't worry about whether or not you have the skills to do the activity. If you like to do it, check it off.

- | | |
|--|---|
| <input type="checkbox"/> work with designs/colors/shapes | <input type="checkbox"/> work primarily with tools/objects |
| <input type="checkbox"/> relocate out of Wisconsin | <input type="checkbox"/> work with and help others |
| <input type="checkbox"/> do public speaking | <input type="checkbox"/> write as part of the job |
| <input type="checkbox"/> work for a small company | <input type="checkbox"/> work alone |
| <input type="checkbox"/> follow specific or set routines | <input type="checkbox"/> participate in problem solving areas |
| <input type="checkbox"/> work with artistic things | <input type="checkbox"/> analyze data |
| <input type="checkbox"/> travel as part of job | <input type="checkbox"/> keep records |
| <input type="checkbox"/> direct the workflow of others | <input type="checkbox"/> work hours between 7 a.m. - 5 p.m. |
| <input type="checkbox"/> talk | <input type="checkbox"/> sell things |
| <input type="checkbox"/> relocate elsewhere in Wisconsin | <input type="checkbox"/> work with figures |
| <input type="checkbox"/> work with a computer | <input type="checkbox"/> be creative and develop ideas |
| <input type="checkbox"/> work at the same place every day | <input type="checkbox"/> operate machines or equipment |
| <input type="checkbox"/> type as part of the job duties | <input type="checkbox"/> work in a metropolitan area |
| <input type="checkbox"/> evaluate and make decisions | <input type="checkbox"/> operate your own business |
| <input type="checkbox"/> work with food | <input type="checkbox"/> work independently |
| <input type="checkbox"/> supervise other employees | <input type="checkbox"/> inspect things |
| <input type="checkbox"/> repair things | <input type="checkbox"/> work in small towns/country areas |
| <input type="checkbox"/> work out of doors | <input type="checkbox"/> make deliveries |
| <input type="checkbox"/> read | <input type="checkbox"/> build things |
| <input type="checkbox"/> do research | <input type="checkbox"/> work split shifts |
| <input type="checkbox"/> move from place to place during work hours, or change work sites daily, weekly or monthly | |

Of those items you have checked, circle the six items, which you would like to do most as part of your job.

List the six circled items in priority order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

VALUES

Those factors from which you derive personal satisfaction on your job - your job parameters you've set for your job - are frequently overlooked in the job search. Since not every job will satisfy your most important parameters, it is necessary for you to identify those parameters most important to you.

The following exercise provides a list of the most common work-related parameters, along with a definition of each. Go through the list and circle all of the parameters, which, to some degree or another, are important to you.

Above Average Income	Do work which will probably result in the accumulation of large amounts of money
Adventure	Take risks as part of my work
Be Artistic	Work as a painter, sculptor, composer or in some other artistically creative occupation
Be Creative	Come up with new ideas or ways of doing things as a normal part of my work
Beauty	Study and appreciate beauty - things, words, ideas, etc. - as a normal part of my work
Belonging	Feel I can be recognized as a member of an organization or group as a result of my work
Change	Work in an environment, which involves constant change and performance of many different tasks
Community Involvement	Work in a location which allows me to be involved as a member of the community
Competition	Be involved in work in which my abilities are pitted against those of others
Contact With People	Have day-to-day contact with the public as part of my work
Excitement	Work in an environment which is exciting
Fast Pace	Have a work environment in which things happen quickly and continuously
Flexibility	Work according to my own time schedule
Help Others	Help other people directly - either individually or in small groups
Help Society	Do things that help make the world a better place
Independence	Be able to decide for myself what needs to be done - not have to take orders from someone else

Values (cont.)

Influence People	Work that involves trying to influence the way people act or the opinions which they have
Location	Work in a location that allows me to pursue those leisure activities I enjoy most
Make Decisions	Form policies or choose courses of action as part of my work
Mental Challenge	Be involved in work requiring thinking and analyzing
Moral Fulfillment	Do work which contributes to the advancement of moral standards which I feel are important to me
Physical Challenge	Have a job that requires physical strength and stamina
Power	Have authority over the work of others
Precision	Work in an environment where there is little room for error
Recognition	Be recognized by others for the work I do
Security	Work where there is an adequate salary and little possibility of layoff or getting fired if I do the job I am supposed to
Stability	Do work which involves performance of tasks
Supervision	Be responsible for the work done by others and provide leadership to others in the work force
Work Alone	Work by myself with little contact with others
Work Under Pressure	Work in an environment in which there is pressure to get things done
Work With Others	Work as a member of a team or group of people
Work With Little Supervision	Work without much direction and direct contact from your immediate supervisor

Once you have circled all of the parameters that are important to you, pretend that you have been offered a job that will satisfy six, and only six, of those parameters. Underline them.

Then in the space, which follows, list the six underlined parameters you have chosen and place them in priority order.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

PERSONAL SKILLS

Personal skills affect the way we get along with family, friends, others we deal with and surely those on the job. Many of them affect the ease or difficulty you may experience in your job search.

On the skills list that follows, check off all of the skills you possess to some degree or another. You will note that many of the skills listed are quite similar. If you feel they are similar and do apply to you, check them off. You will probably end up with many more items checked than not. As you identify skills, do not compare yourself to anyone else. Just compare with yourself.

- | | | |
|---|---|--|
| <input type="checkbox"/> Accurate | <input type="checkbox"/> Flexible | <input type="checkbox"/> Poised |
| <input type="checkbox"/> Adventurousome | <input type="checkbox"/> Friendly | <input type="checkbox"/> Polite |
| <input type="checkbox"/> Alert | <input type="checkbox"/> Generous | <input type="checkbox"/> Professional |
| <input type="checkbox"/> Ambitious | <input type="checkbox"/> Genuine | <input type="checkbox"/> Punctual |
| <input type="checkbox"/> Analytical | <input type="checkbox"/> Hard-Working | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Artistic | <input type="checkbox"/> Honest | <input type="checkbox"/> Resourceful |
| <input type="checkbox"/> Assertive | <input type="checkbox"/> Imaginative | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Aware | <input type="checkbox"/> Independent | <input type="checkbox"/> Self-Reliant |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Ingenious | <input type="checkbox"/> Sense of Humor |
| <input type="checkbox"/> Common Sense | <input type="checkbox"/> Logical | <input type="checkbox"/> Sensible |
| <input type="checkbox"/> Conscientious | <input type="checkbox"/> Loyal | <input type="checkbox"/> Sincere |
| <input type="checkbox"/> Considerate | <input type="checkbox"/> Mature | <input type="checkbox"/> Spontaneous |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Methodical | <input type="checkbox"/> Supportive |
| <input type="checkbox"/> Creative | <input type="checkbox"/> Neat | <input type="checkbox"/> Sympathetic |
| <input type="checkbox"/> Curious | <input type="checkbox"/> Open-Minded | <input type="checkbox"/> Tactful |
| <input type="checkbox"/> Dependable | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Team Player |
| <input type="checkbox"/> Diplomatic | <input type="checkbox"/> Orderly | <input type="checkbox"/> Thorough |
| <input type="checkbox"/> Dynamic | <input type="checkbox"/> Outgoing | <input type="checkbox"/> Tolerant |
| <input type="checkbox"/> Easy-Going | <input type="checkbox"/> Patient | <input type="checkbox"/> Trustworthy |
| <input type="checkbox"/> Energetic | <input type="checkbox"/> Persistent | <input type="checkbox"/> Versatile |
| <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Personable | <input type="checkbox"/> Well Groomed |
| <input type="checkbox"/> Expressive | <input type="checkbox"/> Physically Healthy | <input type="checkbox"/> Well Organized |
| <input type="checkbox"/> Firm | <input type="checkbox"/> Pleasant | <input type="checkbox"/> Willing to Work |

Of all the skills you checked, circle those, which you think are the strongest.

In priority order, record your six strongest skills in the space that follows. Feel free to group similar skills recording them as a single skill. (i.e. Dependable/Reliable/Responsible)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

TRANSFERABLE SKILLS

The following is a list of skills that may be used in a variety of careers. Like the skills you identified in the exercise on personal skills, these are skills that you will want to be able to tell an employer during an interview.

On the list of transferable skills that follows, check off all of those skills you have to some degree or another. Remember that these skills may have been obtained from past employment -- even baby-sitting, umpiring, volunteer work, etc.

- | | |
|--|---|
| <input type="checkbox"/> Accept Direction | <input type="checkbox"/> Interpret Languages |
| <input type="checkbox"/> Advise People | <input type="checkbox"/> Interview People |
| <input type="checkbox"/> Analyze Data | <input type="checkbox"/> Invent New Ideas |
| <input type="checkbox"/> Apply Basic Principles | <input type="checkbox"/> Investigate Problems |
| <input type="checkbox"/> Appraise Services | <input type="checkbox"/> Keep Records |
| <input type="checkbox"/> Arrange Social Functions | <input type="checkbox"/> Lead Activities |
| <input type="checkbox"/> Assemble Machines | <input type="checkbox"/> Listen To Others |
| <input type="checkbox"/> Budget Expenses | <input type="checkbox"/> Locate Missing Information |
| <input type="checkbox"/> Check For Accuracy | <input type="checkbox"/> Make Decisions |
| <input type="checkbox"/> Coach Individuals | <input type="checkbox"/> Manage An Organization |
| <input type="checkbox"/> Collect Money | <input type="checkbox"/> Measure Accurately |
| <input type="checkbox"/> Communicate With People | <input type="checkbox"/> Measure Boundaries |
| <input type="checkbox"/> Compile Statistics | <input type="checkbox"/> Meet The Public |
| <input type="checkbox"/> Confront Other People | <input type="checkbox"/> Negotiate Contracts |
| <input type="checkbox"/> Construct Buildings | <input type="checkbox"/> Operate Equipment |
| <input type="checkbox"/> Coordinate Events | <input type="checkbox"/> Organize People and Tasks |
| <input type="checkbox"/> Counsel People | <input type="checkbox"/> Organize Time Effectively |
| <input type="checkbox"/> Create New Ideas | <input type="checkbox"/> Persuade Others |
| <input type="checkbox"/> Decide Uses of Money | <input type="checkbox"/> Plan Agendas |
| <input type="checkbox"/> Delegate Responsibility | <input type="checkbox"/> Plan Organizational Programs |
| <input type="checkbox"/> Design Data Systems | <input type="checkbox"/> Prepare Written Materials |
| <input type="checkbox"/> Develop and Write Reports | <input type="checkbox"/> Print By Hand |
| <input type="checkbox"/> Dispense Information | <input type="checkbox"/> Program A Computer |
| <input type="checkbox"/> Display Artistic Ideas | <input type="checkbox"/> Promote Events |
| <input type="checkbox"/> Distribute Products | <input type="checkbox"/> Protect Property |
| <input type="checkbox"/> Do Basic Math | <input type="checkbox"/> Question Others |
| <input type="checkbox"/> Do basic Science | <input type="checkbox"/> Raise Funds |
| <input type="checkbox"/> Do Mechanical Maintenance | <input type="checkbox"/> Read Blueprints |
| <input type="checkbox"/> Dramatize Ideas or Problems | <input type="checkbox"/> Read Technical Manuals |
| <input type="checkbox"/> Edit Publications | <input type="checkbox"/> Read Volumes of Material |
| <input type="checkbox"/> Entertain people | <input type="checkbox"/> Record Scientific Data |
| <input type="checkbox"/> Find Information | <input type="checkbox"/> Recruit People For Hire |
| <input type="checkbox"/> Follow Detailed Procedures | <input type="checkbox"/> Rehabilitate People |
| <input type="checkbox"/> Follow Instructions | <input type="checkbox"/> Remember Information |
| <input type="checkbox"/> Get Along With People | <input type="checkbox"/> Repair Mechanical Things |
| <input type="checkbox"/> Handle Complaints | <input type="checkbox"/> Repeat The Same Procedure |
| <input type="checkbox"/> Handle Detailed Work | <input type="checkbox"/> Review Financial Records |
| <input type="checkbox"/> Imagine New Solutions | <input type="checkbox"/> Review Programs |
| <input type="checkbox"/> Inspect Physical Objects | <input type="checkbox"/> Run Meetings |
| <input type="checkbox"/> Interpret & Supply Instructions | <input type="checkbox"/> Sell Products |

Transferable Skills (cont.)

- | | |
|--|---|
| <input type="checkbox"/> Serve Individuals | <input type="checkbox"/> Work Under Pressure |
| <input type="checkbox"/> Set Up Demonstrations | <input type="checkbox"/> Work With Confidential Material |
| <input type="checkbox"/> Sketch Charts or Diagrams | <input type="checkbox"/> Work With Hand Tools |
| <input type="checkbox"/> Solve Problems | <input type="checkbox"/> Work With My Hands |
| <input type="checkbox"/> Speak In Public | <input type="checkbox"/> Work With Others |
| <input type="checkbox"/> Stand For Long Periods of Time | <input type="checkbox"/> Work With Precision |
| <input type="checkbox"/> Supervise Others | <input type="checkbox"/> Work With Tools |
| <input type="checkbox"/> Talk To Strangers | <input type="checkbox"/> Work In Unusual Position - Kneeling,
Bending, Crouching, etc. |
| <input type="checkbox"/> Teach Others | <input type="checkbox"/> Work With Complex Machinery
and/or Equipment |
| <input type="checkbox"/> Think On My Feet | <input type="checkbox"/> Work With People From Diverse
Backgrounds |
| <input type="checkbox"/> Translate Verbal Instructions | <input type="checkbox"/> Work With Precise Standards and
Tolerances |
| <input type="checkbox"/> Translate Written Instructions | <input type="checkbox"/> Write Clear Reports |
| <input type="checkbox"/> Understand Technical Information | <input type="checkbox"/> Write Letters |
| <input type="checkbox"/> Visualize A Finished Product | <input type="checkbox"/> Write For Publication |
| <input type="checkbox"/> Work Along With Little Or No
Supervision | |
| <input type="checkbox"/> Work Long Hours | |
| <input type="checkbox"/> Work Outdoors | |

Add other transferable skills you have but were not listed here.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

From among the skills you have checked and/or added to the list, circle the six, which you might most want to use on the job.

In the space that follows, list the six skills in your priority order.

1.

2.

3.

4.

5.

6.

SPECIFIC SKILLS

The specific work skills that you have learned will help you identify job titles for which you might qualify as well as potential employers. As you identify specific work skills, do not overlook things that seem very basic.

In the space below, make a list of all work skills, life experiences and organizational experiences that you have learned, either as a part of your major or on the job. Try to be very specific.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Of all the specific skills you have listed, circle the six that you would like to use as part of a job.

List them below in your priority order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPERIENCES RELATING TO PERSONAL EMPLOYABILITY

Now that you have identified the various elements that comprise your personal employability, you need to identify experiences that support these elements.

Pick the two strongest interests you have listed in Exercise #1. Write them in spaces (a) and (b) below.

Under the interest you have listed in space (a), list five experiences you have had or things you have done which demonstrate your interest in this area. For example, if you have listed “Work with My hands” as an interest, experiences might include such things as operated a turret lathe, built my own garage, built and installed cabinets and so on. When you have finished the list for interest (a), do the same for (b).

INTERESTS

(a) _____	(b) _____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Pick the two strongest personal skills you have listed in Exercise #3. Write them in spaces (a) and (b) which follows.

Under the skills you have listed in space (a), list five experiences you have had or things you have done which demonstrate your interest in this area. When you have finished the list for interest (a), do the same for (b).

PERSONAL SKILLS

(a) _____	(b) _____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Experiences Relating to Personal Employability (cont.)

Pick the two strongest transferable skills you have listed in Exercises #4. Write them in spaces (a) and (b) below.

Under the skills you have listed in space (a), list five experiences you have had or things you have done which demonstrate your interest in this area. When you have finished the list for interest (a), do the same for (b).

TRANSFERABLE SKILLS

(a) _____	(b) _____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Pick the two strongest specific skills you have listed in Exercise #5. Write them in spaces (a) and (b) below.

Under the skills you have listed in space (a), list five experiences you have had or things you have done which demonstrate your interest in this area. When you have finished the list for interest (a), do the same for (b).

SPECIFIC SKILLS

(a) _____	(b) _____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

NOTE:

Beware of any element you list for which you cannot list experiences to support it. Remember; in order to tell an employer about yourself, you need to be able to talk about your experiences.

SELF ASSESSMENT - VALUES

Below you will find a list of values and satisfactions people typically can obtain from their jobs. Read each item and rate how important each value is for you. Use the following key:

1. - Extremely Important or Essential

3. - Somewhat Important

2. - Very Important

4. - Not Important At All

- | | | |
|-----|-----------------------------|---|
| ___ | Altruism: | Do something to improve the conditions of the world in general. |
| ___ | Help Others: | Help other people in a direct way, either individually or in small groups. |
| ___ | Public Contact: | Have a lot of contact with people; meet the public daily. |
| ___ | Work With Others: | Be a part of a team with a common goal; be a “team member”. |
| ___ | Personal Friendship: | Develop close personal attachments with several people as a result of my daily activities. |
| ___ | Competition: | Engage in activities which match my skills against others in a competitive manner. |
| ___ | Make Decisions: | Have the power to decide courses of action, create policies, control budgets. |
| ___ | Work Under Pressure: | Work in situations where time pressures and deadlines are present and/or the quality of my work is judged critically by supervisors, customers or others. |
| ___ | Leadership/Authority: | Control the work activities or influence the destinies of other people. |
| ___ | Work Alone: | Work on my own, without any significant amount of contact with others. |
| ___ | Organizational Affiliation: | Develop close ties and feelings of loyalty towards a particular organization over a period of time. |
| ___ | Knowledge: | Be engaged in the pursuit of knowledge, truth and understanding for its own sake. |
| ___ | Intellectual Status: | Be regarded as a person of high intellectual ability or as one who is an acknowledge “expert” in a given field. |

Self Assessment - Values (cont.)

- ___ Artistic Creativity: Engage in creative work in any art form.
- ___ Creativity (general): Create new ideas, programs, organizational structures or anything else not following a format previously developed by others.
- ___ Aesthetics: Be involved in studying or appreciating the beauty of things, ideas, etc.
- ___ Supervision: Have a job in which I directly oversee and am responsible for the work done by others.
- ___ Change and Variety: Have work activities that frequently change in their content; avoid repetitive work.
- ___ Precision Work: Have a job that requires exactness and accurate measurement or operation, and strictly conforms to rules.
- ___ Stability: Have a work routine and job duties that are fairly predictable and not likely to change over a long period of time.
- ___ Security: Be reasonably assured of keeping my job and receiving a reasonable financial reward.
- ___ Recognition: Be recognized for the quality of my work in some visible or public way.
- ___ Excitement: Experience a high degree of stimulation and excitement in the course of my work.
- ___ Adventure: Have work duties that involve frequent risk-taking.
- ___ Profit Gain: Have a strong likelihood of accumulating large amounts of money or other material gain.
- ___ Independence: Be able to determine the nature of my work without significant direction from others; be autonomous.
- ___ Moral Fulfillment: Feel that my work is contributing significantly to a set of moral or spiritual standards that I feel are very important.
- ___ Freedom: Provide me with time to pursue my leisure activities or hobbies.
- ___ Location: Find a place to live (town, geographical area) that is conducive to my lifestyle and affords me the opportunity to do things I enjoy most.

Circle the eight values that are the most important or essential to you.

CHAPTER 5

PREPARING YOUR PERSONAL INVENTORY

PERSONAL INVENTORY

In order to successfully find employment, you should develop a personal inventory. The personal inventory is a record of all the “personal facts” you might need when filling out an application for employment. Such information should include:

- date and place of birth
- current and previous address information
- telephone number
- social security number
- name, address and phone number of a person to be notified in case of an emergency
- names and address of schools you attended and the dates of attendance
- grade point average you had at each school
- highest grade or level completed to date
- work experience including:
 - name, address and phone number of each employer
 - name and title of immediate supervisor
 - dates of employment
 - your job title while working for each employer
- names, address, phone numbers and job titles of those individuals you plan to use as references

(Remember, it is only proper to ask permission of those individuals to be used as a personal reference)

While the personal inventory is the basis from which you will build your resume, it is a far more complete record of facts and figures.

You should have your personal inventory typed or neatly written. Take it with you every time you go out looking for work. You never know when you will be asked to complete an application form.

The personal inventory is for your use and your use only. Make it as complete as possible.

PERSONAL DATA WORKSHEET

Whenever you fill out an application form or whenever you interview for a job, you are asked to respond to a large variety of personal and educational data as well as a thorough review of your work experience and military experience if applicable.

Current legislation prohibits employers from asking questions that might reflect a rigidity toward equal rights and affirmative action. However, it will be helpful to you to have this information at hand as you begin preparation of your job search.

Complete the following worksheet which will give you practice in completing a company application form.

PERSONAL DATA

Name _____

Address _____

City, State, Zip Code _____

Telephone Number (____ __ __) ____ __ __ - ____ __ __ __

Place of Birth _____ U.S. Citizen? Yes ____ No ____

Social Security Number _____

Driver's License Number _____

Hobbies _____

Organizations to which you belong _____

Who should be notified in case of an emergency?

Name _____

Address _____

City, State, Zip Code _____

Telephone Number (____ __ __) ____ __ __ - ____ __ __ __

Relationship to you _____

Who referred you for this job _____

Do you have any physical defects that preclude you from performing any work for which you are applying? Yes ____ No ____

Personal Data Worksheet (cont.)

EDUCATIONAL DATA

College/University attended:

Name of Institution _____

Address _____

City, State, Zip Code _____

Dates of Attendance _____ to _____

Date Graduated _____ Highest Grade Completed _____

Type of Degree _____

Major _____ Minor _____

Grade Point Average _____ Class Rank _____

Favorite Subjects _____

Extra-Curricular Activities _____

Honors, Awards, etc. _____

Name of Institution _____

Address _____

City, State, Zip Code _____

Dates of Attendance _____ to _____

Date Graduated _____ Highest Grade Completed _____

Type of Degree _____

Major _____ Minor _____

Grade Point Average _____ Class Rank _____

Favorite Subjects _____

Extra-Curricular Activities _____

Honors, Awards, etc. _____

Personal Data Worksheet (cont.)

WORK EXPERIENCE (begin with the most recent job and work backwards)

Company Name _____

Address _____

City, State, Zip Code _____

Telephone Number (____ __ __) ____ ____ - ____ ____ ____

Name of Supervisor _____

Supervisor's Job Title _____

Dates of Employment _____ to _____

What was your job title _____

What were your job duties _____

Reason for leaving _____

Salary you received _____

May we contact your employer for a reference check? Yes ___ No ___

Company Name _____

Address _____

City, State, Zip Code _____

Telephone Number (____ __ __) ____ ____ - ____ ____ ____

Name of Supervisor _____

Supervisor's Job Title _____

Dates of Employment _____ to _____

What was your job title _____

What were your job duties _____

Reason for leaving _____

Salary you received _____

May we contact your employer for a reference check? Yes ___ No ___

Personal Data Worksheet (cont.)

WORK EXPERIENCE

Company Name _____

Address _____

City, State, Zip Code _____

Telephone Number (____ __ __) ____ __ __ - ____ __ __ __

Name of Supervisor _____

Supervisor's Job Title _____

Dates of Employment _____ to _____

What was your job title _____

What were your job duties _____

Reason for leaving _____

Salary you received _____

May we contact your employer for a reference check? Yes ___ No ___

MILITARY EXPERIENCE

Branch of Service _____

Service Dates _____ to _____

Job Title _____ Highest Rank Held _____

REFERENCES (Usually a teacher, employer and a personal friend whom you've known for at least a two-year period -- not a relative)

Name _____

Address _____

City, State, Zip Code _____

Telephone Number (____ __ __) ____ __ __ - ____ __ __ __ Job Title _____

Name _____

Address _____

City, State, Zip Code _____

Telephone Number (____ __ __) ____ __ __ - ____ __ __ __ Job Title _____

CHAPTER 6

PREPARING JOB TITLES

PERSONAL JOB DESCRIPTION

Your interests and values determine the kind of work you would like to do. Your skills - personal, transferable and specific - qualify you for that work. Your experiences allow you to describe your personable employability.

List the skills that are SPECIFIC to your career field as you identified them in Exercise #5.

List the skills that are TRANSFERABLE to your career field as identified in Exercise #4.

List the skills that are PERSONAL to your career field as you identified them in Exercise #3.

PRESENTING YOUR PERSONAL JOB DESCRIPTION

At this point, you should be able to describe yourself to a prospective employer in terms of those personal employability factors you've identified in the previous exercises.

This exercise involves "role-playing" an interview. It is the first step in developing your "sales pitch". It is exactly the kind of thing you will need to do during a real interview. It is your opportunity to respond to a typical employer's request, "Tell me about yourself!"

Ask a family member or friend to play the role of the interviewer.

Give him/her a copy of Exercises #6, #7 & #8. That person could then ask you questions about the skills you have including questions such as:

"What do you feel is your strongest skill?...Why?"

"What kinds of things have you done in the past that relate to this skill?"

"What do you feel is your strongest personal skill? ...Why?"

"Tell me something about yourself."

"Why should I hire you?"

"What can you offer to our company performance wise?"

Practice until you are comfortable talking about your experiences and how they relate to specific skills.

NOTE:

At first, you will probably be uncomfortable. But the more you do this exercise, the better prepared you will be to describe your skills in a real interview.

JOB TITLE LIST

Until you know what kinds of work are available to someone with your background and training, it will not be possible for you to identify a job objective. The first step is to develop a list of every possible job pertaining to your chosen field.

In the space that follows, list the titles of all jobs in your career field as far as you know them to be.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Contact the instructors in your major and ask them for additional job titles. This may even be a good discussion topic in class.

_____	_____
_____	_____
_____	_____
_____	_____

Visit the NWTC Center for Careers and Student Employment, Room SC235, to view the current follow-up study and select any additional job titles indicated for your career field.

_____	_____
_____	_____
_____	_____
_____	_____

Talk to someone employed in your field, such as a past graduate or employer who hires employees with a background similar to yours. This may provide you with more job titles.

_____	_____
_____	_____
_____	_____
_____	_____

JOB DESCRIPTION

Once you have assembled a list of job titles for which your major qualifies you, you need specific information about what a position with that job title involves. The form that follows will allow you to organize information about each job in such a way that you can compare and contrast them.

Even if you only have one job title on your list, you should complete the form so that you can compare it with your “Personal Job Description”, to see how your skills relate to that job.

You will notice that the form which follows and which you will use to describe each job on your Job Title List is the same form you used to describe yourself in Exercise #9.

Complete a job description form, using the form on the next page, for each job on your Job Title List. you will need a form for each job title. If you need numerous copies, use the copy machine available in the NWTC Library or other locations in your local community.

Sources of job description information available include:

Instructors (probably your best source)

Employers who hire employees with your background

Alumni (they can be a very good source of information)

Friends, neighbors or relatives who work in a job related to your background

NOTE:

This is an excellent project that can be shared with classmates or perhaps the whole class.

JOB DESCRIPTION

1. Job Title: _____

2. Skills that are specific to the field: a. _____

b. _____

c. _____

d. _____

e. _____

3. Transferable skills required: a. _____

b. _____

c. _____

d. _____

e. _____

4. Personal skills required: a. _____

b. _____

c. _____

d. _____

e. _____

5. Education or training required: a. _____

b. _____

PRIORITIZED JOB TITLE LIST

As your Job Title List grows, and as you become familiar with jobs through developing job descriptions on them, you will want to arrange them according to your personal preference.

How you prioritize the jobs on your list will depend on a number of factors including which jobs involve activities in which you have an interest, which will satisfy your most important values and which will best utilize your skills.

1. Of the job titles you listed in Exercise #11, list all of those that include the top two interests you identified in Exercise #1.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Of the job titles listed in Exercise #11, list all of those that would satisfy the top two values you identified in Exercise #2.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Once again, from the job title list in Exercise #11, list all of those titles that would utilize the top two personal skills you identified in Exercise #3.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Prioritized Job Title List (cont.)

4. Repeat step 3 using the top two transferable skills listed in Exercise #4.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

5. Repeat step 3 once again, using the top two specific work skills from Exercise #5.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

6. Review the lists you compiled in steps 1 through 5 of this exercise. List below all those titles that appear on all five lists. These titles are at the top of your prioritized job list.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

CHAPTER 7

PREPARING A RESUME

A resume represents a picture of you to the employer and should be a short but concise biography that highlights qualities that might be valuable to an employer. The resume has but one main purpose -- **TO GET YOU A JOB INTERVIEW.**

Keep in mind that employers are buyers, and buyers will want to buy if applicants have the skills they need and the abilities to sell them. Always create your resume using some form of computer technology, make it neat and as brief as possible, highlight your education, work experience, military experience if applicable, and provide any other important information interesting enough to compel the reader to call you and grant you an interview.

Many companies pre-screen and, if the resume does not catch the eye of the pre-screener, the candidate, however great, will never get the opportunity to interview. It's a critical instrument and requires more attention than many candidates give it!

There is no one "right" style of resume, though some are more effective than others are. It all depends on your situation. What works for you may not work for others. To determine what style would work for you, study all of the following styles and select whichever meets your needs. Different styles work better in different situations.

THE CHRONOLOGICAL RESUME

The chronological resume, the most commonly used style, is widely accepted by employers and is the easiest to write for most people. It is a fact sheet arranged according to dates, starting with the most recent and working backwards. The following table shows the pros and cons of the chronological resume.

PROS

CONS

<ol style="list-style-type: none"> 1. Some personnel people like it because it is familiar to them. 2. It provides a good outline for the interviewer to discuss your work history. 	<ol style="list-style-type: none"> 1. It highlights gaps in your employment record. 2. It emphasizes all of your jobs evenly even though you might wish to de-emphasize some of them. 3. Many call it an obituary for a reentrant, displaced homemaker or career changer because it stresses jobs you've done that may be unrelated to what you want to do.
---	--

The chronological resume usually has the following format.

Heading:

Include only name, address and telephone number. If you have an Internet provider, also include your email address.

Job Objective:

Indicate the type of job you want on a short-term basis, and perhaps a long-range career objective. If you have difficulty stating an objective, delete it from the resume and deal with it in your cover letter.

Education:

Indicate the extent of your formal education, present to past, and give dates of attendance, graduation date and degree or diploma earned. If you are an honor student, indicate your grade point average and show the title of honor student. If not an honor student, it may be better to leave your grade point average off the resume or mention it in your cover letter.

Work Experience:

Provide the company name and address, supervisor's name, job title, and a short, clear description of work duties performed.

Military Experience:

If applicable, give dates, branch, last rank held, job title and duties and responsibilities performed.

Interests & Organizations:

If appropriate, indicate information such as special knowledge, extra-curricular activities, organizations in which you participated and offices held. You should also list any volunteer work performed, leadership roles exhibited in school.

References:

In most cases, making the statement - **Available upon request** - is acceptable to most employers.

If you desire to include references, list them on a **separate** sheet of paper and provide them to the employer. Three references are sufficient. List a past or current employer, one instructor you have had recently, and a personal friend (not a relative) you have known for at least two years. Use persons who have direct knowledge of your qualifications. Ask permission first before listing them as a reference.

Those students who have a credential file in the NWTC Center for Careers and Student Employment should state that information here. Insert a statement such as:

Credential file information is available from the Center for Careers and Student Employment
Northeast Wisconsin Technical College (920) 498-5528, or (800) 422-6982, Extension 5528

CHRONOLOGICAL RESUME EXAMPLE

Maria K. Martinez

458 N. Maple Street
Green Bay, Wisconsin 54303
920-498-5400

OBJECTIVE A position to plan, provide, and evaluate patient care, and act as liaisons between physicians, other health care workers, and the patient

EDUCATION **Associate Degree: Nursing – Associate Degree** 2007 – 2009
Northeast Wisconsin Technical College – Green Bay
Graduation: May 2009 Grade Point Average: 3.45/4.00

Nursing Skills:

- Adhere to professional standards of practice within legal compliance
- Use effective communication skills incorporating lifespan considerations
- Assess health of individuals, families, and groups
- Make clinical decisions to assure safe and accurate nursing care
- Manage care to facilitate continuity within and across health care settings

EMPLOYMENT **Clinical Experience**
St. Vincent Hospital, Green Bay, Wisconsin; September 2008 – May 2009
St. Mary's Hospital Medical Center, Green Bay, Wisconsin;
September 2007 – July 2008

- Performed nursing care concepts on patients under the supervision and direction of hospital staff
- Demonstrated independent judgment in the performance of clinical competencies
- Used learning processes to promote and restore health incorporating lifespan considerations

Nursing Assistant 2006 – Present
Santa Maria Nursing Home, Green Bay, Wisconsin

- Perform basic nursing/personal care skills
- Interact on a one-to-one-basis with residents
- Work flexible hours as needed

Sales Associate 2002 – 2006
Kohl's Department Stores, Green Bay, Wisconsin

- Assisted customers in selecting products
- Determined merchandise selection in cooperation with corporate management
- Inventoried and arranged products

REFERENCES Credential file available from Northeast Wisconsin Technical College
Center for Careers and Student Employment, Green Bay Campus,
(920) 498-5528

CHRONOLOGICAL RESUME WORKSHEET

Name: _____
 Street Address: _____
 City, State, Zip Code: _____
 Telephone Number: (____ __) ____ - ____ - ____

Professional Objective

Education

Name of Institution: _____
 City, State, Zip Code: _____
 Dates of Attendance: _____ Major _____
 Date Graduated: _____ Degree/Diploma _____

Work Experience

Name of Employer: _____
 Street Address: _____
 City, State, Zip Code: _____
 Telephone Number: _____ Supervisor: _____
 Dates of Employment: _____ to _____
 Your Job Title: _____
 Job Duties: _____

Name of Employer: _____
 Street Address: _____
 City, State, Zip Code: _____
 Telephone Number: _____ Supervisor: _____
 Dates of Employment: _____ to _____
 Your Job Title: _____
 Job Duties: _____

Chronological Resume Worksheet (cont.)

Work Experience

Name of Employer: _____

Street Address: _____

City, State, Zip Code: _____

Telephone Number: _____ Supervisor _____

Dates of Employment: _____ to _____

Your Job Title: _____

Job Duties: _____

Interests and Organizations

Military Experience

Branch of Service: _____

Service Dates: _____ to _____

Highest Rank Held: _____

Your Job Title: _____

Job Duties: _____

References (place on a separate sheet as shown on page 60 of this workbook)

Name of Reference: _____

Street Address: _____

City, State, Zip Code: _____

Telephone Number: (___ ___ ___) ___ ___ ___ -- ___ ___ ___ ___

Name of Reference: _____

Street Address: _____

City, State, Zip Code _____

Telephone Number: (___ ___ ___) ___ ___ ___ -- ___ ___ ___ ___

THE COMBINATION OF THE FUNCTIONAL AND CHRONOLOGICAL RESUME

Although the chronological resume is the most frequently used to date, it may not be as effective as other formats. An effective resume helps you get a face-to-face interview. It describes you and sells you to an employer.

The chronological resume, in most cases, would be a real disaster for a career changer, displaced homemaker or job reentrant because the resume format shows what you did in the past, instead of what you want to do in the future. A career changer has to sell skills transferred from an old career to their newly chosen career field. That type of selling calls for a combination of the functional and chronological resume, which emphasizes your skills.

PROS

CONS

<ol style="list-style-type: none"> 1. It divides experience into selected transferable skills that are marketable and support career goals. 2. It can emphasize the dates of the chronological resume and the skills of the functional resume. 3. It is similar to a chronological resume in terms of sequential order, and this is more acceptable to employers. 4. This resume style is good for the individual who wants to highlight both employers and skills. 5. It is useful for individuals with little or no paid work experience in the career field where they are seeking employment. It is a particularly good style for career changers, reentrants, and displaced homemakers. 	<ol style="list-style-type: none"> 1. It looks artificial if not done well and is difficult to recognize and write up the skills developed in each job area. 2. Some employers mistrust it and will ask to see more information on your work history. During an interview, you will have the opportunity to discuss in greater detail. 3. It takes longer to read and thus should be written concisely, with key skills highlighted. 4. It does not emphasize prestigious job titles or companies for which you have worked.
---	--

The combination of the functional and chronological resume usually has a format similar to the example shown after the function words list on the following page. Basic titles used on the chronological resume are also seen on the combination of the functional and chronological resume; however, other titles can be instituted to provide emphasis.

FUNCTION WORDS USED TO DESCRIBE SKILLS

The following list of function words may be used to describe your skills. Several examples are provided for your use in expressing accomplishments.

1. Maintained payroll records of all employees
2. Estimated bill of materials for customers
3. Chaired the NWTC Business Professionals of America Club
4. Prepared manual accounting methods for computerization
5. Judged the livestock competition at the Brown County Fair

accomplish	enlist	participate
achieve	establish	perceive
act	estimate	perform
adjust	evaluate	persuade
administer	examine	plan
advertise	expand	prepare
advise	facilitate	present
analyze	familiarize	preside
apply	forecast	process
approve	formulate	produce
arrange	generate	promote
assemble	govern	propose
assess	guide	provide
assign	handle	publicize
assist	hire	publish
budget	identify	purchase
build	implement	recommend
calculate	improve	reconcile
catalog	increase	record
chair	inform	recruit
communicate	initiate	redesign
compare	inspect	renew
conduct	install	report
consult	institute	represent
contract	instruct	research
control	interpret	resolve
cooperate	interview	review
coordinate	investigate	revise
counsel	judge	scan
create	lead	schedule
decide	maintain	screen
define	manage	select
delegate	manipulate	serve
demonstrate	market	solve
design	mediate	speak
determine	moderate	summarize
develop	modify	supervise
devise	monitor	survey
direct	negotiate	teach
distribute	obtain	train
edit	operate	update
educate	organize	utilize
enlarge	originate	write

COMBINATION OF THE FUNCTIONAL AND CHRONOLOGICAL RESUME EXAMPLE

Maria K. Martinez

458 N. Maple Street
Green Bay, Wisconsin 54303
920-498-5400 or martinezm@hotmail.com

OBJECTIVE A position to plan, provide, and evaluate patient care, and act as liaisons between physicians, other health care workers, and the patient

Qualifications

- Completed 672 hours of clinical training at two medical facilities
- Many years of experience working with all age groups and ethnicities
- Graduated with “Honors” from the Nursing – Associate Degree program
- Possess excellent college and work attendance record

Nursing Skills

- Adhere to professional standards of practice within legal compliance
- Use effective communication skills incorporating lifespan considerations
- Assess health of individuals, families, and groups
- Make clinical decisions to assure safe and accurate nursing care
- Manage care to facilitate continuity within and across health care settings
- Prepare accurate records of patient procedures

Communication Skills

- Communicate effectively within a team of medical professionals
- Communicate nursing procedures in lay terms for patients

EMPLOYMENT

Nursing Assistant	Santa Maria Nursing Home, Green Bay, Wisconsin	November 2006 – Present
Clinical Experience	St. Vincent Hospital, Green Bay, Wisconsin	September – December 2008 January – May 2009
	St. Mary’s Hospital Medical Center	September – December 2007 January – May 2008
Nursing Assistant	Santa Maria Nursing Home, Green Bay, Wisconsin	November 2006 – Present
Sales Associate	Kohl’s Department Stores, Green Bay, Wisconsin	2002 – 2006

EDUCATION

Associate Degree: Nursing – Associate Degree	Northeast Wisconsin Technical College – Green Bay
Graduation: May 2009	Grade Point Average: 3.45/4.00

REFERENCES Available upon request

COMBINATION OF THE FUNCTIONAL AND CHRONOLOGICAL RESUME WORKSHEET

Name: _____
Street Address: _____
City, State, Zip Code: _____
Telephone Number: (____ __ __) ____ __ __ -- ____ __ __
E-Mail: _____

Job Objective

Qualifications

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Skills

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Education

Name of Institution: _____
City, State, Zip Code: _____
Dates of Attendance: _____ Major _____
Date Graduated: _____ Degree/Diploma _____

Name of Institution: _____
City, State, Zip Code: _____
Dates of Attendance: _____ Major _____
Date Graduated: _____ Degree/Diploma _____

Combination Of The Functional And Chronological Resume Worksheet (cont.)

Employment

Name of Employer: _____

City, State: _____

Dates of Employment: _____ to _____

Job Duties: _____

Name of Employer: _____

City, State: _____

Dates of Employment: _____ to _____

Job Duties: _____

Name of Employer: _____

City, State: _____

Dates of Employment: _____ to _____

Job Duties: _____

Name of Employer: _____

City, State: _____

Dates of Employment: _____ to _____

Job Duties: _____

Military Experience

Branch of Service: _____

Service Dates: _____ to _____

Highest Rank Held: _____

Job Duties: _____

Combination Of The Functional And Chronological Resume Worksheet (cont.)

Relevant Activities and Organizations

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

References (place on a separate sheet as shown on page 60 of this workbook)

Name of References: _____

Street Address: _____

City, State, Zip Code: _____

Telephone Number: (____) _____ -- _____

Name of References: _____

Street Address: _____

City, State, Zip Code: _____

Telephone Number: (____) _____ -- _____

Name of References: _____

Street Address: _____

City, State, Zip Code: _____

Telephone Number: (____) _____ -- _____

THE SCANNABLE RESUME

Countless large and midsize companies now are beginning to scan resumes electronically. Electronic storage of online or hard copy resumes offers an efficient way to screen many applicants and evaluate them fairly.

An optical scanner feeds in the printed page, stores it as a file, and searches the file for **KEY WORDS** associated with the job opening. Nouns are used instead of the more traditional action verbs. Specialized skills are listed as are general skills, job titles, and synonymous versions of key terms to increase the chances of a key word the employer may be looking for.

- Keep this resume format simple, avoid fancy highlighting, avoid a two-column format, and do not staple or fold your pages.

PROS

CONS

<ol style="list-style-type: none">1. It makes your resume accessible for positions in organizations that scan resumes or online.2. It uses keywords that cover a variety of positions in your field.3. It presents you as a candidate who understands the responsibilities of the position for which you are applying.4. It identifies occupational skills, accomplishments, and experience.5. It easily translates to online formats for publication on the Web.6. If a company asks for a scannable resume, it gets to them faster than a mailed resume.	<ol style="list-style-type: none">1. It requires researching the correct keywords that match your profession.2. It uses left-to-right, single-column format for computer transmission.3. It demands specifics and is difficult to construct for those with limited experience.4. It is limited to those companies that actually scan resumes.5. Being sent through the Internet, it can get lost or intercepted by someone else.
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SCANNABLE RESUME EXAMPLE

Maria K. Martinez

458 N. Maple Street

Green Bay, Wisconsin 54303

(920) 498-5400
martinezm@hotmail.com

Keywords

Registered nurse, clinical experience, NCLEX-RN examination, manage care, supervision, pharmacology

Goal

I am seeking a position as a Registered Nurse in a hospital, clinical, or nursing home/home health environment. My future goal is to acquire a baccalaureate degree in nursing.

Education

Associate Degree in Nursing – Associate Degree from Northeast Wisconsin Technical College in May 2009

Earned a GPA of 3.45 on a 4.00 scale

Accomplishments

- Graduated with “Honors” from the Nursing – Associate Degree program
- Member of Phi Theta Kappa National Honor Society
- Received the NWTC Educational Foundation and Green Bay Packers Scholarships at an awards banquet the second year of the program

Abilities

- Making nursing diagnoses and treating human responses to patients in a health care facility
- Demonstrate independent judgment in the performance of nursing competencies
- Apply nursing fundamentals and drug administration
- Perform nursing procedures on patients under the supervision and direction of nursing supervisor
- Prepare accurate records of patient procedures

Work Experience

- **Clinical Experience**
St. Vincent Hospital, Green Bay, Wisconsin, September – December 2008 and January – May 2009
St. Mary’s Hospital Medical Center, Green Bay, Wisconsin, September – December 2007 and January – May 2008
- **Nursing Assistant**
Santa Maria Nursing Home, Green Bay, Wisconsin, 2006 – Present
- **Sales Associate**
Kohl’s Department Stores, Green Bay, Wisconsin, 2002 – 2006

References

Available upon request and credential file available from NWTC: (920) 498-5528

THE TARGETED RESUME

The targeted resume focuses on one specific job that is listed on the resume as the **JOB TARGET** or **JOB OBJECTIVE**. This format then lists only the capabilities and supporting accomplishments that relate to the selected job. Remember, capabilities are what you know; accomplishments are what you have done with that knowledge. A targeted resume can follow the chronological, functional, or combination style.

PROS

CONS

<ol style="list-style-type: none"> 1. It makes a very impressive list of skills and accomplishments as they relate to the career field. 2. It shows the writer has an excellent understanding of the responsibilities of a specific job. 3. It portrays the writer as an accomplished, talented, skilled prospective worker, even if the writer has had no experience in the field beyond college work. 4. It provides a work record, so it is trusted by employers. 5. Education can be emphasized or de-emphasized, depending upon its placement in the resume. 6. It is an organized, easy-to-read format. 	<ol style="list-style-type: none"> 1. For each job target, a new resume must be prepared to show how the writer has the skills to meet the needs of that particular job. 2. The ABILITIES and ACCOMPLISHMENTS sections take thought and Planning. 3. It downplays work experience, so this should not be used by people with solid work-related experience.
---	--

The target resume is best used when the writer is one of the following individuals:

- a person with several career-related skills, learned either on a previous job or through education
- a person who has been retrained for a new career
- a person who has changed jobs frequently (since dates may be omitted from the work history section)
- a graduating student with little or no work experience in the field

TARGETED RESUME EXAMPLE

Maria Katrina Martinez

458 N. Maple Street
Green Bay, Wisconsin 54303
(920) 498-5400
martinezm@hotmail.com

Job Target: Registered Nurse

Education: Associate Degree – Nursing – Associate Degree
Northeast Wisconsin Technical College
Graduation: May 2009 GPA: 3.45/4.00

Abilities:

- Making nursing diagnoses and treating human responses to patients in a health care facility
- Demonstrate independent judgment in the performance of nursing competencies
- Apply nursing fundamentals and drug administration
- Perform nursing procedures on patients under the supervision and direction of nursing supervisor
- Prepare accurate records of patient procedures

Accomplishments:

- Graduated with “Honors” from the Nursing – Associate Degree program
- Member of Phi Theta Kappa National Honor Society
- Received the NWTC Educational Foundation and Green Bay Packers Scholarships at an awards banquet the second year of the program

Work Experience:

Clinical Experience

St. Vincent Hospital, Green Bay, Wisconsin, January – May 2009

St. Vincent Hospital, Green Bay, Wisconsin, September – December 2008

St. Mary’s Hospital Medical Center, Green Bay, Wisconsin, January – May 2008

St. Mary’s Hospital Medical Center, Green Bay, Wisconsin, September – December 2007

Nursing Assistant

Santa Maria Nursing Home, Green Bay, Wisconsin, 2006 – Present

Sales Associate

Kohl’s Department Stores, Green Bay, Wisconsin, 2002 – 2006

References: Available upon request and credential file available from NWTC, 920-498-5528

POINTS TO REMEMBER IN PREPARING A RESUME

1. Use only 8-1/2" x 11" paper and type your resume using one inch margins all the way around.
2. Make your resume neat, complete and error free.
3. If desired, provide dates, using year in work experience, education and military service areas.
4. Proofread your resume before making copies.
5. Have printed copies made by a reputable, quick print, graphics shop on a good quality stock paper. White, off-white or cream colored paper is your best choice with black ink.

AVOID COMMON RESUME MISTAKES

1. Don't date your resume.
2. Don't EVER list your social security number or drivers license number.
3. Leave some white spaces on your resume.
4. Don't attach a picture to your resume.
5. Don't abbreviate. Spell words out in their entirety.
6. If a change of information occurs on your resume, don't cross out the old information and write in new data. It's much better to correct and reprint the entire resume.

Can you answer YES to all of the following questions pertaining to your resume?

1. Is it neat, accurate, complete, concise, contain correct spelling and grammar and have adequate spacing?
2. Does it sell you, tell the honest story of your background and show accomplishments?
3. Does it accentuate the positive, emphasize your strengths, and stress your value to the employer?
4. Is the resume such that it stands out from the competition?
5. Does it omit unnecessary information such as photograph, height, weight, age, sex, date of birth, marital status, ethnicity, or handicap?

ANOTHER CRITICAL POINT THAT MUST BE REMEMBERED:

- When sending a resume in the mail, an accompanying cover letter **must** be included identifying why the resume is being sent to the employer.

REFERENCES

For

Maria Katrina Martinez

Mrs. Elaine MacPherson
Director of Nursing
Santa Maria Nursing Home
430 S. Clay Street
Green Bay, WI 54301
Work: 920-432-5231
Home: 920-465-5555

Ms. Rachel Williams
Nursing – Associate Degree Instructor
Northeast Wisconsin Technical College
PO Box 19042
2740 West Mason Street
Green Bay, WI 54307-9042
Work: 920-498-5400
Home: 920-466-5555

Mr. Terrence Creighton
Nursing Supervisor
St. Vincent Hospital
835 S Van Buren Street
Green Bay, WI 54313-5401
Work: 920-433-5555
Home: 920-467-5555

CHAPTER 8

THE COVER LETTER

THE COVER LETTER

A resume should always be accompanied by an appropriate cover letter. The cover letter should be designed to complement, but not duplicate, resume information. It should be an error free, personally typed, one-page letter sent to the person named in a job notice, newspaper ad, or determined after making a telephone call to the employer.

If resumes and cover letters are sent to companies in a mass mailing effort to determine whether employment possibilities exist, those cover letters may be addressed to the attention of the personnel manager or appropriate supervisor. Contact the employer to determine the name and title of the individual to whom the letter is being sent.

A well-written cover letter adds to the focus of the resume. It should address the following questions:

1. Why is the applicant writing?
2. What will the applicant bring to the prospective company as an employee?
3. What past work experience and skills would be important for the position?
4. What response does the applicant expect to obtain?

The letter should emphasize specific aspects of the applicant's education, work experience and background that are most relevant to the employer's business. This is the chance to highlight special achievements, which demonstrate capability and success.

If the applicant is employed at the time a resume is sent out, the cover letter should explain briefly why he/she is seeking a different position.

It is very important to stick to the positive - the qualifications the applicant has for the job. The main goal of the cover letter is to obtain an invitation for an interview. This request should be directly addressed in the letter.

The applicant may close the letter with any of the following statements:

1. "Could I meet with you to discuss job possibilities at your company?"
2. "I will contact your office within the next few days to arrange for an interview to discuss my qualifications."

The main reason for stating one of the two mentioned statements in the letter is to have a better chance of getting a response from the employer. Simply leaving the employer your telephone number to contact you in case a job opens up may not necessarily result in a reply from the employer.

Don't forget that the letter itself represents you. Impressions come from your envelope, the form of your letter, the stationery, and typing accuracy. The letter is evaluated and compared to letters from others applying for the same job. This first level of screening eliminates many people. They may be qualified, but, as a result of a sloppy letter, are not granted an interview. Remember that the employer may be receiving many letters for one position.

COVER LETTER EXAMPLE (Response Letter)

435 Casper Lane, Apt. 4
Green Bay, WI 54302
March 23, 2009

Lieutenant Kenneth Keri
UW – Madison Police Department
1429 Monroe Street
Madison, WI 53711

Dear Lieutenant Keri:

From my past part-time related employment as a security officer at the Wackenhut Corporation in Kewaunee, WI and my educational training received in law enforcement, I am aware of the quality of work required of a police officer. I am interested in becoming a member of your University of Wisconsin Madison team of officers. Please consider this letter, along with my enclosed DJ-LE-330 application and resume as my application for determining an eligibility list. I learned of this opening through a job posting on the NWTC Student Employment Services web site.

On May 13, 2009, I will receive an Associate Degree from the Criminal Justice – Law Enforcement program at Northeast Wisconsin Technical College. I am an honor student with a 3.275 grade point average. My training includes knowledge of traffic theory, technical reporting, criminal law, courts/jurisdictions, criminal investigation, forensic application, juvenile law, community police strategies, emergency response, and police nutrition/fitness. I am very security conscious and possess good work ethics.

For five years prior to returning to school, I worked as a delivery driver for a major equipment company in the area. Although I enjoyed working with a great group of employees, a career change became necessary to advance so I turned to NWTC for my education. I am a hardworking, conscientious individual and would be an asset to your university team of officers.

Although you are now interested in establishing an eligibility list, may we meet soon to discuss my application? You may contact me at the above address or at (920) 498-5400.

Sincerely,

Kou Thao

Enclosure

COVER LETTER EXAMPLE (Blind Letter)

1598 Franklin Road
Green Bay, WI 54301
February 26, 2009

Ms. Emily Peterson
Aarowhead Consulting Engineers
160 Knowledge Blvd
Algoma, WI 54201

Dear Ms. Peterson:

I am seeking employment in the electromechanical field and would like you to consider me for a position opening. My core team of instructors at Northeast Wisconsin Technical College encouraged me to apply because of the relationship established with your engineering firm and your recent participation on campus for the NWTC All-College Job Fair.

In May 2009 I will graduate with an Associate Degree from the Electro-Mechanical Technology program. My education includes service technician work. I am able to assemble, install, troubleshoot, repair, and modify mechanical, electrical, and programmable controllers found on industrial machinery.

My experience includes servicing food processing equipment using my background in electricity, electronics, hydraulics, and mechanics. I can apply programming languages to the control of single programmable controllers and industrial networks. My previous employment and training have helped me develop excellent mechanical skills and communication skills, as well as applying my critical thinking skills to solving problems.

Enclosed is my resume. I would like to meet with you personally to discuss my qualifications as they relate to your company's needs. Please write to me at the above address or call me at (920) 498-5400 so we can arrange an interview. Thank you for your consideration and I enjoyed meeting you at the job fair on February 24, 2009.

Sincerely,

Hunter D. Counsell

Enclosure

COVER LETTER WORKSHEET

Street _____

Address _____

City, State, Zip _____

Date _____

Name of Person, Title _____

Name of Company _____

Street Address _____

City, State, Zip _____

Dear _____:

The first paragraph should indicate why you are writing the letter, the job opening you are applying for, and how you heard about the opening. On the lines that follow, prepare your opening paragraph.

The second paragraph should state why you want to work for that company, what specific skills you have that qualify you for the position, where you went to school and any degree or diploma obtained - including the date of graduation, your grade point average if you feel it would enhance your outlook to the employer, previous life experiences which make you stand out above the rest, and why you are looking for a job. On the lines that follow, prepare your second paragraph.

POINTS TO REMEMBER IN PREPARING A COVER LETTER

1. Type your cover letter and have 1.25 inch margins all the way around, starting the date line two inches down from the top of the paper.
2. Keep it brief, but not vague -- expand on your points at the interview.
3. Date and sign your letter.
4. Proofread your letter. No mistakes are acceptable to an employer.

AVOID COMMON COVER LETTER MISTAKES

1. Don't mail a resume without a cover letter.
2. Don't mention salary desired unless asked to do so.
3. Don't use business stationery from present or past employment situations.
4. Don't be negative. No employer will invite you in for an interview if you doubt your ability.

FOLLOW-UP LETTER OR TELEPHONE CALL

If you do not receive a response within a reasonable time after submitting a cover letter, you may wish to send a follow-up letter, telephone the employer, or send an email. In such communication, you should inquire into whether or not the position is still open; and if so, express that you are still very interested in being considered for the job. If there was no immediate opening at the time you sent your cover letter and resume, you may wish to ask whether any vacancies have opened since your letter arrived.

N O T E S

CHAPTER 9

FORMING A LIST OF POTENTIAL EMPLOYERS

SOURCES OF EMPLOYMENT OPPORTUNITIES

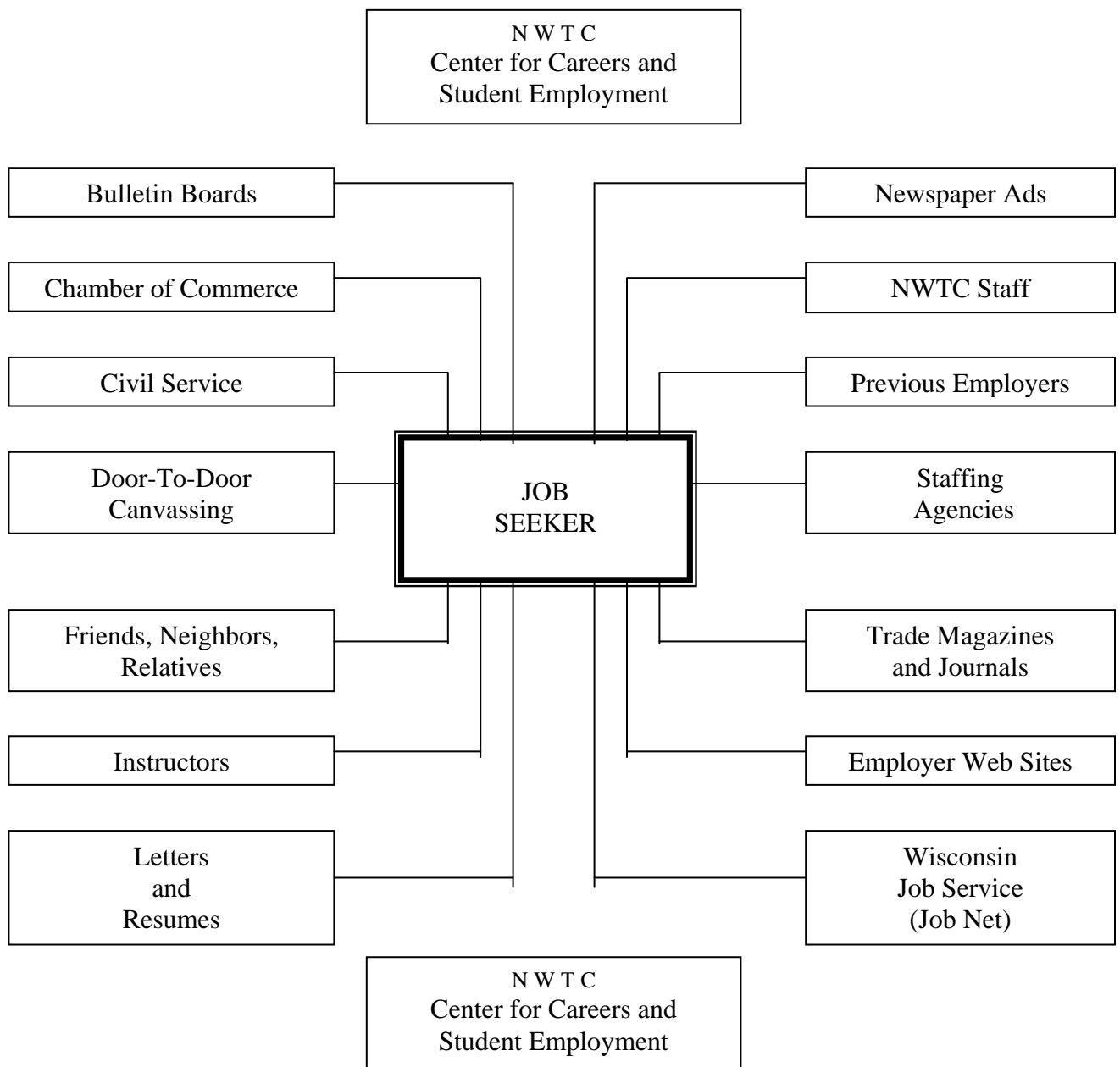
Your actual job search begins after you have completed the preparation reviewed on the previous page.

You have looked at yourself in terms of personal employability. You have identified jobs that use or need the skills you possess, and have identified employers who might likely be interested in those skills.

Where do you begin your actual job search?

Most people start with the want-ads. Some begin with a resume campaign while others use the NWTC Center for Careers and Student Employment, Job Service or private employment agencies.

A sensible approach is to get as many of these sources working for you as possible as shown in the illustration below.



EMPLOYER LIST

Equally important as identifying job titles is the need for you to identify those employers who hire people to do those jobs.

Remember that this list will never be complete, but it will grow as your job search progresses.

List the names of those employers you know who hire people with your skills.

Acquire additional names from one or more of your instructors.

Employer List (cont.)

Add names of employers from the lists available in the NWTC Center for Careers and Student Employment.

Add additional names from the Internet, telephone directory yellow pages, from people on your contact network, from alumni or from anyone else.

EMPLOYER INFORMATION

Employer information is a key part of your job search. The information must be organized so that it is readily available.

Remember, the more you know about a given employer, the easier it will be to communicate with that employer during a job interview.

1. Acquire a set of 4 x 6 file cards from the bookstore or any store handling office supplies.
2. Develop a card for all preferred employers on your employer list using the following format:

Company Name: _____

Address: _____

Phone Number: _____

Personnel Contact Person: _____

Departmental Supervisor Contact: _____

Product or Service: _____

Additional Information: _____

(use back side if necessary)

3. Gather information on each employer on your list.
 - a. Use the telephone book for complete company name, address and phone number.
 - b. Call zip code information in your city to get appropriate zip codes for company addresses if you are mailing your resume.
 - c. Gather information about the employer by stopping in person or calling to get information on your contact people for each company.
 - d. If the company produces yearly annuals or has any brochures on what type of work they do or goods they produce, ask to have it sent to you or stop in person to gather this material.

CHAPTER 10

JOB SEEKING METHODS

MORALE

Most of the activities in a job search campaign can best be described with words like embarrassing, discouraging, frustrating, irritating and time consuming. Any is serious enough, but since they all apply to a job search campaign, it is easy to see why it is difficult to maintain a high morale.

There is no automatic way to overcome a low morale problem. It is, however, important to keep the following things in mind.

1. Almost everyone experiences morale problems when seeking employment.
2. The frustrating, humiliating, irritating experiences you may have are not usually a reflection on you as a person.
3. Many of the negative aspects of the job search are beyond your control.
4. Getting a job is a series of failures that usually ends with success.

There are some suggestions in dealing with the whole morale problem and some may help to eliminate several of the negative feelings you may have.

1. Be sure that you are really working full-time on your job search.
2. Be sure that you have a plan of action in finding employment.
3. The past is over so live for the present. Have a positive attitude!
4. Expect that your morale will occasionally be low.
5. When things really seem bad, take a few days off from your job search. When you actively return to the job hunt, do it with gusto!

FEAR

Fear is a normal part of finding a job. Most people do not go through the job search process without, at some time or another, being frightened.

Fear can come in different forms. For some job seekers, “the enemy” is people - interviewers, receptionists or members of the contact network. For others, the enemy is paper - applications, resumes or even the personal inventory. For still others, the enemy is all of the above and more. Common fears include fear of failure, fear of rejection and fear of embarrassment.

Most do not eliminate fear during the job search. Help in reducing fear can be the fact that you know the specific things that frighten you. You can work on your fears by working on the following suggestions.

1. Always be prepared for the job seeking processes.
2. Practice interviewing and filling out application forms. Practice should help you feel more confident.
3. If people frighten you, props can help. A prop is a physical object which can help you tell another person about you. Sample props are your resume, samples of your work, a portfolio or letters of recommendation.
4. As stated before, fear is a normal part of the job search process. If you can accept it as such, it will not be as likely to paralyze you.
5. Don't let fear stop you. You can only succeed in your job search if you progress, despite fear.

Fear, like a cold, is something you must learn to live with. Reduce it as best you can and keep reminding yourself, particularly when you are afraid, that you DO have something to offer in finding employment.

DOOR-TO-DOOR CANVASSING

It has been estimated that as many as 50% of all job openings are never advertised. In other words, about 5 of every 10 openings never hit the want-ads, agencies, employment offices, etc.

Those jobs are filled, however, and one of the ways they are filled is through the method known as door-to-door canvassing. This is the process of calling on employers for whom you would like to work, regardless of whether or not there is a known job opening. If it is well planned, door-to-door canvassing is probably the most effective job search method.

Most job seekers do not use it fully or effectively because it requires a lot of time and a lot of courage. Door-to-door canvassing often involves being told “No” to your face.

Every time you go out canvassing you must be as prepared as if you were going to a formal interview. Research each employer you plan to contact and know the name of the person you want to see. It is far more effective to ask for a specific person when door-to-door canvassing.

The goal of door-to-door canvassing is not to see how many applications you can fill out in any given day or merely to drop off resumes and talk to the company receptionist. The goal is not to visit an employer once, never to return again.

The goal of this canvassing method is to get to see the person who does the hiring for the company. It does work!

Once you have thoroughly researched the employers you intend to canvass and have determined the person with whom you should speak, you are ready to begin making personal visits. Your goal is to convince the employer that you would be an outstanding addition to the company organization. To do this you must be able to relate your personal employability specifically to that company.

You must be polite. Sales are not made by being unpleasant. Be professional, patient, persistent and a good listener. Be prepared to answer questions with the company receptionist. While your goal is to see the person who does the hiring, the receptionist’s goal might be to keep you from doing just that. Comments made by the receptionist may include:

1. “Is it concerning employment?”
2. “May I ask what it’s about?”
3. “He/she is not available (or not in) at this time.”
4. “I’m sorry, but we are not accepting applications or hiring at this particular time.”
5. “If you’ll fill out this application, we’ll keep it on file and contact you if anything opens in your field.”
6. “If you’d like to leave your resume, I’ll have Mr./Ms. _____ review it when he/she returns.”

Door-to-Door Canvassing (cont.)

You must be prepared to respond to statements like these without either offending the receptionist or being discouraged. Such responses require thought and preparation.

Questions about why you want to see the person in charge can truthfully be answered by saying you wish to discuss opportunities for future employment. If your target person is not available, you may ask if you can wait or if you can make an appointment.

Merely filling out the application and then leaving often short-circuits the door-to-door canvassing campaign. Remember, your goal is not to fill out applications. You want an interview!

Along the same lines, keep in mind that a resume is least effective when you let it represent you to an employer. Use your resume as a starting point in your conversation with the person who does the hiring. Do not just leave your resume for the employer to review later.

The best time to go door-to-door canvassing is Tuesday, Wednesday and Thursday, mid-morning and mid-afternoon hours are best. Avoid the week between Christmas and New Year's since many "key" people are out of the office at that time.

Do not canvass employers who you know have employees in your career field on lay-off. Legally they cannot hire anyone in an area if there are any employees laid off.

While this canvassing method is a frustrating, often humiliating approach to the job search, it has one decided advantage – **IT WORKS!** It involves time, organization and careful planning. You may have to visit an employer several times before you are successful. The key is getting to see the person who does the hiring.

Do not be discouraged if an employer is "not hiring" when you make your canvassing calls. The door-to-door calls and return visits pave the way for future hiring.

Your chances of getting to the person who does the hiring increase dramatically each time you make a return visit to an employer. Returning once every two or four weeks is appropriate. Practice what you plan to say each time you visit an employer.

Once in awhile you may be "in the right place at the right time" and get a job offer immediately. More often, however, you will be creating a good impression so that, when a position does occur, the employer will think of you as an ideal candidate. He/she will have a face to associate with your resume or application form.

Once you get to see the person who does the hiring, your primary objective is to convince that employer that YOU would be a valuable employee. You must be able to identify specific things about your background, skills and experiences that relate to that particular employer. Above all, you must be prepared.

DOOR-TO-DOOR CANVASSING EMPLOYER LIST

After prioritizing your employer list in Exercise #18, it becomes necessary to select those employers located in your area with which you wish to make a personal contact.

Select ten (10) employers from your priority employer list and prepare columns for your first, second and third contacts with each employer.

<u>Employer</u>	<u>Dates</u>		
	<u>1st Contact</u>	<u>2nd Contact</u>	<u>3rd Contact</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Pull the employer information cards from your preferred employer card file system prepared in Exercise #19.

If you have not already done so, develop and reproduce your resume to take along when contacting the employers on your door-to-door campaign.

RESUME/TARGETED COVER LETTER CAMPAIGN

The resume/targeted cover letter campaign is a “rifle” approach, a direct mail campaign. You are targeting a specific letter to a specific person, aiming at a specific job. Such a campaign involves organization, research and planning. It also requires follow-up.

In a resume/targeted cover letter campaign you will send an individual your cover letter, with a resume enclosed, to each preferred employer on your employer list. This method of job is most effective when correspondence is sent to the person who might ultimately be your boss.

A campaign of this nature will probably not get you a job offer because, more often than not, there will not be any job openings at that particular time. Therefore, your objective is to make a positive impression so that, when an opening does occur, YOU immediately come to mind as a likely candidate.

If you do not get a response to your targeted campaign letter, do not give up! Write a second letter to the same person. Restate your interest in the company and indicate that you will phone that person to set up the interview.

Keep accurate records of all correspondence you send, along with records of any results. The resume/targeted cover letter campaign should be an important part of your job search particularly if you have preferred employers who are outside of your local geographic area.

RESUME/MASS MAILING CAMPAIGN

The resume/mass mailing campaign is one of the most commonly used methods in the job search process. It is also one of the least effective.

A resume/mass mailing campaign involves mass-mailing a standard resume, along with a standard cover letter, to a large number of employers. Because the letters to a variety of employers and employees in the company, the response to this kind of campaign is less than ten percent. Employers are literally swamped by resumes, especially around graduation time. This is another reason why the response rate is so low.

All of this makes the mass mailing of resumes seem like a rather futile process. However, if you receive one good job lead from such a campaign, it may have been well worth the time, money and effort you have spent. Only you can weigh the costs and benefits of a resume/mass mailing campaign.

Keep a list of all employers to whom you send resume, along with a record of any response you receive. For those employers who do respond in one form or another, you may want to pursue the contact, either through a personal visit or with an individual letter sent to the appropriate departmental supervisor.

RESUME/TARGETED COVER LETTER CAMPAIGN EMPLOYER LIST

Essentially, this a low volume mail campaign which features your resume and an original (not a copy or reproduction) cover letter sent to a specific person, possibly a departmental supervisor, who might ultimately be your boss.

Select ten (10) employers from your priority employer list and prepare columns for your first and second letters and telephone call to each employer. The employers you select may be the same employers you selected for your Door-to-Door Canvassing campaign, or they may be a completely different group.

<u>Employer</u>	<u>Dates</u>		
	<u>Letter, Resume</u>	<u>2nd Letter</u>	<u>Phone Call</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Pull the employer information cards from your preferred employer card file system prepared in Exercise #19.

If you have not already done so, develop and reproduce your resume to send to the employers on your Resume/Targeted Cover Letter campaign list. In addition, prepare individual letters of application to send to these employers.

Other Methods To Finding Employment

Another extremely important method in searching for employment involves company web sites. This is the process of searching web sites of employers for whom you would like to work, regardless of whether or not there is a known job opening. If the employer has a job to fill it will likely be posted somewhere on their web site. You may be encouraged to apply via online application and attach your resume and cover letter.

Searching for a job should begin about three to four months prior to graduation from your chosen career field. Additional steps you should take includes, but not limited to, the following:

1. Register with Student Employment Services at NWTC if you are a current NWTC student or past NWTC graduate
2. Practice your interviewing skills. Prepare yourself for the types of questions you may be asked at a job interview
3. Make sure your telephone voice message is appropriate for employers who may call you to arrange an interview or offer you a job
4. If you have an account on FaceBook or MySpace please remove any pictures that may be offensive from an employer's perspective
5. Search other important web sites that list employment opportunities such as, but not limited to, Wisconsin JobNet, NationJob, etc.
6. Attend and participate in job/career fairs offered in your job seeking area

CHAPTER 11

THE APPLICATION FORM

Your written application is another representative of the means of evaluating you. A simple rule to follow is: **MAKE IT NEAT AND COMPLETE!** Since the application form is important, it may be a factor in determining whether or not you will be called in for an interview.

Filling out an application form is equivalent to taking a test. The way in which you fill out the application is in some measure representative of your work habits. Employers have included all questions on an application form for a reason and it is important that you answer each question accurately, completely and neatly.

For ease in completing an application form, make up a fact sheet that you may refer to each time you fill out an application form. The fact sheet should include your social security number, jobs held (include name and address of the company, supervisor you worked for and work phone number, dates of employment, job title, job duties, salary earned and reason for leaving the job), educational background (include name and address of the institution, program enrolled in, degree/diploma earned, dates of attendance, possibly your grade point average and major classes taken), military experience if applicable, interests/organizations/hobbies, and a list of your references (names, addresses, and telephone numbers).

Be positive. Within the framework of truth, play up your strengths and play down your weaknesses. Try to present yourself in the most positive, favorable light.

Attitude and Appearance

Since the application is such an important part of the job seeking process, what you look like and how you ask for the application becomes an important as completing the application form. The impression you make on the person handling the application process may be passed on to the interviewer.

Be courteous, straightforward, and act interested in working for the company. Just as in the interview, your personality is your main selling point and you should act appropriately to those with whom you initially have contact.

Remembering that first impressions can be crucial, be sure to dress appropriately when going to any job site. Present yourself at the job application stage as you would for an actual interview. There are times when an applicant completes an application form and has an immediate interview. If you are not dressed adequately at that time you have a negative strike against you from the start.

Be Prepared to Apply

Application forms vary in length and the amount of detail they require. Usually, the nature of the job has an effect on some application forms as does the responsibility of the position.

Show interest in the company. Prior to completing an application form, know something about the company and the position for which you are applying. There is no point in wasting your own time or that of an interviewer by talking about a job you really do not want.

When applying for any job, go alone. The employer wants to see you, not your friends. Applying for a job is an individual process and you need to demonstrate that you are independent and ready to work on your own initiative. You may also apply on line by going to the company Web site. More employers are requiring applicants to complete this on line process as vacancies occur.

Answering Questions on an Application

At times, questions may appear on an application form that you may feel are improper questions. Almost any question can be asked as long as it does not pertain specifically to race, color, national origin, age, marital status or religion. However, if the employer could prove that the answer to such a question has relevance to the job, then you should answer the question.

Questions asked of you as an applicant must only attempt to identify your ability to do the job required. If you feel any question on an application form could lead to discrimination against you, you have the right to refuse to answer it or, better yet, to inquire as to why it is being asked and the relevance to the position. It is wise to clarify any concerns you have before refusing to answer. Remember, you do not want to disqualify yourself because of a misunderstanding.

Application Checklist

1. Indicate your name, current address and telephone number where you can be reached.
2. Find out as much as you can about the position for which you are applying, particularly the skills required. Describe your experience so that you emphasize the work that used the skills required for the position.
3. Briefly describe all of your work and volunteer experiences.
4. Choose reliable references who can evaluate your performance in work and educational areas. Do not use any relatives as your references.
5. Have your application neatly and accurately typed or printed legibly. Bring a pencil or pen with you when completing an application form.
6. If you make a mistake, draw a single line through it and correct it.
7. Questions that do not apply should be marked "Not Applicable". Do not leave any questions unanswered on the application.
8. Bring your social security number with you. Some applications require this information.
9. When you have to indicate the salary desired, be realistic. Provide a salary range instead of just one salary figure. Another approach to take is to insert the word "negotiable" in order to leave room for open discussion at an interview.
10. Do not fold or roll your application unless returning by mail.
11. Do not use slang expression when completing an application.
12. Be neat and complete. Check for errors before handing in your application.
13. Bring a copy of your resume along to hand in with your application.

A sample application form follows for you to complete for practice purposes.

N O T E S

Education

	College/University	Graduate/Professional	Additional
Institution Name			
Location			
Diploma/ Degree			
Major			
Minor			
Dates Attended			
Date Graduated			
# of credits			
Other			

Honors Received:

Indicate languages you speak, read, and/or write.

	FLUENT	GOOD	FAIR
SPEAK			
READ			
WRITE			

Indicate your computer software experience:

Give three professional references who are not related to you.

Name	Address	Telephone	Relationship

Are you employed currently? Yes No May we contact your current employer? Yes No

Employment Experience

Start with your present or most recent experience. Please list all positions held since high school.

Attach additional paper as necessary. Please complete application, even if you include a resume.

List any Significant or Occupational License(s) you have and Attach Verification:

Institution/Employer		Position and Duties	
Address		Phone	
Title			
Supervisor			
Reason for Leaving			
# hours/week			
Salary			
Dates Employed	From	To	
Institution/Employer		Position and Duties	
Address		Phone	
Title			
Supervisor			
Reason for Leaving			
# hours/week			
Salary			
Dates Employed	From	To	

APPLICANT'S STATEMENT

I certify that all answers given herein are true and complete to the best of my knowledge. I authorize any and all current and former employers and institutions of learning to release my personnel records and/or transcripts to NWTC or its agents and respond to reference inquiries from NWTC or its agents in connection with this application, and release and hold harmless such organizations from any claims on my part in connection with such release or response. I understand that this application is not, nor intended to be a contract of employment. In the event of employment, I understand that false or misleading information given in my application or interview(s) may disqualify me from consideration for hire or may result in discharge. I understand, also, that I am required to abide by all rules and regulations of the College. As a public employer, this application and other employment materials you provide may be considered public records open to inspection under Wisconsin's public records law.

I authorize the release of reference information _____ Social Security Number _____/_____/_____

Signature of Applicant

Date

NAME (please print): _____

As you may know, as a recipient of federal funds, Northeast Wisconsin Technical College is required to conduct business as an Equal Opportunity and Affirmative Action employer. This means that NWTC must not only ensure that protected groups do not suffer discrimination, NWTC must further guarantee positive actions to hire and promote members of those groups.

NAME: _____

POSITION(S) APPLIED FOR: _____

We appreciate your cooperation in assisting us with our periodic reporting. Please check off the appropriate boxes.

GENDER: Male Female

RACE: Alaskan Native Asian/Pacific Islander African American/Black
 Caucasian/White Latino/a Native American

DISABLED VETERAN:

VIETNAM ERA VETERAN:

ARE YOU A PERSON WITH A DISABILITY: Yes No

Defined by Section 504 of the Rehabilitation Act of 1973, a person with a disability is “anyone with a physical or mental disability that substantially limits one or more of such life activities as walking, seeing, hearing, speaking, or learning.”

Northeast Wisconsin Technical College is an Affirmative Action/Equal Opportunity employer committed to the diversity of faculty, staff and students. We do not discriminate on the basis of veteran status, marital status, race, color, religion, national origin, age, gender, sexual orientation or disability status in its educational programs or in admission to, access to, treatment in, or employment in its programs or activities as required by Title IV, Civil Rights Act 1964; Title IX, Education Amendments Act of 1972; and Section 504, Rehabilitation Act of 1973 and regulations promulgated there under, 34 C.F.R. Part 100 (Title VI), and Part 104 (Section 504).

CHAPTER 12

THE INTERVIEW

PREPARATION FOR THE INTERVIEW

The interview is your most decisive step in your search for a job. You will want to be as thoroughly prepared for your interview as you can be. When you are face to face with an employer interviewer, you are a salesperson. Your product is you. Whether or not you are invited to continue your pursuit of employment opportunities with a given employer will depend upon your success with the initial, or screening interviewer in selling yourself during the first interview.

To sell yourself convincingly, have the following facts ready to answer: Your work history, educational and/or service background, job objective, skills and experiences you have that would be meaningful to the employer, interests and organizations to which you belong, plans for the future, hobbies, and why you feel qualified for the position for which you are applying. Take your resume along to every interview. You never know when you will be asked for your resume. The interviewer may ask for samples of your work. Remember, **BE TOTALLY PREPARED AT ALL TIMES.**

Don't rely on your application or resume to do the selling for you. Most interviewers will want you to speak for yourself, so be prepared to sell while you tell.

Don't be late. Plan ahead, but don't be too early. Show up for the interview with enough time to read some company literature enabling you to know something about the company. You may also have to complete an application form.

Remember that your interview starts at the moment you enter the company's front door. You may be observed as you wait in the in the waiting room and/or complete the application form. Act like you are there desiring a very important job and not just there because someone told you to go. Be alert at all times.

Job offers are made to employment seeker for a variety of reasons; however, most decisions are based largely on how well a person interviews. Those who interview well tend to receive several employment offers. Some employment seekers with average abilities can successfully find work because they possess good interviewing techniques.

All candidates, regardless of their talents or experiences, must learn to sell their assets to an employer during the interviewing process. **A POSITIVE ATTITUDE IS OF UTMOST IMPORTANCE. THE ATTITUDE YOU DISPLAY DURING THE INTERVIEW WILL BE AS IMPORTANT AS ANY INFORMATION PRESENTED TO THE INTERVIEWER. YOUR ATTITUDE MUST APPEAR TO REALLY BE YOU AND NOT A PUT-ON!** Attention must be given to avoid being over-bearing or arrogant, but never undersell yourself. You must sell at every interview.

Every applicant should dress neatly and conservatively and be well groomed. Clean clothes, hands and body (taker a shower before interviewing), neatly brushed hair, clean teeth, and light use of make-up for women are essential. Your appearance gives a lasting impression to the interviewer. Most general impressions about candidates are received within the first five minutes of an interview.

It is highly recommended that employment seekers know something about the company. Sending for company information in advance of the interview or reading company literature in the office waiting room prior to the interview will provide candidates with necessary knowledge about the company, product lines, and method of operation. Know the company's reputation, what their growth has been and what their growth potential is for the future.

When you enter the interviewer's office, think of yourself as a guest. A friendly greeting, but not bubbly manner, and a firm, but not overbearing handshake, are your best approaches. The interviewer realizes you may be nervous, but try to relax and be yourself. Smile, it certainly can't hurt.

Bring a resume with you to the interview and present it to the interviewer at the start of the interview.

When interviewing, you must be prepared to provide the interviewer with only necessary information. Know your program and be prepared to answer questions about it. Know when you will graduate, the number of students graduating from your program, and know where you fit in scholastically with the rest of your classmates (i.e. upper 10%, upper 25%, upper 50%, etc.)

Do not smoke at any interview, not even if the employer allows you the opportunity. Don't chew gum or have any candy in your mouth. It leaves a poor impression.

Most interviews take the form of questions and answers although some interviewers prefer to let you just talk about yourself. In either case, you will be expected to provide the same type of information. Remember, what you say cannot be stricken from the record of the interviewer's memory. Take a few seconds to think your thoughts through before answering. If you are asked if you have any questions, ask at least one intelligent question regarding the company or the job, chances for advancement or education assistance in returning to school to make a more valuable and knowledgeable employee.

During the interview you should demonstrate enthusiasm for the job and let the interviewer know that you are genuinely interested. It is important to cultivate a professional image and demonstrate good communication skills at the interview. Good eye contact is also very important. Those who avoid eye contact generally are perceived as having something to hide or lacking self-confidence. Interviewers tend to be more impressed by candidates who are over confident than those who are shy. Thus you should work at being self-assured.

Knowledge of one's self is also vitally important to properly answer questions at the interview. Understand in advance how your strengths will be of value to the employer. Show how you would fit into the position and the organization.

Watch for clues that let you know how the interviewer is responding to you. Is the interviewer relaxed, alert, interested, following you and encouraging you with nods, smiles and comments? If so, you're on the right track. Develop your points fully, but don't talk too much. As soon as you see or sense a loss of interest, you're going off the track. Get back on by asking, "Have I covered that point adequately?" or "Is there anything else you would like to know?" Clarify if you must to keep the interviewer with you.

While you are observing the interviewer, the interviewer is also observing you. Don't tap your feet or play with your hands, and don't skip from point to point without continuity. **KEEP EYE CONTACT WITH THE INTERVIEWER AS MUCH AS POSSIBLE.**

Be prepared to ask questions. Every interview is a two-way street. While the interviewer is trying to determine whom the most qualified candidate is to fill the position, the candidate should be determining whether the company affords the opportunity for growth and development in his/her career field. If not mentioned by the interviewer, ask what the primary responsibilities of the position will be, why the position is open, what type of training there will be and any questions about working conditions.

The interviewer will close the interview when enough information about you has been obtained. Don't attempt to extend it unless one of your important qualifications has not been discussed. Then ask to make just one more point and make it brief.

Don't blow your chances at the job by asking about sick leave, pensions, vacations, holidays, etc. at the first interview. However, if the interviewer brings it up first, feel free to respond. If salary has not been brought up by the end of the interview, don't hesitate to ask about it.

Always thank the interviewer before you leave. Follow up with a note thanking the interviewer for his/her time and reaffirming your interest in the job.

INTERVIEWING TIPS

DO:

Know the title of the specific job for which you are interviewing.

Know how you relate to that job in terms of interests, education, skills, etc.

Get a good night's sleep before the interview so you are alert.

Have your hair neatly combed or arranged and have your mustache and/or beard trimmed.

Have your face, hands and fingernails clean. Brush your teeth, have fresh breath, take a shower and use deodorant.

Bring your resume along to the interview even if you have previously provided a copy to the employer.

Bring a typed list of your references to the interview and provide to the interviewer if requested.

Keep effective eye contact.

Know where the company is located and how long it will take you to get there.

Arrive for the interview early enough to complete an application form and, so that you know something about the company, read available company literature.

Check your appearance before entering the building.

Be friendly and courteous with everyone with whom you come in contact.

Give a firm handshake, but not bone-crushing in nature.

Stand until the interviewer tells you to be seated. Sit straight in the chair and look alert. Avoid smoking or chewing gum during the interview.

Provide sharp, concise answers, speak distinctly and smile occasionally.

Allow the interviewer to control the interview. Speak clearly and avoid slang words such as "yeah", or "ya know".

Tell the interviewer you would like the job. Expressing your desire automatically tells the company that you want to work for them. If appropriate, ask for the next interview if you determine the present one is a screening interview.

Ask about the salary for the position, but only at the end of the interview if the interviewer has not brought it up.

Write a thank you note as a follow-up letter. In the note try to include reference to a specific topic covered in the interview and thank the interviewer for taking time to discuss your qualifications.

Keep in mind that the interview is a two-way process. Don't be afraid to ask questions that will help you decide if you really want the job and want to work for that employer. Examples of questions you might ask are:

- Does the company have any plans for expansion in the next two years?
- Why is this position vacant and is it a permanent position?
- What advancement potential does this position have?
- Will training be involved for this position and how long is the probation period?
- How soon will a decision be made on who will be hired for this position?

Thank the interviewer for the opportunity to have a personal interview. Shake hands again and indicate if you are definitely interested in the position.

DO NOT

Be late.

Take anyone with you to the interview.

Sit until you are invited to do so in the interview.

Chew gum, have candy in your mouth, or smoke.

Joke around.

Swear, lie, or criticize your former employer.

Interrupt the interviewer at any time.

Display your nervousness by swinging your leg or playing with your hands, hair, watch, or jewelry.

Wear high fashion, see-through anything, cowboy boots, buckles, hats, excessive jewelry, or unbuttoned shirt.

Wear heavy perfume and aftershave, heavy makeup, dangling earrings, and excessively high heels.

Answer questions with "yup" or "nope" answers. Explain when possible, but avoid "over-answering" questions.

Discuss your personal or financial problems with the interviewer.

Inquire about benefits, vacations, bonuses or retirement benefits at the first interview. However, if the interviewer brings up any of these topics, ask any questions you feel necessary.

CONCERNS OF THE INTERVIEWER

When deciding who should get the job offer, interviewers will often review the following areas of concern.

1. Will the person have a concern for productivity?
2. Will the person have pride of craftsmanship or quality of work?
3. Is the person responsible enough and have the ability to follow through with a task?
4. Will the person be dependable and possess good work habits, and become a team player with other company employees?
5. Does the person have a good attitude toward the company and will he/she have a suitable attitude toward other employees?
6. Does the person have the ability to write and speak effectively, follow directions, and read and apply printed matter on the job?
7. Does the person have the ambition, motivation and desire to get ahead?

TYPES OF INTERVIEWS

While each individual interview is different, most fall into a specific category or “type” of interview. There are basically six types of interviews, each with a different approach.

Screening Interview

If you are invited for an interview with a large company or organization, your first interview will often be with someone from the Personnel Office. The goal of such an initial or screening interview is two-fold. The personnel interviewer wants to be sure that you have the skills to do the job. In addition, he/she wants an opportunity to assess your personal characteristics; your appearance, your ability to communicate, your mannerisms, etc. While the Personnel Office does not usually have the authority to offer you a job, the personnel interviewer generally does determine who gets to move on to the next phase of the interview process.

Technical Interview

This type of interview may be your first, and perhaps only interview with some employers, or it may follow the screening interview. Regardless of where it falls in the interview process, it is in this interview that you are face-to-face with the person who has the power to hire you. In the technical interview you must be able to relate your personal employability specifically to the job at hand. The interviewer knows the job. It will be up to you to convince him/her that you are the best person for the position.

Stress Interview

While this type of interview is not common, it does occur. The purpose of a stress interview is, generally, to see how you react under pressure. Interviewers can create pressure in a variety of ways but, regardless of how it is done, it is important that you remain calm. Respond to questions clearly and concisely in this type of interview.

Multiple or Panel Interview

Occasionally you may be interviewed by a group of people, rather than by a single interviewer. While this is not necessarily designed as a stress interview, it usually turns out to be one. In the panel interview you often have several different people asking you a mixture of technical and general questions. If you find yourself in this kind of situation, bear in mind that you can only answer one question at a time. Do not get rattled simply because the questions come from different people.

Telephone Interview

This is one of the most efficient ways for an employer to screen job applicants. It is also one of the most lethal types of interviews from the standpoint of the job seeker. In a telephone interview you are being evaluated, at least in part, on your manner over the telephone. Therefore, try to avoid a telephone interview if at all possible. Ask if you may have an appointment to discuss the job in person. If you must be interviewed over the telephone, make your responses confident, positive, clear and brief.

On-Campus Interview

A number of companies send recruiters to interview on campus. These interviews are essentially screening interviews. The goal of the on-campus recruiter is to identify students who might be good candidates for employment with his/her company. The most qualified students are then usually invited to the company for additional interviews.

THE INTERVIEWER

There seems to be an aura of mystique that surrounds the interviewer. But who is this person really? What is his/her role in the whole employee selection process? You can help de-mystify the interviewing process by taking a moment to put yourself in the interviewer's position.

The first thing to know about interviewers is that most do something else for a living. The shop foreman who interviews you for a welding position, the doctor who interviews you for a medical assistant position, the store manager who interviews you for a sales position; all of these people are interviewers only when they have a position to be filled.

Most interviewers do not interview often. Some do not interview well. This is very important to know since too often the tendency is to view the interviewer as the "expert". This may not necessarily be the case. Even the "professional" interviewers, those who work in the personnel office, are not in nearly as good a position to control the interview as is the well-prepared interviewee. You know all about yourself. The interviewer knows only the highlights. Who is in a better position to control the interview?

A common complaint of interviewers is that interviewees seem to feel that it is their role to remain passive. If you can be an active interviewee, helping the interviewer discover your strengths and how they relate to the job at hand, you have gone a long way beyond the typical applicant. This is not to say you should dominate the conversation. It merely means that you can help control the direction and flow of the interview if you know your selling points.

NON-VERBAL COMMUNICATON AND NERVES

Non-verbal communication, or body language as it is sometimes called, can provide you with valuable clues as to how the interview is going. Your non-verbal clues also can send messages to the interviewer as well as the interviewer sending non-verbal clues to you. It is helpful for you to know how to read such messages, both from the interviewers and your point of view.

Non-verbal communication involves all of the cues you send out through things such as posture, gestures, mannerisms and expressions. Things such as maintaining eye contact and correct posture and appearing relaxed are positive non-verbal signals. Slouching, yawning and restlessness are seen as negative non-verbal communication.

Try to be aware of the signals the interviewer is sending out. If his/her attention seems to be wandering you can recapture it by asking a question such as “Is this the kind of information you need?” By being aware of the non-verbal cues, you can help keep the interviewer focused and on target.

Much of the non-verbal communication sent out by the interviewee can often be related to nervousness. Most individuals do not go through enough successful interviews in their work like to ever really get over being nervous. It is helpful to keep in mind that most interviewers expect you to be nervous and will spend part of the interview trying to help you relax.

If you are well prepared for the interview and know how your skills relate to the needs of the employer, you will be surprised at how quickly your nervousness fades once you are in the interview.

Avoid chewing gum, candy and smoking at every interview. Don't fidget in the chair, and above all, keep good eye contact. Your non-verbal signals will likely not be the sole criteria on which you are judged by an interviewer. On the other hand, they definitely contribute to his/her impression of you.

Interviewing for a job is much like taking a test. The more mentally prepared you are the better the chance for success. Since no two interviews are exactly the same, it is necessary to be totally prepared to answer any questions which are asked and/or to spend fifteen to twenty minutes verbalizing your work history, educational background, skills and experiences to the interviewer while he/she just listens to you.

In either case, you must be prepared to expand on many of the following sample questions. Most of the questions require a lot of thought before answering and that is why prior preparation is needed. Spend some time thinking how you might respond if you were asked any of the information that follows.

QUESTIONS FREQUENTLY ASKED DURING AN EMPLOYMENT INTERVIEW

1. Why should I hire you?
2. What do you know about our company?
3. What contributions could you make to this job and/or company?
4. What attendance record did you have in school and/or in past employment?
5. Why do you want to change jobs or career fields? (if applicable)
6. Which is more important to you, the money or the type of job?
7. Where in our company would you like to be in five or ten years?
8. What have you learned from past mistakes?
9. Why do you feel you are the most qualified to apply for this position?
10. What do you consider to be your greatest strengths and weaknesses?
11. How do you spend your spare time? What are your hobbies?

12. In what school or community activities have you participated? Why?
13. What jobs have you held? how were they obtained and why did you leave?
14. If you had one thing to change about yourself, what would it be and why?
15. Tell me about yourself.
16. What determines a person's progress in a good company?
17. How do you get along with others?
18. How do you work under pressure?
19. Describe your most rewarding school and/or work experience?
20. What have you learned from your past employment?
21. Do you have plans for continued study or an advanced degree?
22. Are your grades a good indication of your academic achievements?
23. What have you learned from participation in extra-curricular activities?
24. Are you willing to relocate to accept employment and/or to be promoted?
25. How would you describe the ideal job for you following graduation?
26. What led you to choose your career field?
27. What motivates you to put forth your greatest effort?
28. What two or three things are most important to you in your job?
29. What salary would you expect if you were hired for this position?
30. Why did you decide to seek a position with our company?
31. What are your greatest accomplishments so far?
32. Are you willing to travel if hired for a position with our company?
33. What qualities should a successful manager possess?
34. Describe an effective working relationship between an employee/supervisor.
35. Do you have any questions you would like to ask me?

There may be an occasion when an interviewer will place you into a work situation and ask how you would handle a problem, whether from a practical standpoint or from something learned from a previous job. If you are in a marketing career field, you may be asked to sell the interviewer something, such as a paper clip, rubber band, etc.

Sex, race, religion, or disability may not be used as a reason to reject any applicant. Specific questions relating to these topics may not legally be asked by the interviewer. If this situation arises, it may be advantageous to answer any irrelevant or prying questions as diplomatically as possible. However, you are within your rights to state that you feel any of these questions are rather personal and you would just as soon refrain from answering. Another sound approach to take is to ask the interviewer what relationship the question has to the job, and if it does have merit you would answer the question. The main point to remember is: **STAY CALM WHEN YOU ARE ASKED A PERSONAL QUESTION!** Blowing up and telling the interviewer it is none of his/her business probably would eliminate you from employment with the company.

ANALYZING THE INTERVIEW

It is important for you to analyze each interview as soon as possible after its completion. Such analysis will help you identify strengths and weaknesses in your interviewing style.

IMPORTANT:

EACH INTERVIEW SHOULD HELP YOU TO BE BETTER PREPARED FOR THE NEXT INTERVIEW!

Respond to each of the following questions after each interview. Answer each question as completely as possible.

1. How did I appear to the interviewer? _____

2. How well did I answer the questions? _____

3. How well did I get my selling points across? _____

4. How well did I communicate and keep eye contact? _____

5. What selling points did I not get across? _____

6. Why should this employer make a job offer to me? _____

7. What would I change about this interview? _____

8. What questions did I have a hard time answering? _____

Record the name of the interviewer and date of the interview on the appropriate employer information card explained in Exercise #19, and also the date on which you can expect to hear from the employer.

CHAPTER 13

COURTESY LETTERS

SAMPLE THANK YOU LETTER

1633 Numeric Circle
Green Bay, WI 54311
December 10, 2008

Mr. Richard Smith, Human Resources Manager
Accurate Data Incorporated
708 S. Washington Street
Green Bay, WI 54301

Dear Mr. Smith:

Thank you for the interview we had today. I appreciated touring your company and meeting your network operations staff. The network technician position greatly interests me.

I am an excellent candidate because I am able to design and configure networks, install hardware and software components, maintain network performance, and would provide your team with quality work. I am hardworking, conscientious and dependable, and my past employment background check will verify these traits.

I would absolutely enjoy working for Accurate Data Incorporated. My cell phone number is 819-9999. Please contact me as soon as you reach your hiring decision.

Sincerely,

Madalyn S. Bostick

THE THANK YOU LETTER

Immediately after every interview, it is very important and courteous to send a thank you letter to the interviewer for taking time to interview you. If it had not been for that person, you may never have had the opportunity to discuss your qualifications with that company.

A brief description is provided indicating the type of information to include in each paragraph of the thank you letter. On the lines provided, prepare your paragraphs.

Street Address _____

City, State, Zip _____

Date _____

Name of Person, Title _____

Name of Company _____

Street Address _____

City, State, Zip _____

Dear _____

The first paragraph should thank the person for the interview. Include the date of the interview. Tell the person what you learned about the company and job that impressed you most.

The second paragraph should indicate your feelings about how you perceive your capabilities to perform the job description discussed. Relate to some previous education, work experience and/or military experience that will again emphasize your worth to the company. State that you really want the job and can excel at all responsibilities included.

The Thank You Letter (cont.)

The final paragraph should include your telephone number and when you are available to be contacted. State that you hope the person selected is you because you feel you would be an asset to the company.

Sincerely,

Sign your name here

Type your name here

NOTE: Each thank you letter or letter accepting/rejecting a job should have two inch side margins and begin two inches down from the top of the page.

LETTER ACCEPTING A JOB OFFER

1633 Numeric Circle
Green Bay, WI 54311
December 17, 2008

Mr. Richard Smith, Human Resources Manager
Accurate Data Incorporated
708 S. Washington Street
Green Bay, WI 54301

Dear Mr. Smith:

Thank you for offering me the network technician position with Accurate Data Incorporated. I accept your employment offer and I will report for work on Monday, January 5, 2009.

Sincerely,

Madalyn S. Bostick

LETTER REJECTING A JOB OFFER

1633 Numeric Circle
Green Bay, WI 54311
December 17, 2008

Mr. Richard Smith, Human Resources Manager
Accurate Data Incorporated
708 S. Washington Street
Green Bay, WI 54301

Dear Mr. Smith:

Thank you for granting me an interview to discuss the network technician employment opportunity with you and for your recent employment offer.

Due to a change in my plans, I am unable to accept your offer at this time. I'm sure I would have enjoyed the opportunity to work for Accurate Data Incorporated and will keep you in mind as I gain work experience for possible future employment.

Sincerely,

Madalyn S. Bostick

CHAPTER 14

ANALYZING YOUR JOB SEARCH EFFORTS

WEEKLY LOG OF JOB SEARCH ACTIVITIES

One of the common shortcomings of a job search campaign is simply a lack of diligence.

The job seeker mails out a stack of resumes, follows up on a few want ads and assumes that his/her job search is underway. He/she may “knock on a few doors”, fill out a few application forms, wait for the NWTC Student Employment Services Office to send notification of employment opportunities and spend an agonizingly long portion of the time waiting for something to happen.

All job seekers should remember this statement:

If you were to hire someone to do your job search for you, and if that person would work at it as many hours per week as the average job seeker, you’d probably fire that person!

To avoid such a circumstance, it is necessary to keep a record, a “Weekly Log” of all the things you do as part of your job search.

Develop and maintain a log for each week you are involved in your job search, using the following sample format.

Week Of: _____

	<u>Date</u>	<u>Activity</u>	<u>Time Spent</u>
Sunday	_____	_____	_____
Monday	_____	_____	_____
Tuesday	_____	_____	_____
Wednesday	_____	_____	_____
Thursday	_____	_____	_____
Friday	_____	_____	_____
Saturday	_____	_____	_____
Total Time Spent			_____

Total up the time you spent seeking employment this week.

If you were to pay yourself \$10.00 per hour, how much money would you have made this week? Is this how much money you would have liked to have actually earned this week? If not, increase your efforts next week.

ANALYZING A JOB OFFER

Before you accept a job, it is important for you to know that it is a job you really want. It is far better to turn down a job offer than to accept it and be dissatisfied. Therefore, analyze each job offer carefully.

Respond completely to each of the following questions.

1. Are there opportunities for advancement?

2. Do I need more education in order to advance?

3. Do I really want to work for this company?

4. What were my impressions of the people I met?

5. Would I want to come to work for this company every day?

6. How was the atmosphere? (Pressured? Free & Easy? Uptight? Relaxed?)

7. Can I live on the salary paid for the position?

8. When do I get an increase in salary? (If they tell you that you will be reviewed in 6 months, ask if there is a salary increase at that time, if warranted. A review does not always mean a salary increase will be given.)

9. Is my work station environment the way I would like it to be?

List any questions you have about the job offer that you need to have answered before you make a decision. Include any questions about fringe benefits if brought up at the interview.

1.

2.

3.

4.

PERSONAL QUALITIES OF SUCCESSFUL PEOPLE

- ATTITUDE:** If you don't have a good attitude, you probably won't get too far in life; especially on a job.
- INITIATIVE:** Have enough ambition to do something about your initiative. Don't put it off.
- ENTHUSIASM:** Show some enthusiasm. It helps in getting and keeping your job.
- THOROUGHNESS:** Once you start something, go through with it. Be thorough in completing a project or an assigned task.
- CONCENTRATION:** Concentrate on what you're doing. Concentration eliminates a lot of carelessness.
- IMAGINATION:** We progress because somebody came up with something different. Don't be afraid to create.
- DECISION:** We have decisions to make every day of our lives, but some people don't want to make decisions. They prefer to have others make the decisions for them. Too many people want to follow; not enough want to be leaders.
- ADAPTABILITY:** Everyone must learn to adapt to any kind of situation that arises. Always be ready.
- LEADERSHIP:** Everyone looks to a leader. We need encouragement to lead, but we also need to accept constructive criticism.
- ORGANIZATION:** Anyone can improve by being better organized. The first step in being organized comes from organizing our own lives.
- EXPRESSION:** Express your thoughts in what you see. Many people have knowledge but can't get it across to others. Don't be afraid to express your ideas and openly discuss your concerns.

The following is a list of points to help you be successful in any work situation. Read them carefully, assess yourself as to which qualities you are weak in, and then strive to improve on your weak points.

- expect to work hard
- be sincere
- keep busy and show some initiative
- be prompt and courteous
- be willing to accept responsibility
- use correct spelling and grammar
- accept constructive criticism
- be eager to learn
- be at work every day if at all possible
- wear proper clothes
- take and follow directions
- work as a member of a team of employees
- earn privileges, don't assume them
- try to see things as the boss might see them
- at all times be an alert listener and an observing worker
- no matter what the job is, do it to the best of your ability
- don't expect your fellow workers or boss to always be in good humor
- learn the rules and regulations of the business where you are employed

WHY APPLICANTS GET TURNED DOWN FOR A JOB

If you are turned down for a job for which you feel adequately qualified in today's competitive job market, ask yourself "Why?" Try to be as objective as possible.

Some of the common reasons why applicant's don't get the jobs they are seeking are listed. Could any of these reasons apply to you?

Job Hopping:

Generally, in a beginning career of five years experience, an ideal employee should have no more than two jobs; in ten years, no more than three jobs; and in fifteen years, no more than four jobs. Expectations are made in certain careers where employees are exposed to continuing change.

Won't Relocate:

It is important for an employee to project willingness to move. If not, it usually turns a company off since some advancements can only be made if the employee relocates.

Personality Conflict/Poor Attitude:

An interview provides an employer the opportunity to determine if the personality/attitude of the applicant will match with the company. If not match is found, the applicant will not be offered the job.

Background:

If you do not have the background the employer is seeking, try to show that the education and past work experiences you have may have an advantage over the typical background for the position. There can be an advantage for a fresh point of view.

Not Being Prepared:

You may lose out because you are unresponsive, uninterested, or unprepared for the interview. The opposite problem of being too aggressive during the interview appears to be far less common.

Little Growth Potential:

Most employers are looking for an employee who can grow with the company's changing needs. Emphasize that you're dependable, a hard worker, and that you're willing to work to your utmost potential.

Unrealistic Salary:

If you're looking for too high a salary to start a new job, you may be pricing yourself out of a good opportunity. Remember, you usually have to prove your worth before the good salary is handed to you.

Attendance Record:

Some applicants are turned down for a job because of past attendance in school or on the job. Be prepared to explain your attendance record to the employer. Most employers have an interest in how often you might show up for work if you were hired.

LEAVING A JOB -- (GRACEFULLY)

People leave jobs for a variety of reasons. Some departures are legitimate, while others are not. Some are emotional due to circumstances beyond the control of the employee. Therefore, it is important that you give serious consideration to all facts before leaving a job. Some valid reasons for leaving a job are:

1. Accepting other employment with better working conditions, better salary, or changes for advancement
2. Health reasons
3. Moving from your current living area
4. Personality conflict with the employer

RESIGNATION

Prior notice to two weeks is the general rule when leaving an employer. Check with your employer for the company policy in effect.

When submitting a letter of resignation, state the date you will be leaving, your reasons for leaving, and an expression of appreciation for the opportunity to work for the company. It's best to make an honest effort to leave a job without hard feelings on anyone's part. Future references may be needed from the employer you are leaving.

LAY-OFF

If your employer informs you that you have been placed on lay-off status, remain as calm as you can and be objective about the reasons for your dismissal. Be sure to ask your employer if this is a temporary or permanent lay-off. The lay-off may have occurred because of a number of unchangeable events occurring in the business. Obtain a reference letter from the employer. The letter may be helpful to you in obtaining your next job.

FIRED

If you are fired, accept the situation as best you can. Be sure to find out why you were fired so that you can try to correct the problem. Another employer may ask why you left your former position. It will be helpful if you can honestly say you discussed the problem with your former employer and have taken corrective measures to resolve the problem and learn from your mistake.

Employers usually have seven primary reasons for employee termination. They are:

1. Employee absenteeism
2. Lack of interest in the job
3. Continuously making costly mistakes
4. Not following directions
5. Showing an unwillingness to learn
6. Personality conflicts
7. Poor employee attitude

EQUAL OPPORTUNITY EMPLOYMENT

Since the passage of the Civil Rights Act of 1964, employment-screening interviews have been subject to regulation by federal and state equal employment opportunity laws. In particular, most court cases and Equal Employment Opportunity Commission (EEOC) guidelines have aimed at controlling and eliminating discriminatory questions by recruiters.

The purpose of any interview is to provide the employer with as much information about you as possible, enabling that employer to determine who is best qualified for the position available. To that end, you should carefully answer each question asked at the interview and on any application form.

It has been said that some of the questions asked by interviewers are illegal and discriminatory. It should be noted that the questions themselves are not discriminatory. What the employer does with the response to any given question may lead to discrimination against you.

The following topic areas have, in the past, been potentially dangerous areas at an interview and on application forms. You should be aware that it is very important to emphasize the positive approach within the question structure. Remember that some employers still do not really know that they should refrain from asking questions pertaining to the following topic areas unless they specify why. Should these topic areas arise at the interview, most employers have a positive motive for including them in the interview rather than any potential discriminatory motive.

Age/Date of Birth

The Federal Age Discrimination In Employment Act and the Wisconsin Fair Employment Law prohibit discrimination on the basis of age. However, this applies only to discrimination against individuals who are between the age of 40 and 70.

There are times when an employer may need to know your age to safeguard against restrictions for operating special equipment. You may wish to state your age and explain why your age may be of advantage in working with other knowledgeable and competent people. Your age may also provide you with broad-based experiences that would be of value to any given employer.

Sex

Wisconsin Fair Employment Law states that employment discrimination because of sex includes, but is not limited to, any of the following actions by any employer, labor organization, employment agency, licensing agency or other person:

- a. Discriminating against any individual in promotion, compensation paid for equal or similar work, or conditions or privileges of employment or licensing on the basis of sex where sex is not a bona fide occupational qualification.
- b. Engaging in sexual harassment.
- c. Discriminating against any woman because of pregnancy, childbirth, maternity leave or related medical conditions of these situations including, but not limited to, actions concerning fringe benefit programs covering illnesses and disability.

Equal Opportunity Employment (cont.)

- d. Discriminating against anyone because of the sexual orientation, because anyone opposed any discriminatory practices, or because anyone made a complaint, testified or assisted in any discrimination proceeding.

For the purposes of this topic, sex is a bona fide occupational qualification if all of the members of one sex are physically incapable of performing the essential duties required by a job, or if the essence of the employer's business operation would be undermined if employers were not hired exclusively from one sex.

Race/Color and National Origin

While questions regarding race, color or national origin occasionally appear at an interview and on application forms, most candidates who have been asked this information have indicated the purpose was to insure there would be no visa problems with the candidate.

Religion

Which religious affiliation you have is only important to the employer for the purpose of knowing whether the candidate would have a problem working evenings or weekends. If that is a part of the job responsibilities, the employer, by law, must make a concerted effort to accommodate all religious beliefs unless it would cause undue hardship on the employer's program, enterprise or business.

Disabilities

The Americans with Disabilities Act prohibits discrimination against workers with disabilities. This provision is based on the Civil Rights Act of 1964 and Title V of the Rehabilitation Act of 1973. Beginning July 1992, it also applies to all business employing 25 or more individuals and then in July 1994, to all employing 15 or more.

ADA employment provisions apply to employers, employment agencies, labor organizations, or joint labor-management committees. It requires equal opportunity in selection, testing and hiring of qualified applicants with disabilities. ADA requires equal treatment in promotion and benefits similar to other civil rights legislation, and requires reasonable accommodation for workers with disabilities when such accommodations would not impose "undue hardship."

Employers may require that an individual with a currently contagious disease not pose a direct threat to the health and safety of others, and employers may prohibit all workplace use of drugs and alcohol. Religious entities are not restricted from preferential hiring of people holding to their particular religious tenets.

Arrest/Conviction

Wisconsin law prohibits inquiries regarding arrest records. The only arrest record that may be considered is one of a pending charge. A past arrest that did not lead to a conviction should not be given any consideration, since the person was not proven guilty.

Equal Opportunity Employment (cont.)

The Wisconsin Fair Employment Law also prohibits an employer from refusing to employ a person with a conviction record unless the circumstances of the conviction substantially relate to circumstances of the particular job. If this question arises, it should be stated by the employer that existence of a criminal record does not constitute an automatic bar to employment and would only be considered as it relates to the job in question.

Honesty Testing Devices

No employer or agent of an employer may directly or indirectly solicit, require or administer a polygraph, voice stress analysis, psychological stress evaluator or any other similar test which tests the honesty of any employee or prospective employee. No person may sell to or interpret a test for the employer knowing it was required of the employee or prospective employee.

This law does not apply to the use of an instrument or device verifying truthfulness or detecting deception, or assisting in the reporting of a diagnostic opinion in either of these cases which indicates a person's cardiovascular pattern or changes therein or a persons' respiratory pattern or changes therein.

Requests to test the employee's or prospective employee's honesty must be clearly stated that the employee taking the test will be doing so on a voluntary basis.

REMEMBER: The purpose of the interview or application form is to obtain as much information about you as is necessary for the employer to use in evaluating your capabilities. However, there may be times when a question is asked that you feel is unnecessary or illegal. It is perfectly permissible for you to answer the question, state you feel the question is personal and you wish not to answer, or ask what relevance the question has to the job; and if it does have some merit, you may wish to answer. The number one point to remember is to **REMAIN CALM!**

Use discretion at all times when dealing with these types of questions. The more legal information the employer knows about you and the more questions you are able and willing to answer at the interview, the better chance you have of being selected for employment.

If any problems exist which pertain to the area of discrimination, contact the local Equal Rights Division in your area.

Equal Rights Division
819 North Sixth Street, 2nd Floor
Milwaukee, WI 53203
(414) 244-4384

Equal Rights Division
1428 Kenwood Center, Midway Road
Menasha, WI 54952
(920) 832-5302

DELICATE INTERVIEW QUESTIONS EXERCISE

The following is a list of questions candidates have been asked in the past that should be dealt with carefully. Actual candidate responses are provided. The NWTC Center for Careers and Student Employment takes the position that the responses provided are not necessarily appropriate for every candidate nor for each employer. You should prepare yourself with an answer to each question should the situation present itself at any interview in which participate.

After each question is a response or several responses given by candidates in past interviews. On the lines which follow, prepare a response you might likely provide should you encounter the same question at an interview.

1. How old are you?

“My age is _____. I feel my maturity level is such that I can easily and effectively get along well with others and act in an appropriate manner.

“I feel my age is an advantage at work in terms of the broad-based experiences it has afforded me to date.”

“I feel my age is not relevant for this job. I am, however, a mature individual and feel I would make an excellent employee if I was hired.”

“My age does not interfere with my ability to get along with others. I am adaptable and respect others who are knowledgeable and competent.”

2. What are your plans for marriage and raising a family?

“I don’t know my marriage or family plans yet. I plan on a career and believe my career will be successful with or without a family.”

3. (Primarily for Women) Who will take care of your children when they are sick and you should be at work?

“If you are concerned with my ability to travel or my commitment to you as an employer, I can assure you that I am quite aware of the job’s responsibilities and personal commitments involved.”

“I have made arrangements so that my family life will interfere as little as possible with my work.”

4. (Primarily for Women) If you are divorced are you currently receiving support payments?

“I don’t feel this has any relevance to my being hired for this position.”

Delicate Interview Questions Exercise (cont.)

5. (Primarily for Men) How would you feel working for a female supervisor?

“I have effectively worked with women up until this time. I see no reason for that to change if a woman was my supervisor.”

6. What does your spouse do for a living and what would happen if we wanted to promote you and ask you to relocate for advancement purposes?

“I am interested in working for you because _____. My spouse’s career would not interfere with my career. My spouse and I would discuss any location moves as they come up. At present, I am flexible to relocate.”

“My spouse is working as a _____. If I have the chance to advance, which would necessitate relocation, my spouse and I would have to take a serious look at the possibilities involved before making a decision. My spouse has a career too and we both wish to be happy in our jobs.”

7. What church do you affiliate with?

“My religious preference should have no real relationship to my job performance. If working evenings and weekends are part of the job, I would have no problems working at those hours.”

8. How severe is your handicap and what special help would you need in order to work for us?

“Any disabilities I possess would in no way interfere with my ability to perform on the job. I would not need special help to do my work because I have been adequately trained for this position. I might need some minor modification to my work area. Most important to me is working for a supervisor who hires me for what I can do rather than for what I cannot do.”

9. In what country were you born?

“I was born in _____. I am a permanent resident of the United States and have legal permission to live and work here.”

SEXUAL HARRASSMENT

What Is Sexual Harassment?

Guidelines define sexual harassment as unwelcome sexual favors and other verbal or physical conduct of a nature which constitute harassment when:

- a. submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment;
- b. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; and/or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment is criminal activity. On-the-job, sexual harassment is sexual discrimination. Because this abuse deprives women and men of the right to equal employment opportunities, you can seek justice and/or compensation under a variety of government enforcement agencies:

- a. The Equal Employment Opportunity Commission (EEOC) is a federal remedy. You can, if fired, sue for re-instatement to your job plus up to three years back pay dating from the time of termination.
- b. Your local city or state human rights agency is empowered to intervene on your behalf at any point you experience sexual harassment. This can be before or after you are either forced to quit your job and/or are fired.
- c. Private suits are third legal option. You can sue for damages as a result of the trauma of being coerced sexually on the job. Consult a private attorney.

What Action Should Be Taken If You Are Sexually Harassed?

1. Take direct action. This particularly successful with co-workers. Say "No" immediately and repeatedly.
2. Document your case. Your job may be in jeopardy from the second the sexual harassment begins. Prepare yourself accordingly. A record of the harassment, combined with your good employment record may be enough documentation to eventually save your job.
3. Get help from other organizations. Women especially should seek help from women's groups, while men should seek help from men's groups. The experience of sexual harassment at work is a serious trauma. You may need their emotional/legal resources.
4. Notify the personnel officer or company president the moment the advance is made. If you prefer, contact officers of your union if you have one. You may also contact the nearest EEOC office for assistance.
5. In the State of Wisconsin, sexual harassment is considered "good cause" for leaving a job. Fair and just economic compensation for sexual harassment that results in loss of employment is your right. You may deserve unemployment compensation.

Sexual Harassment (cont.)

COMMON QUESTIONS ARISING FROM COMPLAINTS

1. Who can file a complaint against an employer or organization?
Individuals and/or organizations on behalf of aggrieved employee(s) or applicant(s). Organizations also may file class or pattern complaints without identification of individuals. members of the EEOC may also file charges.
2. Can investigations be made without complaints?
No. The EEOC can conduct investigations only if charges have been filed.
3. Is there a time limit for filing complaints?
Yes. A complaint must be filed within 180 days of the alleged incident.
4. How is a complaint made?
The complaint is made by a sworn complaint form, obtainable from the following agencies:

Equal Employment Opportunity Commission 2401 E Street NW Washington, DC 20508		Equal Rights Division 1428 Kenwood Center Midway Road Menasha, WI 54952 (920) 832-5302
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5. Will the employer be informed if a sexual harassment complaint is filed against them?
Yes. The EEOC notifies the employer of complaints within ten days.
6. Are the names of complainants kept confidential?
The complainant's name is divulged to the employer when an investigation is made. Charges, however, are not made public by the EEOC, nor can any of the efforts during the conciliation process be made public by the EEOC or its employees. The aggrieved party, however, and the respondent are not bound by the confidentiality requirement. If court action becomes necessary, the identity of the parties becomes a matter of public record.
7. Is retaliation for filing complaints illegal?
Yes. Employers are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation, or instituted proceedings.
8. Do the guidelines apply to labor organizations?
Yes. Labor organizations are subject to the same requirements and sanctions as employers.

CONCLUSION

Job seeking methods, over the years, have not changed significantly. The methods are numerous, although not all are appropriate for every career field or for every person.

The general approach to the job seeking process has not changed and will not change for your next job, for the next one after that or the next one after that, etc.

Although mentioned numerous times throughout this publication, the following points are significant enough to **EVERY** job seeker to repeat once again.

1. Only you can get a job for you.
2. The most important thing you have to offer an employer is personal employability.
3. You sell your personal employability to an employer during a job interview.
4. You improve your selling technique through having more interviews.
5. You will get more interviews if you are organized in your job search.
6. Part of being organized requires that you understand your capabilities and that you know what kind of work you want to do.
7. Getting a job is hard work! Getting a job is a job in itself! As Abraham Lincoln once said, "I'll prepare myself and my chance will come."
8. Remember, companies have needs. Prepare yourself to sell your background and achievements - and to prove that you are the best-qualified candidate to fill those needs. After all, who knows more about your strengths, talents and abilities than you? An honest, thorough self-evaluation is the most important first step toward a positive career move.

Now that you have completed this workbook, you have completed the first important step toward a positive career move. Go forward and get that job you really want. You've earned that right!