

2009-2010
JOB SEARCH MANUAL



OHIO
UNIVERSITY

OFFICE OF
CAREER SERVICES
www.ohio.edu/careers

Table of Contents

Services	2
Résumé Writing	3
Active Verbs	5
Transferable Skills	6
Sample Résumés	7
Cover Letter Template	10
The Cover Letter	11
References	11
Thank-You Letter Template	12
Sample Handwritten Thank-You Letter	12
E-mail Correspondence	13
How to Find the Right Job	14
Social Networking Web Sites	15
Job Interviewing Techniques	16
Network Your Way to a Job	20
Professional Etiquette	21
Are You Ready for a Behavioral Interview?	22
Students with Disabilities: Acing the Interview	23
Pre-Employment Testing	24
Guide to Appropriate Pre-Employment Inquiries	25
Job Search Strategies: Pros and Cons	26
Getting the Most Out of a Career Fair	27
Marketing Your Liberal Arts Degree	28
Is Graduate School Right for You?	29
Don't Forget the Small Companies	30
Working for a Nonprofit Organization	31
Federal Jobs: Working for Uncle Sam	32
International Students and the Job Search	33
10 Steps to Prepare for Your Teaching Career	35

ADVERTISER INDEX

Clark County School District	34
CNA	19
Jefferson County Public Schools	19

JOB SEARCH MANUAL

2009-2010

Ohio
University

Office of
Career Services
DIVISION OF
STUDENT AFFAIRS

Staff

Director:

Dr. Thomas F. Korvas

Assistant Directors:

Kristine M. Hoke

Brittany R. Buxton

Support Staff:

Debby Lax

Christi Q. Lee

Graduate Assistants:

Sybil Kennedy

Leslie Kingsley

Sarah Meadows



COLLEGE RECRUITMENT MEDIA

205½ W. State Street, Suite C
Geneva, Illinois 60134
630.457.1412

Rights - All Rights Reserved.
No part of this publication may
be reproduced without written
permission of the publisher.
© Copyright 2009
College Recruitment Media, Inc.

Services

CAREER SERVICES' MISSION STATEMENT

The Office of Career Services is committed to providing comprehensive career development assistance to all Ohio University students and alumni, as well as offering programs and services to assist employers with their human resource and college relations needs. Moreover, we strive to provide leadership and counsel to our campus partners regarding career planning and vocational trends in order to augment the university learning experience.

MAJOR AND CAREER ADVISING

Individual advising by scheduled appointment or during Walk-In Hours (9:00 - 11:30 a.m., Monday - Thursday, 1:00 - 4:00 p.m., Mon. - Fri.); self-assessment exercises; computerized career guidance programs: CareerBeam, FOCUS, OCIS, and VAULT®; workshops on Résumé Writing, Interviewing and Career Planning.

JOB SEARCH ASSISTANCE

Personal advising on job search strategies, résumé and cover letter critiques, Résumé and Interviewing Techniques seminars, Mock Interview Program, on-campus interviewing for winter break and summer jobs, career fairs and networking events.

MESSAGE FROM THE DIRECTOR

Graduating Students,

The Ohio University Office of Career Services is committed to providing comprehensive career development assistance to all Ohio University students and alumni. The entire staff of Career Services is delighted to provide this Job Search Manual at this crucial time in your career development process.

I encourage you to register with Bobcat Career Link and take advantage of the many programs and services offered by the Office of Career Services. If you have questions or uncertainty relative to your career goals, or attending graduate or professional school, I suggest you meet with one of our career counselors.

In closing, Career Services is committed to assisting you with all aspects of your career development. Please accept my personal best wishes for much success with all your career-related endeavors.

Sincerely,



Thomas F. Korvas, Ph.D.

Director, Office of Career Services

CAREER SERVICES' WEB SITE

Visit our web site for general information and career advice as well as links to job search resources on the Web. Find us at <http://www.ohio.edu/careers>.

BOBCAT CAREER LINK

- Résumé Referrals
- Online Job Postings
- On-Campus Interviewing for Career Positions
- Schedule Counseling Appointments

CAREER FAIRS 2009-10

- Ohio University Fall Career Fair (Oct. 6, 7)
- Ohio University Winter Career Fair (Feb. 2)
- Teacher Recruitment Consortium (Apr. 16)

CAREER RESOURCE CENTER

Career guides, CareerBeam® (Net-based employer research system), college and graduate school information, graduate admissions tests registration materials, and VAULT®, an online career library.

Résumé Writing

Your résumé often creates the first impression you make with an employer. The information you include and the way you present it can determine whether you will have the opportunity to interview for a position. If the résumé is strongly written and presented attractively, it may open the door to an interview.

Your résumé is your marketing tool. It provides a quick overview of the skills, knowledge, and experience you have to “sell” to an employer. A résumé summarizes your educational and employment experiences. Therefore, it should be a concise, easy-to-read review of your qualifications.

PREPARATION FOR WRITING THE RÉSUMÉ

A résumé should support your career goals by presenting evidence to the employer that you have the skills and knowledge necessary to perform the job. If you are unsure which career options you want to pursue, it will be more difficult to design an effective résumé. Therefore, it is important to have some type of “objective” in mind (if not on paper) when constructing your résumé. Your objective will enable you to write a résumé that highlights your most important qualifications for specific kinds of jobs.

Formulating at least a general career goal forces you to assess the skills and knowledge you have to offer employers and enables you to focus your energy on the most likely career opportunities. **Employers will interpret a vague career goal as a lack of direction and self-knowledge.** If you don’t know the types of positions for which your background can best be utilized, the employer cannot afford the time and energy to figure it out for you.

When you feel confident that you have identified your skills, defined your objectives, and become familiar with options in your chosen career field (including potential employers), you are ready to begin writing your résumé.

RÉSUMÉ CONTENT

A résumé is a flexible document that can be adapted to highlight your particular skills or experiences. The content categories you select for your résumé will be determined by a number of factors, especially by your strongest “selling points,” relative to the type of position you are seeking. You may have several versions of your résumé if you are targeting different types of career positions.

The length of a résumé is generally one page, but two pages are usually acceptable if you need the space to show the breadth of your experience. If you go to two pages, make sure the information on page two is relevant and that you use the majority of the second page.

Identification Data—Name, address/es (current and permanent if appropriate), phone number(s), e-mail address, and web site or link to an online portfolio (if applicable). Make sure your e-mail address sounds professional!

Career Objective—These statements on résumés are now considered optional; if you decide not to include an objective on your résumé, then your objective should be clearly articulated in your cover letter. If you do include an objective, be specific—**don’t explain what you want from an organization but rather address the skills you are bringing to that organization.** Objectives do *not* include pronouns such as I, my, or me.

Education—Your academic experiences should be listed in reverse chronological order with your most recent degree or experience listed first. List the proper title of your degree and GPA (a guideline is to include a GPA if it’s 3.0 or above). It is appropriate to list the percentage of expenses you earned to finance your degree.

Experience—Your experience should include not only paid full-time positions but also part-time, volunteer, field, observation, internship, and cooperative education experiences. For each position, list the organization for whom you worked, the location (city and state), job title, and dates (month/year) of employment. There is no single correct order for the presentation of this information as long as you are consistent throughout the résumé. You should separate “Relevant Experience” from general “Work Experience” to indicate that you have experience relating to your degree and/or career goals.

- Give a brief description of the skills and responsibilities for each position using short phrases and clauses rather than full sentences.
- Avoid the use of any personal pronouns (I, my, or me). It is particularly effective to begin each fragment with an active verb.
- Take credit for what you have done—especially for those activities that you initiated, developed, or supervised. Be careful not to exaggerate your responsibilities, but do not undersell yourself either.

Activities—The activities section indicates your interests, willingness to accept responsibility, and leadership abilities. Your involvement in clubs, student government, athletics, and social organizations shows an employer you have broadened your education with activities outside the classroom. These activities can also demonstrate important work-related skills and knowledge such as organizational or management experience and the ability to work effectively with others. Be sure to include offices or other leadership positions you have held, as well as describing the positions and related tasks.

Optional Special Sections—You may list other types of information if they relate to your career and/or reflect achievements in which an employer may have an interest.

- Honors and Awards
- Special Skills—Computer, Equipment, Language(s)
- Professional Affiliations
- Additional Training
- Research
- Presentations
- Productions/Shows
- Publications
- Study Abroad
- Volunteer
- Certifications
- Military
- Relevant Courses
- Conferences Attended

Do not include personal information, photographs, or high school information.

RÉSUMÉ STYLES

There are many good résumé layouts. The layout of your résumé is important in creating a favorable first impression in an employer's mind. The appearance of your résumé may determine whether it is even read at all. Many corporate recruiters recommend not using résumé templates that are available with your word processing software. It is more impressive to create your own résumé "from scratch" utilizing categories and formatting which fit your unique qualifications.

TRADITIONAL OR PAPER RÉSUMÉ STYLES

Traditional résumé styles generally employ serif fonts, are 1-2 pages in length, and utilize active verbs to focus on various skills developed during work experience. However, traditional/paper résumés are not necessarily designed for submission through electronic means. You are encouraged to develop both a traditional "paper" résumé and an electronic résumé to meet employers' preferences. If you send an electronic résumé, then it would be acceptable to take a traditional, fully-formatted résumé to an interview or a career fair.

CHRONOLOGICAL STYLE—With this style, information is presented in reverse chronological order—most recent information is listed first, working backward in time. This

approach is the easiest to follow and is often used by job seekers with limited experience.

FUNCTIONAL STYLE—The focus of this style is on skills and abilities—not on when or where they were attained. Related skills are grouped together in comprehensive categories. The skill areas should relate closely to the stated career objective. It is best used by people who have extensive professional experience, may have changed careers, taken time off from their career, or who have gained their skills in volunteer or community service settings.

CURRICULUM VITAE—Candidates who are applying for faculty/administrative/research positions in a college, university, or research setting typically prepare a curriculum vitae (CV) rather than a résumé. Sample CVs and categories you may include in a CV are available on our web site.

CREATIVE APPROACHES—Creative approaches to résumé writing are not appropriate for most career fields. However, candidates for positions in fields which place a premium on innovation may experiment with different ways to present their special qualifications to employers.

ELECTRONIC OR SCANNABLE STYLES

SCANNABLE/ELECTRONIC RÉSUMÉS—Scanning résumés allows organizations to manage the large volume of résumés they receive. The following list explains what to include and what to avoid when developing an electronic or scannable résumé.

Avoid on Electronic/Scannable Résumé

- Boldface, italics, underlining, highlighting, boxing, shading (no gray screens), or script text
- Avoid vertical lines completely
- Pictures or graphics
- Bullets
- Columns—scanners read left-to-right and will not read columns
- Do not compress text to fit 1-2 pages; letters may blur
- Do not use unusual characters or put brackets around area codes
- Do not send several versions of your résumé to the same employer—scanners can catch this and notify the employer
- Do not staple, use paperclips, or fold
- Do not put information on the back of your résumé
- Do not format the résumé to look like a newsletter or newspaper
- Do not focus as much on active verbs as key words
- Do not put all of your contact information on one line—each item should have its own line
- Do not exceed 65 characters per line
- Do not include an Interests or References section
- Do not use colored ink—only black
- Do not use tabs for indents—use the space bar instead

Include on Electronic/Scannable Résumé

- Horizontal lines should have ¼" above and below
- Use (*) or (+) rather than bullets
- 10-14 point font size; do not exceed 20 pt. for name
- White, light gray, or beige paper color
- Use sans serif fonts like Helvetica or Arial
- Do use technical industry terms and jargon and make sure to spell out any abbreviations
- Send clear, original copies from a laser printer
- Use a 1" margin—although ½" will usually work
- Scannable résumé may be 2-3 pages in length because you cannot use columns or compression techniques; however, do not go beyond 3 pages
- Use 8 ½" x 11" paper—no unusual sizes
- It is appropriate to send a hard copy of your résumé if you fax it first
- The use of key words is imperative! Nouns play a more important role in electronic résumé writing. Computers search for key words, not verbs—repeat key words
- Mail flat in a large envelope
- Leave a good amount of white space between sections
- Use 20 lb. paper or slightly heavier
- Capital letters can be substituted for bold face
- When faxing, use the highest mode rather than standard
- Include a Key Word Summary section after the contact information section

FINAL POINTERS

- It is **essential** that you **use correct grammar, punctuation, and spelling**. Not all computer programs automatically run spell check!
- **Use abbreviations sparingly**. Spell out your degree, the name of the university, and organizations to which you belong.
- **If you are requested to e-mail your résumé**, ask the employer what format they prefer (attachment, electronic, in body of e-mail).
- Use a **serif font for a traditional résumé** (Times Roman, Garamond, etc.). Do not switch fonts.
- **Present similar information consistently**.
- Use capitals, underlining, spacing, highlighting and white space creatively to **emphasize the most important points**—but don't overdo it!
- You must get your point across quickly and clearly. Studies show that employers will typically read a résumé for an average of 30-45 seconds.
- You may want to **develop different résumés if you are seriously considering several career areas**. If you choose this option, not only should the career objectives be different, but the way in which you describe your work and

academic experiences may also need to be changed to match the qualifications for the different positions.

- **Reproduce your résumé on good quality paper and use a laser or letter quality printer**. White, cream, ivory, or very light gray are acceptable paper color options. Avoid pastels or very bright colors. Since it is possible your résumé will be copied for distribution within an organization to which you have applied, choose a paper which copies well (without shadows). Also pay attention to the texture of the paper as a texture may obscure information if the résumé is scanned.
- **If you are using résumé paper with a watermark**, make sure the watermark can be read if you hold up the paper to a light. The watermark is usually the name of the paper manufacturing company, and it is not proper etiquette to have the watermark backwards or upside down.
- **Remember the importance of key words** on the résumé in the event you are applying to an employer's electronic database.

Please refer to our web site for additional sample résumés and a self-critique sheet.

Active Verbs

achieved	contacted	experimented	observed	represented
acted	contributed	facilitated	obtained	reproduced
adjusted	controlled	filed	operated	researched
administered	coordinated	formed	ordered	retrieved
advertised	corresponded (with)	generated	organized	reviewed
advised	counseled	guided	oversaw	revised
analyzed	created	handled	participated (in)	scheduled
arranged	defined	identified	persuaded	selected
assembled	delegate	illustrated	planned	served
assessed	delivered	implemented	prepared	simplified
began	demonstrated	increased	presented	sold
budgeted	described	initiated	processed	solicited
built	designed	inspected	produced	studied
calculated	developed	installed	programmed	supervised
chaired	directed	instructed	proofread	synthesized
changed	dispensed	interacted (with)	publicized	systematized
clarified	distributed	interviewed	published	targeted
classified	drafted	inventoried	purchased	taught
coached	edited	investigated	rated	tested
collaborated (with)	enabled	led	recommended	trained
collected	encouraged	made	recorded	translated
communicated	established	maintained	recruited	tutored
compiled	estimated	managed	referred	updated
composed	evaluated	marketed	regulated	utilized
computed	executed	measured	reorganized	verified
conducted	expanded	monitored	repaired	volunteered
constructed	expedited	negotiated	reported	wrote

Transferable Skills

If you're wondering what skills you have that would interest a potential employer, you are not alone. Many college seniors feel that four (or more) years of college haven't sufficiently prepared them to begin work after graduation. And like these students, you may have carefully reviewed your work history (along with your campus and civic involvement) and you may still have a difficult time seeing how the skills you learned in college will transfer to the workplace.

But keep in mind that you've been acquiring skills since childhood. Whether learning the value of teamwork by playing sports, developing editing skills working on your high school newspaper or developing countless skills while completing your coursework, each of your experiences has laid the groundwork for building additional skills.

WHAT ARE TRANSFERABLE SKILLS?

A *transferable* skill is a "portable skill" that you deliberately (or inadvertently, if you haven't identified them yet) take with you to other life experiences.

Your transferable skills are often:

- Acquired through a class (e.g., an English major who is taught technical writing)
- Acquired through experience (e.g., the student government representative who develops strong motivation and consensus building skills)

Transferable skills supplement your degree. They provide an employer concrete evidence of your readiness and qualifications for a position. Identifying your transferable skills and communicating them to potential employers will greatly increase your success during the job search.

Remember that it is impossible to complete college without acquiring transferable skills. Campus and community activities, class projects and assignments, athletic activities, internships and summer/part-time jobs have provided you with countless experiences where you've acquired a range of skills—many that you may take for granted.

IDENTIFYING TRANSFERABLE SKILLS

While very closely related (and with some overlap), transferable skills can be divided into three subsets:

- working with people • working with things
- working with information and data

For example, some transferable skills can be used in every workplace setting (e.g., organizing or public speaking) while some are more applicable to specific settings (e.g., drafting or accounting).

The following are examples of skills often acquired through the classroom, jobs, athletics and other activities. Use these examples to help you develop your own list of the transferable skills you've acquired.

Working With People

- Selling • Training • Teaching • Supervising
- Organizing • Soliciting • Motivating • Mediating
- Advising • Delegating • Entertaining
- Representing • Negotiating • Translating

Working With Things

- Repairing • Assembling parts • Designing
- Operating machinery • Driving
- Maintaining equipment • Constructing • Building
- Sketching • Working with CAD • Keyboarding
- Drafting • Surveying • Troubleshooting

Working With Data/Information

- Calculating • Developing databases
- Working with spreadsheets • Accounting • Writing
- Researching • Computing • Testing • Filing • Sorting
- Editing • Gathering data • Analyzing • Budgeting

EASY STEPS TO IDENTIFY YOUR TRANSFERABLE SKILLS

Now that you know what transferable skills are, let's put together a list of your transferable skills. You may want to work with someone in your career services office to help you identify as many transferable skills as possible.

Step 1. Make a list of every job title you've ever held (part-time, full-time and internships), along with volunteer, sports and other affiliations since starting college. (Be sure to record officer positions and other leadership roles.)

Step 2. Using your transcript, list the classes in your major field of study along with foundation courses. Include electives that may be related to your employment interests.

Step 3. For each job title, campus activity and class you've just recorded, write a sentence and then underline the action taken. (Avoid stating that you *learned* or *gained experience* in any skill. Instead, present your skill more directly as a verifiable qualification.)

"While working for Jones Engineering, I performed 3D modeling and drafting."

NOT "While working for Jones Engineering, I gained experience in 3D modeling and drafting."

"As a member of the Caribbean Students Association, I developed and coordinated the marketing of club events."

NOT "As a member of the Caribbean Students Association, I learned how to market events."

Step 4. Make a list of the skills/experiences you've identified for future reference during your job search.

USING TRANSFERABLE SKILLS IN THE JOB SEARCH

Your success in finding the position right for you will depend on your ability to showcase your innate talents and skills. You will also need to demonstrate how you can apply these skills at an employer's place of business. Consult the staff at your career services office to help you further identify relevant transferable skills and incorporate them on your résumé and during your interviews. During each interview, be sure to emphasize only those skills that would be of particular interest to a specific employer.

Transferable skills are the foundation upon which you will build additional, more complex skills as your career unfolds. Start making your list of skills and you'll discover that you have more to offer than you realized!

ADDITIONAL TIPS TO HELP IDENTIFY YOUR TRANSFERABLE SKILLS

1. Review your list of transferable skills with someone in your field(s) of interest to help you identify any additional skills that you may want to include.
2. Using a major job posting web site, print out descriptions of jobs that interest you to help you identify skills being sought. (Also use these postings as guides for terminology on your résumé.)
3. Attend career fairs and company information sessions to learn about the skills valued by specific companies and industries.

Written by Rosita Smith.

Sample Résumés

THE JOB SEARCH: RÉSUMÉS

Current Address:
15 S North St.
Apt. 1002
Athens, Ohio 45701
740-555-9999

Permanent Address:
499 Mitchell Rd
Apt. 411
Columbus, Ohio 43210
614-555-9999

Charles Peterson
cpl23456@ohio.edu

EDUCATION
COLLEGE OF BUSINESS, OHIO UNIVERSITY, Athens, Ohio
Majors: Accounting and Business Economics
Bachelor of Business Administration, June 2010
Cumulative GPA: 4.0/4.0

Business Context Cluster

- Worked in teams as well as individually to analyze business operations, strengths, weaknesses, solve complex business problems, and create solutions
- Learned to handle vague assignments, work independently/cooperatively, and conduct thorough research

RELEVANT EXPERIENCE

ERNST & YOUNG, LLP, New York, New York June 2009 - August 2009
Financial Services Advisory - Asset Management Advisory Services
Summer Intern

- Assessed the clients' business operations to identify compliance and control risks by interviewing selected employees and reviewing their policies and procedures in order to advise them on how to mitigate such risks
- Assisted the Derivatives Valuation Center in valuing municipal swaps, using Bloomberg and Oberon Front Office
- Learned about the various aspects of credit risks for banks, asset managers, and leasing companies by helping the credit team develop its knowledge repository

ERNST & YOUNG, LLP, New York, New York January 2009 - March 2009
Assurance and Advisory Business Services - Hedge Fund
Winter Intern

- Learned about the three billion-dollar hedge fund client's investment vehicles and back office operations by studying the documentation of the walk-through procedure and interacting with the trading, operations, and accounting personnel
- Interviewed the funds' controllers and accountants to investigate any discrepancies or exceptions found in the audit process
- Executed all year-end audit procedures according to the Ernst & Young's Global Audit Methodology

OHIO UNIVERSITY TREASURY MANAGEMENT, Athens, Ohio August 2008 - June 2009
Financial and Accounting Assistant

- Hired as a student in the Ohio University's Program to Aid Career Exploration (PACE)
- Assisted the Senior Financial Analyst in monitoring the investments of Ohio University endowment fund
- Completed the investment data that support the summary report to the Board of Trustees

OHIO UNIVERSITY INTERNAL AUDIT, Athens, Ohio August 2007 - June 2008
Financial and Accounting Assistant

- Performed audit tests using databases such as Oracle and Student Information System
- Analyzed operations in order to find possible improvements and clearly communicated them to senior auditors
- Created a new employee time management database for the department using Microsoft Visio and Microsoft Access

EXTRACURRICULAR ACHIEVEMENTS

CORPORATE LEADERSHIP FELLOWS, Athens, Ohio March 2009 - Present
Corporate Leader

- Chosen competitively to serve as one of the 13 seniors who represent the College of Business to the corporate world
- Engaged in roundtable discussions with business leaders about their corporate experiences and their insights on business trends

OHIO UNIVERSITY STUDENT EQUITY MANAGEMENT GROUP, Athens, Ohio November 2008 - Present
Board Member

- Oversew analysts' researching for alpha-generating equity securities for the *one-million-dollar student-run portfolio* by conducting economy, industry, and company-specific analyses, using tools and databases such as Bloomberg and Market Insight

DELTA SIGMA PI PROFESSIONAL BUSINESS FRATERNITY, Active Member, January 2007 - Present

HONORS AND RECOGNITIONS

Dean's List Every Quarter of Enrollment, John Carroll's Book Scholarship 2006, Pepsi Scholarship 2006, David B. Kroposchot Scholarship 2006, Robert and Georgena Beck Scholarship 2006 and 2007, Dean's Scholarship 2006 and 2007, Robert Bishop Scholarship 2007, LeaderShape Institute Certificate 2006, and Beta Gamma Sigma

Current Address:
123 Smith St. Apt. 101
Athens, OH, 45701
(740) 555-5555

Permanent Address:
123 Eagleidge Ln.
Tazewell, TN, 37879
(423) 111-1111

Robert B. Bobcat
rb123456@ohio.edu

Objective:
Desire a position in a manufacturing environment with special interest in but not limited to the areas of production and quality assurance engineering/management.

Education:
Bachelor of Science in Industrial Technology, June 2010
Emphasis on Manufacturing & Processes and Manufacturing Information Technology, Minor in Business
Russ College of Engineering and Technology, Ohio University, Athens, OH
Major GPA 3.4/4.0 Dean's List 5 quarters

Relevant Courses:
Quality Assurance & Metrology
Production Tooling
Public Speaking
Quality Assurance & Metrology
Hydraulics and Pneumatics
Managerial Accounting
Metal Machining
Product Manufacturing
Power Transmission

Qualifications:
Experience with CAD software: Solid Edge V14 and AutoCAD 2005; Mastercam, SQL Server and MySQL.
Technical expertise with emphasis on Manufacturing Information Technology and Manufacturing & Processes.
Certified Manufacturing Technologist (CMfgT)
Skilled in project economics analysis techniques: return on investment and net present value.
Excellent human relations, leadership and public speaking skills developed and demonstrated by various leadership positions held.

Professional Experience:

XYZ Manufacturing, Cleveland, OH Quality Assurance Engineer Co-Op, 6/09-9/09

- Initiated various quality tools to improve productivity and quality in the manufacturing process resulting in 5% increase in production.
- Gained direct exposure to lean manufacturing philosophy.
- Strengthened time management skills by meeting numerous deadlines in the manufacturing process resulting in a \$50,000 savings.
- Debugged and troubleshoot techniques associated with manufacturing process.
- Demonstrated supervisory and leadership skills.

ABC Design, Columbus, OH Design Engineer Co-Op, 6/08-9/08

- Designed electrode ports used in the manufacturing process.
- Assisted with the design of the company's web site utilizing state-of-the-art techniques.
- Coordinated with vendor to design and evaluate a variable output power supply.

Work Experience:

Ohio University, Department of Residence Life, Athens, OH Resident Assistant, 9/07-Present

- Responsible for administration and programming duties associated with a community of 30 students.
- Demonstrated strong leadership, programming, administrative and advisory skills.

Ralph's Sporting Goods, Tazewell, TN Sales Associate, Summers 2007-08

- Marketed a complete line of sporting goods and consistently exceeded sales quota.
- Developed excellent customer service skills as evidenced by customer surveys.
- Experienced in purchasing and inventory control.

Activities:
Vice President, Society of Manufacturing Engineers
Society of Automotive Engineers
President Phi Kappa Psi social fraternity
Captain of Intramural Basketball and Softball Teams

Sample Teaching Résumé

Nicole L. Newman
 OUTeachers@server.com

Permanent Address:
 759 Johnson Rd.
 Huron, Ohio 44839
 419-555-9768

Campus Address:
 100 W. Union St.
 Athens, Ohio 45701
 740-589-0000

EDUCATION

Ohio University, Athens, Ohio
 Bachelor of Science in Education, June 2010
 Major: Early Childhood Education
 Certifications: Reading Endorsement K-12
 Cumulative GPA: 3.6/4.0

CLASSROOM EXPERIENCE

Chauncey Elementary School, Chauncey, Ohio
 Professional Intern, 4/10-6/10

- Taught cooperatively in a 2nd grade classroom with 26 students
- Followed curriculum guidelines to develop and implement a science unit
- Communicated with parents through parent-teacher conferences
- Created a classroom calendar using a digital camera and related technology
- Assisted with planning and managing family literacy nights

Ohio University Chauncey Literacy Partnership
 Student Volunteer, 9/09-6/10

- Completed 450 hours in Early Childhood placement
- Designed and implemented lessons for at-risk students in Kindergarten, First, and Second grades
- Completed all coursework for K-12 Reading Endorsement

Reading Tutor, 9/09-6/10

- Worked 40 hours with a struggling second-grade student
- Diagnosed reading problems using various tests
- Utilized activities and games to remediate reading problems
- Assisted student with authoring a book

Kids on Campus, Ohio University
 Substitute Teacher, 6/09-8/09

- Developed age-appropriate lesson plans and activities for the summer institute
- Developed and implemented lesson plans
- Worked one-on-one with struggling readers

Church of the Good Shepherd, Athens, Ohio
 Nursery School Coordinator, 9/07-Present

- Supervise toddler and preschool children
- Design and implement age-appropriate activities

Chauncey Elementary School, Chauncey, Ohio
 Personal Aide, 11/08-1/09

- Worked one-on-one with a kindergarten student to improve student behavior

RELATED EXPERIENCE

Newman

Page 2

Amerihost Pool, Athens, Ohio
 Swim Instructor, 3/07-6/07

- Taught individual swimming lessons
- Developed and implemented strategies to teach swimming

PROFESSIONAL MEMBERSHIP

Kappa Delta Pi International Honor Society in Education, Athens, Ohio
 Member, 2006-present

Reading is FUNdamental Committee Chair, 2009-2010

- Organized and participated in a library look-in for 150 area students
- Developed literacy activities and arranged sponsors for the look-in
- Worked 20 hours in a second/third grade multi-age classroom
- Completed over 30 hours of community service during activation
- Organized community service opportunities for new members

Dean's Undergraduate Student Advisory Council, Ohio University
 Secretary, 9/08-6/09

- Assisted with designing surveys for student body in the College of Education
- Collected data and wrote reports of student concerns
- Submitted reports to the Dean of the College of Education

HONORS

Subsutive Scholarship for Full Tuition, 2006-present
 Delta Kappa Gamma Teaching Scholarship, 2009
 Harold and Sarah Welker Service to Teaching Award, 2009

ADDITIONAL EXPERIENCE

College of Education, Ohio University

- Assisted Dr. Jane M. Smith's research on the effects of physical activity on disruptive behavior

Office of Residential Housing, Ohio University
 Resident Assistant, 9/07-6/08

- Supervised floor section of 19 female residents in Lincoln Hall
- Designed and advertised health and safety related programming

COMPUTER SKILLS

Microsoft Office, Excel, PowerPoint, HyperStudio, KidPix, Chris Works, Quattro Pro

Sample Résumés

THE JOB SEARCH: RÉSUMÉS

Erin K. Quinn
750 James Court • Canonsburg, PA 15317 • 330-000-0000 • eq.11111111@ohio.edu

Athens, OH

EDUCATION
Ohio University
Bachelor of Communication Studies
Concentration: Organizational Communication
Graduation Date: June 2010

Pittsburg, PA

RELATED AREAS: Marketing & Public Relations
Major GPA: 3.4/4.0 Dean's List

INTERNSHIP EXPERIENCE
Clear Channel Communications
Sales Intern, Winter Break 2009

- Wrote and transcribed commercial spots for clients of 94.5 3WS, WDOVE, KISS FM 96.1
- Created databases to highlight and generate awareness of prospective radio buyers

Pittsburg, PA

PSI Stadium Corporation
Event Operations Intern, Summer 2009

- Assisted with Heinz Field events: Rib Fest, Champion's world soccer game and preseason Steelers' games
- Helped with employee training, including coordinating sessions and preparing materials
- Worked with Guest Services department during events to resolve guest issues and discord
- Covered main switchboard and administrative desk for Director of Stadium Management

New York, NY

TMG Public Relations
Intern, Summer 2008

- Assisted with the creation of press kits and releases, VNR's and PSA's
- Researched, edited and media monitored for various projects, including CitiBank's Credit-ED
- Designed and implemented protocol for future interns to use when pitching stories to editors

COLLEGE INVOLVEMENT
Lambda Pi Eta College of Communication Honor Fraternity
Public Relations Chair, April 2008-June 2009

- Publicize and coordinate events to enrich relations between students and faculty
- Inform undergraduates of organization; create excitement about membership into LPE

Athens, OH

Alpha Omicron Pi-Omega Upsilon Chapter
Public Relations Chair / Continuous Open Recruitment Chair / Leader's Council Member, May 2007- May 2008

- Portray AOI and Greek Life in positive light while recruiting potential new members
- Co-produce quarterly Greek Meridian (newspaper solely highlighting OU Greek Life)
- Create and implement publicity programs for recruitment, philanthropic events and functions

Athens, OH

Ohio University National Phonathon
Alumni Relations Student Ambassador, August 2007-April 2008

- Build rapport among OU alumni and parents while soliciting funds for Bicentennial Campaign
- Update records and maintain current databases

Athens, OH

Ohio University School of Telecommunications
Program to Aid Career Exploration (PACE), September 2006- June 2007

- Coordinate TCOW banquets and seminars, including event scheduling, room bookings
- Provide tours of Radio and Television Building to potential undergraduates

Ginny Grover
1234 Mill St. • Athens, OH 45701 • 740-555-5555 • gg00000@ohio.edu

June 2010

EDUCATION
Ohio University, Athens, OH
Bachelor of Science in Health Service Administration
Minor: Business
GPA: 3.6

Summer 2009

DEANS LIST—10 Quarters

RELATED EXPERIENCE
Our Lady of Bellefonte Hospital Foundation, Ashland, KY
Intern

- Collaborated with Public Relations to compile a document of foundations in Kentucky that provide health care grants
- Managed pledge vouchers for Pay for Play fundraiser to benefit the hospital
- Organized promotional campaign for the Longaberger Hope Basket Breast Cancer Awareness Event

Summer 2008

River Cities Community Health Coalition, Ashland, KY
Practicum

- Completed a mental health needs assessment to be used to improve the quality of care received in the tri-state region
- Conducted research with Pathways, Inc., Shawnee Mental Health Center, Inc., and Prestera Mental Health Center

WORK EXPERIENCE
Ohio University College of Health and Human Services, Athens, OH
Special Events Coordinator

- Plan, market, conduct and assess events sponsored by the college and its schools

Seasonal 2007 - 2009

Hamilton County Clerk of Courts, Cincinnati, OH
Student Worker

- Scanned, filed and entered data from confidential court documents
- Independently conducted an inventory project for four of their large offices, making digital photos of their inventory available through their intranet

Sept 2006-Present

Ohio University Women's Club Lacrosse Team, Athens, OH
President, 2008-2009, Team Captain, 2009-Present

- Coached team, supervised and ran all practices, and created new plays
- Scheduled all games, hosted a tournament, filled out and revised all paperwork
- Scheduled referees for all home games, delegated money for games

September 2008 – Present

Future Health Care Administrators, Athens, OH
Community Service Chair and Historian

- Coordinated quarterly community service programs
- Created and organized a portfolio of past events, outings, programs and membership

SKILLS
Intermediate Spanish
Microsoft Office Suite
Adobe Photoshop

Sample Résumé

Jane Baker One Park Place ♦ Athens, OH 45701 ♦ 740-555-5555 ♦ jbo000000@ohio.edu

Education

Ohio University, Athens, OH June 2010
 Bachelor of Arts in Psychology
 Minor in Sociology
 GPA: 3.4

Experience

2009-Present

Caroline Crisis Hotline, Athens, OH
Crisis Interventionalist/Hotline Specialist

- Answered crisis calls and performed de-escalation techniques
- Campaigned to maintain state funding of the Tri-County mental health system
- Maintained accurate and confidential call documentation
- Referred callers to appropriate legal, medical, and financial assistance

2008-2009

Southeast Psychiatric Hospital, Athens, OH
 Volunteer

- Coordinated recreational and social activities for patients
- Built rapport with patients through interaction and open communication

Summers 2007-2009

Eye Deals, North Olmstead, OH
Sales Associate

- Exceeded company sales records by 25%
- Responsible for opening and closing store along with cash control

Research Experience

2008 -2009

Ohio University, Athens, OH
Research Lab Assistant

- Assisted in data collection evaluating a multi-session sexual assault risk reduction plan for women
- Coded and entered data using SPSS
- Conducted library research

2007 -2008

Ohio University, Athens, OH
Research Lab Assistant

- Assessed participant's cardiovascular reactivity utilizing a blood pressure monitor
- Operated and calibrated an impedance cardiograph
- Collected data using Cardiac Output for Windows

Honors & Activities

2009- Present

Golden Key International Honour Society, Athens, OH
Social Chair and Fundraising Chair

- Organized and resourcefully planned social events
- Coordinated and managed fundraising events, raising over \$5,000 in one year

2007-Present

Psi Chi, Athens, OH
Historian

- Compiled chapter history of the National Honor Society in Psychology
- Ensured chapter's historical records were properly preserved

2008- Present

American Psychological Association Student Affiliate

Cover Letter Template

(Make top and bottom margins approximately equal)

3 North Main St.
 Athens, OH 45701
 740-555-5555
 Kb99999@ohio.edu

September 21, 2009

Mr. Jack Thompson
 Buying/Merchandising Department
 Federated Department Stores, Inc.
 7 West Seventh St.
 Cincinnati, OH 45202

Dear Mr. Thompson:

Opening Paragraph: State why you are writing, the position for which you are applying/type of work you are seeking. Mention how you heard of the opening or the organization. Briefly state why you are interested in working for this specific organization.

Middle Paragraph: This is the main body of what you want to communicate: the skills, experience, education, etc. that may be of interest to this particular employer. You may want to refer to the enclosed résumé but do not re-hash the entire résumé; mention only the highlights that will make them want to read the résumé. Be sure to address the key points described in the want ad or job posting. You may also want to discuss what attracts you to this position/organization.

Closing Paragraph: Mention your sincere interest in an interview opportunity and reiterate how they can contact you by including your email address and phone number. Be sure to thank them for their consideration.

Sincerely,

Katherine Blazier

Katherine Blazier

Enclosure

(If a résumé or other information is enclosed, be sure to refer to it in the letter)

The Cover Letter

Each time you submit your résumé to an employer, you should enclose a cover letter. The cover letter serves several important functions:

- Explains why you are submitting the résumé.
- Introduces you to the employer.
- Serves as a vehicle for you to “sell yourself” more effectively to the employer and is the key to creating interest in your candidacy.

The cover letter gives you the opportunity to draw an employer’s attention to the skills and experience outlined in your résumé. You can also expand upon information that particularly matches the position for which you wish to be considered. The cover letter can highlight special achievements that might otherwise go overlooked.

In summarizing your qualifications, highlight your most appropriate skills or background in relation to a particular position without simply reiterating the information on your résumé. Refer the reader to your enclosed résumé for further details of your past accomplishments.

There are two types of cover letters:

1. The “**letter of inquiry**” is written when you are asking an employer for information about possible job openings or internships in a particular area. If you have previously obtained information about the organization, be sure to mention this in your letter as it indicates you are sincerely interested and have done your research.

2. The “**letter of application**” is written when you are applying for a specific opening. It provides the opportunity for you to call attention to your education or experience that is appropriate for the open position.

Remember: Similar to the Career Objective on your résumé, the focus of the cover letter is what you can do for the organization—not what you want from the organization!

You must personalize your cover letter by **preparing each letter individually** and addressing it to an **individual** rather than a title or department. There are many ways to find contact names and information. The directories in the Career Resource Center, employer literature, and personal inquiry to the organization are several ways of obtaining contact names. CareerBeam®, the Net-based industry research system, is another avenue for researching organizations and obtaining contact information. VAULT® Online Career Library includes information and contact data about organizations. CareerBeam® and VAULT® are both accessible through the Career Services’ web site.

As with the résumé, use a **letter quality printer**. Duplicated or obvious form letters are inappropriate and unprofessional. The cover letter should be **no more than one page long** and should be produced on the same paper as your résumé and reference sheet.

References

You should develop a list of references with name, title, relationship to you, address, phone number, and e-mail address on a separate sheet. This sheet can be enclosed with the résumé or carried to an interview. Never list just the name and phone number of a reference! **Make sure you include your personal information on the top of the reference sheet using the same header as what is on your résumé.** The font style and paper type/color should match your cover letter and résumé. Do NOT staple the reference sheet (or cover letter) to the résumé.

Some suggestions relating to selecting and working with your references:

- **Always ask the person’s permission** to use him or her as a reference. Do not assume that the person will be willing to recommend you. This courtesy is appreciated and may avoid later embarrassment—or a negative letter of reference. “Would you be comfortable serving as a reference for me?” opens the dialogue. Be prepared to hear a “no” or to deal with some reservations.
- **Give the person a copy of your current résumé.**

- **Discuss with the person the type of position you will be seeking** and your career goals. If there are particular skills or information you hope he or she will include in the reference, mention these.
- **Share descriptions of specific positions** for which you are being considered with your references in case your references are contacted by phone or e-mail.
- Consider maintaining a portfolio or file of letters of reference, transcripts, and other information that employers may request or you plan to share during the job search.

Just a reminder: The people who provide your references should be able to share information about your skills and abilities relevant to the types of positions for which you will be applying. Professional references are typically former or current employers, professors who know you well (preferably from your major field of study or courses which relate to your career goals), colleagues, professionals with whom you have worked on projects, or advisors with whom you have been involved in activities. Three to five references are considered an appropriate number for the reference sheet.

Thank-You Letter Template

(Make top and bottom margins approximately equal)

October 13, 2009

123 Main St.
Athens, Ohio 45701

Ms. Deanna Harris
Director of Employee Assistance Program
XYZ Corporation
P.O. Box 459
Greensboro, NC 27455

Dear Ms. Harris:

Opening Paragraph: Thank the person for the interview or for speaking with you at a specific networking-type event. Restate the date of the interview or event where you met the person. Mention the type of position(s) you are interested in with this specific organization. Make sure you mention the organization's name so the letter doesn't sound generic.

Middle Paragraph: This paragraph has several options. You might want to explain your interest in the employer, demonstrate interest in the position by explaining one or two key reasons you feel your background is a good fit for the position, and/or mention something relevant that you forgot to bring up at the interview, career fair, or other event. If you are no longer interested in being considered for a position with this employer, you should state that in the thank you letter.

Closing Paragraph: Thank them again for the interview or their time and mention that they should feel free to contact you if they have additional questions.

Sincerely,

Rachael Miller

Rachael Miller

Sample Handwritten Thank-You Letter

October 13, 2009

Dear Ms. Harris:

I enjoyed interviewing with you on October 12 at Ohio University regarding opportunities with XYZ Corporation. Based on our discussion, my background in Social Work and Psychology would be a strong fit for your Employee Assistance Program at XYZ.

My internship with the Wake County Women's Shelter allowed me to become familiar with the range of community services available to individuals in need and gain experience with intake and referrals. Volunteer experiences with various nonprofit agencies served only to expand further my knowledge and understanding of issues that people may present when utilizing an Employee Assistance Program.

Again, it was good to interview with you at Ohio University. I look forward to the possibility of serving the employees at XYZ Corporation in the near future. Please do not hesitate to contact me if you have questions or need additional materials.

Sincerely,

Rachael Miller

E-mail Correspondence

For most of us, sending and receiving e-mail is simple and fun. We use it to communicate with friends and family and to converse with our contemporaries in an informal manner. But while we may be unguarded in our tone when we e-mail friends, a professional tone should be maintained when communicating with prospective employers.

E-mail is a powerful tool in the hands of a knowledgeable job-seeker. Use it wisely and you will shine. Use it improperly, however, and you'll brand yourself as immature and unprofessional. Dr. Sherry Reasbeck, a San Diego-based career counselor, warns that some e-mail mistakes leave a bad impression. "It's irritating when the writer doesn't stay on topic or just rambles," says Reasbeck. "Try to succinctly get your point across—then end the e-mail."

Be aware that electronic mail is often the preferred method of communication between job-seeker and employer. There are general guidelines that should be followed when e-mailing cover letters, thank-you notes and replies to various requests for information. Apply the following advice to every e-mail you write:

- Use a meaningful subject header for your e-mail—one that is appropriate to the topic.
- Always be professional and businesslike in your correspondence. Address the recipient as Mr., Ms. or Mrs., and always verify the correct spelling of the recipient's name.
- Be brief in your communications. Don't overload the employer with lots of questions in your e-mail.
- Ditch the emoticons. While a ☺ or an LOL (laughing out loud) may go over well with friends and family, do not use such symbols in your e-mail communications with business people.
- Do not use strange fonts, wallpapers or multicolored backgrounds.
- Sign your e-mail with your full name.
- Avoid using slang.
- Be sure to proofread and spell-check your e-mail before sending it.

Neal Murray, former director of the career services center at the University of California, San Diego, sees a lot of e-mail from job-seekers. "You'd be amazed at the number of e-mails I receive that have spelling errors, grammatical errors, formatting errors—e-mails that are too informal in tone or just poorly written," says Murray. Such e-mails can send the message that you are unprofessional or unqualified.

When you're dealing with employers, there is no such thing as an inconsequential communication. Your e-mails say far more about you than you might realize, and it is important to always present a polished, professional image—even if you are just e-mailing your phone number and a time when you can be contacted. If you are sloppy and careless, a seemingly trivial communication will stick out like a sore thumb.

THANK-YOU NOTES

If you've had an interview with a prospective employer, a thank-you note is a good way to express your appreciation. The note can be e-mailed a day or two after your interview and only needs to be a few sentences long, as in the following:

Dear Ms. Jones:

I just wanted to send a quick note to thank you for yesterday's interview. The position we discussed is exactly what I've been looking for, and I feel that I will be able to make a positive contribution to your organization. I appreciate the opportunity to be considered for employment at XYZ Corporation. Please don't hesitate to contact me if you need further information.

Sincerely,

John Doe

Remember, a thank-you note is just that—a simple way to say thank you. In the business world, even these brief notes need to be handled with care.

COVER LETTERS

A well-crafted cover letter can help "sell" you to an employer. It should accomplish three main things:

1. **Introduce yourself to the employer.** If you are a recent college graduate, mention your major and how it would apply to the job you are seeking. Discuss the organizations/extracurricular activities you were involved in and the part-time jobs you held while a student, even if they might seem trivial to you. Chances are, you probably picked up some transferable skills that you will be able to use in the work world.
2. **Sell yourself.** Briefly state your education and the skills that will benefit the employer. Don't go into a lot of detail here—that's what your résumé is for—but give the employer a sense of your strengths and talents.
3. **Request further action.** This is where you request the next step, such as an appointment or a phone conversation. Be polite but sincere in your desire for further action.

TIPS

In addition to the guidelines stated above, here are a few tips to keep in mind:

- Make sure you spell the recipient's name correctly. If the person uses initials such as J.A. Smith and you are not certain of the individual's gender, then begin the e-mail: "Dear J.A. Smith."
- Stick to a standard font like Times New Roman, 12-point.
- Keep your e-mail brief and businesslike.
- Proofread everything you write before sending it.

While a well-crafted e-mail may not be solely responsible for getting you your dream job, rest assured that an e-mail full of errors will result in your being overlooked. Use these e-mail guidelines and you will give yourself an advantage over other job-seekers who are unaware of how to professionally converse through e-mail.

Written by John Martalo, a free-lance writer based in San Diego.

How to Find the Right Job

Finding the job you want takes many steps and involves just as many decisions. This checklist is designed to help you along the way and guide you to the appropriate sources. Be sure to discuss your progress with your career advisor.

KNOWING WHAT YOU WANT

- ✓ Choose your ideal work environment—large corporation, small business, government agency or nonprofit organization.
- ✓ Choose your ideal location—urban, suburban or rural.
- ✓ List your three most useful job skills and know which is your strongest.
- ✓ Know whether you want to work with people, data or things.
- ✓ Know whether you enjoy new projects or prefer following a regular routine.
- ✓ List some of the main career areas that might interest you.
- ✓ List your favorite leisure time activities.
- ✓ Know what kind of reward is most important to you in a job—money, security, creative authority, etc.

RESEARCHING CAREER OPTIONS

- ✓ Develop a list of career possibilities to research.
- ✓ Visit your career services library and utilize the Internet to learn about various careers. The Dictionary of Occupational Titles and the Occupational Outlook Handbook are valuable resources.
- ✓ Consider whether your desired career requires an advanced degree.
- ✓ Keep up with current trends in your field through trade publications, news/business magazines and newspapers.
- ✓ Identify employers interested in interviewing someone with your academic background and experience; create a list of three or more employers in the field you are considering.
- ✓ Use the Internet to learn more about potential employers and check out salary surveys and hiring trends in your anticipated career field.
- ✓ Make at least three professional contacts through friends, relatives or professors to learn more about your field of interest.
- ✓ Meet with faculty and alumni who work or who have worked in your field to talk about available jobs and the outlook for your field.

GETTING EXPERIENCE

- ✓ Narrow down the career options you are considering through coursework and personal research.
- ✓ Participate in a work experience or internship program in your chosen field to learn of the daily requirements of the careers you are considering. Such assignments can lead to permanent job offers following graduation.
- ✓ Become an active member in one or more professional associations—consult the *Encyclopedia of Associations* for organizations in your field.
- ✓ Volunteer for a community or charitable organization to gain further work experience. Volunteer positions can and should be included on your résumé.

CREATING A RÉSUMÉ

- ✓ Form a clear job objective.
- ✓ Know how your skills and experience support your objective.
- ✓ Use action verbs to highlight your accomplishments.
- ✓ Limit your résumé to one page and make sure it is free of misspelled words and grammatical errors.
- ✓ Create your résumé using a word processing program and have it professionally duplicated on neutral-colored paper, preferably white, light gray or beige. If you are submitting your resume online, be sure to include relevant keywords and avoid italics, bold and underlined passages.
- ✓ Compose a separate cover letter to accompany each résumé and address the letter to a specific person. Avoid sending a letter that begins “Dear Sir/Madam.”

PREPARING FOR THE INTERVIEW

- ✓ Arrange informational interviews with employees from companies with which you might want to interview. Use your network of acquaintances to schedule these meetings.
- ✓ Thoroughly research each employer with whom you have an interview—be familiar with product lines, services offered and growth prospects.
- ✓ Practice your interviewing technique with friends to help prepare for the actual interview.
- ✓ Using the information you have gathered, formulate questions to ask the employer during the interview.
- ✓ Arrive on time in professional business attire.
- ✓ Collect the needed information to write a thank-you letter after each interview.

Social Networking Web Sites

Career professionals—and parents—are warning young job seekers that using social networking sites such as Facebook and MySpace, may be hazardous to your career. After all, do you want your potential employer to see photos of you at last weekend’s party? Certainly, those photos could diminish your prospects of landing a job. But, while some online content can put job searchers at a disadvantage, more are using social networking to enhance their preparation for interviews, garner an advantage over less-wired peers, and even gain an edge with recruiters.

One example of a positive use of social networking websites is gathering background information about the recruiters with whom you will interview. By finding out about topics that will interest the recruiter, you may gain an upper hand in the interview process. In addition, stronger connections with a potential employer can be made by talking about the clubs he or she belongs to and even friends you have in common—information that can be discovered on Facebook.

Facebook research can also be used to prepare for site visits. By using the alumni connections available through Facebook, you can gain added insight into potential employers. If you are interviewing with a company, search for alumni who are working there. You can have conversations with alumni via Facebook that you wouldn’t have in an interview such as, “Do you like it at the company?” or “Can you negotiate salary?”

NETWORKING RULES

When you seek and maintain professional connections via social networking sites, follow the same etiquette you would if you were networking by phone and in person. Remember that every contact is creating an impression. Online, you might tend to be less formal because you are communicating in a space that you typically share with friends. However, any time you are communicating with a potential employer, you want to maintain your professionalism. Just as you would not let your guard down if you were having dinner with a potential employer, you must maintain a positive and professional approach when conversing with networking contacts online. Ask good questions, pay attention to the answers, and be polite—this includes sending at least a brief thank-you note anytime someone gives you advice or assistance.

IF IT’S OK FOR MOM, IT’S OK FOR FACEBOOK

The more controversial aspect of the interplay between social networking and job searching is the privacy debate. Some observers, including career counselors, deans, and parents, worry that students put themselves at a disadvantage in the job search by making personal information available on Facebook and MySpace pages. More and more companies are using such web sites as a screening tool.

Concern about privacy focuses on two areas: social life and identity/affiliations. Parents and career counselors argue that job searchers would never show photos of themselves at a party in the middle of an interview, so why would they allow employers to see party photos on a Facebook page? Students often respond that most employers do not even use social networking sites and that employers already know that college students drink.

While it may be true that senior managers are less likely to be on Facebook, young recruiters may be active, and in many cases, employers ask younger employees to conduct web searches of candidates. Why risk losing a career opportunity because of a photo with two drinks in your hand?

It’s easy to deduce that if an employer is comparing two candidates who are closely matched in terms of GPA and experience, and one has questionable photos and text on his or her online profile and the second does not (or does not have an accessible page at all), that the second student will get the job offer.

IDENTITY—PUBLIC OR PRIVATE?

Identity and affiliations are the second area where social networking and privacy issues may affect your job search and employment prospects. Historically, job searchers have fought for increased protection from being asked questions about their identity, including religious affiliation and sexual orientation, because this information could be used by biased employers to discriminate. Via social networking sites, employers can now find information that they are not allowed to ask you.

Employers can no longer legally ask these questions in most states, however, some students make matters like religion, political involvement, and sexual orientation public on their web pages.

Just as you consider whether or not to include religious and political affiliations as well as sexual orientation or transgender identity (GLBT) on your resume, you must consider whether you want this information to be available via social networking sites. There are two strategies to consider. One approach is that if you wish to only work for an employer with whom you can be openly religious, political, or GLBT then making that information available on your web page will screen out discriminating employers and make it more likely that you will land with an employer open to your identity and expression.

A second approach though, is to maintain your privacy and keep more options open. Investigate potential employers thoroughly and pay special attention at site visits to evaluate whether the company would be welcoming. This strategy is based on two perspectives shared by many career professionals. First, as a job searcher, you want to present only your relevant skills and experience throughout the job search; all other information is irrelevant. Second, if you provide information about your identity and affiliations, you may be discriminated against by one person in the process even though the company overall is a good match.

STRATEGIES FOR SAFE AND STRATEGIC SOCIAL NETWORKING

1. Be aware of what other people can see on your page. Many recruiters are now using these sites and other recruiters ask their colleagues to do searches on candidates.
2. Determine access intentionally. Some career counselors advocate deactivating your Facebook or MySpace pages while job searching.
3. Set a standard. If anything appears on your page that you wouldn’t want an interviewer to see, remove the offending content.
4. Use social networking to your advantage. Use these sites to find alumni in the companies that interest you and contact them before you interview in your career center or before a site visit. In addition, use social networking sites and Internet searches to learn more about the recruiters who will interview you before the interview.

Written by Harriet L. Schwartz.

Job Interviewing Techniques

The interview is an opportunity to match your talents and interests with the needs of the employer. Your goal in the interview is not merely to convince the employer you are the right person for the job; you should also use the interview to evaluate whether this is the right position for you.

BEFORE THE INTERVIEW: PREPARATION

Preparing for the interview is almost as important as the interview itself. The key to successful interviewing is **knowing yourself and knowing the organization** with whom you are interviewing. To prepare for any interview, you should:

1. Review your skills, interests, and values as they relate to this position.
2. Research the organization.
3. Prepare to answer questions you might be asked.
4. Prepare questions you may ask the interviewer.
5. Practice interviewing to familiarize yourself with the interview process.
6. Plan your wardrobe so that you are dressed appropriately.

Your Self-Assessment

To discuss your qualifications for a position effectively, you must have a clear understanding of **what you have to offer an employer and what you are seeking in a position**. To begin, assess your skills, interests, and values. What work experiences have you enjoyed? What knowledge have you gained in the classroom that can be applied in a work situation? Where have you been successful in the classroom or in positions you have held? With what types of people do you enjoy working? What work environment do you prefer? What concerns or issues are most important to you in a work environment?

Research the Organization

It is important to research the organization, industry, and/or institution with whom you will be interviewing *prior to* the interview. You should **acquire as much information as possible**. This information will help you understand the organization and the position for which you are applying. Thorough research will enable you to ask better questions during the interview and determine which of your assets to emphasize.

Anticipate: Questions Employers Are Likely to Ask

There are a number of questions employers commonly ask during an interview. By being aware of some of these questions and thinking about your responses, you will be better prepared to offer well thought-out and concise replies. A comprehensive list of questions is available on our web site.

1. Tell me about yourself.
2. Why did you choose to attend Ohio University?
3. How would others describe you?
4. How has your college experience prepared you for this position and our organization?

5. What are your greatest strengths and weaknesses?
6. What led you to choose your major field of study?
7. What are your short- and long-term career goals?
8. What two or three accomplishments have given you the most satisfaction? Why?
9. Describe a major problem you have encountered and how you dealt with it.
10. What do you know about our organization?

Prepare: Questions for the Interviewer

At some point during the interview, the interviewer may ask if you have any questions. You should have several questions in mind to ask but also listen during the interview for points about which you may need more information. **Take the initiative to ask questions** that will help you understand the employer's needs and expectations for the position.

Prepare your own list of questions in your own language from your understanding of what you are seeking in a position. It is also appropriate to jot down brief responses to these questions as long as you are focused on listening to the answers and provide appropriate feedback. For a more comprehensive list of questions, refer to the "Resources and Handouts" section of our web site.

1. What characteristics do the individuals possess who are successful in this position?
2. Could you describe the normal daily routine for this position?
3. How would my performance be evaluated? How often? By whom?
4. Does your organization encourage its members to pursue additional education? What area of study is most encouraged?
5. What is it like to work here? What do you like best/least about working here?
6. What current industry-wide trends are likely to affect your organization?
7. What would be my primary responsibilities?
8. What would I be expected to accomplish in the first six months on the job? In the first year?
9. What are some of the department's ongoing and anticipated special projects?
10. What professional development opportunities exist?

Avoid asking questions about: salary, benefits, technical questions, and whether you're hired.

Practice

You must prepare for your interview as thoroughly as possible. It takes practice to feel comfortable and be good at interviewing. You need to hear what your answers sound like and see how you look as you speak. Participating in a video-taped Mock Interview through Career Services is an excellent way to help you present yourself more effectively and be more confident in an interview setting.

Additional Pointers

- Know where your interview is to be held.
- Be on time—arrive 10-15 minutes early so you have time to collect your thoughts.
- Know the correct spelling and pronunciation of the organization's and interviewers' names.
- Be courteous and attentive to everyone you meet.
- Plan your strategy for impression management—hiring decisions are often made within the first 3-5 minutes.
- Project enthusiasm about the organization and position.
- Have a firm handshake, made direct eye contact, and use proper posture.
- Avoid slang terms, pronounce words completely, and avoid fillers such as “like,” “you know,” “stuff like that,” and “um.”
- Make sure your answering machine/voice mail message sounds professional.
- Provide clear, concise answers avoiding “yes” and “no” responses.
- Maintain a positive attitude even when answering difficult questions.
- Each participant in an interview should not talk for more than two minutes at a time.

What to Take to the Interview

Part of being prepared for an interview is taking the correct documents and other “props” with you. Items may include: a nice notepad in a leather folder, good pen, extra copies of your résumé and reference sheet, completed application materials, portfolio, or performance pieces (audio, video, live performance). A folder with notepad will allow you to write down questions before the interview, write down answers to questions you ask, and jot down observations you make during the day. Some interviewees create their own business cards to distribute at the interview. Do not take a backpack or other bulky tote—this does not contribute to a professional, organized first impression.

TYPES OF INTERVIEWS

While there are many types of interviews, these are the primary styles candidates experience during a job search.

A **preliminary or screening interview** is used to determine whether or not you meet the basic qualifications for the position. This interview might be conducted face-to-face, by phone, or through video technology.

The **behavioral interview** focuses on how you would handle different situations in the workplace.

A **panel or group interview** is a situation where there are two or more interviewers interviewing a candidate.

You may find yourself in an interview with a **group of interviewees**—this means you are in the same room with the other candidates. This approach may be used as a technique to uncover leadership qualities, so be certain to make yourself known by taking an active part in the discussion. Candidates should be assertive but do not interrupt the other candidates or try to discredit them.

PHONE INTERVIEWS

Many organizations will conduct phone interviews as part of the screening process. A phone interview may be used to determine if the employer will interview you

during on-campus recruiting or during an on-site interview. However, some candidates are hired based solely on phone interviews, so you should not discount this form of interviewing as less important than face-to-face. It is just as important to prepare and practice for a phone interview! For more information on phone or video interviewing techniques, please refer to the interviewing handouts on our web site.

- Fix the message on your answering machine/voice mail so it sounds professional. Leave one “identifier” on your answering machine—either a first name, a last name, or a phone number.
- Create a mini-job log to have by the phone.
- Do not sound disorganized.
- If you are calling the recruiters, give your full name and say you're calling regarding the (name of) position.
- Return a missed call as soon as possible.
- If you need to be somewhere when the recruiter calls, you could say, “I'm glad you called. I have about 10 minutes before I have to get to an appointment/class/work. Is that enough time or could I call you back later today?”
- If the hiring committee on the other end is in a conference-call setting, write down each person's name and title so you can refer to it later (and write those thank-you letters).
- Be prepared to ask questions at the end!

AFTER THE INTERVIEW

Following the interview, you need to send a thank-you letter to each person with whom you interviewed within 24-48 hours. Thank-you letters may be handwritten or typed and sent through regular mail. However, if you know the recruiter is “on the road” and will not be in their office soon, it is appropriate to e-mail a thank-you letter and then send a hard copy. You may follow up with an e-mail or phone call 10-14 days after your interview.

PREPARING FOR THE SECOND INTERVIEW AND/OR ON-SITE INTERVIEW

On-campus interviewers usually have formal training in interviewing techniques and conduct interviews in a formal manner. On-site visits may include people who have minimal, if any, formal training in interviewing. On-site interviewers may be more subjective in their evaluations since they may not have formal training. During a second interview, emphasis is placed on whether you will be able to do the job and if you will “fit in” with the other team members. On-site interviews may even require the candidate to give a presentation.

Prior to a second interview, you must research the organization extensively and have a clear understanding of what they do and whom they serve. Interviewees should expect a long day, or multiple days, when participating in an on-site interview. It is recommended that you “brush up” on dining etiquette since a meal is often part of the interview.

If you do receive a verbal offer at this time, you may wish to accept then and there, but do not be afraid to say that you are not prepared to commit at that moment. In any case, **ask for written confirmation of the terms of the offer.**

Since second interviews are typically held on-site, **you may have to make travel arrangements for the interview.** Most organizations will pay for your expenses, but anticipate that you may need to organize the trip yourself. Candidates must understand how a prospective employer will handle travel expenses; some organizations may expect you to pay for everything in advance and submit a reimbursement form during or after the interview.

NEGOTIATING THE OFFER

Do not negotiate salary or benefits until an offer has been made. You should phone or e-mail your contact person if you have not heard from an organization 10-14 days after your interview. However, **do not** act “pushy” during this phone call. A simple approach is to say, “Hello! This is _____ and I was calling to ask about the status of a hiring decision for the _____ position? It’s been about _____ days since I interviewed, and I wanted to follow up.”

Negotiating an offer is like playing a game of tennis as each “player” has the ball in his or her court, makes their move, and then puts the ball in the other player’s court. Negotiation can be an involved process of hitting the proverbial tennis ball back and forth! There are many areas open for negotiation and the following information will address some of the current issues you may want to consider in your negotiations. As you consider offers, be aware of benefits and not just salary because an excellent benefits package translates into savings for you!

SALARY

Salary negotiation often causes a great deal of stress and anxiety—especially for the new college graduate who does not have much, if any, experience with salary negotiation. Candidates should take time to educate themselves regarding the proper steps in salary negotiation. **You should never ask about salary prior to an offer.**

When you engage in salary negotiation, be confident when the issue is discussed. Do not assume an employer will refuse to negotiate simply because you are a new graduate. If you feel you should command more money, you need to justify it—point out your GPA, internship experience, or some specific skill/knowledge you possess. There is generally room for negotiation if an organization really wants you. Make sure you are fair in your negotiations!

In the event you are being recruited by two organizations, you should be realistic regarding salary yet not compromise too early because candidates often sell themselves short. However, it is unprofessional to use the salary offer from one organization to leverage power against the other organization(s).

It is difficult to predict when the issue of salary will come up during the interview process. An employer may ask about salary early in the interview to see what matters more to you—the job or the money. If the employer asks about salary early on, you might say, “I would like to learn more about the position before making a salary decision, but I will certainly consider your best offer.”

A salary offer could be made in a variety of ways from a specific number to a range. Try to focus on the range for the salary. An appropriate “range” is usually \$5,000-\$10,000. This is where doing your research will help you

determine a fair range for the position. If the employer says, “The range for this position is \$39,000-\$44,000” you might respond with a statement like, “I was considering positions in the \$43,000-\$48,000 range.” This negotiation tactic allows you to inform a prospective employer about the bottom range you would accept. **Do not name a specific number unless you are willing to accept that figure!**

Most employers do not intentionally slight candidates on salary because that type of behavior would encourage high employee turnover. **However, most employees are underpaid approximately \$2,000-\$5,000** so careful negotiation is imperative because the salary you accept now will influence your future earnings.

BENEFITS

Below is a list of possible benefits that an employer may offer. You are encouraged to research these options completely—especially health and retirement options.

- Retirement and Investment Options
- Relocation Expenses
- Tuition Assistance/Reimbursement
- Special Equipment/Computers
- Flexible (Flex) Time
- Telecommuting
- Life Insurance
- Low-Interest/No-Interest Loans
- Transportation Options
- Health Insurance
- Disability Insurance
- Flexible Spending Account
- Child Care Assistance
- Adoption Assistance
- Domestic Partner Benefits
- Employee Assistance Program (EAP)
- Paid Time Off (PTO) Bank
- Vacation
- Meal Plans
- Sick Time
- Paid Holidays

EVALUATING AN OFFER

Evaluating a job offer is a delicate process and you have many factors to evaluate—not just salary. Some issues you may want to consider when evaluating an offer include:

- Cost of Commuting/Parking
- Position Fits with Long Term Plans
- Organizational Culture
- Management/Leadership Styles
- Organizational Values
- Potential for Success
- Opportunity for Advancement
- Hours Worked per Week
- Position Responsibilities
- Required Equipment
- Benefits Align with Current/Future Needs
- Salary Relates to Living Expenses
- Relocation Expenses
- Office Space
- Professional Wardrobe Expenses

- Training/Professional Development
- Other Opportunities
- Other Issues of Importance

RESPONDING TO AN OFFER—ACCEPTING, DECLINING, OR RENEGOTIATING

When an offer is made, you need to express enthusiasm about working for this organization. If you do receive a verbal offer, ask for written confirmation of the terms and take some time to evaluate the offer!

What if the salary offered is low? First, be polite and emphasize your interest in the position while addressing the issue of your market value. A possible reply might be, “I am impressed

with your organization and would really like to work with you. I will consider the offer carefully, but the salary offered is a bit below what I had in mind. Is there some flexibility in the compensation package?” Another response could be, “As I consider your offer, are there other benefits in addition to salary?”

Some people will take the lower salary if the opportunity exists to renegotiate salary, benefits, job title, and/or a promotion after their performance on the job has been evaluated. If you decide to accept the job offer, the organization should send you a letter detailing all aspects of negotiation. If you accept the offer, you must write a letter of acceptance outlining your understanding of the hiring terms; if you decline an offer, you need to write a letter of rejection.

Students registering with the Office of Career Services agree to abide by the Ohio University Code of Conduct. It is a violation to misrepresent your credentials in written or oral form. For the complete policy go to <http://www.ohio.edu/careers> and under the “For Students” section, click on the Academic Misrepresentation Policy link.

Jefferson County Public Schools • Louisville, Kentucky

**Not just a job ...
a lifestyle!**



We proudly offer:

- Competitive salaries and benefits.
- New-teacher support.
- Career advancement opportunities.

Accepting Applications for Teachers in All Subjects

Visit our Web site for salary, benefits, and an online employment application.



www.jcpsky.net

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities



**NOBODY GETS CLOSER
TO THE PEOPLE. TO THE DATA. TO THE PROBLEM**

At CNA we analyze and solve problems by getting as close as possible to the people, the data and the problems themselves in order to find the answers of greatest clarity and credibility - all to help government leaders choose the best course of action.

We have a professional, diverse staff of over 700 people working in a variety of critical policy areas such as national security, homeland security, healthcare and education.

We are currently recruiting for Research Analyst positions. Research Analyst opportunities are for people with degrees in engineering, mathematics, economics, physics, chemistry, international relations, national security, history, and many other scientific and professional fields of study. Candidates should have diverse views, be objective, imaginative, process driven, results oriented and committed to the common good.



For more information, please visit
<http://www.cna.org/careers/openingsOhio.aspx>.
CNA is an Equal Opportunity Employer



Network Your Way to a Job

Many people use the classified ads as their sole job search technique. Unfortunately, statistics show that only 10% to 20% of jobs are ever published—which means that 80% to 90% of jobs remain hidden in the job market. For this reason, networking remains the number one job search strategy.

NETWORKING DEFINED

A network is an interconnected group of supporters who serve as resources for your job search and ultimately for your career. Some great network contacts might include people you meet at business and social meetings who provide you with career information and advice. Students often hesitate to network because they feel awkward asking for help, but it should be an integral part of any job search. Though you might feel nervous when approaching a potential contact, networking is a skill that develops with practice, so don't give up. Most people love to talk about themselves and their jobs and are willing to give realistic—and free—advice.

EIGHT KEYS TO NETWORKING

- 1. Be Prepared** First, define what information you need and what you are trying to accomplish by networking. Remember, your purpose in networking is to get to know people who can provide information regarding careers and leads. Some of the many benefits of networking include increased visibility within your field, propelling your professional development, finding suitable mentors, increasing your chances of promotion and perhaps finding your next job.
Second, know yourself—your education, experience and skills. Practice a concise, one-minute presentation of yourself so that people will know the kinds of areas in which you are interested. Your networking meeting should include the following elements: introduction, self-overview, Q&A, obtaining referrals and closing.
- 2. Be Targeted** Identify your network. For some, “I don’t have a network. I don’t know anyone,” may be your first reaction. You can start by listing everyone you know who are potential prospects: family members, friends, faculty,

neighbors, classmates, alumni, bosses, co-workers and community associates. Attend meetings of organizations in your field of interest and get involved. You never know where you are going to meet someone who could lead you to your next job.

- 3. Be Professional** Ask your networking prospects for advice—not for a job. Your networking meetings should be a source of career information, advice and contacts. Start off the encounter with a firm handshake, eye contact and a warm smile. Focus on asking for one thing at a time. Your contacts expect you to represent yourself with your best foot forward.
- 4. Be Patient** Heena Noorani, research analyst with New York-based Thomson Financial, recommends avoiding the feeling of discouragement if networking does not provide immediate results or instant answers. She advises, “Be prepared for a slow down after you get started. Stay politely persistent with your leads and build momentum. Networking is like gardening: You do not plant the seed, then quickly harvest. Networking requires cultivation that takes time and effort for the process to pay off.”
- 5. Be Focused on Quality—Not Quantity** In a large group setting, circulate and meet people, but don't try to talk to everyone. It's better to have a few meaningful conversations than 50 hasty introductions. Don't cling to people you already know; you're unlikely to build new contacts that way. If you are at a reception, be sure to wear a nametag and collect or exchange business cards so you can later contact the people you meet.
- 6. Be Referral-Centered** The person you are networking with may not have a job opening, but he or she may know someone who is hiring. The key is to exchange information and then expand your network by obtaining additional referrals each time you meet someone new. Be sure to mention the person who referred you.
- 7. Be Proactive** Stay organized and track your networking meetings. Keep a list of your contacts and update it frequently with the names of any leads given to you. Send a thank-you note or e-mail if appropriate. Ask if you can follow up the conversation with a phone call, or even better, with a more in-depth meeting in the near future.
- 8. Be Dedicated to Networking** Most importantly, networking should be ongoing. You will want to stay in touch with contacts over the long haul—not just when you need something. Make networking part of your long-term career plan.

QUESTIONS TO ASK DURING NETWORKING MEETINGS

- What do you like most (least) about your work?
- Can you describe a typical workday or week?
- What type of education and experience do you need to remain successful in this field?
- What are the future career opportunities in this field?
- What are the challenges in balancing work and personal life?
- Why do people enter/leave this field or company?
- Which companies have the best track record for promoting minorities?
- What advice would you give to someone trying to break into this field?
- With whom would you recommend I speak? When I call, may I use your name?

DOS & DON'TS OF NETWORKING

- Do keep one hand free from a briefcase or purse so you can shake hands when necessary.
- Do bring copies of your résumé.
- Don't tell them your life story; you are dealing with busy people, so get right to the point.
- Don't be shy or afraid to ask for what you need.
- Don't pass up opportunities to network.

Written by Thomas J. Denham, managing partner and career counselor of Careers in Transition LLC.

Professional Etiquette

Your academic knowledge and skills may be spectacular, but do you have the social skills needed to be successful in the workplace? Good professional etiquette indicates to potential employers that you are a mature, responsible adult who can aptly represent their company. Not knowing proper etiquette could damage your image, prevent you from getting a job and jeopardize personal and business relationships.

MEETING AND GREETING

Etiquette begins with meeting and greeting. Terry Cobb, human resource director at Wachovia Corporation in South Carolina's Palmetto region, emphasizes the importance of making a good first impression—beginning with the handshake. A firm handshake, he says, indicates to employers that you're confident and assertive. A limp handshake, on the other hand, sends the message that you're not interested or qualified for the job. Dave Owenby, human resources manager for North and South Carolina at Sherwin Williams, believes, "Good social skills include having a firm handshake, smiling, making eye contact and closing the meeting with a handshake."

The following basic rules will help you get ahead in the workplace:

- Always rise when introducing or being introduced to someone.
- Provide information in making introductions—you are responsible for keeping the conversation going. "Joe, please meet Ms. Crawford, CEO at American Enterprise, Inc., in Cleveland." "Mr. Jones, this is Kate Smith, a senior majoring in computer information systems at Northwestern University."
- Unless given permission, always address someone by his or her title and last name.
- Practice a firm handshake. Make eye contact while shaking hands.

DINING

Shirley Willey, owner of Etiquette & Company in Carmichael, CA, reports that roughly 80% of second interviews involve a business meal. Cobb remembers one candidate who had passed his initial interview with flying colors. Because the second interview was scheduled close to noon, Cobb decided to conduct the interview over lunch. Initially, the candidate was still in the "interview" mode and maintained his professionalism. After a while, however, he became more relaxed—and that's when the candidate's real personality began to show. He had terrible table manners, made several off-color remarks and spoke negatively about previous employers. Needless to say, Cobb was unimpressed, and the candidate did not get the job.

Remember that an interview is always an interview, regardless of how relaxed or informal the setting. Anything that is said or done will be considered by the interviewer, cautions Cobb.

In order to make a good impression during a lunch or dinner interview, make sure you:

- Arrive on time.
- Wait to sit until the host/hostess indicates the seating arrangement.

- Place napkin in lap before eating or drinking anything.
- When ordering, keep in mind that this is a talking business lunch. Order something easy to eat, such as boneless chicken or fish.
- Do not hold the order up because you cannot make a decision. Feel free to ask for suggestions from others at the table.
- Wait to eat until everyone has been served.
- Keep hands in lap unless you are using them to eat.
- Practice proper posture; sit up straight with your arms close to your body.
- Bring food to your mouth—not your head to the plate.
- Try to eat at the same pace as everyone else.
- Take responsibility for keeping up the conversation.
- Place napkin on chair seat if excusing yourself for any reason.
- Place napkin beside plate at the end of the meal.
- Push chair under table when excusing yourself.

EATING

Follow these simple rules for eating and drinking:

- Start eating with the implement that is farthest away from your plate. You may have two spoons and two forks. The spoon farthest away from your plate is a soup spoon. The fork farthest away is a salad fork unless you have three forks, one being much smaller, which would be a seafood fork for an appetizer. The dessert fork/spoon is usually above the plate. Remember to work from the outside in.
- Dip soup away from you; sip from the side of the spoon.
- Season food only after you have tasted it.
- Pass salt and pepper together—even if asked for only one.
- Pass all items to the right. If the item has a handle, such as a pitcher, pass with the handle toward the next person. For bowls with spoons, pass with the spoon ready for the next person. If you are the one to reach to the center of the table for an item, pass it before serving yourself.
- While you are speaking during a meal, utensils should be resting on plate (fork and knife crossed on the plate with tines down).
- Don't chew with your mouth open or blow on your food.

The interviewer will usually take care of the bill and the tip. Be prepared, however, if this doesn't happen and have small bills ready to take care of your part, including the tip. Never make an issue of the check.

Social skills can make or break your career. Kenitra Matheson, human resource director with Dellinger and Deese in Charlotte, N.C., emphasizes, "Etiquette and social skills are a must! Our employees have to exhibit a certain level of professionalism and etiquette, given that we constantly interact with our clients." Be one step ahead—practice the social skills necessary to help you make a great first impression and stand out in a competitive job market.

Written by Jennie Hunter, a professor at Western Carolina University.

Are You Ready for a Behavioral Interview?

Tell me about a time when you were on a team, and one of the members wasn't carrying his or her weight." If this is one of the leading questions in your job interview, you could be in for a behavioral interview. Based on the premise that the best way to predict future behavior is to determine past behavior, this style of interviewing is gaining popularity among recruiters.

Today, more than ever, each hiring decision is critical. Behavioral interviewing is designed to minimize personal impressions that might cloud the hiring decision. By focusing on the applicant's actions and behaviors, rather than subjective impressions that can sometimes be misleading, interviewers can make more accurate hiring decisions.

A manager of staff planning and college relations for a major chemical company believes, "Although we have not conducted any formal studies to determine whether retention or success on the job has been affected, I feel our move to behavioral interviewing has been successful. It helps concentrate recruiters' questions on areas important to our candidates' success within [our company]." The company introduced behavioral interviewing in the mid-1980s at several sites and has since implemented it companywide.

BEHAVIORAL VS. TRADITIONAL INTERVIEWS

If you have training or experience with traditional interviewing techniques, you may find the behavioral interview quite different in several ways:

- ✓ Instead of asking how you would behave in a particular situation, the interviewer will ask you to describe how you did behave.
- ✓ Expect the interviewer to question and probe (think of "peeling the layers from an onion").
- ✓ The interviewer will ask you to provide details and will not allow you to theorize or generalize about events.
- ✓ The interview will be a more structured process that will concentrate on areas that are important to the interviewer, rather than allowing you to concentrate on areas that you may feel are important.
- ✓ You may not get a chance to deliver any prepared stories.
- ✓ Most interviewers will be taking notes throughout the interview.

The behavioral interviewer has been trained to objectively collect and evaluate information and works from a profile of desired behaviors that are needed for success on the job. Because the behaviors a candidate has demonstrated in previous positions are likely to be repeated, you will be asked to share situations in which you may or may not have exhibited these behaviors. Your answers will be tested for accuracy and consistency.

If you are an entry-level candidate with no previous related experience, the interviewer will look for behaviors in situations similar to those of the target position:

"Describe a major problem you have faced and how you dealt with it."

"Give an example of when you had to work with your hands to accomplish a task or project."

"What class did you like the most? What did you like about it?"

Follow-up questions will test for consistency and determine if you exhibited the desired behavior in that situation:

"Can you give me an example?"

"What did you do?"

"What did you say?"

"What were you thinking?"

"How did you feel?"

"What was your role?"

"What was the result?"

You will notice an absence of such questions as, "Tell me about your strengths and weaknesses."

HOW TO PREPARE FOR A BEHAVIORAL INTERVIEW

- ✓ Recall recent situations that show favorable behaviors or actions, especially those involving coursework, work experience, leadership, teamwork, initiative, planning and customer service.
- ✓ Prepare short descriptions of each situation; be ready to give details if asked.
- ✓ Be sure each story has a beginning, a middle and an end; i.e., be ready to describe the situation, your action and the outcome or result.
- ✓ Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).
- ✓ Be honest. Don't embellish or omit any part of the story. The interviewer will find out if your story is built on a weak foundation.
- ✓ Be specific. Don't generalize about several events; give a detailed accounting of one event.

A possible response to the question, "Tell me about a time when you were on a team and a member wasn't pulling his or her weight" might go as follows: "I had been assigned to a team to build a canoe out of concrete. One of our team members wasn't showing up for our lab sessions or doing his assignments. I finally met with him in private, explained the frustration of the rest of the team and asked if there was anything I could do to help. He told me he was preoccupied with another class that he wasn't passing, so I found someone to help him with the other course. He not only was able to spend more time on our project, but he was also grateful to me for helping him out. We finished our project on time and got a 'B' on it."

The interviewer might then probe: "How did you feel when you confronted this person?" "Exactly what was the nature of the project?" "What was his responsibility as a team member?" "What was your role?" "At what point did you take it upon yourself to confront him?" You can see it is important that you not make up or "shade" information and why you should have a clear memory of the entire incident.

DON'T FORGET THE BASICS

Instead of feeling anxious or threatened by the prospect of a behavioral interview, remember the essential difference between the traditional interview and the behavioral interview: The traditional interviewer may allow you to project what you might or should do in a given situation, whereas the behavioral interviewer is looking for past actions only. It will always be important to put your best foot forward and make a good impression on the interviewer with appropriate attire, good grooming, a firm handshake and direct eye contact. There is no substitute for promptness, courtesy, preparation, enthusiasm and a positive attitude.

Students With Disabilities: Acing the Interview

The traditional face-to-face interview can be particularly stressful when you have a disability—especially a visible disability. Hiring managers and employers may have had little prior experience with persons with disabilities and may react with discomfort or even shock to the appearance of a wheelchair, cane or an unusual physical trait. When this happens, the interviewer is often so uncomfortable that he or she just wants to “get it over with” and conducts the interview in a hurried manner. But this scenario robs you of the opportunity to present your credentials and could prevent the employer from identifying a suitable, qualified candidate for employment.

It is essential that you understand that interviewing is not a passive process where the interviewer asks all the questions and you simply provide the answers. You, even more than applicants without disabilities, must be skilled in handling each interview in order to put the employer representative at ease. You must also be able to demonstrate your ability to manage your disability and be prepared to provide relevant information about your skills, experiences and educational background. In addition, you may have to inform the employer of the equipment, tools and related resources that you will need to perform the job tasks.

TO DISCLOSE OR NOT TO DISCLOSE

To disclose or not to disclose, and when and how to disclose, are decisions that persons with disabilities must make for themselves during the job search process.

Under the Americans with Disabilities Act (ADA), you are not legally obligated to disclose your disability unless it is likely to directly affect your job performance. On the other hand, if your disability is visible, it will be evident at the time of the interview so it may be more prudent to acknowledge your disability during the application process to avoid catching the employer representative off guard.

REASONS FOR DISCLOSING

You take a risk when you decide to disclose your disability. Some employers may reject your application based on negative, preconceived ideas about persons with disabilities. In addition, you may feel that the issue is too personal to be publicized among strangers. On the other hand, if you provide false answers about your health or disability on an application and the truth is uncovered later, you risk losing your job. You may even be held legally responsible if you failed to inform your employer and an accident occurs that is related to your disability.

TIMING THE DISCLOSURE

The employer’s first contact with you will typically be through your cover letter and résumé, especially if you initially contacted the organization. There are many differing opinions on whether one should mention the disability on the résumé or in the cover letter. If you are comfortable revealing your disability early in the process, then give careful consideration to where the information is placed and how it is stated. The cover letter and résumé should primarily outline relevant skills, experiences and education for the position for which you are applying. The reader should have a clear understanding of your suitability for the position. Therefore, if you choose to disclose your disability, the disclosure should be brief and placed near the end of the cover letter and résumé. *It should never be the first piece of information that the employer sees about you.* The information should also reveal your ability to manage your disability while performing required job functions.

WHEN YOU GET THE INTERVIEW

As stated earlier, it may not be wise to hide the disability (especially a visible disability) until the time of the interview. The employer representative may be surprised, uncomfortable or assume that you intentionally hid critical information. As a result, more time may be spent asking irrelevant and trivial questions because of nervousness, rather than focusing on your suitability for the position. Get assistance from contacts in human resources, your career center or workers with disabilities about the different ways to prepare the interviewer for your arrival. Take the time to rehearse what you will say before making initial contact. If oral communication is difficult for you, have a career services staff person (or another professional) place the call for you and explain how you plan to handle the interview. If you require support for your interview (such as a sign language interpreter), contact human resources in advance to arrange for this assistance. Advance preparation puts everyone at ease and shows that you can manage your affairs.

TIPS ON MANAGING THE INTERVIEW

Prior to the Interview

1. Identify a career services staff person to help you prepare employers for their interview with you.
2. Arrange for several taped, mock interview sessions to become more confident in discussing your work-related skills and in putting the employer representative at ease; rehearse ahead of time to prepare how you will handle inappropriate, personal or possibly illegal questions.
3. If your disability makes oral communication difficult, create a written narrative to supplement your résumé that details your abilities.
4. Determine any technical support, resources and costs that might be necessary for your employment so that you can respond to questions related to this topic.
5. Be sure that your career center has information for employers on interviewing persons with disabilities.
6. Seek advice from other workers with disabilities who have been successful in finding employment.
7. Review the general advice about interviewing outlined in this *Job Search Manual*.

During the Interview

1. Put the interviewer at ease before starting the interview by addressing any visible disability (if you have not done so already).
2. Plan to participate fully in the discussion (not just answer questions); maintain the appropriate control of the interview by tactfully keeping the interview focused on your abilities—not the disability.
3. Inform the employer of any accommodations needed and how they can be achieved, thereby demonstrating your ability to manage your disability.
4. Conclude the interview by reiterating your qualifications and giving the interviewer the opportunity to ask any further questions.

Written by Rosita Smith.

Pre-Employment Testing

You are about to graduate and, finally, you don't have to worry about taking tests any more. Right? Well... not necessarily. An increasing number of employers are using pre-employment testing to help them find the most qualified candidates for the job. In a tight job market, it isn't surprising that employers are turning to pre-employment testing to make sure that they get the most out of their most important investment—their employees. “Companies use pre-employment testing because it is expensive to hire the wrong person,” says Kurt Helm, Ph.D., President and founder of Helm and Associates, Inc., a company that designs and sells pre-employment tests. “Along with the résumé, cover letter, and interview, pre-employment testing is another tool employers can use to make sure they hire the right person for the job.”

TYPES OF PRE-EMPLOYMENT TESTS

As the name implies, pre-employment tests are given to job candidates before a job offer is made. For the purposes of this article, pre-employment tests refer to tests designed to measure an applicant's knowledge, skill, or suitability for a particular job. Whether they are computer-based or written, there are two broad categories of pre-employment tests: personality tests and aptitude tests.

Aptitude Tests

For many employers, your college degree proves that you have the knowledge and training to perform a particular job. But sometimes, employers need more direct proof. Aptitude tests measure how well job applicants can perform a specific task related to the job they are applying for. For example, a student applying for a job as a computer programmer may be asked to create a specific program using C++ in a UNIX system, or a student applying for a job in publishing might be asked to read and correct a sample manuscript. Sometimes, the applicant will be asked to complete the task at the place of employment under rigid time constraints. Other times, the applicant will be able to take the test home with them and return it days or even weeks later.

Personality Tests

Having the knowledge and skills required to do a job does not guarantee that you will be a good employee. You must be able to work well with fellow employees and with your supervisors and managers. “Most terminations that occur in organizations occur because of personality conflicts,” says Dr. Helm. “Employers say things like ‘she didn't fit in with our corporate culture,’ or ‘he didn't work well with his managers.’” With this in mind, employers often give potential employees personality tests to see how well they will fit within the corporate culture. These tests attempt to measure a variety of personality factors ranging from how you manage your time and your daily activities to how well you follow orders or collaborate with others.

PREPARING FOR PRE-EMPLOYMENT TESTS

First, find out if any type of pre-employment test will be used. This information can be found in job postings or on the HR section of company web sites. You can also ask the employer directly about pre-employment testing when an interview is scheduled. “The employer almost always tells job

applicants if there is going to be any type of pre-employment testing during the initial stages of the application process,” says John Kniering, the Director of Career Services at the University of Hartford. “But it never hurts to bring the question up yourself if you are unsure.” In some instances, employers will even provide candidates with sample questions from pre-employment tests. Nobody likes a pop quiz, and knowing that a test is coming and what it will be testing will enable you to be more relaxed. Be sure to take a close look at the qualifications and skills listed on the job description. Almost without exception, those are the skills for which you are going to be tested.

More often than not, however, there is little you can do to prepare for a pre-employment test. Pre-employment tests designed to access your job aptitude will quiz you about information accrued over years of study and experience. You can't cram for these types of tests. Personality tests, on the other hand, are given to ascertain how you will interact with co-workers and fit in with the corporate climate. Dr. Helm suggests that students respond to personality tests as honestly as they can. “Most personality tests contain ‘lie scales,’ which help measure how much effort applicants put into trying to look good in the eyes of the employer,” he says. “These scales are used to adjust the applicants' test results and give more accurate reports.”

However, there are some common sense things you can do to ensure you will perform your best. Read the test directions carefully, and be sure to ask for clarification if you have any questions about how to take the test. On timed tests, save the difficult questions for the end so you have time to answer the easier questions. And just as you did for your tests in college, make sure you get a good night's sleep before testing.

LEGAL ISSUES

Employers must be able to show that pre-employment tests used to make hiring decisions test skills and attributes relevant to the job being filled. “There must be a link between what the test measures and what the job requires,” says Dr. Helm. For aptitude tests, this link is often obvious, but for tests measuring attitude or personality, the connection may be harder to make. “Companies that use employment tests are responsible for making sure that the job description demonstrates the need for behavior or attitudes that the employment test measures,” Dr. Helm adds.

Employers must also take measures to ensure that pre-employment tests do not unfairly screen out people with disabilities. Tests must measure a job candidate's knowledge, attributes, and skills, not his or her disabilities. Tell potential employers about any personal disability that you feel puts you at a disadvantage when taking a pre-employment test so that they can make accommodations to ensure the test is applied fairly.

Written by Chris Enstrom, a free-lance writer from Nashville, Ind.

Guide to Appropriate Pre-Employment Inquiries

ACCEPTABLE	SUBJECT	UNACCEPTABLE
<p>“Have you worked for this company under a different name?” “Have you ever been convicted of a crime under another name?”</p>	NAME	Former name of applicant whose name has been changed by court order or otherwise
<p>Applicant’s place of residence How long applicant has been a resident of this state or city</p>	ADDRESS OR DURATION OF RESIDENCE	
	BIRTHPLACE	<p>Birthplace of applicant Birthplace of applicant’s parents, spouse or other relatives Requirement that applicant submit a birth certificate, naturalization or baptismal record</p>
<p>“Can you, after employment, submit a work permit if under 18?” “Are you over 18 years of age?” “If hired, can you furnish proof of age?” /or/ Statement that hire is subject to verification that applicant’s age meets legal requirements</p>	AGE	Questions that tend to identify applicants 40 to 64 years of age
	RELIGION	<p>Applicant’s religious denomination or affiliation, church, parish, pastor or religious holidays observed “Do you attend religious services/or/a house of worship?” Applicant may not be told “This is a Catholic/Protestant/Jewish/atheist organization.”</p>
Statement by employer of regular days, hours or shift to be worked	WORK DAYS AND SHIFTS	
	RACE OR ETHNICITY	Complexion, color of skin or other questions directly or indirectly indicating race or ethnicity
Statement that photograph may be required after employment	PHOTOGRAPH	<p>Requirement that applicant affix a photograph to the application form Request applicant, at his/her option, to submit photograph Requirement of photograph after interview but before hiring</p>
Statement by employer that if hired, applicant may be required to submit proof of authorization to work in the United States	CITIZENSHIP	<p>Whether applicant, parents or spouse are naturalized or native-born U.S. citizens Date when applicant, parents or spouse acquired U.S. citizenship Requirement that applicant produce naturalization papers or first papers Whether applicant’s parents or spouse are citizens of the United States</p>
Languages applicant reads, speaks or writes fluently	NATIONAL ORIGIN OR ANCESTRY	<p>Applicant’s nationality, lineage, ancestry, national origin, descent or parentage Date of arrival in United States or port of entry; how long a resident Nationality of applicant’s parents or spouse; maiden name of applicant’s wife or mother Language commonly used by applicant, “What is your mother tongue?” How applicant acquired ability to read, write or speak a foreign language</p>
Applicant’s academic, vocational or professional education; schools attended	EDUCATION	Date last attended high school
<p>Applicant’s work experience Applicant’s military experience in armed forces of United States, in a state militia (U.S.) or in a particular branch of U.S. armed forces</p>	EXPERIENCE	<p>Applicant’s military experience (general) Type of military discharge</p>
“Have you ever been convicted of any crime? If so, when, where and the disposition of case?”	CHARACTER	“Have you ever been arrested?”
<p>Names of applicant’s relatives already employed by this company Name and address of parent or guardian if applicant is a minor</p>	RELATIVES	<p>Marital status or number of dependents Name or address of relative, spouse or children of adult applicant “With whom do you reside?” “Do you live with your parents?”</p>
Name and address of person to be notified in case of accident or emergency	NOTICE IN CASE OF EMERGENCY	Name and address of relative to be notified in case of emergency
Organizations, clubs, professional societies or other associations of which applicant is a member, excluding any names the character of which indicate the race, religious creed, color, national origin or ancestry of its members	ORGANIZATIONS	List all organizations, clubs, societies and lodges to which you belong
“By whom were you referred for a position here?”	REFERENCES	Requirement of submission of a religious reference
<p>“Can you perform all of the duties outlined in the job description?” Statement by employer that all job offers are contingent on passing a physical examination</p>	PHYSICAL CONDITION	<p>“Do you have any physical disabilities?” Questions on general medical condition Inquiries as to receipt of workmen’s compensation</p>

Job Search Strategies: Pros and Cons

There are many ways to look for a job, some of which are better than others. Presented below are some of the most popular ways, as well as helpful hints and pros and cons of each.

STRATEGY	TOOLS	PROS	CONS	HELPFUL HINTS
WANT ADS Scan want ads. Mail résumé with cover letter tailored to specific job qualifications.	<ul style="list-style-type: none"> • Newspapers • Journals • Newsletters • Trade magazines • Cover letters • Résumés 	Involves minimal investment of time in identifying companies. Résumé and cover letter are sent for actual job opening.	Resume and cover letter will compete with large number of others. Ads follow job market; least effective in times of economic downturn.	<ul style="list-style-type: none"> • Use as a meter on the job market in a certain career field. • Try to get your materials in as early as possible.
EMPLOYMENT AGENCIES Respond to employment agency ads in newspapers; check phone book for names of agencies to contact.	<ul style="list-style-type: none"> • Resumes • Business attire 	Fee-paid jobs for graduates in technical fields or those with marketable experience.	May be less help to non-technical/inexperienced graduates. Be wary if you, instead of the employer, have to pay a fee.	<ul style="list-style-type: none"> • Identify agencies that specialize in your field. • Make frequent contact with your counselor to obtain better service.
INTERNET Search online job banks and company web sites. Submit résumé online/post on job boards.	<ul style="list-style-type: none"> • Access to the web • Electronic résumé 	Actual job openings. Many employers use a wide variety of job listing services. Many listings have free to low-cost access. Worldwide geographic reach.	Competition is growing as use of the web increases. Many jobs listed are technical in nature, though the visibility of nontechnical fields is growing.	<ul style="list-style-type: none"> • Use the web frequently as information and sites change quickly. • May need to conduct your search at off-peak times (early morning or late at night).
TARGETED MAILING Develop a good cover letter tailored to a specific type of job and the needs of the company. Send letter with résumé to selected companies.	<ul style="list-style-type: none"> • List of well-researched companies • Tailored cover letters • Résumés 	Better approach than the mass-mailing method. Investment of time and effort should merit stronger response from employers.	Requires a significant investment of time in researching companies and writing cover letters as well as following up with contacts.	<ul style="list-style-type: none"> • Try to find out who is in charge of the area in which you want to work; send your materials to that person. Great method when used in conjunction with networking.
IN-PERSON VISIT Visit many companies. Ask to see person in specific department. Submit résumé and application, if possible.	<ul style="list-style-type: none"> • Business attire • Company address list • Resumes 	Resume and application are on file with the company.	Requires a great deal of time to make a relatively small number of contacts.	<ul style="list-style-type: none"> • Research the companies prior to your visit. Ask for a specific person or ask about a specific type of job.
NETWORKING Talk to everyone you know to develop a list of possible contacts; ask for information on job/companies and to circulate your résumé.	<ul style="list-style-type: none"> • List of contacts • Résumés • Business attire 	May learn of unadvertised openings. May result in a courtesy interview. Often results in a closer match of your interests to a job.	A contact in itself is not enough to get you a job. You may exhaust all leads without landing a job. Quite time-consuming.	<ul style="list-style-type: none"> • Follow through on all leads. • Keep broadening your network of contacts.
ON-CAMPUS RECRUITING Follow specific procedures to secure on-campus interviews.	<ul style="list-style-type: none"> • Scheduling interviews • Employer literature • Résumés • Business attire 	One of the primary ways in which companies recruit for technical and business positions.	May be less effective for nontechnical/nonbusiness candidates.	<ul style="list-style-type: none"> • Use the interview schedule as a way to identify possible employers, even if you don't get to interview on campus with those employers.
RÉSUMÉ REFERRAL Register with one of the many national referral services. As jobs are listed by employers, the data bank of registrants is searched for matches. If your materials match, they are sent to the employers.	<ul style="list-style-type: none"> • Registration form supplied by service 	Another way to monitor the job market and get your qualifications to the attention of employers.	May involve a fee. Often more helpful to those in technical or specialized fields. May not learn of the status of your materials.	<ul style="list-style-type: none"> • Use only in conjunction with other job search strategies.

Adapted and reprinted with permission from Career Services, Pennsylvania State University, University Park, PA.

Getting the Most Out of a Career Fair

Many employers use career fairs—both on and off campus—to promote their opportunities and to pre-screen applicants. Career fairs come in all shapes and sizes, from small community-sponsored events to giant regional career expositions held at major convention centers.

Most career fairs consist of booths and/or tables manned by recruiters and other representatives from each organization. For on-campus events, some employers also send alumni representatives. Large corporations and some government agencies have staffs who work the career fair “circuit” nationwide.

An employer’s display area is also subject to wide variance. It could be a simple table with a stack of brochures and business cards and a lone representative or an elaborate multimedia extravaganza with interactive displays, videos, posters and a team of recruiters.

FASHIONS AND ACCESSORIES

Generally, the appropriate attire for career fair attendees is more relaxed than what you’d wear to an actual job interview. In most cases, “business casual” is the norm. If you’re unsure of the dress code (particularly for off-campus events), it would be wise to err on the overdressed side—you’ll make a better impression if you appear professional. Think of it as a dress rehearsal for your real interviews!

Remember to bring copies of your résumé (or résumés, if you have several versions tailored to different career choices), a few pens and pencils (have backups—they have a way of disappearing), a folder or portfolio and some sort of note-taking device (a paper or electronic pad). Keep track of the recruiters with whom you speak and send follow-up notes to the ones who interest you. Don’t bring your backpack; it’s cumbersome for you, it gets in the way of others and it screams “student!” instead of “candidate!”

STOP, LOOK AND LISTEN

Keep your eyes and ears open—there’s nothing wrong with subtly eavesdropping on the questions asked and answers received by your fellow career fair attendees. You might pick up some valuable information, in addition to witnessing some real-life career search “dos and don’ts.”

In order to maximize your career fair experience, you must be an active participant and not just a browser. If all you do is stroll around, take company literature and load up on the ubiquitous freebies, you really haven’t accomplished anything worthwhile (unless you’re a collector of key chains, mousepads and pocket flashlights). It is essential to chat with the company representatives and ask meaningful questions.

Here’s a great bit of career fair advice from Stanford University’s *Career Fair ’99* guide:

“Create a one-minute ‘commercial’ as a way to sell yourself to an employer. This is a great way to introduce yourself. The goal is to connect your background to the organization’s need. In one minute or less, you need to introduce yourself, demonstrate your knowledge of the company, express enthusiasm and interest and relate your background to the company’s need.”

YOU’RE A PROSPECTOR—START DIGGING

The questions you ask at a career fair depend upon your goals. Are you interested in finding out about a particular career field? Then ask generalized questions about working within the industry. If you’re seeking career opportunities with a specific employer, focus your questions on the application and interview process, and ask for specific information about that employer.

FAIR THEE WELL

By all means, try to attend at least one career fair before beginning your formal job interviewing process. For new entrants into the professional career marketplace, this is a good way to make the transition into “self-marketing mode” without the formality and possible intimidation of a one-on-one job interview. It’s an opportunity that’s too valuable to miss.

A FEW WORDS ABOUT CAREER FAIR ETIQUETTE

1. Don’t interrupt the employer reps or your fellow job-seekers. If someone else is monopolizing the employer’s time, try to make eye contact with the rep to let him or her know that you’re interested in speaking. You may be doing a favor by giving the recruiter an out. If all else fails, move to the next exhibit and plan to come back later.
2. If you have a real interest in an employer, find out the procedures required to secure an interview. At some career fairs, initial screening interviews may be done on the spot. Other times, the career fair is used to pre-screen applicants for interviews to be conducted later (either on campus or at the employer’s site).
3. Sincerity always wins. Don’t lay it on too thick, but don’t be too blasé either. Virtually all employers are looking for candidates with good communication skills.
4. Don’t just drop your résumé on employers’ display tables. Try to get it into a person’s hands and at least say a few words. If the scene is too busy and you can’t get a word in edgewise, jot a note on your résumé to the effect of, “You were so busy that we didn’t get a chance to meet. I’m very interested in talking to you.” Look around the display for the recruiter’s business card (or at the very least, write down his or her name and get some literature with the company’s address) and send a follow-up note and another copy of your résumé.
5. If you know ahead of time that one of your “dream companies” is a career fair participant, do some prior research (at minimum, visit their web site and, if available, view their company videotape). A little advance preparation goes a long way and can make you stand out among the masses of other attendees.

Marketing Your Liberal Arts Degree

As liberal arts graduates enter the job market, their direction may not be as obvious as that of their technically trained counterparts. For the most part, engineering or computer science majors know exactly where to target their efforts.

Liberal arts majors are less fortunate in that regard—such a heading cannot be found in the want ads. Yet if they learn to target their aptitudes, they have as good a chance as anyone to find meaningful work.

Students are no longer necessarily hired just because they have a particular degree. Math and physics majors are getting engineering jobs and liberal arts majors are getting accounting jobs. The reason new graduates are being hired is because they have specific skills that meet the needs of the employer.

No one is more suited to this approach than the liberal arts major. What you need to do, explains one career advisor, is to find out what you really want to do—regardless of your major. “Students often ask, ‘What can I do with a major in philosophy?’ But that’s the wrong question. The real questions are, ‘What fascinates me? How can I connect my interests with a job? What do I really want to be doing in 20 years?’”

Conduct in-depth research on any companies that appeal to you, and try to match their needs to your wants.

Once you have answered those questions, look at possibilities for matching your interests with a job. There are more options than you might think. Don’t get stuck on titles. For instance, if you want to be an autonomous problem-solver, someone with good communication skills who can do a good job of synthesizing sources (as in writing term papers), forget about the titles and look at the job descriptions. Management consultants, career specialists, personnel managers, teachers or trainers within organizations and schools are just a few options.

As a liberal arts major, you have to do much more work in terms of researching different job markets and finding out where there is a demand. Conduct in-depth research on any companies that appeal to you, and try to match their needs to your wants. You must be specific, however. It is possible to be too general, too open and too flexible.

To be successful, you should combine your long-term vision with short-term specificity. Present yourself to your potential employer as someone who both understands the broad goals of the company and has the ability to grow and contribute in the long run. But most importantly, show

how you can excel in that specific job. And this, most likely, will involve some specialized skills. If you’ve taken business courses, had work experiences or utilized a computer in your liberal arts work, point out those strengths.

Once you’ve taken the time to determine your real interests and have set some long-term goals, map out a plan—long- and short-term—on how to get there. Resources are plentiful—from the *Occupational Outlook Handbook* or *Dictionary of Occupational Titles* to numerous general job search books, as well as those dealing with specific topics such as *What to Do with a Degree in Psychology*, *The Business of Show Business*, etc.

Your liberal arts education has equipped you to take a broad topic and research it. Use those skills to make the connection between what you want and what companies need. Once you find job descriptions that match your long-term interests, set about shaping your résumé and, if need be, getting the additional specific skills, training or certification to get that first job.

Your first job may not match your long-term goal. But it’s the first step. And that, at this point, is the all-important one.

WHAT LIBERAL ARTS GRADUATES ARE DOING

A sampling of the wide range of positions filled by liberal arts graduates:

Accountant	Librarian
Administrative assistant	Management consultant
Advertising account executive	Marketing representative
Air traffic controller	Medical/dental assistant
Artist	Museum coordinator
Auditor	Office administrator
Bank manager	Outpatient therapist
Business systems analyst	Paralegal
Buyer	Photographer
Child support enforcement officer	Probation officer
Claims examiner	Product specialist
Communications specialist	Psychologist
Computer specialist	Public relations specialist
Copywriter	Quality engineer
Counselor	Recreation administrator
Customer service representative	Research analyst
Editor	Restaurant manager
Employee relations specialist	Retail manager
Engineering planner	Sales representative
Financial consultant	Social worker
Graphic designer	Speech pathologist
Hotel manager	Stockbroker
Human resource specialist	Systems analyst
Industrial designer	Tax consultant
Interpreter/translator	Teacher
Journalist	Technical writer
	Transportation specialist
	Underwriter
	Urban planner
	Writer

Is Graduate School Right for You?

At some point in your college career, you must decide what you would like to do after graduation—and that includes whether or not to attend graduate school. If you're trying to determine whether graduate school is right for you, here are some pointers to help you make an enlightened decision.

1. Should I consider going to graduate school?

Going to graduate school might be a good idea if you...

- want to be a professor, lawyer, doctor, investment banker or work in any profession that requires a post-secondary education.
- wish to develop additional expertise in a particular subject or field to maximize your future earning potential and opportunities for career advancement.
- are deeply interested in a particular subject and wish to study it in-depth—AND have the time and financial resources to devote to further education.

Going to graduate school might not be a good idea if you...

- are trying to delay your entry into the “real world” with real responsibilities and real bills.
- are clueless about your career goals.
- aren't prepared to devote the time and hard work needed to succeed.
- want to stay in school longer to avoid a poor job market.

2. Is it better to work first or attend graduate school immediately after I complete my undergraduate degree?

Work first if...

- you would like to get some real-world work experience before investing thousands of dollars in a graduate degree.
- the graduate school of your choice prefers work experience (most MBA and some Ph.D. programs require this).
- you cannot afford to go to graduate school now, and you haven't applied for any scholarships, grants, fellowships and assistantships, which could pay for a great deal of your education.

Go to graduate school now if...

- you are absolutely sure you want to be a college professor, doctor, lawyer, etc., and need a graduate degree to pursue your dream job.
- you have been awarded grants, fellowships, scholarships or assistantships that will help pay for your education.
- you're concerned that once you start earning real money, you won't be able to return to the lifestyle of a “poor” student.
- your study habits and mental abilities are at their peak, and you worry whether you'll have the discipline (or motivation) to write papers and study for exams in a few years.

3. I am broke. How will I pay for tuition, books, fees and living expenses?

- Family: You've likely borrowed from them in the past; maybe you're lucky enough for it to still be a viable option.

- Student Loans: Even if you've taken out loans in the past, another \$50,000 - \$75,000 may be a sound “investment” in your future.
- Fellowships/Scholarships: A free education is always the best option. The catch is you need a high GPA, good GRE/GMAT/LSAT/MCAT scores and the commitment to search out every possible source of funding.
- Teaching/Research Assistantships: Many assistantships include tuition waivers plus a monthly stipend. It's a great way to get paid for earning an education.
- Employer Sponsorship: Did you know that some companies actually pay for you to continue your education? The catch is they usually expect you to continue working for them after you complete your degree so they can recoup their investment.

4. What are the pros and cons of going to graduate school full-time vs. part-time?

Benefits of attending graduate school full-time:

- you'll be able to complete your degree sooner.
- you can totally commit your intellectual, physical and emotional energy to your education.
- ideal if you want to make a dramatic career change.

Benefits of attending graduate school part-time:

- work income helps pay for your education.
- you can take a very manageable course load.
- you can juggle family responsibilities while completing your degree.
- allows you to work in the function/industry/career of your choice while continuing your education.
- employer will often pay for part (or all) of your graduate degree.

5. Assuming I want to go to graduate school in the near future, what should I do now?

- Identify your true strengths, interests and values to help you discover what is right for YOU—not your friends or parents.
- Keep your grades up and sign up (and prepare) to take the required standardized tests.
- Talk to faculty, friends and family who have gone to graduate school to get their perspective about the differences between being an undergraduate and a graduate student.
- Talk to faculty, friends and family who are in your targeted profession to get a realistic sense of the career path and the challenges associated with the work they do.
- Investigate creative ways to finance your education—by planning ahead you may reduce your debt.
- Research graduate schools to help you find a good match.
- Investigate the admissions process and the current student body profile of your targeted schools to evaluate your probability for admission.
- Have faith and APPLY! Remember, you can't get in unless you apply.

Written by Roslyn J. Bradford.

Don't Forget the Small Companies

Do you realize that most new job growth in the United States comes from small businesses? Yet, most students concentrate their job search on *Fortune* 500 corporations or other large, well-known companies with defined and approachable personnel departments. But don't forget the small companies! Generally, any business with 200 or fewer employees is considered a small company. Small businesses are an economic powerhouse that are providing the economy with a wealth of jobs (nearly two-thirds of all new jobs!) and revenue.

IS A SMALL COMPANY RIGHT FOR YOU?

Life in a small organization is very different from that in a large organization. Small companies tend to offer an informal atmosphere, an all-for-one camaraderie and require more versatility and dedication on the part of the company and workers. Small companies are usually growing so they are constantly redefining themselves and the positions within them. Look at the following list of small company traits and consider which of them are advantages and which are disadvantages for you.

- You are given more responsibility and are not limited by job titles or descriptions.
- Your ideas and suggestions will be heard and given more attention.
- Career advancement and salary increases may be rapid in a growing company.
- You have less job security due to the high rate of failure for a small business.
- You have the opportunity to be involved in the creation or growth of something great.
- You may be involved in the entire organization rather than in a narrow department.
- You may be eligible for stock options and profit sharing.
- The environment is less bureaucratic; there are fewer rules and regulations and thus fewer guidelines to help you determine what to do and whether you're succeeding or failing.
- Successes and faults are more visible.
- Starting salaries and benefits may be more variable.
- A dominant leader can control the entire organization. This can lead either to more "political games" or a healthy, happy atmosphere.
- You must be able to work with everyone in the organization.

ARE YOU RIGHT FOR A SMALL COMPANY?

Because most small companies do not have extensive training programs, they look for certain traits in potential employees. You will do well in a small company if you are:

- Self-motivated
- A generalist with many complementary skills
- A good communicator, both oral and written
- Enthusiastic • A risk-taker • A quick learner
- Responsible enough to get things done on your own

There are fewer limitations, and it's up to you to make the best or worst of that freedom. A small business often has a strong company culture. Learn that company's culture; it will help you on your way up the corporate ladder.

FINDING A JOB IN A SMALL COMPANY

One of the biggest hurdles to finding a job in a small business is contacting a hiring manager. Good timing is critical. The sporadic growth of many small companies can mean sporadic job openings, so you need to network. A small business tends to fill its labor needs informally through personal contacts and recommendations from employees. Job hunters must find their way into the organization and approach someone with hiring authority. This means you must take the initiative. Once you have someone's attention, you must convince him or her that you can do something for the company. How do you find information on small companies? Try these techniques:

- Contact the chamber of commerce in the area you would like to work. Get the names of growing companies in the industry of your choice. Peruse the membership directory.
- Participate in the local chapter of professional trade associations related to your career. Send prospective employers a cover letter and résumé, then follow up with a phone call.
- Read trade publications, business journals, and area newspapers for leads. Again, follow up.
- Speak with small business lenders such as bankers, venture capitalists, and small business investment companies. These are listed in directories at local libraries.

Because small companies often have an informal hiring procedure, keep the following differences between large and small companies in mind as you conduct your job search:

Large Company	Small Company
Centralized personnel department	No personnel department
Formal recruiting program with recruiters seeking out potential employees.	No full-time recruiters
Standardized hiring procedures	No standard hiring procedures
Keep résumés on file for a specified period of time	Usually won't keep résumés
Interview held with recruiters and managers	Interview often held with the founder or direct boss
Company literature usually available.	No printed literature
Hiring done months in advance of starting date	Hired to begin immediately
Formal training programs	On-the-job training
Predetermined job categories.	Jobs emerge to fit needs

Always do your homework on the company, and persuade them to hire you through your initiative and original thinking. If you haven't graduated yet, offer to work for them as an intern. This will give you experience, and if you do well, there's a good chance that a job will be waiting for you on graduation day.

Adapted with permission from the Career Resource Manual of the University of California, Davis.

Working for a Nonprofit Organization

Are you looking for more from your future career than just a steady income? Do you find the traditional employment track unappealing? Do you want the chance to make a real impact in your community or even the world? Then a career in the nonprofit sector may be the answer.

WHAT IS A NONPROFIT?

Nonprofits (also known as not-for-profits) are organizations that promote a cause or provide a public service and are granted tax-exempt status by the Internal Revenue Service under section 501 of the Federal Tax Code. Nonprofits are often at the forefront of advocacy, social issues and scientific research. Some manage and promote the arts, culture or even history in communities across the nation. Political and labor groups are nonprofit organizations, as are professional and trade organizations. The broad category of nonprofits also includes non-governmental organizations (NGOs) that provide critical services to areas affected by war or natural disasters. Some promote environmental issues on an international scale.

With all these categories, it's no wonder that over 1 million nonprofit organizations in the United States employ more than 10 million people or an estimated 7% of the total workforce. These organizations range from a few volunteers to several thousand paid and unpaid staff members.

IS A NONPROFIT RIGHT FOR YOU?

Most nonprofit employees are not motivated by money or a prestigious title. Instead, they find fulfillment in a career that contributes to the welfare of others or advances a particular cause. Depending on your interests and beliefs, working for a particular nonprofit can be both challenging and fulfilling. You often work with people who share your altruism and passion about an issue or cause. And unlike the private sector or government, there are usually endless opportunities in entry-level positions where related experience is not required.

But working for a nonprofit is not all bliss and passion, nor is it an escape from work-related stress. Nonprofit employees may not have to meet sales goals or make money for their owners or shareholders, but they are still held accountable for their decisions by their funding sources and constituents. Some organizations are highly politicized. Resources tend to be limited for staff development, bonuses or the latest equipment. Nonprofit workers must learn to work effectively with a broad range of people, including their clients, elected officials, volunteers, donors and local civic leaders.

Top management is usually held accountable to a board of advisors or board of directors. The latter group has governing power, including the power to terminate top management. Instability in funding is often a frustrating factor among nonprofits (especially among the smaller ones), as it must be sought each year from a variety of sources. Today, receiving grants is becoming more difficult. Grantors are demanding increased accountability and results in exchange for their financial support.

OPPORTUNITIES

Take a look at the current job openings in the nonprofit sector and you will see a broad range of jobs. Positions with arts organizations can include curators, writers, performing artists and event planners. Health agencies often hire counselors, researchers and lobbyists. All nonprofit companies require the services of grant writers, fundraisers (also known as development officers), accountants, information technology workers and office managers. While idealism and passion may be the fuel to energize an organization, solid administrative skills including writing, strong interpersonal skills, multiple business and political contacts, and good business acumen are highly valued and required to ensure the stability and longevity of an organization.

BUT WILL I EARN ENOUGH?

Because of the wide variety of agencies in staff size, organization budget and scope of activities, it is nearly impossible to provide a salary range based on position. For example, the salary of the executive director of the Red Cross would be six figures, while the executive director of a two-person organization whose services are narrow and local may be in the low 30s. *The Chronicle of Philanthropy* periodically publishes the salaries of top executives in nonprofits. In general, the larger an organization and the wider its scope, the greater the salary—though it may still be below the national average. Career advancement is also more likely within a larger organization.

HOW AND WHERE TO FIND NONPROFIT POSITIONS

If you are interested in working for a nonprofit organization, talk to others in the field to help you decide if the nonprofit sector is right for you. Schedule an appointment with three or four directors and program administrators to find out the differences (and similarities) between various agencies. Ask about the types of people typically hired and the types of jobs available. Find out what makes the field satisfying—and frustrating. Ask about pay, advancement and the skills most highly sought. Read public literature about different agencies, and serve as a volunteer with an agency of interest to you to become acquainted with the staff and the agency's services. Volunteer positions sometimes become paid positions or provide you with solid leads and the "inside track" to paid positions.

When you are ready to apply for specific positions, use local resources such as the United Way, your local newspaper and the Internet, using the key word *nonprofit*. Opportunity NOCs (www.opportunitynocs.org) provides a comprehensive print and online version of nonprofit job opportunities throughout the United States. Many organizations (especially larger ones like the Red Cross) have their own web sites that list job openings.

Wherever you choose to look, a job with a nonprofit organization can be a great way to start your career—and do something good for your community.

Written by Rosita Smith.

Federal Jobs: Working for Uncle Sam

So you want to work for the federal government? You are not alone. Uncle Sam employs approximately 1.8 million civilian workers worldwide. Federal employees receive a generous benefits package, and as of 2006 they earn an average salary of \$63,125. As the largest employer in the U.S., the federal government offers a variety of career opportunities unparalleled in the private sector. No matter what your degree or level of experience, there is a job for you with the feds. Federal employees work with (and create) cutting-edge technology. They create policy, programs and services that impact the health, safety and welfare of millions of people in the U.S. and abroad.

But with these benefits come bureaucracy. If you do not like working within a system and following a defined chain of command, a federal job might not be for you. This bureaucracy is evident in the hiring process as well. Federal agencies follow strict hiring procedures, and applicants who do not conform to these procedures are left by the wayside. Typically, the federal hiring process can stretch on for months. In fact, many career professionals recommend that students applying for federal jobs begin the process at least two semesters before their graduation date.

TYPES OF FEDERAL JOBS

Federal jobs are separated into two classes: competitive service and excepted service positions. Competitive service jobs, which include the majority of federal positions, are subject to civil service laws passed by Congress. Job applications for competitive service positions are rated on a numerical system in which applications are awarded points based on education, experience and other predetermined job qualification standards. Hiring managers then fill the position from a pool of candidates with the highest point totals.

Hiring managers for excepted service agencies are not required to follow civil service hiring procedures or pick from a pool of candidates who have been rated on a points system. Instead, these agencies set their own qualifications requirements, as occurs in private industry. However, both competitive service and excepted service positions must give preference to veterans who were either disabled or who served in combat areas during certain periods of time. The Federal Reserve, the Central Intelligence Agency and the National Security Agency are examples of some excepted service agencies. (For a complete list, visit www.usajobs.opm.gov/EI6.asp.) It's important to note that even agencies that are not strictly excepted service agencies can have excepted service positions available within them.

OPM AND USAJOBS

The U.S. Office of Personnel Management (OPM) acts as the federal government's human resources agency. OPM's web site (www.opm.gov) is expansive and contains a wealth of information for anyone interested in federal jobs, including federal employment trends, salary ranges, benefits, retirement statistics and enough links to publications and resources to keep a research librarian busy for days. Linked to the OPM site is the recently launched USAJOBS site (www.usajobs.opm.gov), which has its own set of tools and resources. Of particular interest to job applicants is "The Career Interest Center" page, which contains tools to help applicants find jobs that match their education, skills and interests. More importantly, USAJOBS acts as a portal for federal employment with thousands of job listings at any one time.

SEARCHING FOR FEDERAL JOBS

Federal agencies now fill their jobs like private industry by allowing applicants to contact the agency directly for job

information and applications. However, most of these positions can be accessed through the USAJOBS site. All competitive service positions must be posted on the USAJOBS site, and although agencies are not required to post their excepted service positions on USAJOBS, many do.

Registered visitors to USAJOBS can create and post up to five résumés, which can be made searchable, allowing recruiters from federal agencies to find résumés during applicant searches. Applicants can also use these résumés to apply directly to jobs that have an online application option. In addition, job applicants can create as many as ten "search agents," which search for job openings using certain criteria (such as location, job type, agency, salary requirements), and e-mail matching postings directly to their inbox. Applicants can also search for jobs directly using the "search jobs" button on the USAJOBS homepage.

Remember, excepted service positions are not required to be posted on the USAJOBS site. If you are interested in employment with an excepted service agency, be sure to visit the recruitment section of its Web sites for postings that may not have made it onto the USAJOBS site. It is often worthwhile to look at the sites of agencies that you do not associate with your field of study. "If students are interested in the environment, they should definitely visit the EPA's web site," says Briane K. Carter, M.S., Director of Career Services at the University of Texas, El Paso. "But they should also make sure to visit the Web sites of other agencies that they don't associate with their major. It's not unusual for biology major, for example, to find a job with Homeland Security or the Department of Defense."

HOW TO APPLY

There is no general way to submit an application to OPM or to individual federal agencies. Instead, students should refer to each job posting for specific directions. Whether for competitive service or excepted service positions, federal job postings can be intimidating. A typical posting can run over 2,000 words and include sections on eligibility requirements, educational requirements, necessary experience, salary range, job duties and even a description of how applicants are evaluated.

Most importantly, all federal job postings include a section titled "How to Apply." Instead of letting this avalanche of information overwhelm you, use it as a resource to help you put together the best application possible, paying particularly close attention to the "How to Apply" section. If you do not follow the instructions and procedures closely, your application may not be processed. "I would emphasize that applicants should carefully read the 'fine print' of all printed and online materials and applications," says Dr. Richard White, Director of Career Services at Rutgers University. "Applicants who dot all their i's and cross all their t's gain a competitive advantage and rise to the top of the application pool."

The OPM created an "Optional Application for Federal Employment Form-OF 612," which applicants can fill out instead of submitting a résumé for many positions. However, the OPM web site states that résumés are preferred in most instances. As with all jobs, make sure to create a tailored résumé for any federal job that you apply for. Federal agencies require specific information on your résumé before it can be processed. The OF 612 form and the specific job posting can be used together to ensure that your résumé has all the sections and information necessary for your résumé to be considered.

Written by Chris Enstrom, a free-lance writer from Nashville, Ind.

International Students and the Job Search

Looking for a job is seldom easy for any student. For you, the international student, the job search process can be especially confusing. You may lack an understanding of U.S. employment regulations, or perhaps you are unaware of the impact your career choice has on your job search. You may also be unsure about your role as the job-seeker and the resources used by American employers to find candidates.

The following is an overview of the issues most relevant to international students in developing a job search strategy. Additional information about the employment process and related topics can be found through your career center and on the Internet.

INTERNATIONAL STUDENT AND FACULTY SERVICES OFFICE

As an international student, you should *only* obtain employment-related information from an experienced immigration attorney or your campus ISFS representative. *Advice from any other resource may be inaccurate.* Once you have decided to remain in the United States to work, contact the international student services office or the office of human resources on your campus and make an appointment with your ISFS representative. In addition to helping you fill out necessary forms, the ISFS representative will inform you of the costs associated with working in the United States.

IMPORTANCE OF SKILLS AND CAREER FIELD

Find out if your degree and skills-set are currently in demand in the U.S. job market. An advanced degree, highly marketable skills or extensive experience will all make your job search easier. Find out what region of the United States holds the majority of the jobs in your field; you may need to relocate in order to find the job you want. Learn all you can about your targeted career field by talking to professors, reading industry publications and attending professional meetings and regional conferences.

ROLE OF EMPLOYERS

It is the employer's responsibility to find the right people for his or her company—*not to help you find a job*. The interview is successful when both of you see a match between the employer's needs and your interest and ability to do the job.

The employer (through hiring managers, human resources staff or employment agencies) will most likely use several resources to find workers, including:

- College recruiting
- Campus or community job fairs
- Posting jobs on the company Web site or on national job posting sites on the Internet
- Posting jobs in major newspapers or trade publications
- Posting jobs with professional associations
- Resume searches on national online services
- Employee referrals
- Regional and national conferences
- Employment agencies (“headhunters”)

Are you accessible to employers through at least some of the above strategies? If not, develop a plan to make sure your credentials are widely circulated. Notify as many people as possible in your field about your job search.

STRONG COMMUNICATION SKILLS

You can help the employer make an informed hiring decision if you:

- Provide a well-prepared résumé that includes desirable skills and relevant employment experiences.
- Clearly convey your interests and ability to do the job in an interview.
- Understand English when spoken to you and can effectively express your thoughts in English.

It's important to be able to positively promote yourself and talk with confidence about your education, relevant skills and related experiences. Self-promotion is rarely easy for anyone. But, it can be especially difficult for individuals from cultures where talking about yourself is considered inappropriate. When interviewing in the United States, however, you are expected to be able to explain your credentials and why you are suitable for the position.

Be sensitive to the interviewer's verbal and nonverbal cues. Some international students may not realize when their accent is causing them to be misunderstood. Interviewers are sometimes too embarrassed or impatient to ask for clarification, so be on the lookout for nonverbal clues, such as follow-up questions that don't match your responses or sudden disinterest on the part of the interviewer. Also, make sure you express proper nonverbal communication; always look directly at the employer in order to portray confidence and honesty.

If your English language skills need some work, get involved with campus and community activities. These events will allow you to practice speaking English. The more you use the language, the more proficient you will become. These activities are also a great way to make networking contacts.

CAREER CENTER

The career center can be a valuable resource in your job search. Be aware, however, that some employers using the career center won't interview students who are not U.S. citizens. Though this may limit your ability to participate in some campus interviews, there are numerous ways to benefit from the campus career center:

- Attend sessions on job search strategies and related topics.
- Work with the career services staff to develop your job search strategy.
- Attend campus career fairs and company information sessions to inquire about employment opportunities and to practice your networking skills.

It's a good idea to get advice from other international students who have successfully found employment in this country and to start your job search early. Create and follow a detailed plan of action that will lead you to a great job you can write home about.

Written by Rosita Smith.



Clark County School District, the fifth largest school district in the nation, is currently accepting applications for the following positions :

- School Nurses
- Occupational Therapists
- Physical Therapists
- School Psychologists
- Speech-Language Pathologists
- Elementary School Library Media Specialists
- Secondary Mathematics and Biological Science Teachers (Grades 7-12) *
- Elementary Bilingual (Spanish)
- Spanish Teachers, Grades 7-12
- Special Education Teachers
- Teachers of the Deaf
- Teachers of the Visually Impaired

Competitive Compensation Package

- Competitive salaries
- Excellent retirement benefits

Las Vegas: A Family Community

- New schools, award-winning parks, recreation and cultural activities (golfing, hiking, skiing, boating, museums, art fairs, community theatre, and more)
- Proximity to major cities in the Southwest

Apply online at: <http://www.ccsd.net/jobs>
For more information call the Human Resources Division:
702.855.5414

10 Steps to Prepare for Your Teaching Career

Once you have decided that you want to be a teacher, there are some sure-fire ways to make yourself more marketable to school districts. Outlined are ten steps to help guide you in planning for your career as an educator.

STEP 1: DEFINE YOUR GOALS AND ASSESS YOUR SKILLS

Why do you want to become a teacher? What are your career goals? What are your greatest strengths as a teacher? Though these may be typical questions that you may be asked during an interview, you need to start thinking about these questions long before you begin the interviewing process. Being able to articulate your skills will be helpful to you in conducting your job search as well as during the interviewing process.

STEP 2: PREPARE YOUR MARKETING MATERIALS

Your résumé and cover letter are very important documents! These items allow the school systems to “meet” you on paper. Your résumé and cover letter should convey your relevant skills, experiences and interests to the school districts. Pick up a copy of *Résumé Writing, Cover Letters and References* from the Office of Career Services or attend a Résumé Writing seminar to learn the basics. You may also make an appointment for résumé assistance or visit Career Services during “walk-in” hours for a résumé and cover letter critique.

STEP 3: CREATE YOUR PORTFOLIO

A well-prepared portfolio exhibits your skills, individuality, and goals. Be sure your portfolio is well-organized and presents you as a dedicated and hardworking individual. If you decide to submit a portfolio, make sure you prepare the materials professionally. NEVER send originals as they may not be returned even if you request they be mailed back to you! Place the materials in a professional-looking binder (a leather binder

INFORMATION TO INCLUDE IN THE TEACHING PORTFOLIO

- Cover Page
- Letter of Introduction
- Table of Contents
- Professional and Personal Data: (*Résumé, Reference, Copy of Degree, License, FBI Clearance*)
- Philosophy of Education
- Parent Communication Plans: (*Discipline Plan, Homework Policy, Volunteer Guideline, Written Classroom Management Plan*)
- Praxis II Scores and Copies of Transcripts
- College Honors and Certificates
- Letters of Recommendation and Professional Evaluations
- Lesson Plans

Adapted from Lynne Conroy's "Professional Portfolio Suggestions"

is considered the *most* professional) and do not staple the various documents together (documents should be placed in clear sheet protectors within the binder). You may use a web site to develop an online portfolio of your work; simply include the URL on a résumé and clearly state that you have an online portfolio at that web address.

STEP 4: SELECT REFERENCES AND OBTAIN LETTERS OF RECOMMENDATION

Student teaching supervisors, cooperating teachers, principals, professors, supervisors, and advisors are all excellent choices for references. Always ask the person *first* before listing them as a reference and be sure to provide your résumé and any other information pertaining to your teaching skills. Do not wait for the school district to ask you for a reference—provide a reference list along with your résumé.

STEP 5: RESEARCH POTENTIAL SCHOOL DISTRICTS AND APPLY FOR POSITIONS

With the technology available through Career Services, the Internet and other resources, you should have no problems learning as much as you possibly can about potential school districts. Once you have selected school districts of interest, you must begin sending your résumés and cover letters to those school systems. Make sure you understand the districts' hiring processes. eRecruiting® is also a useful source in searching and applying for positions. Many school districts will also have online application systems or will list openings on their web site.

STEP 6: REGISTER FOR THE BOBCAT ONLINE JOB SEARCH PROGRAM (ERECRUITING®)

Registration for this special program includes: Automatic, computerized **résumé referral** to approximately 250 schools who post jobs with us; opportunities to interview with school districts right on campus through the **On-Campus Interviewing Program** and the **Teacher Recruitment Consortium (TRC)** career fair; **Online Job Postings**, web listing of current job openings in several fields, including education; and the opportunity to connect with mentors in several fields throughout the United States, with our Alumni Mentors Program.

REGISTERING FOR eRECRUITING®

- You must attend a Registration Orientation Session and receive your registration form.
- Turn in your completed form and \$5 to Career Services.
- You will receive a copy of the Job Search Handbook for Educators.
- Create a profile in the eRecruiting® System through the Career Services web site.
- Upload a résumé and/or other documents into a Résumé Book.

Each school district attending the TRC will receive a TRC Résumé Book. *This book will include résumés of all registered teacher candidates in the eRecruiting database.* There is a deadline to be included in the résumé book.

STEP 7: PRACTICE. PRACTICE. PRACTICE.

You must practice your interviewing skills before you begin interviewing for career positions. Career Services offers a Mock Interview Program designed to critique your interviewing skills before the real thing. Review and rehearse responses to the list of *Typical Interview Questions for Teacher Candidates*. Pick up a copy of *Basic Interviewing* from Career Services or attend an Interviewing seminar to learn the basics. You may also make an appointment, refer to the Career Services’ web site, or visit Career Services during “walk-in” hours for further assistance with your interviewing techniques.

TYPICAL INTERVIEW QUESTIONS FOR TEACHER CANDIDATES

1. Tell me about yourself.
2. Why do you want to be a teacher?
3. What is your greatest strength/weakness as a teacher?
4. What is your philosophy of classroom discipline?
5. What kind of classroom management plan do you like best? How would you implement it in your classroom?
6. What strategies have you found effective in the classroom?
7. Describe steps that you would take to handle a disruptive student in your classroom.
8. What would we see if we visited your classroom?
9. Why do you want to teach at this school/district?
10. What is your philosophy of team teaching?
11. Do you have any special skills or talents that will contribute to your classroom success?
12. Tell us about your hobbies or leisure-time activities?
13. Why should we hire you for this position?
14. Do you have any questions for us?

STEP 8: ATTEND THE TEACHER RECRUITMENT CONSORTIUM (TRC)

The TRC is a job fair especially for educators, which brings over 100 school systems to campus. Some school districts may also be hiring Speech Pathologists and Guidance Counselors. The TRC provides the opportunity to interview with several districts in one convenient day and a chance to distribute your résumé to dozens of school districts. In order to participate, you must be available for a permanent, full-time teaching position by August. Be sure to register for the Bobcat Online Job Search Program (eRecruiting®) to be included in the TRC Résumé Book to Employers.

STEP 9: FOLLOW-UP WITH SCHOOL DISTRICTS

You should follow-up with schools 7-10 days after an interview. Thank-you letters should be sent immediately (24-48 hours) following an interview or a significant encounter at a career fair. If the person with whom you interviewed gave you instructions on what to do next (i.e., complete an online application, take an online exam, etc.), you must immediately follow those instructions. Review our *Job Search Correspondence* information for sample written and printed thank-you letters.

STEP 10: DECIDING ON THE “RIGHT” POSITION

It is up to you to decide which school system closely matches the values that you deemed as important during your self-assessment and goal-setting phases. Some areas to consider when deciding whether or not to accept a position or deciding which position to accept include: salary and benefits offered, professional development programs, the quality and reputation of the school district, location and community of the potential school, parental support and involvement within the school, “friendliness” of potential coworkers, and the budget for the school district. For a more inclusive list or extensive look at how to consider a job offer, you may attend an *Advanced Interviewing* seminar or schedule an appointment with a career counselor.

TRC TIPS

- Student registration will begin at 7:00 a.m.
- Bring your OU I.D. for prompt registration.
- Scheduling of interviews will begin at 8:00 a.m.
- Interviewing will begin at 9:00 a.m. and continue throughout the day (be sure you know the location of your interviews).
- Plan to be at the TRC all day!
- Check the Career Services’ web site for an updated list of school districts that will be attending the TRC.
- Remember to dress professionally and bring copies of your résumé and/or portfolio.



**for advertising
information contact:**

**College Recruitment Media
630.457.1412**

CRMpubs.com