

THE Job Seeking Skills

H A N D B O O K



Employment Security Commission of North Carolina

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Preface

The *Job Seeking Skills Handbook* was originally published in 1981 through the efforts of the Interagency Coordinating Committee (ICC). The ICC was comprised of 10 state agencies having primary involvement in employment and training for the citizens of North Carolina.

Its purpose is still to provide job-seeking information to the unemployed, the underemployed, and those potentially affected by budget cuts. Over the years, job seekers, educators, counselors and others involved in employment and training have found it to be a valuable tool. We hope that you do, too.

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More than half of your waking hours per day are spent in work-related activities; i.e., grooming for work, commuting and actually working. So it's no wonder that much of your happiness and satisfaction is linked to your career choice. For many people, a career choice is regarded as a one-time event. After their choice, they become static, settled and accepting of their "lot" in life.

The thought of a career change becomes life-wrenching! People become anxious, uncertain, confused and generally afraid of failure when they consider changing their career. These feelings occur due to a basic human mistake – looking at the outcome with no regard to the process involved.

That process involves three elements:

Self-Assessment

Psychology teaches that much of human behavior is influenced by our self-concept. Taking a look at one's self is tedious and often painful. You must be totally honest with



yourself in your self-assessment, allowing no alibis or rationalizations. This is the most important element in the process. You must learn who you are before you can set out to become who you want to be.

Through assessing what we have to offer and what we'd like to do, we are able to see how to use what we have in a new work situation. If we find we do not possess transferable skills, we can explore ways for developing skills that we need to seek new opportunities.

There is something liberating about successful self-assessment. We're often astounded at how many strengths we actually have. Our self-esteem is boosted as we develop feelings of personal competence and self-worth.

Self-Motivation

The key to success in this process of self-motivation — keeping your momentum going. There will be setbacks, rejections and discouraging times, but you must always keep your objective in clear sight. If your goals are realistic, your efforts will lead to greater success.



Self-Realization

As you test yourself against your goals, you will realize that you do have potential. As you try new approaches, improve your self-concept and accept new challenges, your experiences will become more positive. Your efforts will lead you to your goals.

This handbook was developed to assist you through the process. If you have not changed jobs in several years, you may need to brush up on your "marketing" techniques. Your résumé may need updating.

Looking for a job requires time, effort and money. That is why it is crucial to have an organized plan. Make the best use of your time. Create possibilities for as many job interviews as possible. How quickly you find a job or change your career path will depend on your ability to honestly assess yourself, your ability to advertise yourself and the amount of effort you put into your search.



A S S E S S M E N T



PRELIMINARY WORK: WHO ARE YOU?

Studying Yourself

Before you can deal honestly with the job market, you must deal honestly and effectively with yourself.



What kind of person are you?

- What are your strengths? Weaknesses?
- What do you enjoy doing?
- What are your plans for the future?

Now is the time to examine yourself.

- The job search is about presenting your skills successfully.
- Your career goals, job satisfaction and personal fulfillments are important to you. They are not important to a prospective employer.
- In a job search campaign, you are the "product."
- You are "selling" your talents, abilities, skills and experiences.
- Identify your strongest and most valuable skills.
- Select specific areas in which you would like to work and use these to establish your market (prospective employers) who can use your skills.



Remember — your skills may be of great value to one organization — and of less value to another.

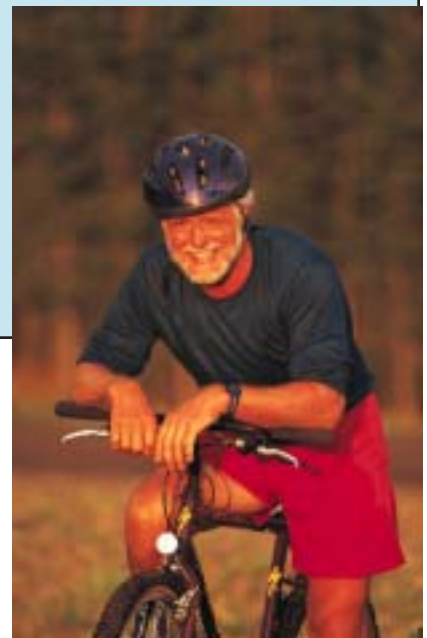
To get you started

First, look back and determine when you were enjoying life the most. When were you the happiest?

- What were you doing?
- What activities were you engaged in?
- What talents or skills were you using?
- Are any of them work related?

Next, spend some time thinking about the things you have done in the past; these things should be accomplishments — things that you have done and done well.

Do not concentrate on what others have said about what you've done. Pay attention to those things which you felt a sense of accomplishment after doing.



PRELIMINARY WORK: WHO ARE YOU?

Write down these things. Start with your childhood and conclude with your present life. If you like, you can divide your sheet into these headings: childhood, school, work, hobbies/organizations.

When doing this exercise, beware of the self-esteem “vulture.” This is the “put-down artist” in all of us. We seldom feel that anything is worthwhile unless someone else slaps us on the back and tells us we have done well. When this happens, we become dependent upon “significant others.” “Significant others” are parents, teachers, peers, spouses, subordinates, supervisors, brothers, sisters, neighbors, etc.

List all of the achievements, choose two or three of them, at least one of which should be work related.

Now list the skills you possessed and used in these achievements. Do not overlook any skill you take for granted: eye-hand coordination, time management, ability to budget,

neatness, flexibility, determination, willpower, etc. Don’t forget personality traits; they are very marketable.

Look at your list. Do you have more skills that you thought you had?

These are just a few of the skills you have to “market” when you look for a job. You may not have supervised anyone at work, but you have headed up a committee or been an officer in an organization and have had to delegate work, set and reach goals and deadlines, and plan for future activities – just a few of the many things a supervisor does.

You may want to save this exercise and use this information when writing your résumé or interviewing for another position. These skills are the “selling points” that you have to use to convince an organization that it needs you.



My Strengths, My Successes, My Hopes for the Future

The following 12 pages contain several exercises which will help you answer many of the questions asked above. If you don’t already know your strengths and skills, these exercises will help you define your perceptions. If you already know your strengths and skills, these exercises may help to expand your perceptions.

In order to properly complete this section of the handbook, you will have to allow yourself two or three hours of quiet time.

STRENGTHS AND ADJECTIVES

The adjectives listed here describe qualities which are sought and valued in various working situations. Circle those you feel apply to you. You may want to make a copy first so you can give this list to others, asking for their perceptions of you and your strengths.

active	independent	affectionate	argues well
conservative	intellectual	amiable	inquisitive
daring	intelligent	broad-minded	assertive
economical	introspective	charming	bold
frank	knowledgeable	cheerful	businesslike
genuine	cooperative	clever	honest
logical	friendly	competitive	industrious
methodical	generous	just	precise
gentle	dominant	inventive	
loyal	quiet	helpful	eager
masculine	rational	good-natured	energetic
materialistic	teachable	idealistic	enterprising
modest	unassuming	insightful	reserved
natural	adaptable	inspiring	scholarly
persistent	artistic	kind	serious
practical	complex	obliging	humorous
realistic	creative	outgoing	peaceable
robust	expressive	self-effacing	emotional
orderly	persuasive	opportunistic	determined
sensible	flexible	pleasant	optimistic
steadfast	imaginative	thrifty	performs well
steady	down to earth	tough	pleasure living
strong	feminine	sincere	progressive
unexcitable	individualistic	sociable	purposeful
vigorous	informal	socially skillful	resourceful
academic	ingenious	sympathetic	risk-taker
analytical	intuitive	tactful	self-confident
calculating	teachable	investigative	democratic
controlling	inventive	thoughtful	sharp-witted
critical	open-minded	understanding	shrewd
curious	original	verbal	talkative
cynical	quick to act	warm	uninhibited
experimental	seeks change	adventurous	verbal
factual	spontaneous	aggressive	vigorous
farsighted	zany	ambitious	witty
accurate	stylish	versatile	deliberate
dependable	detail-oriented	discreet	sensitive
efficient	firm	formal	meticulous
moderate	obedient	organized	receptive

MY STRENGTHS

List the six personal strengths you feel are most descriptive of you. After each, identify what you are able to do because you possess that quality.

For example: I am **informal**; therefore **I can meet people easily in many different circumstances and put others at ease.**

1 I am _____;
therefore, I can _____
_____.

2 I am _____;
therefore, I can _____
_____.

3 I am _____;
therefore, I can _____
_____.

4 I am _____;
therefore, I can _____
_____.

5 I am _____;
therefore, I can _____
_____.

6 I am _____;
therefore, I can _____
_____.

SKILLS CHECKLIST

Think about what you can do and have done. Look over the list of skills in each box on the following pages. Check those which you possess and have used in some way. Add other skills you have which are not listed. Put a star (*) next to those skills which you enjoy using.

It is interesting and helpful to find out how others see your skills and abilities. Make a copy of this list and give it to others who know you: your family, your co-workers, your friends. Ask them to check the skills which they think you possess. Ask them to put a star (*) next to those they think you are particularly good at.

In what boxes, or categories, are most of your skills located?

Which kinds of skills do you enjoy using the most? Which give you the most satisfaction? What kinds of things are you interested in doing?

Now, go through the list again. What are the skills you would like to improve? What are the skills you would like to acquire? To learn? Mark these in such a way that they stand out. (Underline, circle, red pencil, etc.)

Talk to your friends, co-workers, family, Job Service counselors, and others about different kinds of career fields, occupations and jobs in which your skills are valued.

Working With People

Management Skills

- managing responsibility
- delegating responsibility
- organizing & coordinating others
- planning, forecasting
- designing & developing programs
- establishing procedures, organizational structures
- directing & supervising others
- reviewing, evaluating
- hiring, team building
- implementing policies
- developing the potential in people

Helping/Human Relations Skills

- caring for others, being sensitive
- empathizing
- listening & understanding
- counseling, guiding
- communicating warmth
- collaborating with others, teamwork
- advocating, negotiating for others
- motivating others
- sharing
- host or hostessing
- creating pleasant environments

SKILLS CHECKLIST

Leadership Skills

- _____ initiating
- _____ self-directing
- _____ managing time
- _____ persisting
- _____ confronting problem situations
- _____ planning & promoting change
- _____ active problem solving
- _____ taking risks
- _____ making hard decisions
- _____ leading others
- _____ motivating groups
- _____ inspiring others
- _____ chairing meetings
- _____ persuading
- _____ influencing others
- _____ selling
- _____ negotiating, bargaining
- _____ debating
- _____ promoting an idea/product
- _____ reconciling conflicts
- _____ mediating

Instructional/Educational Skills

- _____ briefing, explaining
- _____ teaching, tutoring
- _____ advising, informing
- _____ training
- _____ leading, facilitating
- _____ creating learning environments
- _____ encouraging
- _____ enabling others to help themselves
- _____ empowering, training others
- _____ illustrating concepts with examples

Communication/Public Relations Skills

- _____ communicating
- _____ writing reports, letters, memos
- _____ conversing
- _____ speaking
- _____ editing
- _____ reading
- _____ translating, explaining
- _____ defining
- _____ summarizing
- _____ writing — imaginative, promotional
- _____ public speaking
- _____ demonstrating
- _____ using humor
- _____ making radio and tv presentations
- _____ performing in public

Numerical/Organizational Skills

- _____ financial bookkeeping reports
- _____ managing budgets/money
- _____ allocating resources
- _____ computing/calculating numbers
- _____ financial planning
- _____ statistical work
- _____ cost analysis
- _____ keeping deadlines
- _____ accepting responsibility
- _____ following through
- _____ organizing records/classifying/filing/processing
- _____ getting things done
- _____ making arrangements, contacts

SKILLS CHECKLIST

- _____ attention to details
- _____ implementing decisions
- _____ making decisions
- _____ coordinating
- _____ systematizing

Observational/Analytical Skills

- _____ sensing, feeling, listening, aware
- _____ observing, reflecting (people/data/things)
- _____ perceiving potential in others
- _____ learning quickly
- _____ reasoning, abstracting, using logic
- _____ assessing/appraising

Problem Solving Skills

- _____ gathering information
- _____ researching/surveying
- _____ clarifying problems
- _____ anticipating problems
- _____ organizing/classifying
- _____ analyzing/dissecting/ breaking into parts
- _____ diagnosing/finding the root of the problem
- _____ problem solving/trouble-shooting
- _____ testing ideas
- _____ reviewing/critiquing/ evaluating

Working With People, Data & Things

Creative/Imaginative/Innovative Skills

- _____ imagining/using intuition
- _____ improvising/inventive
- _____ innovating/creating ideas
- _____ experimenting
- _____ developing/formulating
- _____ synthesizing/integrating

- _____ predicting/showing foresight
- _____ adapting/improving
- _____ has insight
- _____ designing new programs/ materials
- _____ staging/directing productions
- _____ designing
- _____ sensitivity to beauty
- _____ expressive, verbally/non-verbally
- _____ creating music/art/photography/ sculpture, etc.
- _____ visualizing colors/shapes/ concepts
- _____ symbolizing words/images/ concepts
- _____ writing poetry/plays/stories
- _____ acting

Working With Things

Physical/Mechanical Skills

- _____ physical coordination
- _____ plant care, farming
- _____ animal care
- _____ traveling
- _____ navigating
- _____ physical stamina
- _____ outdoor work
- _____ camping
- _____ athletic
- _____ working/cleaning, tending
- _____ cooking
- _____ crafts
- _____ dancing
- _____ technical
- _____ mechanical reasoning
- _____ spacial perception
- _____ designing, shaping, composing
- _____ operating equipment
- _____ using tools
- _____ repairing
- _____ assembling/installing
- _____ building, construction
- _____ lifting, balancing, moving
- _____ precision work
- _____ producing

SUCCESS SKILLS

On this form, list your categories of skills in order of enjoyment. That is, **1** most enjoyed; **2** second most enjoyed, etc. Identify the specific skills you want to use and develop in each category.

1 First category of skills most enjoyed: _____
Specific skills I want to use and develop:

_____	_____	_____
_____	_____	_____

2 Second category of skills: _____
Specific skills:

_____	_____	_____
_____	_____	_____

3 Third category of skills: _____
Specific skills:

_____	_____	_____
_____	_____	_____

4 Fourth category of skills: _____
Specific skills:

_____	_____	_____
_____	_____	_____



A SELF EVALUATION OF WORK VALUES

Rating Satisfactions from Work

The following list describes a wide variety of satisfactions people obtain from their jobs. Look at the definitions of these various satisfactions and rate the degree of importance you would assign to each for yourself, using the scale below:

3 — if it is very important to you in your career/job

2 — if it is reasonably important

1 — if it is unimportant or undesirable

_____ **Physical:** Do work which makes physical demands in which I can use coordination and physical skills.

_____ **Uniqueness:** Feel that the work I do is unique, novel, different from others in some way.

_____ **Status:** Have a position that carries respect with my friends, family, and community.

_____ **High Income Possibilities:** Work that can lead to substantial earnings or profit enabling me to purchase essential items and the luxuries of life.

_____ **Time Freedom:** Be free to plan and manage my own time schedule in work; be able to set my own hours.

_____ **Expertise:** Be respected and sought after for my knowledge and skill in a given area.

_____ **Integration:** Be able to integrate my working life with my personal life, involving my family or close friends.

_____ **Relationships:** Develop close friendships with my co-workers and other people I meet in the course of my work activities.

_____ **Decision making:** Have the power to decide policies, agendas, courses of action, etc.

_____ **Location:** Live in a place which is conducive to my lifestyle and in which I can do many of the activities I enjoy.

_____ **Moral/Spiritual:** Have a sense that my work is important to and in accord with a set of standards I believe in.

_____ **Fun:** Work in a situation where I am free to be spontaneous, playful, humorous, exuberant.

_____ **Intellectual Status:** Be recognized as a person with high intellectual ability; one who is an authority in a given area of knowledge.

_____ **Creativity:** Create new programs, systems; formulate new ideas; develop original structures and procedures not dependent on following another's format.

A SELF EVALUATION OF WORK VALUES

- _____ **Responsibility:** Be responsible for the planning and implementation of many tasks and projects as well as for the people involved.
- _____ **Security:** Be able to depend on keeping my job and making enough money.
- _____ **Be Needed:** Feel that what I do is necessary for the survival or welfare of others.
- _____ **Help Society:** Make a contribution for the betterment of the world where I live.
- _____ **Pressure:** Have a job that involves working against time deadlines and/or where others critique the quality of my work.
- _____ **Contact with People:** Day-to-day contact and dealing with the public.
- _____ **Authority:** Have control of others' work activities and be able to partially affect their destinies.
- _____ **Work Alone:** Work by myself on projects and tasks.
- _____ **Work with Others:** Be a member of a working team. Work with others in a group toward common goals.
- _____ **Variety:** Do a number of different tasks. Have the setting and content of my work responsibilities change frequently.
- _____ **Learning:** Be able to continually learn new skills and acquire new knowledge and understanding.
- _____ **Not Demanding:** Have work duties that demand very little energy or involvement.
- _____ **Influence:** Be able to change and influence others' attitudes or opinions.
- _____ **Supervision:** Be directly responsible for work which is done and produced by others under my supervision.
- _____ **Beauty:** Have a job that involves the aesthetic appreciation of study of things, ideas, or people.
- _____ **Artistic:** Be involved in creative works of art, music, literature, drama, decorating or other art forms.
- _____ **Orderliness of Environment:** Work in a consistently ordered environment, where everything has its place and things are not changed often.
- _____ **Advancement:** Opportunity to work hard and move ahead in my organization.

A SELF EVALUATION OF WORK VALUES

_____ **Predictability:** Have a stable and relatively unchanging work routine and job duties.

_____ **Productive:** Produce tangibles, things that I can see and touch.

_____ **Job Tranquility:** To avoid pressures and “rat race.”

_____ **Competition:** Pit my abilities against those of others in situations that test my competencies and in which there are win or lose outcomes.

_____ **Physical Work Environment:** Work is a place which is pleasing to me aesthetically.

_____ **Community:** Work at a job where I can get involved in community affairs.

_____ **Creative Expression:** Opportunities to express my ideas, reactions, in community affairs, and observations about my job and how I might improve it verbally or in writing.

_____ **Independence:** Be able to direct and control the course of my work, determining its nature without a great deal routine of direction from others.

_____ **Recognition:** Be visibly and publicly appreciated and given credit for the quality of work.

_____ **Helping Others:** Provide a service to and assist others as individuals or as groups.

_____ **Affiliation:** Be recognized as being associated with a particular organization.

_____ **Risk-taking:** Have work that requires me to take risks and rise to challenges frequently.

_____ **Exercise Competence:** To involve myself in those areas where I feel I have talents above the average person.

_____ **Work on Frontiers of Knowledge:** Be involved in hard science of human research; work in a company considered to be one of the best in the business and strive for advances.

_____ **Problem Solving:** A position that provides challenging problems to solve and avoids continual routine.



AN EVALUATION OF MY WORK VALUES

The five **values** or **satisfactions** I most want to **include** in my work:

1 _____

2 _____

3 _____

4 _____

5 _____

Questions: Why are these values important to me? What do I need to do to incorporate them into my present life?

KNOW WHAT YOU WANT

- 1 What conditions are you seeking in your next position? What do you wish to avoid?

- 2 What level of responsibility do you want?

- 3 What opportunities are you looking for? (e.g., advancement, learning, development of new skills, more money, etc.)

- 4 What style of management do you prefer?

- 5 What are your requirements in terms of location, travel, hours, salary, and fringe benefits?

- 6 What is most important to you in your next position? (time, flexibility, status, helping others, creativity, security, etc.)

- 7 What are your short- and long-term work-related goals?

You have analyzed your strengths, successes, work values, and ambitions. Now summarize this information and record it on the following self information sheet to assist you in forming job targets.

MY CAREER SELF INFORMATION SHEET

Date _____

A. My Most Important or Meaningful Achievements

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

B. My Success Skills: The Skill Categories I Most Enjoy Using

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

C. My Personal Strengths: Those Most Descriptive Of Me

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

D. My Most Important Work Values

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

E. My Present Need Priorities

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

F. The Things I Most Like To Do

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

The preceding exercises, pages 4-15, are from
Career Planning Manual for Office Workers

MY CAREER SELF INFORMATION SHEET

If you are having trouble with your job target decision, here is a short process that will help.

First, refer back to your skills assessment exercise. Isolate five major skills and list them on paper. Isolate five major interests and list them on the same paper.

Second, analyze what you have written. Mix and match your skills and interests. Do not be bound by any preconceived ideas. Don't limit yourself to combinations reflecting past job titles. Allow yourself to uncover alternatives and matches you have not previously considered.

Third, write down your combinations of interests and skills and list titles of jobs you feel incorporate them. List titles of jobs you feel you would not or could not do. Use your imagination! List everything that comes to mind.

Fourth, narrow down your exploratory job possibility list in accordance with how practical you feel this title would be as a real job target for you.

Finally, list the two or three job targets you would be willing to pursue with energy.

Caution: If you target only jobs relating to your skills, your work may lack the essential element of interest that keeps you motivated and satisfied.

On the other hand, if you choose work based only on your interests, you may not possess the skill level needed to be successful. Choose the job targets best representing your skill, interest, satisfaction, and practicality and that could offer you the satisfaction and reward you want from your work.



MARKETING YOURSELF: HOW DO YOU ADVERTISE?

Now that you know who you are and what you want, learn to **market yourself!**

An organization will seldom hire you only because of titles you have held or responsibilities you have exercised. The interviewer and organization are primarily interested in your ability to produce profits or to improve the efficiency of the organization. You should strive to hit the interviewer in the eyes with the fact that through your experience, training, education, and talent, you can handle the job.

An important tool in the job hunting process is the personal résumé. A résumé summarizes who you are and what you've done.

Its purpose is to serve as a concise advertisement of your value—of your ability to get the job done. A résumé's uses include:

- **To confirm** and support your discussions with personal contacts (friends, relatives, and acquaintances) you approach during your job search campaign. It is to your advantage if your personal contacts are willing to help you market your skills.

- **To respond** to help-wanted advertisements. If you are exceptionally well-qualified for the position advertised, your résumé is the best way to advertise your skills.

- **To give** to organizations interested in offering assistance to employers and job-seekers including Job Service counselors, temporary employment contractors, chambers of commerce and other business and trade organizations, college placement offices, etc.

- **To accompany** employment applications.

- **To follow-up** employment interviews.



RESUME



PREPARING YOUR RÉSUMÉ

Your résumé should be neat, clean, distinctive, easily read, and descriptive of your ability, experience, and talent. In general, limit your résumé to one typed page. Avoid being wordy, but include enough details to give an employer the information needed to assess your qualifications.

Remember that your résumé, no matter how well-prepared, doesn't get you a job. Its purpose is to get you an interview. It should cause an employer to want to know more about you and to contact you for an interview.

So, it's important your résumé shows your strengths and reflects your career goals. There is no ideal or perfect format that will work for every person. The following is a suggested outline with two examples of résumés.

Résumé Outline

- **Personal Data** - Name, address, and telephone number
- **Employment Objective** - Indicate the job or general type of job you are seeking.
- **Work History** - This information can be organized by job or by function. Choose the style that best presents your work experience.

Chronological (By Job) - This style of résumé is the most commonly used and is the easiest to follow. List each job separately beginning with the most recent first. Include dates of employment, name and address of employer, specific job duties, responsibilities and accomplishments.

Functional (By Skills) - This style of résumé highlights your most valuable skills and accomplishments. List the functions (specializations such as accounting, sales, or supervision) in order of importance. Briefly describe your experience in each without breaking it down by jobs.

- **Education** - If this is your major selling point put it before work experience. Include school(s) attended, dates, major and minor subjects or vocational areas, and diplomas, certificates or degrees.

- **Optional Information** - Include any information that will support your employment objective and/or provide examples of your success. This can include licenses or certificates held, membership in professional organizations, foreign languages, awards and special skills.

- **References** - State "Furnished upon request" or include names, job titles, addresses, and telephone numbers of three individuals with direct knowledge of your abilities. If you are a recent graduate, you can list teachers familiar with your school work.

The following three pages provide examples of the ways résumés can be organized. You may want to use a combination of the three. Whatever you choose, make it represent you in the most appealing way.

Chronological Résumé

Richard A. Roe
123 Primrose Lane
Durham, North Carolina 27701
(919) 555-1234

Employment Objective: **Maintenance Engineer; Plant
Electrician**

Work Experience:

1995 – Present **Maintenance Engineer**
ABC Corporation, Durham, N.C.
Planned and performed scheduled and emergency maintenance to
plan systems and controls. Installed electrical and hydraulic
controls for equipment. Kept records pertaining to maintenance.

1992 – 1995 **Plant Electrician**
My-T-Fine Inc., Durham, N.C.
Made electrical repairs to equipment and building. Installed
controls and junction panels. Planned work schedule with plant
engineer. Also performed HVAC maintenance.

1985 – 1992 **Electrician**
Bob’s Electric, Durham, N.C.
Installed wiring and fixtures in new construction and existing
buildings. Troubleshoot electrical malfunctions and performed
repairs. The last year on this job I worked as a contractor at IBM,
performing electrical plant maintenance.

Education:

1988 – 1992 **Durham Technical Community College**
Durham, N.C.
Completed 60-hour course study in industrial maintenance.
Received certificate in electrical HVAC, hydraulic maintenance.

PREPARING YOUR RÉSUMÉ

Chronological Résumé

Andrew D. Reid
111 Davis Street
Raleigh, North Carolina 27611

Employment Objective: **Accountant**

Work Experience:

1984—Present

Field Auditor

Batchelor's Department Stores, Wilmington, NC
Conducted independent protective audits for management. Reviewed effectiveness of controls on inventory. Analyzed data obtained for evidence of deficiencies or fraud. Took physical inventory of individual stores.

1981 – 1984

Accountant

Ann's Department Store, Wilmington, NC
Prepared balance sheets to reflect company's assets, liabilities, and capital. Prepared profit and loss statements. Audited contracts and vouchers.

Education:

1976 – 1980

UNC-Wilmington, Wilmington, NC

B.S. in Business Administration. Accounting courses included Cost Accounting, Basic Accounting, and Managerial Accounting.

Functional Résumé

Cynthia Williams
3454 South Merrymore Drive
Raleigh, North Carolina 27601
(919) 555-1212

Objective: An administrative position in government or community service organization.

Teaching:

- Instructed community groups on issues related to adolescent substance abuse
- Taught volunteers how to set up community-based substance abuse referral programs
- Conducted workshops for recovering adolescent substance abusers

Counseling:

- Counseled adolescent substance abusers on a weekly basis
- Conferred with social workers on proper courses of action
- Established pre-intake interview procedures

Organization/Coordination:

- Served as liaison between community health educators and public school system
- Wrote proposal for state funds to increase adolescent substance abuse rehabilitation program allocations

Volunteer Work History:

1995 Connecticut Mental Health Center, New Haven, Ct.
1999 Volunteer Coordinator—Adolescent Substance Abuse Program

Education:

1978 B.S. Sociology, Smith College, Northampton, Mass.

THE COVER LETTER

A cover letter is used to accompany any résumé mailed to a prospective employer. Since employers will get their first impression of you in a cover letter, don't underestimate its importance. Such an important letter must be planned, written and possibly rewritten several times. The following are guidelines in composing a cover letter:

- **The Heading** - the return address and the date.
- **The Inside Address** - includes the name of the person to whom you are writing, name of the company and the correct mailing address of the company.
- **Salutation or Greeting** - if possible address it to a particular person by name. Try to avoid "Dear Sir" or "To Whom It May Concern."
- **The Body of the Letter** - may take several forms depending on your level of experience, the type of position you are seeking, as well as many other considerations.

Opening Paragraph: State what motivates you to write to this employer, the position or type of work for which you are applying and how you heard about the position or the company.

Middle Paragraph: Include a brief description of your education and work experience. Indicate how these relate to the position(s). Be positive, confident—sell yourself.

Closing Paragraph: Inform the employer that you're available for a personal interview or to answer any questions about your résumé. Always close by thanking the employer for the company's time and consideration.

- **The Signature** - each cover letter should contain both a typed and a signed signature.

Review your cover letter to see if it is:

- Clear, to the point, and business-like.
- Typed neatly, on letter-size white or off-white bond paper.
- Contains correct sentence structuring, spelling and punctuation (no abbreviations).

On the next page is a sample cover letter.



THE COVER LETTER

123 Primrose Lane
Durham, North Carolina 27701

Sept. 15, 2000

Mr. John Smith
Human Resources Manager
Giant Electronics Inc.
PO Box 12345
Raleigh, North Carolina 27601

Dear Mr. Smith:

I am interested in applying for the plant maintenance supervisor position that Giant Electronics recently listed with the Employment Security Commission.

I have nearly four years experience in plant maintenance. I am enclosing my résumé showing my other experience and my education in maintenance.

I look forward to talking with you about this position and my background. Thank you for your attention to this matter.

Sincerely,

Richard A. Row
Enclosure

J O B S E A R C H



ORGANIZING YOUR JOB CAMPAIGN

If you know what job skills you have, you are ready to look for a job. You can look for job openings at these sources:

- **Networking.** Tell everyone you know you're looking for a job. Ask about openings where your friends work.



- **Private employers.** Contact employers directly to market your job talents. Talk to the person who would supervise you even if there are no jobs currently open.

- **JobLink Career Centers and Employment Security Commission** offices located across our state provide help on finding jobs and other services such as career counseling.

- **Federal, state and local** government personnel offices list a wide range of job opportunities. Check the government listings in your phone book.

- **Local public libraries** have books on occupations and often post local job announcements.

- **Newspaper ads** list various job openings.

- **Private employment** and temporary agencies offer placement service (employer or job hunter may pay a fee).

- **Community colleges** and trade schools usually offer counseling and job information to students and the general public.

- **Proprietary schools.** Private training centers offer instruction in specific trades (tuition is usually required). Check with your office of state education for credible schools.

- **Job search, support groups.** churches, civic organizations, and other private and public organizations often sponsor groups of job seekers. These groups offer emotional support, job seeking tips, and occupational information.

- **Informational interview.** Interviews with businesses, even when there are no active job openings, can provide job seekers with valuable information about an occupation or an industry and can result in a more effective job search.

- **Community organizations** such as clubs, associations, women and minority centers, and youth organizations.

- **Churches** frequently operate employment services or provide job search help.

- **Veterans' placement centers** operate through state services or provide job search help.

- **Unions and apprenticeship** programs provide job opportunities and information. Contact your state apprenticeship council or relevant labor union directly.

- **Government-sponsored training** programs offer direct placement or short-term training and placement for applicants who qualify. Check the yellow pages under Job Training Programs or Government Services.



ORGANIZING YOUR JOB CAMPAIGN

- **Journals and newsletters** for professional or trade associations often advertise job openings in their field. Ask for these at the local library.

- **SOICC** (State Occupational Information Coordinating Committee) provides a career information system for counselors and job seekers.

SOICC publishes *Career Choices in North Carolina*, an annual career information tabloid distributed through public school systems and community colleges, and *Getting Started: North Carolina Jobs and Careers*, a paperback book of 225 occupational profiles, labor market trends, and job seeking information.

For more information, call the SOICC office in Raleigh at (919) 733-6700.

- **DOT** (Dictionary of Occupational Titles) The revised fourth edition focuses on occupational classification and definitions and provides descriptions of job duties and related information for 20,000 occupations.

- **O*NET** You can locate occupations using key words and match your skills to occupations by going to <http://online.onetcenter.org/>

These tools are useful in preparing résumés, and are available for reference at the offices of the Employment Security Commission and local JobLink Career Centers.

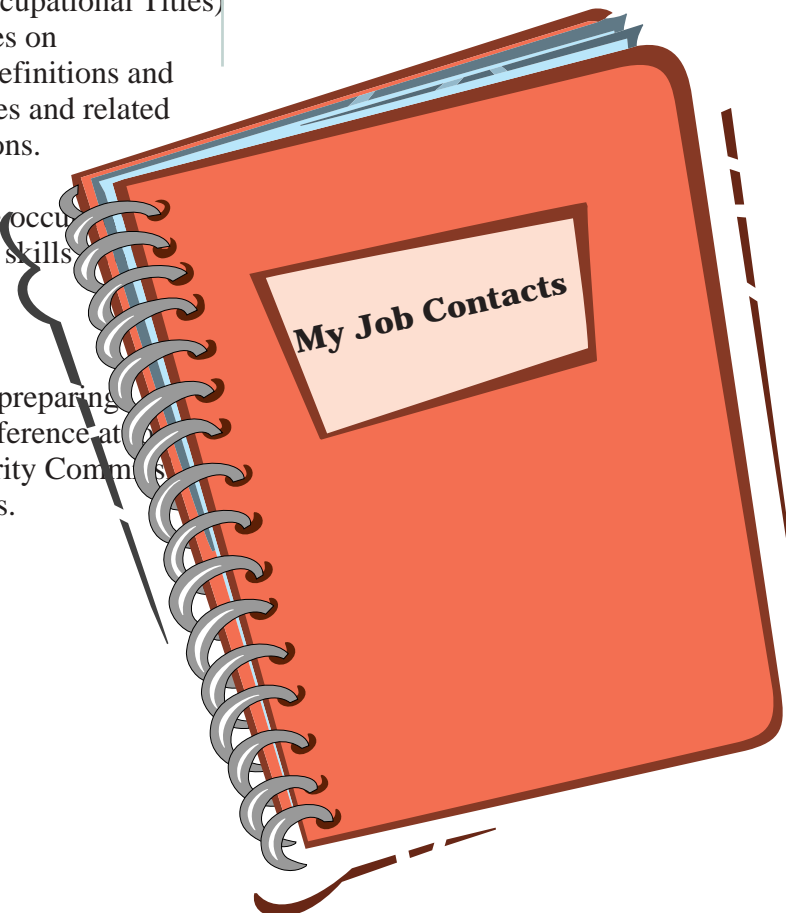
Employment Laws

- **Under the Civil Rights Act** of 1964, all the sources listed above serve persons of any race, color, religion, sex or national origin.

The Age Discrimination in Employment Act of 1967 forbids agencies to discriminate against older workers. Both laws forbid agencies to discriminate in hiring.

- **The Americans with Disabilities Act** (ADA). This act forbids discrimination due to disability in employment (applying for work, hiring and promotion, and benefits of employment).

This act went into effect July 26, 1992 for employers with 25 or more employees. On July 26, 1994, coverage was extended to employers with 15 to 24 employees.



JOB SEARCH METHODS

Most Commonly Used Job-Search Methods

Use and Effectiveness of Job Search Methods: Method:	% of total job seekers using this method	Effec- tiveness rate*
Applied directly	66.0	47.7
Asked friends:		
•about jobs where they work	50.8	22.1
•about jobs elsewhere	41.8	11.9
Asked relatives:		
•about jobs where they work	28.4	19.3
•about jobs elsewhere	27.3	7.4
Answered newspaper ads:		
•local	45.9	23.9
•non-local	11.7	10.0
Private employment agency	21.0	24.2
Federal/state employment services	33.5	13.7
School placement office	12.5	21.4
Civil Service test	15.3	12.5
Asked teacher or professor	10.4	12.1
Went to place where employers come to pick up people	1.4	8.2
Placed newspaper ads:		
•local	1.6	12.9
•non-local	.5	**
Answered ads in professional or trade journals	4.9	7.3
Union hiring hall	6.0	22.2
Contacted local organization	5.6	12.7
Placed ads in professional or trade journals	.6	**
Other	11.8	39.7

* Effectiveness rate percentage was obtained by dividing the number of job seekers who found work using the method by the total number of job seekers who used the method, whether successful or not.

**Base less than 75,000 job seekers.

Source: *Occupational Outlook Quarterly*.

MOST ANNUAL OPENINGS

North Carolina's occupations with the most annual openings are predominantly service occupations. Most are in occupational fields where a large number of workers already exist. Job openings will come primarily from replacement of people leaving their jobs (through death and retirement) rather than from newly-created jobs.

Occupations With The Most Annual Openings in North Carolina 2000 - 2010

	Annual Average Openings
Retail Sales Persons	2620
Cashiers	2280
Registered Nurses	2140
Waiters and Waitresses	2030
Customer Service Representatives	1570
Nursing Aides, Orderlies and Attendants	1540
Teacher Assistants	1480
Computer Support Specialists	1430
Elementary School Teachers, Except Special Education	1300
Office Clerks, General	1290
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1280
General and Operations Managers	1260
Laborers and Freight, Stock and Material Movers, Hand	1150
Truck Drivers, Heavy and Tractor-Trailer	1110
Maids and Housekeeping Cleaners	940
First-Line Supervisors/Managers of Retail Sales Workers	840
Home Health Aides	730
Landscaping and Groundskeeping Workers	720
Personal and Home Care Aides	720
Cooks, Restaurant	710
Computer Software Engineers, Applications	700
Executive Secretaries and Administrative Assistants	700
Truck Drivers, Light or Delivery Services	680
Secondary School Teachers, Except Special and Vocational Education	650
Stock Clerks and Order Fillers	650
Correctional Officers and Jailers	640
Network and Computer Systems Administrators	620
Security Guards	620
Social and Human Service Assistants	610
Automotive Service Technicians and Mechanics	600



FASTEST ANNUAL GROWTH

North Carolina's fastest-growing jobs include many "technology-oriented" and service occupations. Many of these will be newly-created jobs resulting from increased demand for related goods and services. Although experiencing a high rate of growth, the actual number of employees needed in these occupations will be relatively small. The fastest-growing occupations are rarely the ones with the most job openings.

OCCUPATIONS WITH THE FASTEST ANNUAL GROWTH RATE IN NORTH CAROLINA 2000 - 2010

	Annual Average Increase
Computer Support Specialists	6.76
Network and Computer Systems Administrators	6.35
Computer Software Engineers, Applications	5.91
Network Systems and Data Communications Analysts	5.30
Desktop Publishers	5.11
Computer Software Engineers, Systems Software	5.05
Special Education Teachers, Preschool, Kindergarten and Elementary School	4.91
Social and Human Service Assistants	4.83
Respiratory Therapy Technicians	4.50
Gaming Change Persons and Booth Cashiers	4.48
Database Administrators	4.45
Respiratory Therapists	4.25
Personal and Home Care Aides	4.15
Area, Ethnic and Cultural Studies Teachers, Postsecondary	4.14
Home Economics Teachers, Postsecondary	4.14
Computer Systems Analysts	4.08
Communications Teachers, Postsecondary	4.06
Chemistry Teachers, Postsecondary	4.02
Criminal Justice and Law Enforcement Teachers, Postsecondary	4.01
Occupational Therapist Assistants	4.01
Medical Records and Health Information Technicians	4.00
Sociology Teachers, Postsecondary	3.99
Postsecondary Teachers, All Other	3.99
History Teachers, Postsecondary	3.98
Economics Teachers, Postsecondary	3.97
Computer Specialists, All Other	3.97
Philosophy And Religion Teachers, Postsecondary	3.96
Engineering Teachers, Postsecondary	3.96
English Language and Literature Teachers, Postsecondary	3.96
Physics Teachers, Postsecondary	3.95
Special Education Teachers, Secondary School	3.95



LAUNCHING YOUR CAMPAIGN

The preceding figures represent **estimated** employer needs. They do not reflect available applicant supply.

It would be advisable to consult an Employment Security Commission employment counselor before making a final career decision.

If you feel you would like to change occupations, North Carolina offers a vast array of community colleges, technical institutes, apprenticeship opportunities, and other training programs. Consult your nearest Employment Security Commission Local Office for more information and guidance.

Now that you are knowledgeable of labor market information sources, you're ready to identify specific "potential buyers."

Make a list of all the industries and specific companies you feel could use your talent. Don't forget to include allied industries, those which use systems or procedures similar to your expertise. Include rapidly expanding companies, companies who have experienced top management turnover recently, and companies who have been stagnant and could use your enthusiasm.

Rank your list based on your personal preferences. If you are inexperienced at job interviewing, visit the firm you would most prefer later on in your job campaign. The "less important" interviews will give you experience and confidence.



Getting Interviews

Armed with your list of potential employers, you are ready to begin your interviewing process. You want to set up appointments with individuals responsible for hiring.

A personal telephone call to the person with whom you want an interview is a quick solution. Make sure you have their correct name and title. Also, have an idea of what you are going to say that will spark interest.

Keep your résumé readily available for quick reference. Have paper and pen available. Speak clearly into the phone.

Keep your voice confident and pleasant. Give your name and get to the point of your call.

You may have already mailed your résumé to this employer with your application letter. If so, begin by mentioning this and ask if the employer is aware of

it. State what you know about the company and how you feel you could contribute. Offer to mail your résumé if you have not already done so.

Ask the employer for a personal interview during which you could discuss your qualifications in more detail. If the answer is no, ask the employer if they are aware of any openings for which you might apply. Thank the employer and hang up.

If the answer is yes, be precise about the time, date, and place of the interview. Secure the name and title of the interviewer if it is different from the person to whom you are speaking.

Preparing for the Interview

Thoughtful preparation for an interview will make the difference between being hired or not being hired.

Dress and Personal Appearance

Your appearance will make one of the first impressions on an interviewer. You should groom yourself so that you feel confident with what you are wearing (a favorite suit or dress) while appearing in appropriate apparel to the interviewer. “Appropriate” is dependent upon the situation, the type of work, and the style of dress customarily worn in that type of work.

In most interviewing situations, men are safe in wearing a dark solid or muted stripe or plaid suit and a white shirt and simple tie. They should avoid loud colors and sporty clothes.

Generally, women should wear a simple dress, suit, or skirt and blouse. They should avoid “flashy” jewelry, make-up, and nail polish.

Both men and women should **avoid**:

- wearing immodest or revealing clothing
- wearing intense perfume and after shave lotion

- drinking beer or liquor or eating onions or garlic before the interview
- smoking or chewing gum during the interview

Never take a friend or relative along with you to the interview.

Calm Your Nerves!

Never be more than 15 minutes early. If you are going to be late, **call** and reschedule your appointment if necessary.

When you arrive for the interview, be friendly to everyone you encounter. Be in control. Act relaxed, charming, and confident.



A P P L I C A T I O N



THE JOB APPLICATION

Many employers will ask you to complete an application form for their use.

You may be able to take the application home and return it to the employer, but often you will have to complete the application on the spot. You should be certain you have all necessary information and documentation with you.

Here is a list of what you will need to complete an employment application and provide to a prospective employer:

- An address and phone number where you can be contacted;
- Names, addresses, telephone numbers, and dates of employment for previous employers;
- Names and dates of schools you attended;
- Names, addresses, and telephone numbers of at least three references.

All of the above information can be on a single page for your convenience.

You should also have your driver's license and copies or certificate numbers of any professional licenses or certifications.

On pages 33-34 is a copy of the federal I-9 form which employers must complete to certify that each new employee has proved their identity and eligibility to work. You should be certain to bring the necessary documents from list A or lists B and C when you apply for a job.

• Questions may be left blank on the application. You should be prepared to answer questions about the situation in the interview.

• If asked to explain why you left a blank on the application, you might say, "I didn't want to write that down because I thought someone other than you might look at my application, and if I'm hired, I would prefer that other people here not know about my past since I'm doing my best to start over again."

• Type of military discharge, if other than "honorable," may be a problem—possibly better left blank and answered in the interview.

• If you have an irregular job history as reflected by the dates given for full-time jobs you held, it may be helpful to determine whether you did any part-time work between jobs to fill in the gap.

• If you have been "self-employed" between jobs, this should be indicated.

• If you have had little or no significant employment history, indicate any jobs which you may have done part-time, summers, etc.

Volunteer work, assisting a neighbor, or working in a family business might also be indicated as verification you have some idea of the responsibilities involved in being a worker, that you know what it is like to be supervised, and know what is expected of a worker. These may also be used for work references:

• If you have worked at a number of jobs, you should be sure to include those which are



similar to the kind of work for which you are now applying.

• "Minimum Salary" may be stated if you know what this type of job pays, or may be answered with "open."

• "What led you to consider becoming an employee of this company?"

THE JOB APPLICATION

Possible answers:

“Good company to work for;”

“Good working conditions;”

“I’ve heard good things about the company;” or,

“I feel I would have a good opportunity to get ahead here.”

(You may want to write or outline an appropriate answer to this question ahead of time, especially if you have to complete the application on the company’s premises and cannot take it home.)

- “Why did you leave your last job?”

The acceptable reasons are:

“Moved;”

“Seasonal;”

“To take a better job;” or,

“Injury,” etc.

Avoid saying “fired” if applicable. Leave it blank and explain.

References

Your choice of references can be critical to your job search campaign.

You cannot choose a reference on the basis of what you **think** they will say about you. You must **know** what they will say and how they will say it. You cannot afford to leave these responses to chance.

You should contact a person and ask if you can use them as a reference.

Avoid using the names of doctors, social workers, bartenders, law enforcement or parole officers.

If possible, find out what your reference would say about you when asked.



FEDERAL I-9 FORM

U.S. Department of Justice
Immigration and Naturalization Service

OMB No. 1115-0136

Employment Eligibility Verification

Please read instructions carefully before completing this form. The instructions must be available during completion of this form. **ANTI-DISCRIMINATION NOTICE:** It is illegal to discriminate against work eligible individuals. Employers **CANNOT** specify which document(s) they will accept from an employee. The refusal to hire an individual because of a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Verification. To be completed and signed by employee at the time employment begins.

Print Name: Last	First	Middle Initial	Maiden Name
Address (Street Name and Number)		Apt. #	Date of Birth (month/day/year)
City	State	Zip Code	Social Security #
I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.		I attest, under penalty of perjury, that I am (check one of the following): <input type="checkbox"/> A citizen or national of the United States <input type="checkbox"/> A Lawful Permanent Resident (Alien # A _____) <input type="checkbox"/> An alien authorized to work until ___/___/___ (Alien # or Admission #) _____	
Employee's Signature			Date (month/day/year)

Preparer and/or Translator Certification. (To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.

Preparer's/Translator's Signature	Print Name
Address (Street Name and Number, City, State, Zip Code)	
Date (month/day/year)	

Section 2. Employer Review and Verification. To be completed and signed by employer. Examine one document from List A OR examine one document from List B and one from List C, as listed on the reverse of this form, and record the title, number and expiration date, if any, of the document(s).

List A	OR	List B	AND	List C
Document title: _____		_____		_____
Issuing authority: _____		_____		_____
Document #: _____		_____		_____
Expiration Date (if any): ___/___/___		___/___/___		___/___/___
Document #: _____		_____		_____
Expiration Date (if any): ___/___/___		_____		_____

CERTIFICATION - I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on (month/day/year) ___/___/___ and that to the best of my knowledge the employee is eligible to work in the United States. (State employment agencies may omit the date the employee began employment.)

Signature of Employer or Authorized Representative	Print Name	Title
Business or Organization Name	Address (Street Name and Number, City, State, Zip Code)	
		Date (month/day/year)

Section 3. Updating and Reverification. To be completed and signed by employer.

A. New Name (if applicable)	B. Date of rehire (month/day/year) (if applicable)
C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment eligibility.	
Document Title: _____ Document #: _____ Expiration Date (if any): ___/___/___	
I attest, under penalty of perjury, that to the best of my knowledge, this employee is eligible to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.	
Signature of Employer or Authorized Representative	Date (month/day/year)

FEDERAL I-9 FORM

LISTS OF ACCEPTABLE DOCUMENTS

LIST A	LIST B	LIST C		
Documents that Establish Both Identity and Employment Eligibility	Documents that Establish Identity	Documents that Establish Employment Eligibility		
<ol style="list-style-type: none"> 1. U.S. Passport (unexpired or expired) 2. Certificate of U.S. Citizenship (<i>INS Form N-560 or N-561</i>) 3. Certificate of Naturalization (<i>INS Form N-550 or N-570</i>) 4. Unexpired foreign passport, with <i>I-551</i> stamp or attached <i>INS Form I-94</i> indicating unexpired employment authorization 5. Permanent Resident Card or Alien Registration Receipt Card with photograph (<i>INS Form I-151 or I-551</i>) 6. Unexpired Temporary Resident Card (<i>INS Form I-688</i>) 7. Unexpired Employment Authorization Card (<i>INS Form I-688A</i>) 8. Unexpired Reentry Permit (<i>INS Form I-327</i>) 9. Unexpired Refugee Travel Document (<i>INS Form I-571</i>) 10. Unexpired Employment Authorization Document issued by the INS which contains a photograph (<i>INS Form I-688B</i>) 	OR	<ol style="list-style-type: none"> 1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address 2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address 3. School ID card with a photograph 4. Voter's registration card 5. U.S. Military card or draft record 6. Military dependent's ID card 7. U.S. Coast Guard Merchant Mariner Card 8. Native American tribal document 9. Driver's license issued by a Canadian government authority <li style="padding-left: 20px;">For persons under age 18 who are unable to present a document listed above: 10. School record or report card 11. Clinic, doctor or hospital record 12. Day-care or nursery school record 	AND	<ol style="list-style-type: none"> 1. U.S. social security card issued by the Social Security Administration (<i>other than a card stating it is not valid for employment</i>) 2. Certification of Birth Abroad issued by the Department of State (<i>Form FS-545 or Form DS-1350</i>) 3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal 4. Native American tribal document 5. U.S. Citizen ID Card (<i>INS Form I-197</i>) 6. ID Card for use of Resident Citizen in the United States (<i>INS Form I-179</i>) 7. Unexpired employment authorization document issued by the INS (<i>other than those listed under List A</i>)

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)

TESTING

For some jobs, you may need to take a test. Usually the job announcement or ad will say if a test is required.

There are several types of selection and job fitness tests:

- Aptitude tests predict your ability to learn and perform job tasks.
- Practical tests measure what you know and what you can do in a job (for example, word processing speed for a secretarial job, knowledge of street names and routes for a fire fighter job.)
- Literacy tests measure reading and arithmetic levels.
- Personality tests evaluate mental, emotional, and temperamental makeup (important for jobs like police officer, nuclear plant operator, etc.)
- Honesty and integrity tests evaluate the likelihood of stealing and trustworthiness of applicants.
- Physical ability test measures strength, flexibility, stamina and speed for jobs that require physical performance.
- Medical tests determine physical fitness to do a job.
- Drug tests show the presence of illegal drugs that could impair job performance and threaten the safety of others.

How to prepare for tests

You can't study directly for aptitude tests. But you can get ready to do your best by taking other tests. Look for tests or quizzes in magazines and school books. Set time limits. By taking tests, you learn about the testing process. This helps you feel more comfortable when you are tested.

- Brush up on job skills. For example, if you're taking a typing test, practice typing. If you're taking a construction test, review books and blueprints.
- Get ready for physical tests by doing activities similar to those required for the job.

- For literacy tests, review and do exercises in reading and math books or enroll in remedial classes.

- It's natural to be nervous about tests (some anxiety may even help you).

Here are some tips that will help you when taking most tests:

- Make a list of what you need for the test (pencil, eye glasses, I.D., etc.).
Check it before leaving.
- Get a good night's sleep.
- If you're sick, call and reschedule the test.
- Leave for the test site early.
- If you have any physical difficulties, tell the test administrator.
- If you don't understand the test instructions, ask for help before the test begins.
- Work as fast as you can. Don't linger over difficult questions you're not sure about.
- You may be able to re-take the test. Ask about the retesting policy.
- After the test, find out what your scores actually mean. See if they can recommend jobs your scores show would be best for you.
Your score would probably be similar, if you took the test again. For many jobs, your work talents and other capabilities will count more than your test scores.

INTERVIEW



MANAGING THE JOB INTERVIEW

Everything you do in a job campaign will be wasted effort if you don't convert interviews into **JOB OFFERS!** The primary objective in a job interview is to convince the prospective employer that they should hire you.

You will be competing with many other people for the same job.

No employer will hire you because you **need** a job.

The key to a successful interview lies in the ability to communicate a positive attitude about yourself and the prospective job.

You must indicate:

- enthusiasm
- flexibility
- eagerness to face challenges
- desire for growth
- self-confidence

Be prepared to answer “Why should I hire you?”

Get off to a good start

- Establish eye contact.
- Smile.
- Listen attentively.
- Speak clearly.
- Let the interviewer control the interview.
- Approach the employer with respect.
- Be pleasant, friendly, and straightforward.
- Answer questions honestly and in a businesslike manner.
- Indicate where possible your stability, attendance record, and safety experience.
- Recognize your limitations.
- Indicate your flexibility and readiness to learn.
- Do not prolong the interview when it should be over.



Handling Tough Interview Questions

The employer's purpose in interviewing you is to learn more about you than your job application or résumé reveals. There is no script or standard set of questions which an interviewer follows. If you are not properly prepared, they may stump you. Stay alert and be ready for the "tough" questions.

Answer Suggestions for "Tough Questions" Asked In Interviews

(Key words or phrases are in boldface as a guide for formulating answers in your own words. Answers given are suggestions only.)

"What can I do for you today?"

Employers do not really want a straight answer to this question. They already know that you are applying for their job. Suggested responses should therefore tell the employer what you can do for them.

"Well, actually I'm here to let you know of my varied training and experience in drafting.

"I'm here to talk about your need for an experienced driver."

"What kind of work are you looking for?"

Be as specific as you can with this particular employer. If you are applying for a specific job, say so. If not, you may want to say something like:

"I, of course, want a job in which I will be able to **produce** for the company and **grow** along with it."

"I have always **done well** in food preparation jobs, so I would be willing to discuss any such job with you which has **career potential**."

"Why did your last job end?"

It is not recommended that you lie, but if the whole ugly story will turn the new employer off, choose selectively what you say and leave out minute details. Explain the basic facts.

"I felt my **career potential** was limited with that company, so **I left** to seek work having more **advancement opportunities**."

"My employer and I both felt I **would be happier** in another working environment which requires me to **work against deadlines**, so I was **released** to seek other work."

"Why don't you tell me something about yourself?"

Be prepared to talk for a minute about what makes you unique, and wind up with something work related. Here's a shortened version:

"I'm a Midwest product, **born** in Nebraska and reared and educated in Missouri. I've loved animals and all types of water sports all of my life. I have a large number of **friends** who are very **loyal to me** because **I get along** with almost any type of person. That's one of the reasons I feel I would be a very good **receptionist for your company**, Mr. O'Kane."

"Can you explain why you've been out of work so long?"

No problem if you have a valid reason; i.e., raising a family, or returned to school. However, if you were just traveling, or not looking for work very much, it's more difficult.

"I felt that before I settled into a career job I had better get some personal travel **out of the way**. So, I traveled all over the country as a sort of **self-education**. The travel bug is now out of my system and I'm **ready to start on that career**."

"I held many jobs before this long period of having no job. I decided I didn't want to settle for **just any job** again, so I pretty much stopped looking while I decided what I really wanted to do as a **career**. I did decide, and **working for you fits my career plans very well**."

“Will your former employer(s) give you a good reference?”

No problem if you left in everyone’s good graces, but if the personnel office or folder has a generally negative report on you, you may get around the bad reference by telling the new employer who to call and what to ask.

“Well, I’m sure if you were to **call the foreman, Dan Smith, and ask him about** my work, he would be able to tell you that I consistently put out a **high volume of quality work.**”

“My employer was especially pleased with my **attendance record. I rarely missed work** and was never late. The **general manager, Velma McCarthy,** could verify that for you.”

“How did you get along with your former boss and co-workers?”

Never, never, never “bad mouth” a former employer or the people with whom you worked. New employers want to feel you are going to be able to get along and you are going to be loyal.

“**Great** bunch of people. We all **got along** just fine. It was a job to work in a place where **everyone helped** out everyone else.”

“Well, I certainly have **no complaints,** and I’m sure they don’t either.”

“How long did it take you to get here today?”

This is a disguised question. In response to any question or comment regarding your address or transportation, volunteer enough information so the employer will be satisfied that getting to work on time is no problem.

“Only **15 minutes** on the #38 bus. I know the schedule well, but if I were to miss the bus for some reason, I could **drive** to work in only **10 minutes.**”

“Nearly **an hour,** which would be **no problem** for me if I worked here. I’d have **three bus lines** to choose from, and I **enjoy using commute time** to keep up with my reading.”

“Do you know anything about our company?”

Hopefully, you will have done some homework and will know something about the company, but if you don’t, you should be prepared to say something other than “No,” and indicate interest in knowing “more.”

“What do you expect as a starting salary?”

Never mention a salary figure before the employer’s range is known. To do so is to either overprice or underprice yourself. Once the employer mentions a figure, you agree with it. Negotiations, if there are to be any, should be attempted a couple of days later, when the “balance of power” between you and the employer is more to your favor, and the pressure of being in an interview is off. It is best to wait until you get a job offer before being too specific. Try to avoid a dollar amount if the question comes up too early in the interview.

“I am more interested in **career potential** than just the job of the moment right now, so I would be willing to consider **whatever your firm usually pays** new people in this position.”

“I would be willing to accept whatever your company policy states.”

“What do you hope to be doing five or 10 years from now?”

Indicate ambition and confidence in your abilities, but be careful not to appear to be threatening the employer’s own job.

“I would hope to be somewhat up the career ladder from this job, perhaps in a supervisory or design capacity.”

“I would hope to still be employed **here,** in an **advanced position** which would take advantage of my **knowledge, abilities, and experience.**”

Additional Sample Job Interview Questions

Read through these questions and plan your answers. You may want to practice responding to these questions by having someone read them to you and allowing you to answer them.

Beginning the Interview

- What can you do for us? (that someone else cannot!)
- Why did you contact me?
- How much do you know about our company? Organization?
- Do you plan to continue your education? How? Why?
- What are you most proud of in your educational experience?

Experience, Skills, Potential

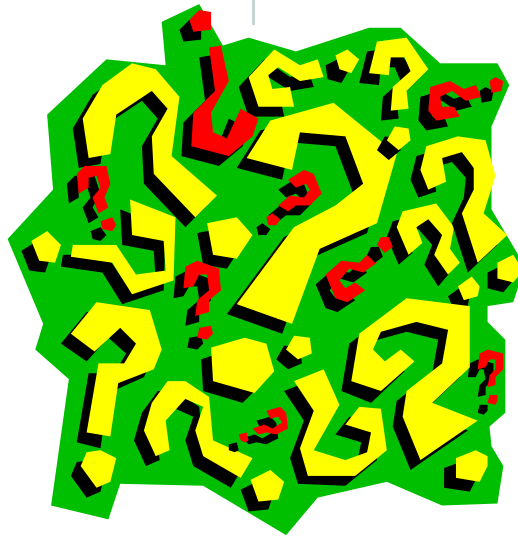
- What have you enjoyed most (and least) in your work? Why?
- Do you think you have been effective at your last job? In what ways?
- What do you regard as your strongest qualification for this job?
- What have been your greatest accomplishments in your career? In your last job?
- How do you fit the requirements for this job?
- Why have you changed jobs so frequently?
- Have you ever been fired? Asked to resign?
- Why do you feel you have management potential?
- What kinds of decisions did you make in your last position?
- Are you a thinker, a planner, or a doer? Why? Give examples.

Education Background

- What is your educational background?
- How does it prepare you for this job?
- Do you plan to continue your education? How? Why?
- What are you most proud of in your educational experience?

Motivation, Attitudes, Feelings

- How would you describe your own personality?
- Describe your short- and long-range goals.
- Why do you want this job?
- What are you most looking for in a job?
- Why do you want to leave your present position?
- What would your ideal job be?
- What do you want to



accomplish?

- What did you like most (least) about your last job?
- What was your previous work environment like?
- What do you think has contributed the most to your development?
- What hindered your development?
- How well do you work with other ethnic groups, age groups, or members of the opposite sex?

Pay

- Would you accept a lower salary with opportunity to advance?

Closing the Interview

The interviewer will usually ask you if you have any questions. If the employer has covered all the areas of your interest, you might say:

“Thank you, but I think you have covered all the things I needed to know.”

“Thank you, but you have already answered all of my questions.”

If the interviewer indicates he or she still has others to interview before a decision is made, thank them for the interview, and ask when you will be hearing from them again.

Two suggestions are:

“Thank you for your time. Will you be

calling me, or may I call you in a week or so to find out your decision?”

“Thank you for your time. Since I will be out making other contacts for the next few days, may I call you to find out your decision; otherwise, I might miss your telephone call.”

Remember: After you are offered a job, you can ask any questions you have, but be very cautious during the interview not to ask too many questions.

When you leave the interview, immediately begin to evaluate yourself. **Learn from your mistakes.** Admit them to yourself, but do not dwell on them. Analyze them. What was wrong? Use the answer to improve before your next interview.

On the following page is an **Interview Evaluation Sheet**.
Use it to help you gain skill in interviewing.



INTERVIEW SELF-EVALUATION SHEET

Please rate yourself on the following. Practice the areas in which you feel you have shortcomings.

- 1 _____ Did I use several different statements to support my job choice, such as: past work experience, related work experience, training aptitude or intelligence, hobbies?
- 2 _____ Did I describe my work skills using names of machines or other technical terminology appropriate to my job goal?
- 3 _____ Did I answer the question, "Why should we hire you?" by referring to my skills?
- 4 _____ Did I supply information about my skills within the first few minutes of the interview?
- 5 _____ Did I respond to ambiguous questions, such as, "Tell me a little about yourself," by citing work skills and abilities?
- 6 _____ Did I explain my answers to all questions on the application blank, particularly in the areas of physical, emotional hospitalization, prison record, poor job history, little education, age, no experience in job for which I am applying, etc.?
- 7 _____ Were my answers to questions in these areas short and did they end in a positive statement about my being able to do the job?
- 8 _____ If the problem is visible to the interviewer (age, physical handicap, etc.), did I mention it within the first few minutes of the interview?
- 9 _____ Was I neat and clean, wearing clothes similar to those worn by people who do the kind of work for which I am applying?
- 10 _____ Did I maintain good eye contact with the interviewer and refrain from exhibiting nervous mannerisms?
- 11 _____ Did I state sometime during the interview that I wanted to work or indicate a desire to work by asking work-related questions and showing enthusiasm toward the company?
- 12 _____ Did I walk in and out of the interview situation briskly and confidently?
- 13 _____ Did I have a firm handshake?
- 14 _____ Did I ask specific questions about the job?
- 15 _____ Did I use a "call back" closing?

I. Do's

A. Be prepared before the interview.

- Find out all you can about the potential employer and job you are seeking.
- Decide how your knowledge, skills, and abilities might best fit the kind of company or job you seek.
- Make an appointment if possible.
- Be on time.
- Be neat.
- Be relaxed.
- Be confident.
- Take samples of your work if appropriate.

B. Give information.

- Be an active listener.
- Look for opportunities to tell the employer how your talents can be valuable in the job you seek.
- Be positive about your abilities.
- Stress your strong points and be prepared to discuss your weaknesses.
- Give the interviewer as many views as possible of your philosophies of work.
- Sell yourself as the best choice to be made.

C. Obtain information.

- Ask questions about the duties and responsibilities of the job.
- Ask questions about the employer's philosophy toward their employees.
- Find out what the employer expects of their employees.

II. Don'ts

A. The opposites for all the Do's is the basic list of Don'ts.

B. It is more important what you do than what you do not do, and the don't list will vary from employer to employer; but most people would agree with the following list of things not to do in an interview:

- Do not take friends or relatives on an interview with you.
- Do not ask about wages and benefits until after you have been made an offer.
- Do not spend a lot of time talking about things that don't give pertinent information about yourself or don't get pertinent information about the employer.
- Do not be dishonest or misleading in the information you provide.
- Do not dwell on the shortcomings or weaknesses or initiate information about your weaknesses.
- Do not be negative about former employers.
- Do not chew gum or smoke.
- Do not slouch in your chair.

Telephone Contact

You may prefer to contact the employer by phone. Whichever method you prefer, your intent is the same — to ensure that the employer remembers you!



When you call, speak to the individual who interviewed you.

State: Your name;
When you were interviewed (day & time)
For what position
Your enthusiasm for obtaining the position
A thank-you for the interview

Example: Hello, Mr. Smith. This is (your name). You interviewed me last Thursday at 10:00 for the

position of _____. After speaking with you, I have felt very excited about the possibility of working with your company. I wanted to thank you again for your time and the interest you showed in me.

Make your voice enthusiastic, hopeful, and personable. If you hear that you were not chosen for the job, disappointment will naturally cloud your voice. You could express your disappointment and politely ask to be considered for future openings. You might ask if the employer knows of another company which might be able to use your skills.

Personal Visit

This type of follow-up contact is effective **when** you can get in to see the employer and **if** you have the time and money to spend driving around. Because of these factors, it is the least used.



After the Interview

Often your chances of employment can be further enhanced by another contact with the employer. Simply having an application on file or having gone through an interview does not guarantee the employer will remember you at the conclusion of their interviewing.

A follow-up contact indicates your ambition and desire to work. A contact could influence the employer's decision or cause them to remember you later when another position becomes available.

Letter of Thanks

A brief personal letter of thanks, sent the day after your interview, is a very effective follow-up contact. This personal touch not only acknowledges the time the interviewer spent with you, but it confirms your interest in the job. You may be the **only** candidate to use this tactic and it may place you above the competition.



The letter should be short and to the point.

It does not have to be typed. It can be hand written on personal stationery.

The letter should convey three basic messages:

Your reason for writing:

Example: This is to thank you for considering me for the position of _____.

Your continued interest in the job or your desire to withdraw from consideration:

Example: I am most impressed with what I saw of your company and the atmosphere that prevails there. I am, more than ever, interested in becoming a part of _____.

Your offer of additional information and your closing:

Example: If you have need for further information, please do not hesitate to contact me. Thank you again for your time and interest in me. I look forward to hearing from you.

Compose your letter to best convey your sincere interest in working for that particular employer.

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