



**Career Handbook for  
Adult Learners  
&  
Students in Transition**

Lakeland College  
Kellett School

<b>ASSESSING YOUR SKILLS &amp; TALENTS.....</b>	<b>2</b>
Online Self-Assessments.....	3
Websites for Career Changers.....	4
 <b>THE JOB PROCESS.....</b>	 <b>5-7</b>
 <b>PORTFOLIO</b>	
General Information.....	8
 <b>RESUMES</b>	
General Information.....	9
Verbs for Resumes.....	10-12
Samples.....	13-18
 <b>COVER LETTERS</b>	
General Information.....	19
Cover Letter Format.....	20
Samples.....	20-21
 <b>THANK YOU LETTERS &amp; REFERENCES</b>	
Thank you Letters.....	22
General Information.....	23
Samples.....	24
 <b>INTERVIEWING</b>	
General Information.....	25
Interviewing Formats.....	26
Interview Checklist.....	27
Knowledge of Yourself.....	28
Knowledge of the Organization.....	29
Appearance.....	30

Non Verbal Communication Skills.....	31
Fifteen Factors.....	32

<b>THE 10 WORST MISTAKES CAREER CHANGERS CAN MAKE .....</b>	<b>33</b>
<b>VAULT ONLINE CAREER LIBRARY.....</b>	<b>34</b>

## **ASSESSING YOUR SKILLS & TALENTS**

Individuals today make job and career changes quite frequently. Gone are the days when workers - and employers - remain loyal to one another for 30 or more years. When career change is well-planned and thoughtful, individuals work through a process that logically leads them to the next position. This can be an enlightening exercise in self-assessment, research, and searching for just the right position. More often than not, however, the need for job or career change happens unexpectedly, when one is least prepared, and so it carries with it fear, frustration, and immobilization.

Young workers make job changes to advance their careers, try something new, acquire or hone needed skills, out of boredom, or because they become the victims of lay-off - the most recently hired/easily fired workers in the organization.

Mid-careerists are often affected by downsizing and consequently face sudden unemployment. They are also often the least prepared to deal with the change. It is time to evaluate themselves, their career goals and aspirations, their skills, interests, current values structure, and take this unwanted opportunity to find the next career. This group often is the most "stuck." Even before lay-off, they may have had a sense of wanting to make a change, but for a variety of reasons never took steps to make that happen. Individuals in this group often seek the help of a career counselor to sort out the many variables and obstacles to making positive career change. They appear in our offices frightened and depressed, knowing they must now find a new position, or simply knowing that something is wrong in their career but not what it is or how to fix it. Fortunately, we generally have remedies in our bag of tools to help them better understand the nature of their situation and move forward with their job or career change.

Upper-level executives may know their time within an organization is up and may be making quiet inquiries leading to the next position. They may be in denial that change is coming. They may be calling in all their cards - and should be. They may have made contact with or have been sought out by headhunters. They should be seeking the next position or reviewing their career to date to make new and perhaps life transition decisions.

Whatever your situation or employment level, an honest appraisal of your skills, interests, values, personality, strengths, weaknesses, talents, and abilities is in order first and foremost. Networking through the obvious channels (family, friends, colleagues, supervisors, former bosses and colleagues, professional associations) and the not-so-obvious (medical/dental offices, attorneys, former professors, civic and religious affiliations) is of utmost importance. See the Networking Resources and Networking and Informational Interviewing for a comprehensive look at how, when, where to network.

## **Websites for Self Assessment**

The first step to conducting a successful job search or career change is self-assessment. Engaging in the self-assessment process helps you develop a better understanding of your interests, work style, skills, aptitudes, attitudes, personality, values and priorities, and enables you to articulate this self-knowledge to others. Identifying this information about yourself will help you develop focus, clarify career goals, and find work that is the right “fit.” Investigate the websites below.

### **Assess Your Interests**

[Steps to Career/Life Planning Success](#) Comprehensive, interactive e-manual for the entire career planning process. Begin with self-assessment exercises and proceed step by step.

Check out the [Career Interest Game](#) This is a game designed to help you match your interests and skills with similar careers. It can help you begin thinking about how your personality will fit in with specific work environments and careers.

[Life Work Transitions](#) Another comprehensive set of exercises to assist with all phases of self-assessment.

### **Assess Your Personality**

[TypeFocus](#)– Free Personality Tool. Discover your personality type, strengths and how they relate to careers. Be sure to confirm your type as indicated. Use the below web sites below to help you interpret your results. [Follow-up worksheets](#) Click on your 4-letter code to print out worksheet(s)  
For additional information: visit [WSC's Personality Types](#) and [PersonalityType.com](#)

[The Keirsey Temperament Sorter](#) Are you an Introvert or an Extrovert? Do you rely more on intuition or sensory data? Take the Keirsey test and find out what it all means.

### **Assess Your Skills**

[Transferable Skills Checklist](#)  
[Career Management Skills](#)

### **Assess Your Values**

[What's Important to You?](#)  
[Motivational Factors](#)

[Fantasy Workday](#) - If you could create your ideal workday, what would it look like?

[MAPP Motivational Appraisal of Personal Potential](#) “reveals the real you: natural motivations, interests and talents for work.” This tool assesses your top ten jobs with greatest potential for success; your interest in job content; your motivation to work with people; your preference to work with things; a personalized 6-7 page report the includes 5 free job matches. Premium packages also available.

Personal Traits - assessments from [Life Transitions](#) and [Next Steps](#)

## **Websites for Career Change**

- [Quint Careers: Job and Career Resources for Career Changers](http://www.quintcareers.com/career_change_resources.html)  
http://www.quintcareers.com/career\_change\_resources.html
- [Monster: Career Changers](http://change.monster.com/archives/timeforchange/)  
http://change.monster.com/archives/timeforchange/
- [Fast Company: How to Make Your Career Move](http://www.fastcompany.com/online/11/one.html)  
http://www.fastcompany.com/online/11/one.html
- [Best Years: Career Changes](http://www.bestyears.com/career.html)  
http://www.bestyears.com/career.html
- [The Transition Network: Life Options for Women Over 50](http://www.thetransitionnetwork.org/)  
http://www.thetransitionnetwork.org/

# The Job Process

## *Focusing the Job Search*

There are several job search strategies which can be used to find employment. However, before any type of job search can be conducted, it is very important that seniors decide what type of positions to pursue. It is not uncommon for seniors to experience a lack of career direction and a lack of awareness of entry level positions. Students who search for employment without an understanding of a suitable position with a specific type of organization will not be successful. Employers see this as an undecided, unmotivated student, instead of a goal-oriented prospective employee.

Coming to a decision about this targeted career objective creates much unrest among many college graduates. Many seniors might see this decision as something that locks them into a specific position and limits their options. However, the research required to effectively make a targeted decision actually opens many specific career avenues. Through research and many hours of self-assessment, each student should decide on various positions to target at various organizations.

College graduates should also target specific geographical areas for employment rather than a blanket countrywide search. It is important for students to determine where they would prefer to find employment. Several factors must be considered in this decision such as cost of living, unemployment rate, available employment in your area of expertise, taxes, friends and relatives.

## *Mental Approach to the Job Search*

For your job search to be successful, it is vital to understand what it takes to find a professional position. Perhaps the best statement to describe this is that finding a job is a job. It is estimated that a successful job search takes 30 to 40 hours per week of intense work and strategy. Seniors must take the necessary time each week to start and then maintain the employment process. The need to secure employment after graduation is not something that should be ignored; it is not a small, nagging item that will go away.

## *Traditional Job Search Methods*

There are several job search methods that should be used while trying to find your first professional position. The most overrated method is using the newspaper want **ads**, **online job boards** and other **listings** such as professional and trade journals. These easily accessible listings are great sources for actual employment opportunities. The problem is that hundreds of other job seekers have access to these same openings and the competition can be extremely stiff. Studies have concluded that only about 25% of all job openings are ever advertised. Obviously, your chances are limited if your only method for searching for employment are job

listings. The **internet** provides another traditional job search method. Millions of people are researching the hundreds of different employment web sites available today. The internet provides an easy way to gain access to actual job listings posted around the world. There are so many different sites that it is easy to spend days browsing employment opportunities. Lakeland Career Development has a website which contains several links. The address of our website is <http://www.lakeland.edu/StudentServices/CareerDev/Home.asp>

Another employment search method often used is the **direct mail approach**. This involves developing a list of employers who typically hire college graduates at the entry level position. There are several sources available to find lists of companies such as the chamber of Commerce directories, the Career Development Office, and trade journals. Once a reliable list is created, a cover letter and resume are sent to each organization of interest. A section covering how to write effective cover letters and resumes is included in this booklet. The direct mail approach is very effective making your desire for employment known to several different organizations. The main drawback to this method is that some companies and organizations receive so many cover letters and resumes that often they are never opened or simply filed away into oblivion.

Using **employment agencies** has recently become accepted as a traditional job search method. More and more Americans are using employment agencies as a path to find a way into an organization. Once into the organization, the idea is to make a great impression which will lead to a permanent offer to join the company. Employment agencies are best for students who have at least one year of work or internship experience. Before accepting a position with an employment agency, check for possible fees and read all contracts carefully. Students should not pay any 'placement' fees.

### **Non-Traditional Job Search Methods**

An important fact to remember when searching for a job is that **75-80 %** of all professional positions are not made known to the public. Most positions are found through **networking** and through **direct contact** with the employer. This is an excellent reason to target organizations that are not advertising in the Sunday paper.

The single most effective way of landing a job is through **networking** with potential referrals, friends, and relatives. Personal referrals might include faculty and staff members, internship supervisors, summer/part time job colleagues, and other students or individuals in your field who know your qualifications. Organizations welcome referrals because they provide additional inside information on a possible candidate. Often the best source for finding a position is using your own friends and relatives as part of your networking team. Usually a good word from one of these contacts is at least enough to land an interview. Once in the interview, the rest is up to you to be prepared and make a great impression. It is important to remember to always give your resume to all of your networking contacts. This allows them to easily recall what your qualifications, plans, and career objectives are. Hopefully, when discussing your goals and aspirations with these people, they will remember exactly what your plans are, but a resume provides insurance.

## **POTENTIAL NETWORKING CONTACTS**

### **PROFESSIONAL**

Banker

### **EMPLOYMENT**

Supervisors

### **SCHOOL**

Classmates

Professional Societies  
Insurance Agents  
Lawyers  
Doctors  
Dentists  
Clergy  
Brokers

Colleagues  
Customers  
Clients  
Competitors  
Employers  
Subordinates

Faculty/Teachers  
Staff  
Career Counselors  
Alumni  
Campus Organizations

### COMMUNITY

Chamber of Commerce  
Clubs  
Store Owners  
Associations  
Religious Groups  
Librarians  
Consultants

### FRIENDS

Neighbors  
Former Neighbors  
Former Classmates  
Parents of Classmates

### FAMILY

Father, Mother  
Uncles, Aunts  
Cousins  
In-laws  
Grandparents  
Other Relatives

**Contacting employers directly** by phone is also considered a non-traditional job search method. Most often employment seekers do not use this method in searching for a job. The benefit of this is it saves huge amounts of time and allows you to identify your qualifications and directly ask if there are any openings that might match your strengths. Students should use this approach locally especially because of the knowledge of locating organizations and the cost effectiveness. Also, some employers might be willing to identify other companies who have possible openings that match your qualifications.

Another often overlooked non-traditional job search method is the **informational interview**. Informational interviews involve contacting employers and setting up an interview for obtaining information about their industry, organization, and job opportunities in the field. Meeting people who are working in the field to discuss firsthand what your career options are is a very smart way to identify new opportunities and strategies to find employment. This method is best used in the beginning stages of the job search when you are not sure exactly what opportunities exist in a particular field. It is an excellent idea to follow up after your informational meeting with an employer a few months later to inquire if their organization might have any openings.

There are several ways to find employment. However, depending on each student's situation and goals, certain methods will be more effective than others. The only true test to see which strategy is best for you is to try them all and then narrow the field based on the results.

# **Portfolios**

Portfolios are more than just a container full of stuff. A portfolio is a structured collection of a person's progress, achievements, contributions, and efforts that is selective, reflective, and collaborative and demonstrates accomplishments over time. A portfolio is used to separate yourself from other potential job seekers, and should be started early in the academic career.

The following list of ideas and suggestions is designed to help students develop their self assessment through the use of a portfolio. This portfolio can be in the form of a folder, expandable file, three ring binders, or other format. Whatever the format, the portfolio should be well organized and easy to read. Items from each of the following areas can be included in the portfolio.

## **BACKGROUND INFORMATION**

- Resume
- Information on general background items
- Career goals
- Letters of recommendation and formal evaluations

## **PROFESSIONALISM**

- Awards, professional organizations, and commendations
- Professional projects that show work experience and leadership skills
- Accomplishments done while in a professional position
- Workshop or conference attendance
- Graduate course work
- Professional reading or writing

## **VOLUNTEER WORK AND ACTIVITIES**

- Any projects or accomplishments achieved while volunteering
- Special involvement within community
- Leadership roles in activities

# Resumes

A resume is a document that briefly describes your education background, professional experience and skills. A well-prepared resume serves an important function in your job search. It can introduce you to an employer and should always be accompanied by a letter of inquiry, or cover letter. The information in your resume can facilitate an interview and be given to all members of the selection committee. It is important to remember that a resume is designed to obtain an interview, not a job.

A copy of your resume will be of assistance to cooperating faculty members or administrators when writing a letter of recommendation on your behalf. The information in your resume will also be very helpful to you as you complete application forms for individual professional positions.

**The appearance of your resume will have an important effect on your professional image. When constructing your resume, keep the following points in mind:**

- Use 8 1/2 x 11 stationery of good quality.
- Template resumes are discouraged.
- Resumes can be reproduced. Lakeland College has a print shop on campus that will produce professional-looking resumes at a reasonable cost. There are also several professional printing establishments in the Sheboygan area.
- Use margins and sufficient spacing: white spaces enhance the overall appearance.
- The final copy should be error-free. Pay careful attention to your grammar, punctuation, spelling and typing. Have different people, such as faculty or the **staff in Career Development** look over your resume before you make final copies.
- Ideally, the resume should be one page in length. If two pages are necessary, identify the second page with your name (upper left) and the page number (upper right).

Design your resume so that it can effectively represent you. There are any number of styles and formats that can be used in constructing your resume and the samples represented on the following pages are only an indication of what can be done. It is most important that you are comfortable with the format of your resume. Please feel free to ask a staff member to critique your resume before the final copy is reproduced.

# Verbs for Resumes & Letters

## Analyzed

Abstracted   Anticipated   Assessed   Ascertained   Audited   Briefed  
Calculated   Clarified   Compared   Computed   Concluded   Conceptualized  
Correlated   Critiqued   Debated   Defined   Detected   Estimated  
Evaluated   Examined   Figured   Graded   Identified   Indexed   Enlisted  
Inspected   Integrated   Interpreted   Interviewed   Inventoried   Investigated  
Judged   Maintained   Mapped   Monitored   Observed   Perceived  
Predicted   Projected   Qualified   Ranked   Read   Reasoned  
Related   Researched   Reviewed   Screened   Scanned   Solved  
Studied   Summarized   Surveyed   Symbolized   Tabulated   Verified  
Visualized

## Assisted

Advised   Bolstered   Brought   Charted   Collaborated   Contributed  
Consolidated   Consulted   Cooperated   Dealt   Ensured   Facilitated  
Fostered   Handled   Helped   Located   Participated   Preserved  
Protected   Referred   Represented   Served   Strengthened   Supported  
Sustained

## Communicated

Addressed   Advertised   Answered   Briefed   Corresponded   Debated  
Explained   Expressed   Facilitated   Interpreted   Interviewed   Lectured  
Listened   Marketed   Prepared   Presented   Programmed   Publicized  
Quoted   Recorded   Reported   Responded   Rewrote   Spoke  
Talked   Wrote

## Created/Developed

Acted   Activated   Adapted   Authored   Bolstered   Built  
Charged   Clarified   Composed   Conceived   Constructed   Corrected  
Designed   Devised   Discovered   Drafted   Eliminated   Established  
Expanded   Expedited   Experimented   Felicitated   Fashioned   Financed  
Fixed   Formulated   Founded   Generated   Improved   Increased  
Influenced   Initiated   Innovated   Instituted   Integrated   Introduced  
Invented   Launched   Marketed   Modeled   Modified   Navigated  
Originated   Perceived   Performed   Pioneered   Perfected   Prioritized  
Produced   Promoted   Proposed   Recommended   Reduced  
Restored   Refined   Revamped   Set   Shaped   Simplified  
Solved   Styled   Streamlined   Substituted   Visualized

### **Improved/Increased**

<u>Achieved</u>	<u>Accomplished</u>	<u>Acquired</u>	<u>Advanced</u>	<u>Allowed</u>	<u>Assured</u>
<u>Attained</u>	<u>Bolstered</u>	<u>Completed</u>	<u>Conserved</u>	<u>Continued</u>	<u>Eliminated</u>
<u>Encouraged</u>	<u>Enlarged</u>	<u>Expanded</u>	<u>Facilitated</u>	<u>Fostered</u>	<u>Guaranteed</u>
<u>Inspired</u>	<u>Mastered</u>	<u>Maximized</u>	<u>Minimized</u>	<u>Motivated</u>	<u>Obtained</u>
<u>Overcame</u>	<u>Influenced</u>	<u>Promoted</u>	<u>Provided</u>	<u>Reduced</u>	<u>Restored</u>
<u>Stimulated</u>	<u>Strengthened</u>	<u>Upgraded</u>			

### **Counseled/Instructed/Learned**

<u>Adapted</u>	<u>Advised</u>	<u>Advocated</u>	<u>Aided</u>	<u>Applied</u>	<u>Assessed</u>
<u>Assisted</u>	<u>Bolstered</u>	<u>Briefed</u>	<u>Cared</u>	<u>Chaired</u>	<u>Charged</u>
<u>Charged</u>	<u>Charted</u>	<u>Clarified</u>	<u>Coached</u>	<u>Comforted</u>	<u>Communicated</u>
<u>Conducted</u>	<u>Consulted</u>	<u>Coordinated</u>	<u>Demonstrated</u>	<u>Educated</u>	<u>Empathized</u>
<u>Enabled</u>	<u>Encouraged</u>	<u>Enlightened</u>	<u>Established</u>	<u>Exercised</u>	<u>Explained</u>
<u>Facilitated</u>	<u>Familiarized</u>	<u>Fostered</u>	<u>Guided</u>	<u>Helped</u>	<u>Implemented</u>
<u>Improved</u>	<u>Influenced</u>	<u>Informed</u>	<u>Inspired</u>	<u>Interpreted</u>	<u>Investigated</u>
<u>Lectured</u>	<u>Led</u>	<u>Listened</u>	<u>Maintained</u>	<u>Manipulated</u>	<u>Mentored</u>
<u>Modified</u>	<u>Motivated</u>	<u>Observed</u>	<u>Perceived</u>	<u>Persuaded</u>	<u>Prescribed</u>
<u>Programmed</u>	<u>Promoted</u>	<u>Reduced</u>	<u>Reflected</u>	<u>Reinforced</u>	<u>Related</u>
<u>Restored</u>	<u>Saved</u>	<u>Shared</u>	<u>Solved</u>	<u>Stimulated</u>	<u>Strengthened</u>
<u>Substituted</u>	<u>Supported</u>	<u>Sustained</u>	<u>Taught</u>	<u>Trained</u>	<u>Tutored</u>
<u>Validated</u>					

### **Operated/Repaired/Maintained**

<u>Adjusted</u>	<u>Adapted</u>	<u>Bolstered</u>	<u>Changed</u>	<u>Clarified</u>	<u>Corrected</u>
<u>Continued</u>	<u>Edited</u>	<u>Eliminated</u>	<u>Executed</u>	<u>Expedited</u>	<u>Facilitated</u>
<u>Fixed</u>	<u>Implemented</u>	<u>Installed</u>	<u>Modified</u>	<u>Navigated</u>	<u>Ordered</u>
<u>Performed</u>	<u>Prepared</u>	<u>Piloted</u>	<u>Preserved</u>	<u>Prioritized</u>	<u>Produced</u>
<u>Programmed</u>	<u>Promoted</u>	<u>Protected</u>	<u>Ran</u>	<u>Reduced</u>	<u>Replaced</u>
<u>Serviced</u>	<u>Set</u>	<u>Sustained</u>	<u>Transported</u>	<u>Upheld</u>	<u>Utilized</u>

### **Negotiated**

<u>Advised</u>	<u>Advocated</u>	<u>Arbitrated</u>	<u>Bargained</u>	<u>Closed</u>	<u>Concluded</u>
<u>Consolidated</u>	<u>Dealt</u>	<u>Expedited</u>	<u>Facilitated</u>	<u>Handled</u>	<u>Lobbied</u>
<u>Mediated</u>	<u>Merged</u>	<u>Motivated</u>	<u>Persuaded</u>	<u>Promoted</u>	<u>Reconciled</u>
<u>Resolved</u>	<u>Solved</u>				

### **Organized**

<u>Accumulated</u>	<u>Arranged</u>	<u>Assembled</u>	<u>Balanced</u>	<u>Budgeted</u>	<u>Built</u>
<u>Cataloged</u>	<u>Clarified</u>	<u>Classified</u>	<u>Collated</u>	<u>Collected</u>	<u>Completed</u>
<u>Complied</u>	<u>Composed</u>	<u>Coordinated</u>	<u>Copied</u>	<u>Correlated</u>	<u>Detailed</u>
<u>Developed</u>	<u>Displayed</u>	<u>Edited</u>	<u>Facilitated</u>	<u>Filed</u>	<u>Gathered</u>
<u>Graphed</u>	<u>Identified</u>	<u>Indexed</u>	<u>Inspected</u>	<u>Inventoried</u>	<u>Kept</u>
<u>Located</u>	<u>Maintained</u>	<u>Mapped</u>	<u>Met</u>	<u>Methodized</u>	<u>Obtained</u>
<u>Planned</u>	<u>Prepared</u>	<u>Prioritized</u>	<u>Processed</u>	<u>Programmed</u>	<u>Ranked</u>
<u>Recorded</u>	<u>Reorganized</u>	<u>Reproduced</u>	<u>Retrieved</u>	<u>Revamped</u>	<u>Reviewed</u>

Revised      Led              Scheduled      Set              Simplified      Solved  
Streamlined   Structured      Synthesized   Tabulated      Updated

**Served**

Assisted      Attended      Cared              Catered              Delivered      Dispensed  
Entertained   Facilitated      Furnished      Listened      Maintained      Performed  
Prepared      Procured      Provided      Represented      Satisfied      Supplied

**Sold**

Aided              Advertised      Auctioned      Bartered              Bolstered      Brought  
Enlisted      Facilitated      Generated      Helped              Improved      Fostered  
Maintained   Marketed      Motivated      Negotiated      Persuaded      Promoted  
Purchased      Raised              Recommended      Recruited      Stimulated

**Supervised/Managed**

Administered   Allocated      Approved      Arranged              Assigned      Authorized  
Bolstered      Chaired              Coached              Conducted      Confronted      Consulted  
Contracted      Controlled      Coordinated      Decided              Delegated      Directed  
Dispatched      Distributed      Educated              Encouraged      Enforced      Evaluated  
Executed      Exercised      Expedited      Facilitated      Fired              Following  
Governed      Handled              Headed              Hired              Implemented      Instructed  
Led              Maintained      Met              Mentored              Motivated      Navigated  
Ordered      Organized      Oversaw              Planned              Prepared      Presided  
Prioritized      Promoted      Purchased      Regulated              Reinforced      Responded  
Retained      Reviewed      Scheduled      Selected              Set              Solved  
Strengthened   Taught              Trained

## **NAME**

Street Address (include permanent and temporary if in transit)

City, State, Zip code

Telephone number (920- 123-4567)

e-mail address (student@lakeland.edu)

## **OBJECTIVE**

The position you want and what you can contribute. Be specific – full time, part time, internship, etc.

## **EDUCATION**

- List post secondary education in reverse chronological order. (Do not include high school.) These should be institutions where you took major course work, earned a degree, or certification.
- Include your degree, date received or to be received, the college and its location, majors, minors, or emphasis.

Optional items: GPA if over 3.0, study abroad, scholarships and academic honors

## **EXPERIENCE**

This information can be presented in three formats- chronological, functional, or combination:

### **Chronological**

- With this more traditional style, work experiences (including student teaching) are listed and described, the most recent first.
- List in reverse chronological order your position (if teaching, use subject or grade level), dates, employer, city and state. Graduates with new certifications should include student teaching and/or fieldwork. After each position list skills acquired.
- If you have prior work experience outside the educational field, be certain to include it. Describe the transferable skills and significant duties and accomplishments.
- Utilize a variety of phrases to describe your skills, responsibilities, accomplishments, and teaching methods. To generate ideas for these phrases, list what you have done in the classroom or on the job; then select the most important points. Include a description of the populations worked with plus cooperative efforts with faculty and parents.

Comments:

- Employers are comfortable with this style.
- Easy to organize, write, and read.
- Calls attention to employment gaps and frequent job changes.

### **Functional**

- This style organizes experience into skill categories. Then each category is described with phrases that are derived from both paid and volunteer experiences.
- Utilize a variety of phrases to describe your skills, responsibilities and accomplishments, and teaching methods. To generate ideas for these phrases, list what you have done in the classroom or on the job; then select the most important points. Include a description of the populations you worked with plus cooperative efforts with faculty, parents, or co-workers.

Comments:

- Structures the thinking of the reader around your unique combination of strengths.
- De-emphasizes dates, position, employers.
- More difficult to read and rarely recommended

### **Combination**

Format resembles the functional resume except a work history category is included that includes employment dates, employers, and positions held.

Comments:

- Can be effective for career changers or seasoned employees
- Not as common as the chronological format

## **OTHER POSSIBLE CATEGORIES**

\*Leadership Activities

\*Honors/Awards

\*Professional Affiliations/Memberships

\*Summary of Qualifications

\*Coaching/Advising

\*Co-Curricular Involvement

**Kathleen Johnson**  
**100 Union Ave.**  
**Sheboygan, WI 53082**  
**(920) 453-6875**

---

**CAREER OBJECTIVE:** To obtain a position as an elementary teacher

**EDUCATION:** **Bachelor of Arts in Elementary Education** 1-6, May 2005  
Lakeland College; Sheboygan, WI  
G.P.A. 3.7

**STUDENT TEACHING:** **5<sup>th</sup> grade** April - June 2005  
John Dewey School; Sheboygan, WI

- Taught and created thematic units across content areas
- Generated hands-on math activities with peer tutoring
- Created multicultural display case focusing on children's literature
- Developed learning center dealing with creative writing
- Designed classroom management plan with positive reinforcement

**2<sup>nd</sup> grade** January - April 2005  
Lincoln Logs Elementary; Sheboygan, WI

- Utilized trade books for a unit on Wisconsin Wildlife
- Promoted positive peer through whole language cooperative group activities
- Developed science unit on dinosaurs
- Facilitated group discussions dealing with positive self-concepts

**FIELD EXPERIENCE:** **5<sup>th</sup> and 6<sup>th</sup> grade** January - May 2004  
Thoreau Elementary School and Catholic East School

- Tutored at risk students in various subjects

**RELATED EXPERIENCE:** **Resident Assistant** Fall 2003 - Spring 2005  
Lakeland College; Sheboygan, WI

- Developed a community for thirty women
- Coordinated academic, developmental, and social programs
- Counseled students and intervened in crisis situations

**Senior Counselor** Summers 2001 - 2003  
Camp Maple Tree; Kiel, WI

- Planned recreational activities for youth with disabilities
- Focused on social and coordination skills
- Assisted girls ages 8 - 12 adjust to surroundings
- Created nature unit encouraging environmental awareness

**ACTIVITIES:** Kappa Delta Pi, Treasurer  
Student Wisconsin Education Association  
Habitat for Humanity

Student Orientation Leader  
Special Olympics Volunteer

## **Jeremy Student**

Studentj@yahoo.com

### **Current Address**

P.O 359  
Sheboygan, WI 53082  
(920) 565-1234

### **Permanent Address**

343 Trieste Drive  
Punta Gorda, FL 33955  
(941) 575-4254

### **OBJECTIVE**

An entry-level, full time position in advertising or marketing with special interest in marketing strategy and marketing research.

### **EDUCATION**

**Lakeland College, Sheboygan, WI**

Bachelor of Arts Degree in Marketing, December 2002, Cumulative GPA: 3.5

### **COMPUTER SKILLS**

Microsoft Word, Excel, Access, PowerPoint, Quark, Photoshop, Web Design experience

### **WORK EXPERIENCE**

***Account Executive Intern***, 5/5/02 - 8/10/02

Publix Supermarkets, Punta Gorda, FL

- Worked directly with account executives attending team and client meetings, and provided support on ongoing projects
- Compiled competitive files and analyzed positioning in the market
- Developed market profiles and performed account research with the aid of such tools as the internet and specific trade magazines

***Operator***, 5/01 - 8/01

Cox Lumber, Punta Gorda, FL

- Inspected product for defects and implemented quality program
- Assessed specific product defects and performed necessary data entry operations
- Interacted with department managers solving operational defects

***Home Coordinator***, 5/00 - 8/00

Crossroads Group Home, Milwaukee, WI

- Managed and supervised staff activities
- Organized team meetings that developed and monitored goals for the clients' personal development
- Assisted clients with meals, medication, hygiene, and individual skill programs

### **HONORS**

Lakeland College Presidential Scholarship

Awarded "Most Valuable Intern" Publix Supermarkets 2002

### **ACTIVITIES**

Junior Achievement Volunteer

Lakeland College's Future Business Leaders: President 2002

Soccer: Team Captain 2002

**Joe Student**  
123 Grant Street  
Sheboygan, Wisconsin 53081  
(920) 208-1234  
Studentj@lakleand.edu

- OBJECTIVE** A full time position as a college counselor at UW-XYZ
- EDUCATION** **Bachelor of Arts Degree**, Psychology Major, Spanish Minor  
Lakeland College, Sheboygan, WI  
Anticipated Graduation Date: May 2004, GPA 3.56 (4.0 scale)
- HONORS** Cum Laude, Dean's List 4 semesters, Psi Chi (Psychology Honor Society), Publication of research article in The Journal of Research in Personality
- SKILLS** **Computer**, Word, Excell, E-mail and Internet Operations  
**Language**, Fluent in oral and written Spanish
- RELATED EXPERIENCES** **Teacher Aide**, Sheboygan Christian School  
Sheboygan, WI (August 2001- present)  
\* Assisted and substituted for teachers in the second, third, and fifth grade.
- Intern**, St. Nicholas Hospital  
Sheboygan, Wisconsin (January-May 2001)  
\* Administered standardized tests to stroke and spinal cord patients at a rehabilitation facility.
- Teacher Assistant**, Lakeland College  
Sheboygan, Wisconsin (August-December 2000)  
\* Assisted psychology professor, Dr. Margaret Kasimatis, in her Personality Psychology class.
- Intern**, Bavolek Parent Nurturing Program  
Howards Grove, Wisconsin (August-December 1999)  
\* Worked with children ages 5-12 who were are risk of child abuse or neglect.
- OTHER EXPERIENCES** Designed and implemented a psychology research project  
Served as treasurer and secretary for the Beta Beta Beta sorority  
Captain, Lakeland College Tennis Team  
Completed 80 hours of fieldwork  
President Social Sciences Club, Lakeland College  
Served as Big Brother/Big Sister

**Samantha Student**  
**232 Job Avenue**  
**Sheboygan Falls, WI 53085**  
**(920)469-1234**  
**Samantha@hotmail.com**

---

**OBJECTIVE:** Acquire an internship with the Sheboygan Area School District with special interest in school psychology

**EDUCATION:** **Bachelor of Arts in Psychology**  
Lakeland College, Sheboygan, WI  
Expected Graduation Date: Dec. 2003, G.P.A. 3.5/4.0  
  
University of Wisconsin-Sheboygan 9/00 - 9/01

**FIELD EXPERIENCE:** **Child Care Provider**, September 2002 - present  
Children's Care Center, Howards Grove, WI

- Provide care and create a safe environment for children under stress
- Trained in aspects pertaining to development, abuse, and behavioral areas

**Group Leader**, September 2001 - April 2002  
Parental Stress Family Nurturing, Sheboygan, WI

- Facilitated a youth group of boys, as well as a mixed sex group of 6-8 year old youths
- Explored issues pertaining to familial stress
- Assisted youth in skills such as self-esteem, communication, and handling aggression

**Research Assistant**, September 2000 - September 2002  
University of Wisconsin-Sheboygan County

- Examined issues pertaining to stereotypes, racism, and sexism in a Social Psychology laboratory
- Participated in data collection, entry, and analysis

**WORK EXPERIENCE:** **Hostess**, O'Neill's Restaurant and Pub, 5/99 - 9/00

- Managed dining area and directed staff during parties
- Trained new employees

**General Merchandiser**, Wal-Mart, 5/97 - 8/99

- Maintained and promoted general merchandise
- Prepared weekly payroll

**ACHIEVEMENTS:** Recipient of U-W Alumni Scholarship  
Membership in Phi Theta Kappa Honor Society  
Spanish to level of proficiency

**Need A. Job**  
309 Marsh Street  
Milwaukee, WI 54115  
(414) 337-1234

**PROFESSIONAL OBJECTIVE**

Seeking an entry level public relations position which offers challenge and responsibility with the opportunity for career advancement.

**EDUCATION**

**Lakeland College**, Cum Laude Graduate, Sheboygan, WI.  
Bachelor of Arts, May 2003. English Major  
Business Concentration-GPA 3.70/4.0 Overall GPA 3.5/4.0  
Skilled in the use of Windows 98 and all Microsoft office software

**Honors:** Sigma Tau Delta, International English Honor Society  
Presidential Scholarship  
Who's Who Among American College and Universities  
Delta Epsilon Sigma, National Scholastic Honor Society

**COMMUNICATION SKILLS**

- Skilled as a diversified writer and editor- prepared press release, and featured stories, compiled sports information for alumni publications, and covered special events.
- Edited both poetry and fiction for the college literary magazine.
- Assisted peers with writing structure, style and mechanics, through writing laboratory.

**ORGANIZATION AND MANAGERIAL SKILLS**

- Planned and executed a successful nine-day homecoming for the college student body and alumni on a minimal budget with volunteer help.
- Orientation Guide for New Students - Responsible for acclimating 14 entering students to college life.
- Residence Hall Council President - Motivated 25 member council to program a variety of educational, athletic and social events for 400 dorm members.
- Women's Social/Service Organization President - Oversaw the organization of social and service events participated in by 45 members, culminating in the nomination of the group for the "College Independent Organization of the Year" award.

**MARKETING SKILLS**

- Prepared in-store displays and promotions, provided effective customer relations and managed the shop in the absence of the owner.
- Participated in group project to market a health club: targeted audience, prepared promotional materials and advertising and based on marketing analysis developed ideas for in-store operations.

**EMPLOYMENT HISTORY**

Marketing/Communications Student Intern - Lakeland College (September 2002-present).  
Co-Editor, Lakeland College Mirror - Lakeland College (September 2002-present).  
Academic Resource Center Writing Tutor - Lakeland College (Academic years 2001-2003).  
Sales Clerk - The Whale's Tooth, Fish Creek, Wisconsin (Summer 2001).

# Cover Letter

## **APPLICATION**

A letter of application is written when you have been informed of a job vacancy. The letter should explain your interest in the position and also highlight your educational background and professional experience. A clear and concise letter written in short paragraphs for ease in reading is usually the most effective. Always express a willingness to come for a personal interview.

*Samples of letters follow.*

## **INQUIRY**

The letter of inquiry is written when you want to acquire information about available positions in specific geographic areas. Your inquiry letter should provide a brief overview of your qualifications and should be sent early in the hiring season. Not all letters of inquiry will be answered, but all letters should be followed up with a call.

*Sample of letters follow.*

**Like the resume, cover letters create important first impressions. Employers are looking for people who can communicate clearly and concisely. When constructing your letters, remember the following:**

- Use 8 1/2 x 11 stationery of good quality.
- Duplicated copies are not acceptable; write each individually and mention - by name -the company, desired position, contact person (if any).
- Write your letter so that it reflects you; do not use a form letter.
- Choose an acceptable business format for the construction of your cover letters. (See examples.)
- Use ample margins and pay careful attention to your grammar, punctuation, spelling and typing. Avoid the overuse of the pronoun "I."
- When possible, address your letter to a specific individual, using the individual's correct title. Avoid salutations such as "Dear Sir, Gentlemen, Good Morning, and To Whom It May Concern," etc. Indicate that a resume is enclosed. Keep a copy for your file.

## **FOLLOW-UP**

An interview follow-up letter should be sent to the hiring official as soon as possible after the interview. It is to your advantage to write a letter thanking the employing official and indicating your continued interest in the position. This letter can serve to remind the employer of the interview and can help to keep your application "active." If, after the interview, you determine that the position is no longer of interest to you, a letter should be sent asking to have your name removed from consideration.

# **Cover Letter Format & Content**

Your Present Address  
City, State, Zip Code

Date of Writing

Mr./Ms. Employer  
Job Title  
Organization  
Street Address  
City, State, Zip Code

Dear Mr./Ms. Employer:

Opening Paragraph:

- Describe the type of position you are interested in.
- Mention how you learned about the position (newspaper, Career Services listing, DPI bulletin, name of contact)
- If you don't know of a specific opening, inquire about available or anticipated openings.
- Demonstrate knowledge and interest in the school district, organization, or company. Be very specific about this information to show the employer you have done your homework and researched the organization (annual sales last year, organizational growth, awards received, mission, etc).

Middle Paragraph:

- Group similar items together in a paragraph. Write a topic sentence and then expand upon this theme. Examples of themes can include: skills background and experience, personal traits, philosophy of work and education.
- Be positive in content, tone, world choice and expectations.
- Expand upon the information stated in your resume but do not repeat it. Reflect your personality and philosophy.
- Use skill based language.

Closing Paragraph:

- End with an action statement requesting a personal interview.
- Repeat your phone number in the letter and offer any assistance to help in a speedy response.
- Thank the reader for his/her time and consideration.

Sincerely.

(handwritten signature)  
Type your name  
Telephone (with area code)

Enclosure

# **Sample Cover Letter**

---

221 College Street  
Sheboygan, WI 12345

January 3, 1997

Mr. Mark Thiessen  
Personnel Director  
Osborn Communication Group  
501 Zurmehly Rd.  
Manitowoc, WI 54221

Dear Mr. Thiessen:

I have developed an interest in Osborn Communications through recent employment advertisements in the Sheboygan Press and from researching your annual report. Your company appears to be an active and growing organization which provides ample opportunity in the area of sales. With a Bachelor of Arts degree in Marketing and almost one year of relevant work experience, I am confident that I could make a positive contribution to your firm.

I will graduate in May from Lakeland College and look forward to utilizing my academic and internship experience in a professional sales position. Sales has been a major focus of my academic background and work experience. For instance, during my year long sales and marketing internship I was able to gain exposure to inside sales, retail sales, various marketing and sales strategies, several workshops and conferences, and supervision. The enclosed resume provides more specific information about my academic background and activities while in college. I have been a contributing member of my campus community and expect to bring that same commitment and energy to my place of employment after graduation.

I am anxious to speak with you and discuss my qualifications further. I hope that an interview can be arranged at your convenience. I will call you next week to request an appointment, or you can call me at 920-565-1255. Please let me know if you need any additional information. Thank you for your consideration.

Sincerely,

Johnny Job

# **Sample Thank You Letter Format**

---

Your Present Address  
City, State, Zip Code

Date of Writing

Mr./Ms. Employer  
Job Title  
Organization  
Street Address  
City, State, Zip Code

Dear Mr./Ms. Employer:

Opening Paragraph:

- Thank the person for the interview.
- Refresh the employer's mind by stating the date and time of your meeting, the position(s) discussed, and/or the topics covered.

Middle Paragraph:

- Reaffirm your interest in the organization and mention how several items that were discussed affected your general outlook of the company, or interest in the position.
- If there was a personal characteristic, work experience, or other type of pertinent information that you did not mention during the interview, use this letter to convey it to the interviewer.

Closing Paragraph:

- If applying for a specific job, state your continued interest and offer a phone number or address at which you can be reached for any further questions.
- Finally, in all cases, thank the person for their time and consideration in meeting with you.

Sincerely,

Sign your name here

Type your name here

# **References**

## **CONTACTING REFERENCES:**

Approach a potential reference with a tactful request. Do not assume people will act as reference for you. Many people will reluctantly say yes if you just ask them to be a “reference.” This can work against you later when they provide weak or negative references. If your reference says yes, you need to help them prepare. Provide them with useful information. You might give them a copy of your resume. Many employers do make reference checks!.

## **PREPARING YOUR REFERENCE:**

Once a reference has agreed to speak or write (usually referred to as a recommendation) for you, ask to meet in person to provide information about yourself. Ask if there is anything he/she would like. Show up promptly and prepared. Bring copies of the same materials you would bring to an interview, such as your resume, portfolio, licenses, etc. Provide them with information in an easily accessible package, including your resume, other documents, information on how long you’ve known them and in what capacities, and a list of achievements you’ve demonstrated while working with them. WHY? To help them address the following:

## **WHAT YOUR LETTERS OF REFERENCE SHOULD ADDRESS:**

- Technical skills relevant to your field
- Personal qualities that make you a good employee
- Achievements you’ve encountered during your relationship
- Individual and team capabilities, communication, language and computer skills

Ask him /her what address and phone number you should use. Don’t assume! Stay in touch (at least every few weeks) during the time that you are actively applying.

## **MAINTAINING POSITIVE CONTACT:**

The people you ask to act as a reference will usually be very busy. Don’t forget to thank them. Thank them for the time they’ve spent together with you in the preparation meeting. Thank them for writing letters and them again in all follow up contacts. Finally, don’t forget to drop a thank you note or to call a reference when you receive a job to help them know their work paid off.

Once you get a job, do not lose contact with your references. Staying in touch can prevent stress in rebuilding references. Send a note or call once or twice a year letting your references know how your career is. Share information about new job related experiences you’ve had and new related classes or skills you’ve gained. Throughout your career be aware of who might make a good reference. Keep track of your achievements. Always be prepared to provide information about your abilities to others.

*Sample Reference Sheet Follows*

# **Example Reference Sheet**

- View reference cultivation as a career long process.

- Don't assume someone will act as a reference for you.
- Don't assume your reference will remember every detail about you. Provide them with ready reference material.
- Keep in contact with your references throughout your job search and afterwards.
- Be aware of who you should have acting as references.
- Be aware of the types of information employers look for in candidates.
- Make and take opportunities to demonstrate your skills.
- Provide examples of your relevant job skills for your references.

<p>Your Contact Information (use the same heading as your résumé)</p> <p>REFERENCES</p> <p>1. Name Title Company/Employer Address Phone Number E-mail Relationship</p>	<p>Anne Smith 1621 North Ave. Sheboygan, WI 53082 (414) 451-9874</p> <p>REFERENCES</p> <p>Mr. Thomas T. Burns Secondary Social Studies Teacher Sheboygan School District First and Lincoln Streets Sheboygan, WI 53082 (414) 458- 3584 Previous Employer</p> <p>Professor L. Beacher Dean of Educational Studies WAK 311 Sheboygan, WI 53082 (414) 565-1421 Academic Advisor / Professor</p> <p>Dr. Steven Habrausch Elementary School Teacher Sheboygan School District 311 Main Ave. Sheboygan, WI 53082 Cooperating Teacher</p>
--	--

# Interviews

The most influential factor in the employment process is the interview. Your resume, cover letters and recommendations are important aspects of being invited to interview, but the interview is the primary determining factor in the selection process.

## **INTERVIEW SITUATIONS:**

### **On-campus:**

Representatives of some companies visit the Career Development Office for the purpose of conducting screening interviews. Because recruiters will interview a dozen or more applicants in a single day, the interviews are usually thirty minutes in length. An on-campus interview offers you a good introduction to interviewing in a familiar, non-threatening environment. Details of the recruiters visiting our campus will be available two to three weeks in advance of the interview date.

### **On-site or off-campus:**

In contrast to on-campus screening interviews, the on-site interview focuses more on the selection and hiring of staff members. Company management may offer you an invitation to interview at their building as a result of an on-campus visit or as a result of a cover letter, resume and completed application form. The interview will vary in length and in style, depending on the style used. Candidates are usually expected to cover all traveling and other expenses.

Recruiters will use the personal interview to confirm or negate impressions conveyed by your brief interview on campus, your resume and other paperwork, and recommendations from staff members, university supervisors, faculty members, etc. Prospective employers will also attempt to assess your personality and evaluate your potential as a professional colleague. Hiring officials take several items into consideration during the interview: communication skills, enthusiasm, knowledge of the field, and appearance. You must concentrate on presenting a professional image from the beginning of the interview through closure. Be sincere, be honest, be yourself and **BE PREPARED!**

# **Interviewing Formats**

### **Phone Interview:**

Be prepared. This interview may or may not be scheduled in advance. Employers may call and do an initial screening interview on the spot.

- Keep a folder by the phone with a copy of your resume, a notepad, and pen.

- If the phone interview is scheduled, have in front of you whatever company information you may have, in addition to a copy of the cover letter and resume you sent to the organization.
- A general rule---when job hunting, be sure to have an answering machine with **professional sounding message** recorded on it hooked up to your phone.
- Consider purchasing a simple “While You were Out” style message pad and encourage house-mates to utilize it when taking messages for you.
- Ask roommates, parents, etc. to answer the phone with professionalism ( A greeting of “Joe’s house of beer” or “ Grand Central Station” will not impress prospective employers!!!)
- When called by an employer, move to a quiet spot (away from roommates, noisy dishwashers, loud pets and televisions.)
- A final hint---While speaking to an employer, ignore your call waiting!!

### **Group Interview:**

This will involve your being interviewed by a group (typically three or more) of individuals from the organization. The group may be made up of individuals from all different areas of the organization (someone from human resources, your would be director, a would-be co-worker, perhaps a head of a department) all the individuals present will typically ask at least one question of you. Some things to consider:

- When you are asked to take a seat, a particular seat is not mentioned, be sure to select one that will enable you to have unobstructed eye contact with each individual. A seat at the head of the table may feel uncomfortable to you, but chances are, it is the best place for you to both listen and speak from.
- When responding to one interviewer’s question, don’t forget about the other individuals in the room. It is OK to focus more on the individual who asked the question, but be sure to make eye contact with everyone while answering.
- Try to remember everyone’s name and title (for later when you send personalized thank-you cards to each individual).

### **One-On-One Interview:**

This type of interview is perhaps the most ideal for interviewees as it allows you to establish individual rapport with the interviewer. Make good use of your time with the interviewer (here is where your self-marketing goes into high gear!!)

### **Behavior-Based Interview:**

Employers use the behavioral interview technique to evaluate a candidate’s experiences and behaviors so they can determine the applicant’s potential for success. The interviewer identifies job-related experiences, behaviors, knowledge, skills and abilities that the company has decided are desirable in a particular position. The premise behind behavioral interviewing is that the most accurate predictor of future performance is past performance in similar situations. Behavioral interviewing, in fact, is said to be 55 percent predictive of future on-the-job behavior, while traditional interviewing is only 10 percent predictive. Behavioral-based interviewing is touted as providing a more objective set of facts to make employment decisions than other interviewing methods. Traditional interview questions ask you general questions such as “Tell me about yourself.” The process of behavioral interviewing is much more probing and works very differently. Here are some sample questions online:

[http://www.quintcareers.com/sample\\_behavioral.html](http://www.quintcareers.com/sample_behavioral.html), [http://www.vault.com/nr/ht\\_list.jsp?ht\\_type=10](http://www.vault.com/nr/ht_list.jsp?ht_type=10), <http://www.career.vt.edu/JOBSEARC/interview/Behavioral.htm>

# **Interview Checklist**

## **INITIAL PREPARATION**

- \_\_\_\_\_ Knowledgeable about the employer and city by reading available literature on the employer’s website, contacting the Chamber of Commerce, Google, and other sources.
- \_\_\_\_\_ Familiar with standard interview questions.

- \_\_\_\_\_ Prepared to ask your own questions.
- \_\_\_\_\_ Viewed materials in the Career Development Resource Center which describe various interview situations.
- \_\_\_\_\_ Organized and have available the INTERVIEW PORTFOLIO for the recruiter's referral.

**PERSONAL PREPARATION**

- \_\_\_\_\_ Appropriately dressed and groomed.
- \_\_\_\_\_ Punctual and courteous to the secretary. Avoid gum chewing and cigarettes.
- \_\_\_\_\_ Aware of appropriate etiquette; formal but friendly greeting beginning with a firm handshake, remain standing until asked to be seated, and comfortable eye contact.
- \_\_\_\_\_ Anticipate your response to questions of a personal nature which may be asked.
- \_\_\_\_\_ Appear self-confident, show your enthusiasm and sense of humor.
- \_\_\_\_\_ Be conscious of your choice of words, avoid slang words and clichés; avoid one word answers.
- \_\_\_\_\_ Tone and volume of voice should be normal. Nervousness may make your pitch higher.
- \_\_\_\_\_ Practice with a tape recorder and in front of a friend who will be honest with you.
- \_\_\_\_\_ Listen carefully; if uncertain about the intent of the question, ask for clarification.

**INTERVIEW CLOSURE**

- \_\_\_\_\_ Be perceptive about drawing the interview to a close. Pick up signals from the interviewer. Do not prolong the interview.
- \_\_\_\_\_ Request information on the time-table and the next step in the hiring process.
- \_\_\_\_\_ Send a follow-up letter as a courtesy to the recruiter and as a refresher of what was discussed in the interview.
- \_\_\_\_\_ If you do not receive a response from the employer within a reasonable time period or when they said they would respond, follow up with a phone call or letter to the hiring official.

**POST INTERVIEW- SELF EVALUATION**

- \_\_\_\_\_ Was I prepared?
- \_\_\_\_\_ Did I present my qualifications in the best possible way?
- \_\_\_\_\_ Was I too aggressive? Too passive?
- \_\_\_\_\_ Send interviewer(s) a thank you letter
- \_\_\_\_\_ Ways to improve my next interview \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**The traits most often sought by employers are:**

- |                          |                              |
|--------------------------|------------------------------|
| • Ability to Communicate | • Self-Confidence            |
| • Team Player Ability    | • Initiative                 |
| • Leadership             | • High Energy Level          |
| • Interpersonal Skills   | • Ability to Handle Conflict |

- Goal Achievement

- Self-Knowledge

Which of these traits do you possess? Which can you demonstrate during your interview?

**Write down** your answers to the following questions. Be as specific as possible! Preparing this self-assessment will provide you with excellent materials to utilize during your interview.

What **Skills** and **Abilities** do you own?

What *specific examples* can you give to demonstrate them?

How do they relate to the position you are interviewing for?

What basic **Values** and **Attitudes** do you hold?

How do they relate to the world, others, and yourself?

What are your **Career Goals**?

What **Types of Work** excite and/or inspire you?

What **Kind of Job** do you really want?

What **Knowledge Bases** can you exhibit?

How has your education both on and off campus contribute? (Be Specific!)

What have you gained from your **Work Experiences**?

What are my **Weaknesses** (and **Strengths**)? How am I working to improve them?

# Knowlege of the Organization

---

“If they haven’t prepared for the interview by knowing about my company, it raises serious questions about how they would perform on the job.”

--told to Changing Times magazine by an employer

**Never** go to any interview without **thoroughly researching the organization** offering the job.

**Some areas you could research include:**

- History
- Size and organizational structure
- Types of promotional activities
- Financial stability
- Locations
- Major competitors
- Types of products/services offered
- Reputation
- Prospects for growth or change
- Philosophy
- Current industry trends/problems
- Weaknesses

**How to find this information???**

- Review annual reports
- Google
- Obtain brochures
- Ask for the full job description
- Look through recent business magazines, trade magazines
- Obtain internal publication (i.e. → newsletters)
- Talk with anyone that might know about or be employed by the organization
- Check company sites on the INTERNET

Being able to converse intelligently about the organization will create a favorable impression. The above research coupled with being able to ask pertinent questions and discuss the organization (and field) with some degree of familiarity will reflect your ability to be a self-starter.

# **Appearance**

Whether we like it or not, first impressions carry a lot of weight in an interview. Appearance is about 90% of an employer's first impression, so this is definitely worth spending some time and effort on.

**Some general guidelines:**

- Wear polished, professional shoes.
- Makeup should be soft, simple, and subtle.
- Nails should be manicured.
- If you are concerned with bad breath, eat a mint or use breath spray right before the interview (Never, never chew gum--even in the waiting area!)
- Wear simple jewelry.
- Do not wear perfume--what smells lovely to you may smell offensive to the interviewer.
- Don't smoke before or during an interview, even if the interviewer does.
- Women--Carry a briefcase or a purse, not both.

Clothing should be the best that you can afford. Invest the time and money in your wardrobe that your future deserves. Wear your new clothing for a while before the day of the actual interview so that when the day arrives you are used to the outfit, and comfortable with it. If you feel really good in your attire, it will show in your self-confidence.

When dressing for an interview, your main objective is to look like the professional job for which you are applying. Try to find out ahead of time what the norms are for your career field and even for the company itself. Anything that draws attention to what you are wearing and away from what you are saying should not be worn to a job interview.

Remember to make a **last-minute stop** in the restroom just before your interview **to confirm your professional appearance!**

### **Another tip:**

Many large department stores (Younkers, Elder Beerman, Boston Store, J.C. Penny's, etc.) offer assistance in selecting business wardrobes. Ask a store near you about the availability of such a service and if there is a charge involved.

# Non-Verbal Communication Skills

We speak with our voices and also **communicate** with our:

- |           |                      |         |
|-----------|----------------------|---------|
| • Posture | • Facial Expressions | • Hands |
| • Actions | • Body Language      | • Mouth |

Are you aware of how you communicate and what you are communicating?

**Some key points to remember:**

- Make sure your palm is dry before a handshake. Shake the person's hand firmly, and look him/her in the eye. (Hint: if your palm is sweaty gently and nonchalantly wipe it on your pant or skirt.)
- Do not sit down until invited to do so.
- Maintain good eye contact, but do not stare at the person continuously. It is natural to have less eye contact while speaking and have more while listening.
- Be relaxed, but pay attention to what is going on.
- Smile when appropriate. Be natural and sincere.
- Watch out for personal habits: Touching your hair, shaking your crossed leg, biting your nails, fiddling with your pen. Just relax and focus on the person(s) in front of you.
- Utilize your hands, body movements, and facial expressions to emphasize what you are verbalizing. For example: Sitting up on your chair, leaning forward slightly, smiling, and moving your hand as you speak will demonstrate enthusiasm in a subject matter.

**Practicing a mock interview in front of a video camera is ideal for observing your non-verbal communication skills. If one is unavailable, ask a friend to role-play and provide feedback!**

# **Fifteen Factors Why Candidates Receive Rejection Replies:**

1. Lack of proper career planning - purpose and goals ill defined, needs direction
2. Lack of knowledge of fields of specialization - not well qualified - lacks depth
3. Inability to express thoughts clearly and concisely - rambles
4. Insufficient evidence of achievement or capacity to excite action in others

5. Not prepared for the interview - no research on company
6. No real interest in the organization or the industry - merely shopping around
7. Narrow location interest - unwilling to relocate later - inflexible
8. Little interest or enthusiasm - indifferent - bland personality
9. Overbearing - over aggressive - conceited - aloof - assuming
10. Interested in only the best dollar offer - too money conscious
11. Ask no or poor questions about the job - little depth and meaning to questions
12. Unwilling to start at the bottom - expects too much too soon - unrealistic
13. Makes excuses - evasive - hedges on unfavorable factors in record
14. No confidence and poise - fails to look interviewer in the eye
15. Poor personal appearance - sloppy dress - lack sophistication

## **The 10 Worst Mistakes Career Changers Can Make**

*by Barbara Reinhold*  
Monster Contributing Writer

Changing careers is never easy. Half the world thinks you've lost your mind, headhunters say you'll never work again and your relatives contribute the old "I told you so" routine. But for many [burned-out](#), [bored](#) or multitalented folks who are sitting on skills they're not getting a chance to use, changing fields is the only way to keep from losing their marbles. Regardless of your career-change strategy, never make these 10 mistakes:

### **1. Don't Look for a Job in Another Field Without Some Intense Introspection**

Nothing is worse than leaping before you look. Make sure you're not escaping to a field that fits you just as poorly as your last. Be sure you do a thorough [self-assessment](#) first.

### **2. Don't Look for Hot Fields Unless They're a Good Fit for You**

You wouldn't try to squeeze into your skinny cousin's suit, so why try a field because it works for him? People who are trying to help you will come along and do the equivalent of whispering "plastics" in your ear. Instead of jumping at their suggestions, take time to consider your options. Decide what you really want to do. When you enter a field [just because it's hot](#), burnout isn't far behind.

### **3. Don't Go into a Field Because Your Friend Is Doing Well in It**

Get thorough information about the fields you're considering by [networking](#), reading and doing online [research](#). Having [informational interviews](#) with alumni from your college, colleagues, friends or family is a fun way to get the scoop on different fields.

### **4. Don't Stick to Possibilities You Already Know About**

Stretch your perception of what might work for you. Read some [job profiles](#), and explore career fields you learn about from self-assessment exercises.

#### 5. Don't Let Money Be the Deciding Factor

There's not enough money in the world to make you happy if your job doesn't suit you. Workplace dissatisfaction and stress is the number-one health problem for working adults. This is particularly true for career changers, who often earn less until they get their sea legs in a different field.

#### 6. Don't Keep Your Dissatisfaction to Yourself or Try to Make the Switch Alone

This is the time to talk to people (probably not your boss just yet). Friends, family and colleagues need to know what's going on so they can help you tap into that large percentage of jobs that aren't advertised.

#### 7. Don't Go Back to School Unless You've Done Some Test-Drives in the New Field

You're never too old for an internship, a [volunteer](#) experience or trying your hand at a [contract](#) assignment in a new field. There are lots of ways to get experience that won't cost you anything except your time. A [new degree](#) may or may not make the world sit up and take notice. Be very sure where you want to go before you put yourself through the pain and debt of another degree program.

#### 8. Be Careful When Using Placement Agencies or Search Firms

Do some research to be sure to find a good match. Ask those who work in the field you're trying to get into or other successful career changers for suggestions. Try to find a firm that knows how to be creative when placing career changers -- not one that solely focuses on moving people up the ladder in the same field.

#### 9. Don't Expect a Career Counselor to Tell You Which Field to Enter

[Career advisors](#) are facilitators, and they'll follow your lead. They can help ferret out your long-buried dreams and talents, but you'll have to do the research and the decision making by yourself. Anyone who promises to tell you what to do is dangerous.

#### 10. Don't Expect to Switch Overnight

A thorough career change usually will take a minimum of six months to pull off, and the time frequently stretches to a year or more.

Changing fields is one of the most invigorating things you can do. It's like experiencing youth all over again, except with the wisdom of whatever age you are now.



**Attention Kellett School Students:** To access the Vault Online, you need to request the password from the [Career Development](#) office **or do we do this through Blackboard??**.

Lakeland College has teamed up with Vault and now have a 24-hr., mobile access to books, and to relieve you from having to jam into the career center to access the books (if the books aren't "lifted" by the time they get there) or pay the \$30-40/book price that bookstores charge.

Access (and download) part or all of the following and more on Lakeland College's Vault Online Library:

- PDF versions of Vault Industry & Career Guidebooks including:

- Vault Guide to International Careers
- Vault Guide to Biotech Careers
- Vault Guide to Finance Interviews
- Vault Guide to Fashion Industry
- Vault Guide to Schmoozing
- Vault Guide to Marketing & Brand Management
- Vault Guide to Book Publishing
- Vault Guide to Resumes, Cover Letters, and Interviews
- 40+ updated Vault Premium Employer Profiles, 50-pp. each (Goldman, McKinsey, etc).
- 1000+ pages of information on more than 50 top employers
- Company Research Area: link to 2,500+ Vault Company Profiles
- 2,500+ Company Discussion Areas in Vault's Electronic WaterCooler™
- 1,100+ Vault Career Advice (covering 29 key categories)
- 30+ Vault Industry Overviews
- 55+ Vault Occupation Profiles

[Click Here To Access Vault](#)