

# GETTING THE JOB YOU REALLY WANT

Seventh Edition



A Step-by-Step Guide to Finding  
a Good Job in Less Time

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 PARADIGM  
EDUCATION SOLUTIONS  
A DIVISION OF KENDALL HUNT

## Instructor Resources

### Getting the Job You Really Want, Seventh Edition

A Step-by-Step Guide to Finding a Good Job in Less Time

# Table of Contents

## Planning

---

Course Introduction _____	pg. 4
Chapter Objectives _____	pg. 5

## Delivery

---

<b>Chapter 1: Introduction—Getting the Life You Really Want _____</b>	<b>pg. 9</b>
Lesson Plan _____	pg. 9
Discussion/Quiz Questions _____	pg. 15
Internet Activities _____	pg. 16
Additional Resources _____	pg. 18
<b>Chapter 2: Getting to Know What an Employer Wants _____</b>	<b>pg. 19</b>
Lesson Plan _____	pg. 19
Discussion/Quiz Questions _____	pg. 23
Internet Activities _____	pg. 24
Additional Resources _____	pg. 26
<b>Chapter 3: Getting to Know Your Skills _____</b>	<b>pg. 27</b>
Lesson Plan _____	pg. 27
Discussion/Quiz Questions _____	pg. 32
Internet Activities _____	pg. 33
Additional Resources _____	pg. 35
<b>Chapter 4: Exploring Your Career Path _____</b>	<b>pg. 36</b>
Lesson Plan _____	pg. 36
Discussion/Quiz Questions _____	pg. 43
Internet Activities _____	pg. 44
<b>Chapter 5: Defining Your Target Job _____</b>	<b>pg. 48</b>
Lesson Plan _____	pg. 48
Discussion/Quiz Questions _____	pg. 54
Internet Activities _____	pg. 55
Additional Resources _____	pg. 58
<b>Chapter 6: Getting Organized to Find a Job _____</b>	<b>pg. 68</b>
Lesson Plan _____	pg. 68
Discussion/Quiz Questions _____	pg. 73
Internet Activities _____	pg. 74

<b>Chapter 7: Using the Most Effective Job Search Methods</b>	<b>pg. 75</b>
Lesson Plan	pg. 75
Discussion/Quiz Questions	pg. 79
Internet Activities	pg. 80
<b>Chapter 8: Networking to Find “Hidden Jobs”</b>	<b>pg. 81</b>
Lesson Plan	pg. 81
Discussion/Quiz Questions	pg. 85
Internet Activities	pg. 86
Additional Resources	pg. 89
<b>Chapter 9: Getting an Employer’s Attention with Your Resume, Cover Letter, LinkedIn Profile, and JIST Card®</b>	<b>pg. 91</b>
Lesson Plan	pg. 91
Discussion/Quiz Questions	pg. 99
Internet Activities	pg. 100
Additional Resources	pg. 101
<b>Chapter 10: Getting a Positive Response in Interviews</b>	<b>pg. 169</b>
Lesson Plan	pg. 169
Discussion/Quiz Questions	pg. 173
Internet Activities	pg. 174
Additional Resources	pg. 175
<b>Chapter 11: Getting Good Answers to Tough Interview Questions</b>	<b>pg. 176</b>
Lesson Plan	pg. 176
Discussion/Quiz Questions	pg. 180
Internet Activities	pg. 181
Additional Resources	pg. 182
<b>Chapter 12: Getting to Keep the Job You Find</b>	<b>pg. 187</b>
Lesson Plan	pg. 187
Discussion/Quiz Questions	pg. 190
Internet Activities	pg. 191
Additional Resources	pg. 192

## Assessment

---

Rubrics	pg. 193
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# Planning

## Course Introduction

The basics of finding and keeping a good job haven't changed all that much over time. Job seekers still need a clear sense of what they want to do, and they still need to convince an employer that they are worth hiring.

***Getting the Job You Really Want, Seventh Edition*** has been updated to include the most recent information available on today's modern job search. New to this edition is:

- Additional information on finding “hidden” jobs
- More in-depth discussion of networking
- A thorough overview on the most effective job search methods

The table below compares the contents of the previous edition to the new, updated text:

Chapter	Sixth Edition	NEW Seventh Edition
1	Getting the Life You Really Want	Getting the Life You Really Want
2	Getting to Know What an Employer Wants	Getting to Know What an Employer Wants
3	Getting to Know Your Skills	Getting to Know Your Strength and Skills
4	Getting to Know Your Job Objective	Exploring Your Career Path
5	Getting Organized to Find a Job	Defining Your Job Target
6	Getting a Job with Traditional and Nontraditional Job Search Methods	Getting Organized to Find a Job
7	Getting and Using Your Resume, Cover Letter, Portfolio, and JIST Card®	Using the Most Effective Job Search Methods
8	Getting a Positive Response in Each of the Seven Interview Phases	Networking to Find “Hidden” Jobs
9	Getting Good Answers to Tough Interview Questions	Getting an Employer’s Attention with Your Resume, Cover Letter, LinkedIn Profile, and JIST Card®
10	Getting to Keep the Job You Find	Getting a Positive Response in Interviews
11	N/A	Good Answers to Tough Interview Questions
12	N/A	Getting to Keep the Job You Find

The lesson plans included in the Instructor Resources will help you take students through each chapter with suggested activities that help them develop important skills related to job searches, interviews, and being a model employee.

## Chapter Objectives

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### Chapter 1: Introduction—Getting the Life You Really Want

- Describe what they want to be doing 5 to 10 years from now, including the possessions, lifestyle, and relationships they want
- Describe what they want to accomplish with their lives
- Identify specific tasks that will move them toward achieving their goals
- Evaluate how well they adapt to unexpected changes
- Understand the importance of keeping an open mind

### Chapter 2: Getting to Know What an Employer Wants

- Show an understanding of an employer’s point of view in hiring situations
- Define the criteria that employers use to “screen in” or “screen out” potential employees
- Understand that hiring decisions are often based on candidates’ job-searching abilities, not just their qualifications

### Chapter 3: Getting to Know Your Strengths and Skills

- Identify the unique strengths and personality traits that make them successful in and out of the workplace
- Understand the differences between soft skills and hard skills and identify transferable skills that can be transferred from one job to another
- Document their job-related experience and training
- Recall accomplishments that allowed them to use their “power skills”
- Develop a personal skills language and stories to share with employers

## Chapter 4: Exploring Your Career Path

- Understand the difference between a job and a career
- Learn why their interests provide a good way of finding jobs
- Explore career interest areas and job titles within those interests
- Conduct research to learn more about the jobs that interest them

## Chapter 5: Defining Your Job Target

- Understand why having a clear job objective is critical in today's job search
- Identify the skills and abilities they have that fit their job objective
- Determine which values are most important to them in their career
- Define the work environment, location, and culture that appeal to them
- Write a job objective and personal branding statement to use in their job search

## Chapter 6: Getting Organized to Find a Job

- Learn why getting more interviews can help shorten their job search
- Make a list of supplies and resources for their job search
- Create daily and weekly schedules for their job search
- Set up a system for tracking job leads and contacts
- Gather information they will need to complete job applications and learn what they should not write on an application

## Chapter 7: Using the Most Effective Job Search Methods

- Learn various job search methods and identify the ones that are most effective
- Recognize the difference between active and passive job search methods and learn how to be active in their job search
- Understand the four stages of a job opening
- Learn what actions they should take at the beginning of their job search

## **Chapter 8: Networking to Find “Hidden” Jobs**

- Understand the process and importance of networking to find a job
- Create a target list of employers and explore ways to contact them
- Create an elevator pitch and phone script for their job search and use them to promote their personal brand
- Learn how to use social media and LinkedIn for networking and job searching
- Find out how and when to follow-up with employers

## **Chapter 9: Getting an Employer’s Attention with Your Resume, Cover Letter, LinkedIn Profile, and JIST Card®**

- Write an effective resume packed with the keywords employers are looking for
- Learn how to optimize their resume for online application tracking systems
- Understand why cover letters are important and how they can use them to get an interview
- Design and create a networking business card known as a JIST Card
- Create a standout LinkedIn profile to use in their job search and career networking

## **Chapter 10: What Employers Really Want to Know**

- Identify the seven phases of an interview and how to succeed in each phase
- Learn the difference between an effective interview and an ineffective one
- Learn how to prepare for an interview by researching potential employers
- Understand how to negotiate a job offer

## **Chapter 11: Good Answers to Tough Interview Questions**

- Use the three-step process to answer problem questions
- Understand that the interview questions employers ask are often seeking additional information
- Devise specific answers to the most frequently asked questions
- Recognize that some interview questions are illegal, and know how to handle them

## Chapter 12: Getting to Keep the Job You Find

- Review the three major expectations employers have of employees and learn how to exceed those expectations
- Recognize common reasons why people are fired
- Explain what it takes to be successful in a career
- Identify the best, most professional manner to resign from a position



# Delivery

## Chapter 1: Introduction—Getting the Life You Really Want

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### Lesson Plan

#### Objectives

In this chapter, students will...

- Describe what they want to be doing 5 to 10 years from now, including the possessions, lifestyle, and relationships they want
- Describe what they want to accomplish with their lives
- Identify specific tasks that will move them toward achieving their goals
- Evaluate how well they adapt to unexpected changes
- Understand the importance of keeping an open mind.

#### Introduction

A person's dreams are important, and they should be recognized and included in career and life plans. Frequently, however, people ignore their dreams when planning their careers. This chapter of the book provides simple values-clarification exercises that can provide students with important insights into what they want for themselves. The activities in this chapter of the book help students identify specific tasks that will move them toward their long-term goals by setting specific time frames for achieving those goals. All the activities in this session foster students' understanding of their life goals and values and help them form the basis for long-term planning. Your task is to help students learn to incorporate the things that are important to them into their long-term career and life plans.

The open-ended, exploratory nature of this chapter provides an excellent opportunity for in-class discussion, as well as personal reflection or guided writing. Your role is to facilitate each student's self-exploration. Encourage students not to give up their dreams even if they encounter resistance from others.

Students can complete all or most of the activities in Chapter 1 of the book during the class session, but you can also give the activities as homework assignments. Encourage the group members to discuss what they discover about themselves. If you use the last two activities in this instructor's guide and complete the activities from *Getting the Job You Really Want* in class, allow at least two hours to cover the material.

In working with this material, understand that some students may set goals that seem unreachable, while other students may set their goals too low. Your mind-set is important in helping the students handle the material. Remind the group that a person's dreams often change over time. They should not discard any dreams, even those that seem impractical or impossible now. For now, you are not asking students to be realistic.

## Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your students.

### Topics Covered in this Course

Provide a general overview of what your course will cover and what topics you want to emphasize. Give each student an opportunity to name one or two chapters that sound especially interesting to them.

Try to do at least the first activity in *Getting the Job You Really Want* in class. Depending on how much time you have, you may want to assign the remaining activities as homework. During the next session, you can discuss the results of these assignments and complete the other activities in this guide.

### Know That There is More to Life Than Work

This section can be completed in class and will take 15–20 minutes. It encourages students to use their imaginations and reminds them that sometimes dreams have a way of coming true.

### What Do You Want To Be Doing Five Years from Now?

Walk students through the activity step by step. They should record their responses in their copies of *Getting the Job You Really Want*.

First, instruct students to imagine themselves 5 years from now. What would they choose to be doing? They are to be positive but not necessarily realistic—it's okay to dream! Review the questions provided in *Getting the Job You Really Want*. Then have the students write their responses.

Next, lead students in a brief discussion of their answers and of how those answers might affect their career and life planning.

As an alternative, allow time for the students to complete the activity independently. Then ask them to discuss their answers in small groups. The experiences of each small group can then be shared with the entire group.

### An Inheritance from Uncle Harry

Explain that this activity focuses attention on the leisure, community-involvement, and personal aspects of students' current lives. Emphasize that a person's responses reflect the choices that person would make if money were no object. Students should think only of those things they truly love and are inspired by.

As an alternative, you can do the role-play outlined later in this guide. It allows for the same kind of reflection, but might help your students get to know each other and more actively engage in the lesson.

## What Do You Want to Accomplish?

This activity is self-explanatory. Discuss the difference between what a person wants to do and what he or she wants to accomplish. Write the word accomplishment on the chalkboard, flip chart, or whiteboard. Suggest the following definition: *An accomplishment is anything you have completed or will be able to complete successfully.* Ask students to add to or revise that definition. If there is time, you can have students share past job or career-related accomplishments with each other.

## Set Goals and Work Toward Them

Ask students what they think of when they hear the word goal. The word may refer to points scored on the playing field or to steps that move a person in the right direction. Discuss the difference between personal goals and career goals and how one can lead to the other.

## Your Three Most Important Goals

Encourage class members to include both personal and career goals in their planning. Reinforce the idea that neither type is more important than the other.

Once students have their three goals, have them choose the one that is most important to them or the one they would like to accomplish first, and complete the rest of the exercise focusing on that one goal. Explain that every larger goal is comprised of several steps that are goals themselves. Explain how each of those steps should be given a time frame so that students are motivated to reach them.

Use copies of the **Most Important Goals Worksheet** for students who would like to complete the worksheet for their other two goals.

## Keep An Open Mind

This is the unfortunate disclaimer to all of the dreaming encouraged in Chapter 1. While students should be encouraged to set their sights high, you should remind them that change is a way of life. If you'd like, start a class discussion about how the workplace has changed in the last 10 or 20 years. Are the same jobs popular or in demand? What new requirements or expectations do employers have today? The exercise in the book can help students think about the sometimes frightening prospect of change in a positive way by seeing their own ability to adapt.

This is also a good opportunity to stop and discuss the importance of lifelong learning. Consider writing the following definition where students can see it: *the process of constant learning, development, and skills training that continues throughout one's career.* As preparation for the chapters to come, you might have students think of two or three skills they know they need to work on in order to be competitive in today's job market.

## Activities and Homework

The following are activities and homework assignments that work well with this topic.

### Your Lifeline

This activity encourages people to bring a long-term outlook to their planning. Their pasts are made graphic, and their futures are put into perspective. This activity helps clarify long- and short-term goals and objectives. Depending on how animated your group is, this exercise can take one or more hours. Use it after the students have completed and discussed the activities in Chapter 1 of *Getting the Job You Really Want*.

Provide a large sheet of paper, markers, and a pencil with an eraser for each participant. Ask participants to form groups of three to five people.

Show participants the sample lifeline and explain that they are to complete a similar but more detailed one. You can sketch the diagram on the board, overhead, or computer as you explain it.

Students are to put dots to the left or right of the lifeline to indicate at what point in their lives certain events took place. A dot to the left of and close to the lifeline indicates a good event. A dot to the left of but farther from the line indicates a very good event. A dot to the right of and close to the lifeline indicates a not-so-good event. A dot to the right of but farther from the line indicates a very bad event.

Each lifeline should have the following elements:

- A beginning (birth, the zero point on the line)
- An ending (how long each person thinks he or she will live)
- A line drawn at the person's present age
- Any past event, whether good or bad, that the person feels is important or memorable
- Any significant events in the person's future that he or she anticipates or hopes for, such as graduating, getting married, having children, getting promoted, or retiring

After students place dots along the lifeline, they should connect the dots in chronological order. This connecting line will cross the center lifeline whenever a good event is followed by a not-so-good event, and vice versa.

Next, encourage creativity and involvement by explaining that students can decorate their lifelines with art, write short or long notes on them, discuss them with others, or walk around and look at what other students are doing.

After 20–30 minutes, give a signal that participants have 5 minutes to finish their lifelines. Encourage discussion by asking questions such as these:

- How do you feel about this activity?
- What did you learn about yourself? What did you learn about others?
- Do you think this activity can help you with your career and life planning?

Finally, encourage participants to share their lifelines with others, but do not force anyone to do so. At the end of the session, the participants can take their lifelines home.

### **Informal Interviews - Others' Goals**

For a more active outside assignment, ask students to informally interview someone they know, such as a parent, another adult, or an older friend. Their task is to find out whether the person being interviewed had dreams of accomplishing something when he or she was younger and whether or not that goal was reached. They should ask this person whether he or she has any regrets or would do anything differently.

### **Role-Play: Worthy Ways to Spend Millions**

**Roles:** Multimillionaire and the people asking for the money.

**Prop:** A fake check for \$5 million.

**Scenario:** A multimillionaire wants to give half of her wealth to the individual who has the most worthwhile goal. She asks people to state their goals and then selects the one she believes is most worthy.

**Discussion:** How did the multimillionaire make her decision about what was and wasn't worthy? Even though you knew that it was role-playing, how did trying to think of worthy ways to spend money make you feel? What did you discover about yourself in the process?

### **Internet Activity**

If your class or your students have access to a computer lab, you should consider doing the Internet activities included with each chapter of this guide. The first activity is focused on the basic steps involved in online research—an increasingly valuable skill for any job seeker to have—and encourages students to learn about what it means to be successful.

If your students don't have access to the Internet in class or at home, remind them that most public libraries have computers with free access.

### **Homework**

Assign Chapter 2 as a reading assignment. The activities in that chapter allow the group members to examine the job search from an employer's perspective. Consider doing the first activity, "Ten Reasons for Screening Job Applicants In or Out," at the very start of class or assign it as homework.

## Discussion Questions

1. What was the most important insight about yourself that you gained from this material?
2. What do you consider one of your personal accomplishments, and how might your career planning support that accomplishment?
3. What is one long-term goal you have? What can you do within the next six months to work toward that goal?
4. What three things can you do within the next 30 days to work toward that same goal?
5. What are your current career plans, and how might applying the content of this chapter affect them?
6. What can you do to adapt to the changing nature of the workplace? What can you do to anticipate and react to change in your own life?

Paradigm Education Solutions provides a wealth of resources to support job seekers with career exploration, job readiness, career success, and skills building.

Visit **ParadigmEducation.com** to learn more.

## Discussion/Quiz Questions

1. What was the most important insight about yourself that you gained from this material?
2. What do you consider one of your personal accomplishments, and how might your career planning support that accomplishment?
3. What is one long-term goal you have? What can you do within the next six months to work toward that goal?
4. What three things can you do within the next 30 days to work toward your longterm goal?
5. What are your current career plans, and how might applying the content of this chapter affect them?
6. What can you do to adapt to the changing nature of the workplace? What can you do to anticipate and react to change in your own life?

## Internet Activities

Few can deny the impact that the Internet has had on the career exploration and job search process. Job seekers use it to network, contact employers, post resumes, find job openings, research companies, and discover their interests. The Internet is loaded with job search information, tools, and tips—much of it not good, but some of it quite useful.

Encouraging your group members or students to use the Internet in their research is valuable for many reasons:

- It increases their exposure to technology, making them more comfortable using computers and the Internet in their current and future work.
- It teaches valuable research skills by emphasizing scanning, critical thinking, and evaluation.
- It makes them more savvy end users of the Internet, increasing their navigation and search skills.
- It helps to reinforce that the Internet can be a useful tool in career exploration as well as most aspects of the job search.

Each chapter includes one or more Internet research activities designed not only to improve group members' understanding of the chapter's content, but also to help develop their research skills. To help prepare group members for Internet-based activities, you may want to go over a few basic points.

### Tips for a Successful Internet Search

- **Use a well-respected and powerful search engine.**  
The most common are Google (Google.com), Ask (Ask.com ), and Bing (Bing.com).
- **Put quotation marks around phrases you want to search exactly.**  
Otherwise, the search engine will look for sites that contain all your keywords in any order. For example, doing a search for fast free job will yield different results from a search for the phrase “fast free job.” In general, putting quotation marks around a term, name, or phrase will dramatically limit the number of hits or resources that the search engine finds. This is usually a good thing.
- **Look for content you can trust.**  
Generally, government and education Web sites are trustworthy. Discourage group members from paying fees for Internet- based services.
- **Use several search tools.**  
Because of the constant indexing that search sites do and the way those indexes work, different search engines will yield different results. Use more than one search engine and more than one search.
- **Be specific with your keyword searches.**  
The more words you use and the more specific those words are, the more you can limit the number of hits (and thus the less junk you will have to wade through to find what you are looking for). Searching for dog might yield more than 290 million hits, whereas searching for Shetland sheepdog will yield only 1 million hits. Likewise, performing a keyword search for resume will lead to overwhelming results, while searching for the phrase “resume editing tips” will keep your search highly focused.
- **If you get lost, use the Back button.**  
Press the Back button until you get back to your search results.



You can use the activities that follow as in-class or in-lab activities with either individuals or pairs or as homework. An assignment option is given for each activity for instructors who want to see and record the results of a student's research. You can adapt each of these activities and assignments to suit group members' individual needs.

**Note:** In the activities that follow, terms and phrases to be searched for are indicated in *italic*. Those phrases in quotation marks are to be searched for with the quotation marks around them.

## Measuring Success

Complete a keyword search on *success* or *successful entrepreneurs*. Document your findings and come up with a profile of what it means to be successful today. Does it differ from your definition of success? How so?

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

How does our society define success? What does it take to be successful?

## Additional Resources

### My Most Important Goals Worksheet

Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Give details about this goal. What specifically would you like to accomplish?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Within the next two years, what three things could you do to move closer to this goal?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. List at least three things you could do in the next six months to begin working toward this goal.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. List at least three things you could do in the next 30 days to begin working toward this goal.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Chapter 2: Getting to Know What an Employer Wants

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## Lesson Plan

### Objectives

In this chapter, students will...

- Explore the concepts of “employer’s point of view” and “screening in and out”
- Define the criteria that employers use to screen out potential employees
- Understand that hiring decisions are often based on candidates’ job-searching abilities, not just their qualifications

### Introduction

A job seeker can easily work alone to complete this chapter of the workbook in class or at home. However, the material is probably best introduced in class using interactive activities. The chapter provides an excellent opportunity for group brainstorming. Students should also be encouraged to share their past experiences, trying to see past job search successes and failures through the employer’s point of view. Feel free to bring employers in as guest speakers as well.

### Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

#### The Employer’s Point of View

Explain the terms *screening in* and *screening out*. Remind group members that employers must have a set of criteria that they expect applicants to meet. People who meet the employer’s criteria come through the job-seeker filter. Those who do not—the ones who do not fit—do not make it past this step. Ask group members to think about what criteria they would use to screen people out if they were interviewing job seekers.

#### Ten Reasons for Screening Job Applications In or Out

Students need about an hour to complete this activity in class, but it is worth the time. You may find it more useful to do this activity in class before assigning the rest of the chapter as homework. It is crucial that students speak from their own attitudes and experience and compare those to the material that follows. This helps them to see where they might have steered off course in past job searches. Consider the following approach when doing this activity in class.

First, ask the class to form groups of four or five people. Explain that the groups are to examine the attitudes that employers have when selecting employees. To do this, each group is to imagine itself as a committee that determines what criteria to use in selecting the people the company will hire.

Groups should begin by deciding what sort of company or organization they work for. They should then list the criteria they will use in screening applicants.

One person is to record the group's ideas. Group members can list traits they want in an employee and traits they would use to screen someone out. Allow about 10 minutes for groups to do this. You can use the **Screening Criteria Worksheet** in the Chapter 2 additional resources folder.

Ask groups to select the five most important criteria from their lists. Allow 5–10 minutes for groups to do this.

### **Your Top Three Reasons for Screening Job Applicants In or Out**

When the groups finish selecting the five most important criteria, have them select the top three and put them in order of importance. Allow 5–10 minutes for this.

When all groups are done, select one group to present its top three choices. Ask group members to explain the group's choices. Then ask that someone from the group list the group's three choices on the chalkboard or whiteboard. Group by group, do the same thing. Look for similarities, and encourage discussion.

### **What Employers Look For**

In most cases, as students complete the previous activity, they will list the top reasons that employers give for selecting one applicant over another. Use PowerPoint Slide 4, "What Employers Look For," or refer students to the section by the same name in *Getting the Job You Really Want*. Highlight the characteristics that employers look for:

- First impressions
- "Soft skills," especially dependability and other personality traits
- Job-related skills, experience, and training

Explain the reasons that employers give for selecting job applicants. Discuss as needed.

### **Many Factors Contribute to the Decision to Hire You**

This is a good opportunity to discuss or debate whether soft skills or specific, job-related skills are more valuable to employees. You can also use the "Role-Play" included later in this guide to kick-start this discussion. It is not always the most qualified person who gets the job—it's the best job seeker.

### **The Good News: Employers Will Give You a Chance Over More Experienced Applicants**

For a variety of reasons, most employers will overlook some of job seekers' negative factors—if the job seekers do well in interviews. If a job candidate convinces the employer that he or she will work hard to do the job well, the employer will often give that job seeker a chance over those with better credentials. You may want to hit this point harder if you have job seekers with a history of unsuccessful job searches or who

have past experiences that may hinder them in their current search. These job seekers should take heart in the fact that strengths in one area—such as excellent soft skills—can overcome deficiencies in another area, even a lack of experience or education.

## Activities and Homework

The following are activities and homework assignments that have worked well for us. Please feel free to use them with your groups.

### Survey of Employers

Suggest that each student survey the attitudes of actual employers. They should do this after the session, and they should report the results in the next session. This activity can be lots of fun as well as a wonderful learning experience. The follow-up discussion can last for an additional hour in your next session. Here are specific suggestions for presenting this assignment.

Have the group construct a survey form for each person to use. Suggested questions are:

- What do you look for in a person you would hire?
- What sorts of things might cause you to screen out a job seeker?
- What are the top three personality traits you look for in people you hire?

Next, tell the students that they are to interview at least two people who supervise others now or who have supervised others in the past. Suggest that friends, relatives, and acquaintances may fall into that category. Many small-business managers will also be willing to answer the survey questions. No more than two or three people from a group should go together to survey an employer. They should ask the questions of the person they are interviewing and record the responses on the survey form.

In your next session, you can discuss and tabulate the experiences and results of the employer surveys. Use these questions to encourage class participation:

- Did the employers you interviewed verify the material presented in *Getting the Job You Really Want*?
- What did you learn?
- Did anyone find out about a job opening from a contact? (This is far more common than most people realize. You can make the point that many job openings are available to people who simply go out and talk to employers.)

### Role-Play: The Characteristics of an Ideal Job Candidate

**Roles:** Two managers, one who is more interested in job-related skills and the other who is more interested in personality traits and “soft skills.”

**Scenario:** Two managers at a company debate the characteristics that the ideal job candidate should have.

**Discussion:** What expectations did each of the managers have? Were any of those expectations unrealistic? What characteristics, skills, and abilities did they agree on? Which did they disagree on? Can you pick out the most important characteristics for a job candidate to have?

### Internet Activity

There are two Internet activities for this chapter. The first focuses on employer expectations and encourages your students to get an even wider sense of what employers are looking for, though they might be surprised by how much consensus is out there. Still, it can be useful to see what other job experts and even actual employers say are the most important qualities for job seekers to have.

The second activity focuses on first impressions specifically. Consider creating a class list of what job seekers can do to make a great first impression.

### Homework

You can assign the next chapter as homework, though some of it may be confusing, such as the taxonomy of skills, and is better covered in class. Alternatively, you can ask students to make a list of what they think their ten best skills are and bring it to the next class. You can also ask them what three or four skills they wish they had or would like to improve.

### Discussion Questions

1. What are three employer expectations that are discussed in *Getting the Job You Really Want*, and how can they affect a hiring decision?
2. What does an employer think about when he or she is interviewing someone for a job?
3. What is meant by the terms screening in and screening out?
4. Why might an employer choose to hire an applicant with less experience or other credentials than another applicant?

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## Discussion/Quiz Questions

1. What are three employer expectations that are discussed in *Getting the Job You Really Want*, and how can they affect a hiring decision?
2. What does an employer think about when he or she is interviewing someone for a job?
3. What is meant by the terms *screening in* and *screening out*?
4. Why might an employer choose to hire an applicant with less experience or other credentials than another applicant?

## Internet Activities

### What Employers Want

Research for yourself the skills and personal qualities that employers are looking for. Use keyword searches such as *employer expectations*, *what employers want*, and *what employers look for*. See if you can come to a consensus through your research about the worker traits that employers desire. Are there any that all employers agree on? Are there some that you feel you should work on to make yourself more desirable to an employer?

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

What skills, values, or traits do employers seem to value most? Which of your personal attributes do you think employers would be most interested in? Why?



## Never Get a Second Chance to Make a First Impression

Complete a keyword search for *first impressions* or *make a good first impression*. Many of the sites listed will offer free advice for how to do just that. What do they all agree on? Are there any strategies for making a good impression that you hadn't thought of? How long do the sites seem to suggest you have to make that impression?

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

According to your research, what are the five most important things you need to do to make a positive first impression?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Additional Resources

## Screening Criteria Worksheet

Name of Company: \_\_\_\_\_

Description of Company: \_\_\_\_\_

### Hiring Criteria

#### Screening In

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Screening Out

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_

### The Five Most Important Criteria

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Chapter 3: Getting to Know Your Skills

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## Lesson Plan

### Objectives

In this chapter, students will...

- Understand the differences among adaptive skills/personality traits, transferable skills, and job-related skills
- Identify their skills in all three areas and provide examples of them
- Develop a personal skills language and stories to share with employers

### Introduction

Most job seekers cannot explain what they are good at. In fact, in one survey, employers said that three out of four people they interview cannot adequately describe what skills they have for doing the job. This chapter of the book goes to the heart of the problem by using checklists and other concrete methods to help students develop a skills language. The activities in the book work best in a class setting and should be done there if possible.

Before getting started, be sure you are familiar with the three skills categories that will be discussed in this session: adaptive skills/personality traits, transferable skills, and job-related skills.

### Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

#### The Three Types of Skills

Encourage a brief discussion by asking some or all of the following:

- Does this way of organizing skills make sense to you?
- How do the skills presented here compare to the ones that employers find important?
- Which skills would you emphasize if you were interviewing with an employee? Why?

Explain that every person possesses hundreds of skills, and those skills can be organized in many ways. For our purposes, the skills triangle is simple and works well, giving students an understanding of how to present their skills to an employer. It also helps students broaden their understanding of what a “skill” is.

In Chapter 2, we saw that employers' top three expectations were these: first impressions (adaptive skills); "soft skills," especially dependability and other personality traits (adaptive skills); and job-related skills, experience, and training (job-related skills and transferable skills). Clearly, job skills are important in meeting the minimum criteria for many jobs. However, all things being equal, the person who does the best job of convincing the employer that he or she can adapt and be productive is the person who gets the offer.

## **Discover Your Adaptive Skills**

Briefly explain the activities in this section of the book, and allow time for the students to complete them.

### **Your Good-Worker Traits**

This activity takes only a few minutes and yet provides information that is important for participants to use in interviews. Emphasize that all too often, job seekers fail to emphasize these traits or even mention them in an interview, yet these are often the qualities employers value most.

### **Adaptive Skills Checklist**

The checklist is self-explanatory, and students can complete it during class. Discuss with class members what they learned and how they might use this knowledge in their job search and in choosing jobs in which they are likely to do well. If you are teaching this class to a group of people seeking jobs in a common industry, you might discuss which adaptive skills are most valued by that industry as well. For example, the adaptive quality "spontaneous" may not be highly valued in construction or nursing, where something like "thorough" may carry more weight.

### **Your Top Three Adaptive Skills**

Ask the students to relate their top adaptive skills to types of jobs that require those skills. Ideally, any jobs that your students look for should utilize some or all of these skills. Point out that class members who know their top three adaptive skills can better emphasize these skills in an interview. You can encourage additional discussion by asking some in your group to name the skills they selected and ask others how these skills can be important in a given job. It can be insightful to compare these skills and see if there are any that are valued across the board.

## **Discover Your Transferable Skills**

Briefly explain the activities in this section, and allow time for the students to complete them.

### **Transferable Skills Checklist**

Although students can complete the "Transferable Skills Checklist" as homework, we suggest you allow time for students to do it in class if time permits. The checklist is self-explanatory and lends itself to discussion.

### **Your Top Five Transferable Skills**

Ask the students to relate their top transferable skills to types of jobs that require those skills. Ideally, any jobs that your students look for should utilize some or all of these skills. The "Your Top Five Transferable Skills" list is an important reference for your students to use in their search for jobs. If there is time, go over the sidebar "Transferable Skills That Employers Value Most." Do your students agree with this list? Are there other skills they think are equally valuable? Which of these top skills do they think they could improve?

## Discover Your Job-Related Skills

Briefly explain the activities in this section, and allow time for the students to complete them.

### Education and Training

Discuss the relationship between high school experience and the amount of time since graduation. Some students may have been out of high school for many years and may not plan to list their high school experiences on a resume. However, they can still benefit from thinking about these experiences. Doing so is a good way to refresh their memories about what inspired them when they were younger.

Tell the group members that they do not have to be college graduates to list college experience. They should list any courses taken after high school graduation, whether at a four-year institution, community college, or technical school.

### Work and Other Life Experiences

Instruct group members to begin these worksheets with their most recent job or volunteer work and to then list past jobs.

Discuss the fact that this is the place to list information about activities such as raising a family, babysitting, and planning family events. Students should take this opportunity to think creatively about the everyday things they do that make them the kind of people employers want to hire.

After these brief overviews and discussions, allow group members to complete the “Education and Training” and “Work and Other Life Experiences” worksheets.

If students already have resumes, they can bring them and use them to complete this section of the book. If not, tell students that they will use all of the information they list here when they write their resumes.

This part of the book can be time consuming; therefore it can be useful to have students complete this exercise outside of class rather than using class time for it. On the other hand, students will often have questions about what qualifies as work experience, so, at the very least, be sure to review this section in class.

## Identify Your Power Skills

Although the checklists earlier in this chapter are quick and effective ways to identify key skills, some people may require even more focus. This section helps them to discover those skills that they are best at. These may not be the ones that employers value most, but they are skills that the student feels he or she excels at and that may set him or her apart from other job seekers. As the instructor, you can help students see how any power skills that don't seem applicable to the job market can be adapted.

Also stress that power skills often come with success stories, and that these stories provide evidence for success. Discuss how students can incorporate these success stories into their interviews to prove that they have the skills required to do the job.

## Use Your Skills Language and Story Throughout Your Job Search

Explain that a skills language is simply a way of emphasizing one's skills during the job search process: by highlighting them on applications, emphasizing them on resumes, and discussing them in interviews. Suggest that students should practice thinking of themselves in terms of what they can do: what value they can provide to a company or an employer. Finally, remind them that their skills language will change. They will learn new skills and improve old ones. And those skills valued by the job market may change as well.

## Activities and Homework

The following are activities and homework assignments that work well with this chapter. Please feel free to use them with your groups.

### **“Your Top Five Power Skills” and “Write a Story for Your Accomplishments”**

Consider assigning the “Your Top Five Power Skills” and “Write a Story for Your Accomplishments” activities as homework. Explain to the students that they will have an opportunity to discuss these activities during the next class session.

During the next class session, ask a student to select his or her stories to read to the class. Before this student begins, tell the other students that they are to listen to the story and write down all the skills or personality traits that the reader must have used to accomplish what he or she describes in the story.

The person reading his or her story should include as many details as possible. As necessary, ask the person to provide additional details until you and the class have a clear understanding of what the accomplishment was, what its setting was, whether other people were involved, and other specifics.

When the person is done reading the story, allow group members to ask questions if needed to help clarify the story.

Ask class members to tell you all the words and phrases they wrote down to describe the reader’s skills or personality traits. As they do, list these skills on a large sheet of paper attached to the wall. List every skill that is mentioned, and add any you can think of that may have been overlooked. When the big list is done, smile, take it down, and give it with a flourish to the person who read his or her story.

Follow this activity with a discussion. Ask the reader how getting the feedback and the list made him or her feel. Point out the importance of feedback in helping us see the things we overlook in ourselves.

Ask the class to form groups of three or four people. One person from each group will read his or her story to the other group members. Depending on your time constraints, designate how much time each person has. Allow at least 10 minutes for each person.

Group members are to list as many skills as possible while each story is being read. At the end of each story, students can ask for additional details about it.

After the person has read his or her story, the other group members should share their observations. Some skills will be mentioned by more than one person in the group. The listeners should emphasize these skills. When the group finishes giving feedback, the listeners should give their list of skills to the reader for future reference.

When all groups are done, discuss the experience and what it might mean to participants in planning their careers and in interviewing.

## Writing a Want Ad

This activity helps students think about the many kinds of skills from an employer's point of view. Students should imagine what specific skills would be most valued for a particular profession and create a want ad for that position, listing the key skills required. They can do this as an in-class exercise in small groups or take it home for homework.

## Role-Play: Using Your Skills Language

**Roles:** Interviewer and job seeker.

**Scenario:** An interview with an employer who does not ask the job seeker about skills but asks only questions about the job seeker's lack of experience. The job seeker is to try to respond by mentioning the skills he or she has to do the job.

**Discussion:** How well did the job seeker do in communicating his or her skills to do the job that the employer is trying to fill? What could he or she have done better?

## Internet Activity

There are two Internet activities for this chapter. The first asks students to visit a job-posting site and search for openings using their power skills. This will give them a sense of the kinds of jobs they might be qualified for, as well as which skills are in demand.

The second activity involves visiting the Department of Labor's O\*NET database and searching for occupations by skills. Doing either of these activities gives students a sense of how they can use their skills language to focus their job search and find positions that would make use of their best skills and abilities.

## Discussion Questions

1. What types of skills are presented in this chapter? Can you give an example of each?
2. What do most employers consider the most important skill category?
3. How can experiences be used as the basis for identifying your skills? How can you use this information in planning your career?
4. What are three examples of education, training, or accomplishments that a job seeker should tell an employer about?

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## Discussion/Quiz Questions

1. What types of skills are presented in this chapter? Can you give an example of each?
2. What do most employers consider the most important skill category?
3. How can experiences be used as the basis for identifying your skills? How can you use this information in planning your career?
4. What are three examples of education, training, or accomplishments that a job seeker should tell an employer about?



## Internet Activities

### Knowing Your Skills

First, be sure you have filled out the worksheets in Chapter 3 and listed your best skills. Then perform a keyword search for the top job skills that employers are looking for. How do your best skills compare to the ones that employers are interested in?

Next, visit any job search Internet site, such as CareerBuilder or Monster. Instead of typing a possible job title in the Keyword search box, choose one or more of your power skills and type those in instead. See what kinds of job openings are available for someone who has your specific skills

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

Which of your skills seem to be in highest demand by employers? What kinds of careers are these skills valued in?

## Searching by Skills

The Department of Labor maintains a database of job information called the *Occupational Information Network*, or *O\*NET*. You can actually search this database by identifying some of the skills you possess and then connecting those skills to specific job titles. Here's how:

1. Go to [www.onetonline.org/skills/](http://www.onetonline.org/skills/).
2. Select the skills that you think you possess or enjoy using in your work.
3. The database will pull up a list of job titles that match your choices. You can research these to get a sense of the kinds of careers that could best use someone with your skills.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

Make a list of the three jobs you discovered through your research that you might be interested in. Be sure to include a brief job description, information on salary and job growth, and the education and training requirements for the job.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Additional Resources

### Help Wanted! Worksheet

Imagine you are an employer. Write your own advertisement for a job opening. Pick the type of position and choose a name for the company. Write a brief paragraph describing your ideal candidate. Be sure to include at least three adaptive skills, six transferable skills, and four job-related skills in your description

#### Help Wanted!

\_\_\_\_\_ (*Name of Company*) is looking for a(n) \_\_\_\_\_  
with at least three years of experience. The ideal candidate should possess the following skills:

Please submit a resume and cover letter to the address below.

# Chapter 4: Exploring Your Career Path

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## Lesson Plan

### Objectives

In this chapter, students will...

- Explore a list of work groups and job titles within those groups
- List the work groups that most interest them
- List the job titles within the work groups that most interest them
- Research specific jobs
- Discover work that matches their preferences
- Identify the work environment that best meets their needs

### Introduction

Chapter 4 of the book is not intended to provide a thorough exploration of career options. But it contains enough information to enable most people to select work groups (also called career clusters or interest areas) or even specific job titles for more study and then to connect that research to their own personal preferences. Most of the major activities in this chapter can be done in class. Also, because much of this information can easily be accessed online, this is an ideal opportunity to meet in a computer lab if you have one available.

You should familiarize yourself with the content of this chapter in advance. This includes reviewing copies of the major career references it mentions and visiting suggested Web sites. This knowledge will be important to you in explaining the chapter contents to your group.

This chapter is long and will likely take more than one class session, especially if you do all of the exercises in class. It's recommended that you assign much of the occupational research as homework.

If the people in your group have a good idea of the types of jobs they want (if they are all in a business program, for example), you can cover the content of this chapter fairly quickly. Emphasize that the activities can provide an opportunity for the students to learn more about their chosen occupation. For example, what are the related job titles, working conditions, and other details for the jobs they want?

While many groups consist of people who know what kind of job they want, you are more likely to be working with at least a few people who have not decided what job to look for. Some of these persons require more guidance than *Getting the Job You Really Want* was designed to provide, and you may need to give them individual assistance. However, the exercises in the second half of the chapter should give them an excellent starting point for exploring possibilities and then narrowing their options.

## Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

### Think Creatively About Your Job Options

Before group members read Chapter 4, give a brief review of the information included in this chapter for helping students identify career possibilities. Students will:

- Learn about work groups, job titles, and related or similar occupations
- Identify sources of additional information about jobs that seem interesting

Encourage group members to share life experiences or observations about these topics. For example, have any of them changed career directions or know others who have?

Review with your group the section titled “Think Creatively About Your Job Options.” The important point to make here is that they have many options that they probably know little or even nothing about. As they research their job options, they should understand that there are many opportunities that are not described in any career reference. These more specialized jobs will allow them to use what they already know in a work situation that is well suited for their specialized interests, experiences, and skills. Those interested in changing careers will find that their skills easily transfer to different but related jobs as well.

### Browsing Job Titles

This section asks students to use the appendix to identify job groups and titles. Explain to your group that they can and should mark up or write on the 1,000+ Jobs List in any way they find useful to them. Your instructions to them may vary, depending on whether they already have a basic job objective or are still exploring their career options.

When students understand what they are to do, have them begin working on the list. Let them know to raise their hands if they have additional questions, and you will help them as needed one by one. Walk around as they work on the list, and help or comment as needed.

### Your Top Job Work Groups and Top Job Titles

Both of these worksheets follow the 1,000+ Jobs List and are fairly self-explanatory. If students are completing the worksheets in class, just have them compile these lists as soon as they finish reviewing the appendix. If you assign the lists as homework, have students complete the worksheets as part of that assignment.

### Research the Jobs That Interest You the Most

Your students have focused on a few clusters and occupations. They now need to research those job groups and titles that interest them most. This will require the use of various career references.

Review the student book content that describes the major career references. It would be helpful if you have a copy of the references to pass around. Check out in advance where students can find these resources and how they can access them. Do the same with any Web resources noted in the book and any other resources you want them to use.

Specific references mentioned in the student book include:

- *Occupational Outlook Handbook (OOH)*
- *Occupational Information Network (O\*NET)*
- *O\*NET Dictionary of Occupational Titles*
- *Enhanced Occupational Outlook Handbook (EOOH)*
- *EZ Occupational Outlook Handbook (EZ OOH)*
- *New Guide for Occupational Exploration (New GOE)*
- Major Web sources of career information

Each of these major reference sources is presented in the student book, but it is helpful if you review them with the students and answer any questions they have. For your convenience, we have included sample pages from each of the print resources listed above that you can use in class.

### **There is More to Consider Than Just the Job Title**

The second half of this chapter includes a number of self-explanatory sections and worksheets. It is recommended that you have the class complete one worksheet and then discuss it thoroughly as a group. Emphasize how the activity can help them make good decisions in their search for a job.

You can also assign some or all these worksheets as homework and then discuss them in the next class. Because the sections are so short, individual worksheets are not mentioned for the remainder of this chapter.

Remind students that salary and other quantifiable rewards (such as benefits), aren't the only criteria for choosing or pursuing a job. Your job seekers will be happier if they find positions that they find rewarding on multiple levels, that appeal to their values, interests, needs, abilities, and other personal preferences.

### **What Transferable, Adaptive, and Job-Related Skills and Abilities Do You Prefer to Use?**

Before students begin completing this worksheet, point out that finding a job that interests them will likely be a very important part of whether they like the job long-term. Following any discussion, have them complete the activity, and then discuss it as needed.

If you are familiar with the taxonomies used in assessing career interests, such as the RIASEC codes developed by John Holland, you might introduce one of them here. This is also an excellent opportunity to administer a career exploration assessment in order to help students identify their interests. Several such assessments are listed at the end of this chapter's guide.

### **What Type of People Do You Prefer to Work With?**

Ask the group if anyone has had difficulty with previous coworkers or a boss. Let the group discuss this for a while before pointing out that not getting along with coworkers or a boss is one of the top reasons for being unhappy in a job. For this reason, it is important for group members to have a clear idea of the types of people they want to work with. Have them complete the activities and, when done, discuss as needed.

### **How Much Money Do You Want to Make —Or Are You Willing to Accept?**

This section is an important one because it asks people to be reasonable in the pay they will accept. Explain that everyone wants good pay, but they also need to be realistic and understand in advance that a well-paying job they hate may come at too high a price. Point out that they need to have a good idea of the pay range for the type of job they want for those with their level of experience and training.

### **How Much Responsibility Are You Willing to Accept?**

It may not be obvious to some in your group that those with higher pay typically are required to accept more responsibility. You can point out that it is okay to want less responsibility, but jobs with less responsibility typically pay less. Have the group complete the worksheet and discuss it as needed.

### **Do You Prefer to Work in a Larger or Smaller Organization?**

Point out to your group the relative advantages of smaller and larger organizations. Have students complete the worksheet and discuss as needed.

### **Where Do You Want Your Next Job to Be Located?**

Have students read the introductory text for this section and then discuss this issue as needed. When finished with the discussion, students can complete the rest of the activity and its related worksheets. Answer any questions, and discuss how the geographical region will affect the search for a job.

### **What Work Environment Do You Prefer?**

This section is self-explanatory. You can let students read the text and complete the worksheets following a brief introduction as needed. When they are done, you can ask them how they can use this information in selecting their next job. Then answer any questions they have.

### **Do You Want to Start Your Own Business?**

Point out that self-employment or starting their own business may be an option they should consider. While “getting a job” is the typical focus of this book, self-employment options can make sense for many people. One good way to accomplish this is to work for a business similar to the one they want to eventually start. Doing this will allow them to learn important skills before they set off on their own.

### **What Values Are Important to You?**

This activity has more text than some of the others and uses a checklist rather than the worksheets used previously. Even so, the text in the student book is self-explanatory, so simply tell students how the activity works and allow them to complete it. When they finish their work, discuss how important their values can be as they select a job and settle into their careers.

Also be sure to emphasize the research showing that job and career satisfaction is not simply a matter of how much money you make. Studies consistently show that people are often willing to sacrifice high pay if it means the work will be more satisfying in other respects, such as job security or the degree of independence.

## What Sector Do You Want to Work In?

This is a simple activity that asks students to consider employment in four major sectors of the labor force. The not-for-profit and military options are often viewed negatively. It is important to keep any negative biases to yourself here, because doing otherwise will likely offend some in your group. It is essential to understand that the decisions they make should be their own. When group members are finished, you can ask them to discuss their choices and explain why. Encourage discussion as appropriate.

## Within What Industry Do You Want to Work?

This activity in the student book is longer than the other activities and requires some introduction. Have the group read the introduction text to the activity. When they're done, encourage questions and discussion. Point out that their selection of an industry to work in will often turn out to be as important as the type of job. For this reason, mention that they need to learn more about their industry options and should select this as carefully as their job options.

Have the group complete the checklist of industries. Encourage them to be thorough and to underline any industry that appeals to them. They can then select the three industries that interest them most and list them at the end of the worksheet.

### Learn More About Targeted Industries

When the students are done with the industry checklist, review the points following the checklist that provide tips on getting the most out of the activity. Review the major sources of industry information noted there. Consider having students research one or more of the top industries selected from the checklist as homework.

## Your Five Most Important Preferences Overall

Finally, students have an opportunity to assimilate everything they've learned about themselves so far. Ask the students to complete this worksheet individually. Then have them gather in groups of three to discuss their preferences. In discussing preferences, they will have opportunities to strengthen or rethink their preferences and offer suggestions for how these preferences can focus their job search.

## You're Ready to Begin Your Job Search

After so much personal exploration and career research, your students are probably ready to launch into the specifics of actually finding a job. Simply remind them that everything they have done so far is meant to prepare them for the steps to come. By going through the exercises in this chapter, they should have a much more focused idea of the kind of job they want, so that they will go out and get a job that they are happy with and not simply take the first thing that comes along.

## Activities and Homework

The following are activities and homework assignments that have worked well for us. Please feel free to use them with your groups.

### Research on Job Titles

Students should complete the worksheet starting on page 36 individually in computer labs, at the library, or at home. Review the worksheet, and point out that it requires that they use a variety of career information resources.



Explain to students that they should use the OOH to find information on at least two jobs from the 1,000+ Jobs List. Allow time for the group members to complete the **Research on Job Titles** worksheet. Because the form requires students to research only one major job title, you should consider having them complete more than one.

Before the next session, students should complete worksheets for one or two positions that interest them most.

### **Interview Employers/Informational Interviews**

This optional activity will help students interact with potential employers. Ask each student to interview two people who are employed in positions similar to those in which the student is most interested. Students should record the conversations. During the interviews, students should discuss the employees' current positions and ask the following questions:

- What type of education do you have?
- Where did you first hear about the job opening for your current position?
- What three skills do you feel are most important for success in your position?
- How long have you worked for this company?

Students may add any other questions they feel are relevant. After the interviews, they should neatly write or type the questions they asked as well as the responses each person gave. Ask students to bring this information with them the next time the group is together.

Give the students these hints:

- Before the interview, write the questions you intend to ask on note cards.
- Listen; don't try to write every word.
- Use the recording as a backup in case you miss something the person says.
- Remember to ask the person for permission to record the interview.

### **Role-Play: Does This Job Suit You?**

**Roles:** Employer and potential employee.

**Scenario:** An employer describes the work environment to a potential employee. The employee then has to tell the employer whether the environment is acceptable and why or why not.

**Discussion:** What reaction did you have to the work environment? Rather than just ask the potential employee how he or she felt about the work environments, also ask the employer to describe his or her reactions. The group can learn from the employer's reactions, too.

## Internet Activity

There are two Internet activities for this chapter. The first asks students to take a free career assessment online and tie the results to their own career exploration. Warn your students that many of these sites offer additional information for a fee, which they should avoid. If you administer a career assessment on your own as part of the class, this activity is unnecessary.

The second activity parallels many of the career research exercises suggested in the book and in this guide. Students are asked to visit the OOH online ([www.bls.gov/oco](http://www.bls.gov/oco)) to do additional career research. This activity can be combined with others from the chapter. As an alternative, you may want your students to visit the O\*NET center at [www.onetonline.org](http://www.onetonline.org) and do some career exploration and research there.

## Discussion Questions

1. How do people typically decide which job to take? Describe where you are in the process of selecting a career.
2. Why is it important to know a variety of job titles within a work group or interest area?
3. What are three sources of information on occupations, and how is each one used?
4. What is the common relationship between earnings and education? What is one job that might be an exception? Why?
5. Why should people consider their personal values when selecting a job?
6. What impact do sector and industry have on the work environment?

Paradigm Education Solutions provides a wealth of resources to support job seekers with career exploration, job readiness, career success, and skills building.

Visit **[ParadigmEducation.com](http://ParadigmEducation.com)** to learn more.

## Discussion/Quiz Questions

1. How can your interests influence the decisions you make when searching for a job or career?
2. Review the 16 career clusters created by the US Department of Labor. Which ones appeal to you? Which ones don't appeal to you? Can you see ways to combine interest areas to find a job or career?
3. Review the RIASEC interest areas. What two might describe what interests you most?
4. Find a job listed on O\*NET and make a list of the qualifications required. How many do you meet? How you might be able to gain some of the qualifications?

## Internet Activities

### Assessments Online

Many, if not most, career counselors believe that assessment tools can be useful in planning or researching careers. The best tests available also cost money; however, you can find a number of free career assessments on the Internet to get you started thinking about career options. Choose one of the assessments that follow, or search for one of your own. Take it and see what the results tell you. Do they match the choices you were already considering? Did they open your eyes to new possibilities?

#### Free Online Career Assessments

- [www.livecareer.com](http://www.livecareer.com)
- [www.assessment.com](http://www.assessment.com) (MAPP)
- [www.projectcareer.com](http://www.projectcareer.com)

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

What did you discover about yourself? Do you think the results were accurate? Did the assessment provide possible job titles to explore? Do these seem like jobs you would be interested in?

## Exploring with the *OOH*

Go to the Department of Labor’s website for its Occupational Outlook Handbook at [www.bls.gov/oco](http://www.bls.gov/oco). It will provide suggestions for how to search for information on its site. You should consider doing the following:

- Research job titles that interest you, particularly those you listed from Chapter 4.
- Look over their job search tips.
- Read up about the job market in the state you work in.

Write a paragraph describing what you discovered through your research. Namely, what did you learn from this website that you didn’t know before?

Write down two or three careers that you think you would be interested in pursuing. Then write down the steps you plan to take next to pursue them.

Job title:  
Steps to take:

Job title:  
Steps to take:

Job title:  
Steps to take:

## OOH Job Description Summary Sheet

Use the *Occupational Outlook Handbook* at [www.bls.gov/oco](http://www.bls.gov/oco) to fill out this worksheet, paying close attention to those aspects of the job that interest you most.

Job title:

Skills needed for the job:

Nature of the work:

Working conditions:

Training, other qualifications, advancement:

Job outlook:

Earnings:

Related occupations:

Sources of additional information:

Why did you select this job?

Notes about this job and whether it is a possibility for you:

# Chapter 5: Defining Your Target Job

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## Lesson Plan

### Objectives

In this chapter, students will...

- Understand why having a clear job objective is critical in today's job search.
- Identify the skills and abilities they have that fit their job objective.
- Determine which values are most important to them in their career.
- Define the work environment, location, and culture that appeal to them.
- Write a job objective and personal branding statement to use in their job search.

### Introduction

Chapter 5 introduces the idea that it's possible to be both too broad and too narrow in a job search. The activities offer ideas to students on how to find the correct scope for an individual search. Most of the major activities in this chapter can be done in class. Also, because much of this information can easily be accessed online, this is an ideal opportunity to meet in a computer lab if you have one available.

You should familiarize yourself with the content of this chapter in advance. While many of the worksheets may feel subjective, they can help open up a broader discussion on managing expectations .

Many of the activities in this chapter are designed to help students “work smarter, not harder” by giving careful consideration to the types of jobs that most interest them. Job seekers sometimes enter the job search with an idea of careers they'd like to pursue. Chapter 5 introduces other considerations that should factor into the search, such as geographic location, pay range, level of responsibility, work environment, and the type of people they'd like to work with.

### Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

#### Your Ideal Job

Before group members read Chapter 5, give a brief review of the information included in this chapter for helping students identify their areas of interest. Students will

- Analyze what they value most in a job or career
- Consider which aspects of work environment and culture are most appealing



Encourage group members to share life experiences or observations about these topics. For example, has anyone been in a job where the culture was not a good fit? Or has anyone been in a position where they felt needed and appreciated?

Review with your group the section titled “Your Ideal Job.” It’s important to consider not just jobs their skills are right for but which positions will be right for the job seekers. Ask the group to create a list of their ideal working conditions. With the list, ask the group to rank the top five? Is there consensus? Where do people’s opinions vary?

### **What Skills and Abilities Will You Use?**

This section asks students to use the internet to look up job titles they find interesting and create a list of skills that are required. Discuss why the skills listed for each job may be required. Are there skills that are required and skills that are preferred?

When students understand what they are to do, have them begin working on Worksheet 5.1. Let them know to raise their hands if they have additional questions, and you will help them as needed one by one. Walk around as they work on the list, and help or comment as needed.

### **What Career Values Are Important to You?**

Figure 5.1 shows the results of a Gallup poll that measured the percentage of workers who rate the attributes of a given job as “very important.” Go through each attribute (defining each as necessary) and poll the class on how they rank the importance of each one. Do the percentages match the poll? Where do they differ? Besides the ones listed in the figure, what other attributes do the job seekers view as very important?

This discussion segues nicely into Worksheet 5.2 which asks students to mark off important values that they’d like to consider important for their next job. After completing the worksheet, ask students to rank the five values they feel are most important in a new job. Ask volunteers to read their list and discuss how they arrived at the rankings listed.

### **How Much Money Do You Want to Make —Or Are You Willing to Accept?**

Pay range is—and should be—an important factor when considering a job or planning a career.

In Worksheet 5.4, students answer questions about the importance of pay and what they find an acceptable salary range. When everyone has finished the worksheet, ask students to share their answers. Start a conversation on what factors (benefits, premiums, environment, etc.) might alter the amount of pay someone is willing to accept. For example: is lower pay acceptable if they enjoy the work they’re doing?

### **How Much Responsibility Are You Willing to Accept?**

Some people aspire to be in charge and accept the responsibility that comes with those types of positions. Other people are content to have less responsibility if it means less pressure.

Worksheet 5.5 will help job seekers understand their preferred level of responsibility. Once everyone has answered the questions, lead a discussion about the advantages and disadvantages of a job that comes with a higher degree of responsibility. What skills might one need for a job with lots of responsibility? (Conflict resolution, diplomacy, etc.)

## **What Work Environment Do You Prefer?**

The environments at various jobs can differ greatly. Some places are busy and loud. Others are quiet and reserved. Some environments encourage workers to share workspace. Others create a stronger sense of independence.

Worksheet 5.7 encourages job seekers to consider a past environment (a former job or maybe school) and list what attributes they liked and what attributes they didn't like. After everyone ranks the five most important work environments, lead a discussion. Where do people agree? Where do people disagree? Talk about environmental preferences and brainstorm a list of jobs that might fit each environment.

## **What Types of People Do You Prefer to Work With?**

Workplace culture—the environment, the people you work with—can go a long way in shaping how job seekers feel about the place they work. In Worksheet 5.8, job seekers are asked to reflect on the negative and positive qualities of people they've worked with in the past. They are then asked to rank the five most important positive qualities that they'd like to see in co-workers.

Lead a discussion on the different types of qualities. Where do people agree? Where do they disagree? Does someone have a positive quality that someone else lists as a negative quality? (Maybe one person likes chatty co-workers where as someone else might find that annoying.) Can the class reach a consensus on the top three positive qualities?

## **Should You Consider Self-Employment?**

In recent years, opportunities for self-employment have blossomed, especially in the gig economy. But while being your own boss sounds like a dream come true, it isn't for everyone.

Worksheet 5.9 will guide job seekers through their thoughts on self-employment. When everyone is done with the worksheet, start a conversation on what people see as the advantages of self-employment. The disadvantages? What sort of temperament might someone need to enjoy self-employment. (For example: would it be good for someone who is very well organized or someone with few organization skills?)

## **Which Sector Do You Want to Work In?**

This is a simple activity that asks students to consider employment in four major sectors of the labor force. The not-for-profit and military options are often viewed negatively. It is important to keep any negative biases to yourself here, because doing otherwise will likely offend some in your group. It is essential to understand that the decisions they make should be their own. When group members are finished, you can ask them to discuss their choices and explain why. Encourage discussion as appropriate.

## **Within What Industry Do You Want to Work?**

Worksheet 5.11 encourages students to consider the types of industries they might want to work in. Have the group do the worksheet. When they're done, encourage questions and discussion. Point out that their selection of an industry to work in will often turn out to be as important as the type of job. For this reason, mention that they need to learn more about their industry options and should select this as carefully as their job options.

Encourage them to be thorough and to underline any industry that appeals to them. They can then select the three industries that interest them most and list them at the end of the worksheet.

### **Learn More About Targeted Industries**

When the students are done with the industry checklist, review the points following the checklist that provide tips on getting the most out of the activity. Review the major sources of industry information noted there. Consider having students research one or more of the top industries selected from the checklist as homework.

### **Your Five Most Important Preferences Overall**

Finally, students have an opportunity to assimilate everything they've learned about themselves so far. Ask the students to complete this worksheet individually. Then have them gather in groups of three to discuss their preferences. In discussing preferences, they will have opportunities to strengthen or rethink their preferences and offer suggestions for how these preferences can focus their job search.

### **Your Job Objective**

After so much personal exploration and career research, your students are probably ready to launch into the specifics of actually finding a job. Simply remind them that everything they have done so far is meant to prepare them for the steps to come. By going through the exercises in this chapter, they should have a much more focused idea of the kind of job they want, so that they will go out and get a job that they are happy with and not simply take the first thing that comes along.

Ask students to write a job objective statement that lays out everything they've worked on in this chapter. The statement should zero in on their interests, preferences, and the research they did into the skills needed for the type of jobs they are seeking.

### **Your Personal Branding Statement**

It has become very important for job seekers to not only know what job they're looking for but also to be able to tell potential employers who they are. In some ways, this statement helps them "sell" themselves. A good branding statement will not only discuss relevant experience but also highlight the job seekers notable qualities.

Review the sample branding statements in this section and then ask students to do Worksheet 5.13. This can be a difficult task for people who aren't used to bragging about themselves. Be sure everyone understands that this statement is less about bragging and more about making it clear why they would make an ideal employee.

Ask for volunteers to read their statements aloud in class and invite other students to provide thoughtful feedback. Try to keep the feedback positive and specific. ("I like that you mentioned the things that motivate you.") Remind students not to give vague comments. ("I didn't like it.")

## Activities and Homework

The following are activities and homework assignments that have worked well for other teachers. Please feel free to use them with your groups.

### Interview Employers/Information Interviews

This optional activity will help students interact with potential employers. Ask each student to interview two people who are employed in positions similar to those in which the student is most interested. Students should record the conversations.

During the interviews, students should discuss the employees' current positions and ask the following questions:

- What type of education do you have?
- Where did you first hear about the job opening for your current position?
- What three skills do you feel are most important for success in your position?
- How long have you worked for this company?

Students may add any other questions they feel are relevant. After the interviews, they should neatly write or type the questions they asked as well as the responses each person gave. Ask students to bring this information with them the next time the group is together.

Give the students these hints:

- Before the interview, write the questions you intend to ask on note cards.
- Listen; don't try to write every word.
- Use the recording as a backup in case you miss something the person says.
- Remember to ask the person for permission to record the interview.

### Role-Play: Does This Job Suit You?

**Roles:** Employer and potential employee.

**Scenario:** An employer describes the work environment to a potential employee. The employee then has to tell the employer whether the environment is acceptable and why or why not.

**Discussion:** What reaction did you have to the work environment? Rather than just ask the potential employee how he or she felt about the work environments, also ask the employer to describe his or her reactions. The group can learn from the employer's reactions, too.

## Discussion Questions

1. How do people typically decide which job to take? Describe where you are in the process of selecting a career.
2. Why is it important to know a variety of job titles within a work group or interest area?
3. What are three sources of information on occupations, and how is each one used?
4. Why should people consider their personal values when selecting a job?
5. What impact do sector and industry have on the work environment?

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Visit **[ParadigmEducation.com](https://www.ParadigmEducation.com)** to learn more.

## Discussion/Quiz Questions

1. How many interviews per week does the average job seeker get? How many interviews per week does *Getting the Job You Really Want* recommend?
2. What kind of information is included on a job lead card, and how are these cards used in the job search?
3. What is the minimum number of hours per week that *Getting the Job You Really Want* suggests for a full-time job search? Why?
4. What weekly schedule do you plan to use in your job search?
5. What is the purpose of most applications? Can you explain your answer?
6. How can you use available space on an application to present additional information about yourself that is not specifically asked for?
7. What is the best way to handle a question on an application that would provide negative information if you completed it honestly?

## Internet Activities

### You Are Your Own (Time) Manager!

Time management is a necessary skill for just about everyone, from the high school student working on a term paper to the sales person meeting a quota. It is also important for job seekers who are treating the job search like a job.

The Internet has a variety of resources that can help you to manage your time, from time-saving tips to free personal schedulers. Do a search for time management help, time management tips, time saving tips, or any other related phrase. Be sure to document any useful suggestions you find and share them with other job seekers. Remember the less time you spend doing other things, the more time you can spend on your job search. And the more time you spend searching, the better your chances of getting the job you really want even faster.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Make a list of 8 things you can do to more effectively manage your time.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## Samples and Tips

Do a keyword search for *job applications* or *job application help*. You will find some resources and tips for helping you more effectively fill out job applications. You will also find many sample and real job applications that you can download or print out for practice. By looking over a variety of applications, you will have a better sense of the range of information that employers ask for. You will also have a much better idea of what to expect.

Keep in mind that it is quite possible that the companies or institutions you'd like to work for have job postings on their websites. If so, they may also have a way to apply directly online. Search for the websites of the companies that interest you and see if you can submit your application and resume electronically.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research. Write down any tips for completing applications that you didn't know before. Also, document any questions or forms you thought were unusual on the sample applications you found.



## Know Your Rights

It is important to know your rights as a job applicant. Do a keyword search for *hiring laws* or *equal opportunity employment* to learn more about what potential employers can ask for on an application or in an interview. Make a note of any problem areas you might encounter and of helpful suggestions for countering hiring discrimination. You might start by visiting [www.eeoc.gov](http://www.eeoc.gov).

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

What are your rights as a job seeker? How do you know if you are being discriminated against in the hiring process? Who can you contact if you think you have been?

## Additional Resources

### Weekly Job Search Schedule

Days of the Week							
Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							

## Daily Job Search Contact Record

Contact Name/Organization	Referral Source	Job Lead Card?	Phone Number/ E-mail Address
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

# Sample Job Application

*Fill out this sample application using your personal information. Include all applicable information and addresses.*

PLEASE NOTE: Complete all parts of the application. If your application is incomplete, or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Name and Address	
Name (First, MI, Last)	Social Security Number
Mailing Address	
City, State, and Zip Code	
Home Phone	Message Phone
E-mail Address	May we use e-mail to contact you? Yes <input type="checkbox"/> No <input type="checkbox"/>

Additional Information
Have you been an employee of this organization in the past? Yes <input type="checkbox"/> No <input type="checkbox"/>
I certify that I am in compliance with the provisions of the Selective Service Act (Draft Registration). ** Yes <input type="checkbox"/> No <input type="checkbox"/>
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States. ** Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony? ** Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please explain:
** These questions must be answered in order to be considered for employment

Education (Schools attended or special training received)			
School	From	To	Did you graduate?
Location		Type of degree or diploma	
School	From	To	Did you graduate?
Location		Type of degree or diploma	

# Sample Employment Application Form

**PLEASE PRINT ALL  
INFORMATION REQUESTED  
EXCEPT SIGNATURE**



## APPLICATION FOR EMPLOYMENT

**APPLICANTS MAY BE TESTED FOR ILLEGAL DRUGS**

**PLEASE COMPLETE PAGES 1-4.** DATE \_\_\_\_\_

Name \_\_\_\_\_  

Last
First
Middle
Maiden

Present address \_\_\_\_\_  

Number
Street
City
State
Zip

How long \_\_\_\_\_ Social Security No. \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_

If under 18, please list age \_\_\_\_\_

Position applied for (1) \_\_\_\_\_ Days/hours available to work  
 and salary desired (2) \_\_\_\_\_  
 (Be specific) No Pref \_\_\_\_\_ Thur \_\_\_\_\_  
 Mon \_\_\_\_\_ Fri \_\_\_\_\_  
 Tue \_\_\_\_\_ Sat \_\_\_\_\_  
 Wed \_\_\_\_\_ Sun \_\_\_\_\_

How many hours can you work weekly? \_\_\_\_\_ Can you work nights? \_\_\_\_\_

Employment desired     FULL-TIME ONLY     PART-TIME ONLY     FULL- OR PART-TIME

When available for work? \_\_\_\_\_

TYPE OF SCHOOL	NAME OF SCHOOL	LOCATION (Complete mailing address)	NUMBER OF YEARS COMPLETED	MAJOR & DEGREE
High School				
College				
Bus. or Trade School				
Professional School				

HAVE YOU EVER BEEN CONVICTED OF A CRIME?     No     Yes

If yes, explain number of conviction(s), nature of offense(s) leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation. \_\_\_\_\_

\_\_\_\_\_

# SAMPLE JOB APPLICATION

This form includes almost everything you might find on a company application. Practice filling it out and use it as a reference to complete other application forms. Review a copy of your application before your job interview.

**Instructions:** Type or print clearly in black or blue ink. Answer all questions.

NAME (Last, First, Middle)

\_\_\_\_\_

SOC. SEC. #

\_\_\_\_\_

ADDRESS (Number and Street, City, State, ZIP Code)

\_\_\_\_\_

PHONE NO.

( ) \_\_\_\_\_

POSITION DESIRED

\_\_\_\_\_

Full-time     \_\_\_

Part-time    \_\_\_

Temporary    \_\_\_

HAVE YOU WORKED FOR THIS COMPANY BEFORE? Yes \_\_\_ No \_\_\_

IF YOU ARE A MINOR UNDER AGE 18, DO YOU HAVE A CERTIFICATE OF AGE OR EMPLOYMENT? Yes \_\_\_ No \_\_\_

## EDUCATION

### High School

NAME AND ADDRESS  
OF SCHOOL

MAJOR

DEGREE/DIPLOMA

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### College

NAME AND ADDRESS  
OF SCHOOL

MAJOR

DEGREE/DIPLOMA

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sample Job Application Form

Use this worksheet if you have not developed a résumé.

Name: \_\_\_\_\_

Present Address: \_\_\_\_\_

Permanent address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Social Security number: \_\_\_\_\_

Person to contact in an emergency: \_\_\_\_\_ Phone: \_\_\_\_\_

**OPTIONAL INFORMATION**

Date of birth: \_\_\_\_\_

Height: \_\_\_\_\_ Weight: \_\_\_\_\_

Marital status: \_\_\_\_\_ Maiden name: \_\_\_\_\_

Number of children: \_\_\_\_\_ Ages: \_\_\_\_\_

Child-care arrangements: \_\_\_\_\_

Driver's License number: \_\_\_\_\_

Make of car: \_\_\_\_\_ Year: \_\_\_\_\_ License no. (car): \_\_\_\_\_

Job Objective: \_\_\_\_\_ Date you can start: \_\_\_\_\_

Desired salary: \_\_\_\_\_

Other job interests: \_\_\_\_\_

Willing to relocate? \_\_\_\_\_ Area preferences: \_\_\_\_\_

<b>Education</b>	<b>Name and location of school</b>	<b>Years attended</b>	<b>Degree</b>	<b>Program: major/minor</b>
College	_____	_____	_____	_____
Highschool	_____	_____	_____	_____

[COMPANY] Initials \_\_\_\_\_

Page: 1

Customer's Initials \_\_\_\_\_

[STREET ADDRESS] • [CITY, STATE] • [ZIP CODE]  
[PHONE] • [FAX] • [URL]

Date April 1

# APPLICATION FOR EMPLOYMENT

PLEASE PRINT INFORMATION REQUESTED IN INK.

BROWN'S IS AN EQUAL OPPORTUNITY EMPLOYER and fully subscribes to the principles of Equal Employment Opportunity. Brown's has adopted an Affirmative Action Program to ensure that all applicants and employees are considered for hire, promotion and job status, without regard to race, color, religion, sex, national origin, age, handicap, or status as a disabled veteran or veteran of the Vietnam Era.

To protect the interests of all concerned, applicants for certain job assignments must pass a physical examination before they are hired.

Note: This application will be considered active for 90 days. If you have not been employed within this period and are still interested in employment at Brown's, please contact the office where you applied and request that your application be reactivated.

Name Albert C. Smith Social Security Number 411-~~3~~76-2614  
Last First Middle (Please present your Social Security Card for review)

Address 1526 N. Otter City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Number Street

County Marion

Previous Address Same City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Number Street City State Zip Code

If hired, can you furnish proof of age?  Yes  No  
 If hired, can you furnish proof that you are legally entitled to work in U.S.  Yes  No

Current phone or nearest phone \_\_\_\_\_  
 Best time of day to contact any  
(Answer only if position for which you are applying requires driving)  
 Licensed to drive car?  Yes  No  
 Is license valid in this state?  Yes  No

Have you ever been employed by Brown's. Yes \_\_\_\_\_ No  If so, when \_\_\_\_\_ Position \_\_\_\_\_  
 Have you a relative in the employment of Brown's Department Store? Yes \_\_\_\_\_ No

A PHYSICAL OR MENTAL DISABILITY WILL NOT CAUSE REJECTION IF IN BROWN'S MEDICAL OPINION YOU ARE ABLE TO SATISFACTORILY PERFORM IN THE POSITION FOR WHICH YOU ARE BEING CONSIDERED. Alternative placement, if available, of an applicant who does not meet the physical standards of the job for which he/she was originally considered is permitted.

Do you have any physical or mental impairment which may limit your ability to perform the job for which you are applying? Yes, I have a back problem & was in Central State Hospital for 6 months.  
 If yes, what can reasonably be done to accommodate your limitation? \_\_\_\_\_

EDUCATION	School Attended	No. of Years	Name of School	City/State	Graduate?	Course or College Major	Average Grades
	Grammar	6	Holy Trinity	Scranton	Yes	General	B
Jr. High	3	Crestview	"	"	"	B	
Sr. High	3	WCHS	"	"	College Prep	C	
Other							
College	3	State U	Scranton	NO		C	

MILITARY SERVICE	Branch of Service	Date Entered Service	Date of Discharge	Highest Rank Held	Service-Related Skills and Experience Applicable to Civilian Employment
	USA	1999	2003	E- <del>3</del> <sub>3</sub>	<del>3</del> radio stuff

What experience or training have you had other than your work experience, military service and education? (Community activities, hobbies, etc.) \_\_\_\_\_

I am interested in the type of work I have checked:  
 Sales  Office  Mechanical  Warehouse  Other (Specify):  anything

I am seeking (check only one):  
 Temporary employment (6 days or less)  Part-Time  
 Seasonal employment (one season, e.g. Christmas)  Full-Time Work  
 Regular employment (employment for indefinite period of time) \_\_\_\_\_ If part-time, indicate maximum hours per week and enter hours available in block to the right.

HOURS AVAILABLE FOR WORK	
Sunday	To _____
Monday	To _____
Tuesday	To _____
Wednesday	To _____
Thursday	To _____
Friday	To _____
Saturday	To _____

*anything*

If temporary, indicate dates available \_\_\_\_\_  
 Have you been convicted during the past seven years of a serious crime involving a person's life or property?  
 NO  YES  If yes, explain: drunk in public



# REFERENCES

LIST BELOW YOUR FOUR MOST RECENT EMPLOYERS, BEGINNING WITH THE CURRENT OR MOST RECENT ONE. IF YOU HAVE HAD FEWER THAN FOUR EMPLOYERS, USE THE REMAINING SPACES FOR PERSONAL REFERENCES. IF YOU WERE EMPLOYED UNDER A MAIDEN OR OTHER NAME, PLEASE ENTER THAT NAME IN THE RIGHT HAND MARGIN. IF APPLICABLE, ENTER SERVICE IN THE ARMED FORCES ON THE REVERSE SIDE.

NAMES AND ADDRESSES OF FORMER EMPLOYERS BEGINNING WITH THE CURRENT OR MOST RECENT		Name of Your Supervisor	What kind of work did you do?	Starting Date	Starting Pay	Date of Leaving	Pay at Leaving	Why did you leave? Give details
NOTE: State reason for and length of inactivity between present application date and last employer.								
Name	Eric Burgess	School	Clean up	04 05	\$17 an hr	03 05		Fired
Address	Walnut St. Scranton PA	Burgess	looked for a job					
City	Scranton PA		electrician helper + laborer	08 05	\$6.50 an hr		\$150	Boss always picked on me.
NOTE: State reason for and length of inactivity between present application date and last employer.								
Name	Rafael	Houses	pick hammer + wiring	06 98	\$6 an hr	04 99	\$25	Company went broke.
Address	Scranton PA	Construction	Clean up					
City	Scranton PA	Kim Lencki	mental hospital					
NOTE: State reason for and length of inactivity between present application date and last employer.								
Name	Lynn Donovan	hospital	Clean up		\$50 an hr			El got better + was discharged.
Address	Central Hospital Washington St. Scranton PA							
City	Scranton PA							

I certify that the information in this application is correct to the best of my knowledge and understand that any misstatement or omission of information is grounds for dismissal in accordance with Brown's policy. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. In consideration of my employment, I agree to conform to the rules and regulations of Brown's, and my employment and compensation can be terminated with or without cause, and with or without notice, at any time, at the option of either the Company or myself. I understand that no unit manager or representative of Brown's other than the President or Vice-President of the company, has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing. In some states, the law requires that Brown's have my written permission before obtaining consumer reports on me, and I hereby authorize Brown's to obtain such reports.

Applicant's Signature: Smithy Albert C.

NOT TO BE FILLED OUT BY APPLICANT

INTERVIEWER'S COMMENTS	Date of Emp. Dept or Div. Job Title	Regular Part-time	Job Grade	Compensation Arrangement	Manager Approving	Employee No.	Reviewed	Completed
I really need a job now.				Make me an offer				
Prospect for								
1.								
2.								
REFERENCE REQUESTS CONSUMER REPORT With Tax (W-4) State With Tax							Mailed	not yet

Unit Name and Number: Albert Smith

Date April 1, 20XX

# APPLICATION FOR EMPLOYMENT

BROWN'S IS AN EQUAL OPPORTUNITY EMPLOYER and fully subscribes to the principles of Equal Employment Opportunity. Brown's has adopted an Affirmative Action Program to ensure that all applicants and employees are considered for hire, promotion and job status, without regard to race, color, religion, sex, national origin, age, handicap, or status as a disabled veteran or veteran of the Vietnam Era.

To protect the interests of all concerned, applicants for certain job assignments must pass a physical examination before they are hired.

**PLEASE PRINT INFORMATION REQUESTED IN INK.**

Note: This application will be considered active for 90 days. If you have not been employed within this period and are still interested in employment at Brown's, please contact the office where you applied and request that your application be reactivated.

Name Smith Albert Claude Social Security Number 411-76-2614  
Last First Middle (Please present your Social Security Card for review)  
 Address 1526 North Otter Street Scranton PA 18602  
Number Street City State Zip Code  
 County \_\_\_\_\_ Current phone or nearest phone 555-1212  
 Previous Address \_\_\_\_\_ Best time of day to contact after 12 p.m.  
Number Street City State Zip Code (Answer only if position for which you are applying requires driving)  
 If hired, can you furnish proof of age?  Yes  No  
 If hired, can you furnish proof that you are legally entitled to work in U.S.  Yes  No  
 Licensed to drive car?  Yes  No  
 Is license valid in this state?  Yes  No

Have you ever been employed by Brown's. Yes \_\_\_\_\_ No  If so, when \_\_\_\_\_ Position \_\_\_\_\_

Have you a relative in the employment of Brown's Department Store? Yes \_\_\_\_\_ No

A PHYSICAL OR MENTAL DISABILITY WILL NOT CAUSE REJECTION IF IN BROWN'S MEDICAL OPINION YOU ARE ABLE TO SATISFACTORILY PERFORM IN THE POSITION FOR WHICH YOU ARE BEING CONSIDERED. Alternative placement, if available, of an applicant who does not meet the physical standards of the job for which he/she was originally considered is permitted.

Do you have any physical or mental impairment which may limit your ability to perform the job for which you are applying? No

If yes, what can reasonably be done to accommodate your limitation? \_\_\_\_\_

EDUCATION	School Attended	No. of Years	Name of School	City/State	Graduate?	Course or College Major	Average Grades
	Grammar	6	Holy Trinity	Scranton, PA		General	B
	Jr. High	3	Crestview Junior H.S.	Scranton, PA		General	B
	Sr. High	3	Warren Central H.S.	Scranton, PA		College Prep	C
	Other	—	—	—	—	—	—
	College	3	Indiana - Purdue University at Indpls	Indpls, IN		Electronics in progress	B

MILITARY SERVICE	Branch of Service	Date Entered Service	Date of Discharge	Highest Rank Held	Service-Related Skills and Experience Applicable to Civilian Employment
	United States Air Force	6-2-99	4-15-03	A/1C Airman First Class	Radio and small electronics repair

What experience or training have you had other than your work experience, military service and education? (Community activities, hobbies, etc.) \_\_\_\_\_

I am interested in the type of work I have checked:  
 Sales  Office \_\_\_\_\_ Mechanical \_\_\_\_\_ Warehouse \_\_\_\_\_ Other (Specify): Repair

Or the following specific job \_\_\_\_\_

I am seeking (check only one):  Temporary employment (6 days or less)  Part-Time Work  
 Seasonal employment (one season, e.g. Christmas)  Full-Time Work  
 Regular employment (employment for indefinite period of time)  If part-time, indicate maximum hours per week and enter hours available in block to the right.

If temporary, indicate dates available \_\_\_\_\_

Have you been convicted during the past seven years of a serious crime involving a person's life or property?

NO  YES \_\_\_\_\_ If yes, explain: \_\_\_\_\_

HOURS AVAILABLE FOR WORK		
Sunday	8 a.m.	To close
Monday	8 a.m.	To close
Tuesday	8 a.m.	To close
Wednesday	8 a.m.	To close
Thursday	8 a.m.	To close
Friday	8 a.m.	To close
Saturday	8 a.m.	To close

# REFERENCES

LIST BELOW YOUR FOUR MOST RECENT EMPLOYERS, BEGINNING WITH THE CURRENT OR MOST RECENT ONE. IF YOU HAVE HAD FEWER THAN FOUR EMPLOYERS, USE THE REMAINING SPACES FOR PERSONAL REFERENCES. IF YOU WERE EMPLOYED UNDER A MAIDEN OR OTHER NAME, PLEASE ENTER THAT NAME IN THE RIGHT HAND MARGIN. IF APPLICABLE, ENTER SERVICE IN THE ARMED FORCES ON THE REVERSE SIDE.

NAMES AND ADDRESSES OF FORMER EMPLOYERS BEGINNING WITH THE CURRENT OR MOST RECENT		Nature of Employer's Business	Name of Your Supervisor	What kind of work did you do?	Starting Date	Starting Pay	Date of Leaving	Pay at Leaving	Why did you leave? Give details
NOTE: State reason for and length of inactivity between present application date and last employer.									
Name	Fred Willis		Rafael Castillo	Electrician helper	8 05	\$280	Present	\$280	work slowdown - limited work schedule
Address	1275 E. 17th St. Scranton PA		Eric Burgess	Custodian	7 04	\$260	3 05	\$260	Desired a more demanding position
City	Scranton PA		Eric Burgess	Custodian	7 04	\$260	3 05	\$260	Desired a more demanding position
NOTE: State reason for and length of inactivity between present application date and last employer.									
Name	Grand Forks Air Force Base-USAF Hwy 2 Grand Forks ND		Technical Sergeant Denise Hager	Small electronics + radio repair	6 99	\$250	4 03	\$275	Term of service expired - Honorable Discharge
Address	1436 N. Anderson Dr. Scranton PA		Kim Lenski	Electronic equipment installer	6 98	\$240	4 99	\$250	Company went out of business - joined U.S. Air Force
City	Scranton PA		Kim Lenski	Electronic equipment installer	6 98	\$240	4 99	\$250	Company went out of business - joined U.S. Air Force

I certify that the information in this application is correct to the best of my knowledge and understand that any misstatement or omission of information is grounds for dismissal in accordance with Brown's policy. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. In consideration of my employment, I agree to conform to the rules and regulations of Brown's, and my employment and compensation can be terminated with or without cause, and with or without notice, at any time, at the option of either the Company or myself. I understand that no unit manager or representative of Brown's other than the President or Vice-President of the company, has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing. In some states, the law requires that Brown's have my written permission before obtaining consumer reports on me, and I hereby authorize Brown's to obtain such reports.

Applicant's Signature Albert C. Smith

NOT TO BE FILLED OUT BY APPLICANT

INTERVIEWER'S COMMENTS	Date of Emp.	Dept or Div.	Regular Part-time	Job Title	Job Title Code	Job Grade	Compensation Arrangement	Manager Approving Employee No.	Rank No.
Tested									
Physical examination scheduled for									
Physical examination form completed									
Review Card prepared									
Timecard prepared									
Minor's Work Permit									
Proof of Birth									
Training Material Given to Employee									
Prospect for									
1.									
2.									

Unit Name and Number \_\_\_\_\_

# Chapter 6: Getting Organized to Find a Job

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## Lesson Plan

### Objectives

In this chapter, students will...

- Understand the correlation between the number of interviews they obtain and the time it takes to get a job
- Understand the importance of setting up an office from which to conduct their job search
- Know how to set up a job search schedule
- Be familiar with other systems they can use to increase the efficiency of their job search
- Understand why employers use applications for employment
- Learn how to complete applications effectively
- Know how to handle problem questions on an application

### Introduction

This chapter covers two related topics: getting organized in your job search and effectively filling out job applications. These topics have been grouped together because the very act of filling out an application—often one of the initial steps in the job search—requires you to be organized, to have all of your information at hand. In short, getting organized is the natural precursor to an effective job search, and being able to fill out an application is an easy test to see just how organized you are.

For most people, the content in the first half of the chapter is concrete and easy to understand; however, you should get participants to commit themselves to a specific job search schedule. The more specific a person's schedule is, the more likely the person will follow it.

Teaching someone how to complete an application, on the other hand, can be a dry and difficult task. Job applications themselves are falling out of favor, sometimes seen as just a tedious task that needs to be completed for recording purposes rather than an integral step in the job search process. In addition, more and more applications are completed online, alleviating some of the pitfalls that used to plague job seekers while creating new ones.

When covering applications, be aware that many questions students ask you are traps. No matter what you say, some students will continue to define an application as an important tool in getting a job, even though in many organizations this is just not so. In most situations, job seekers can get directly to the person who is most likely to supervise them with just a phone call or two. Obviously, they are more likely to get an interview if they use this approach than they are if they just fill out an application. Completing an application will probably just get them screened out.

One positive aspect to covering applications is that doing so tends to bring up issues that can become real problems in an interview. Learning to fill out an application can be a useful prelude to the more important topic of developing interviewing skills.

## Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

### Organize Your Time to Get Results

Review and direct attention to the information about the average time it takes to find a job. Write on the chalkboard or overhead: Three Months to Find a Job!

Next, point out the chart titled “How Many Interviews Does It Take the Average Job Seeker to Get a Job?” in *Getting the Job You Really Want*. Explain to your group members that anything they do to increase the number of interviews they get decreases the number of weeks they are unemployed. That means getting—and staying—organized!

### Set Up Your Job Search Office

Ask if group members have questions or comments about setting up a job search office at home. Perhaps someone who has already set up an office can share his or her experiences. Distractions from other family members can create major problems for a person who is working at home. You may want to discuss this issue if members of your group face or could potentially face this problem.

Some of your students may not have access to the Internet or even to a computer at home. These students should be encouraged to take advantage of any free resources at your organization or to make a habit of visiting their local library to use the library’s computers. In this day and age, not having Internet access is a major liability in the job search.

### Set Up a Job Search Schedule

Although the material in this section is easy enough to understand, you want group members to make firm decisions on how they will spend their job search time. Begin by asking students how many hours they plan to spend each week looking for a job. Point out that, all things being equal, the more time a person spends looking for a job each week, the sooner the person will get a job.

Next, ask students which days they will spend looking for a job and what specific times each day they will spend looking. Be sure each person fills in this information on the **Job Search Days, Hours, and Times Planning** worksheet.

Now, ask the students to decide what specific activities they will do during the times they set aside for their job search.

### Weekly Job Search Schedule

Have each student complete his or her own “Weekly Job Search Schedule.” Students should incorporate the decisions they made in the previous sections. Review any final tips, and answer any final questions.



## **More Forms and Filing Systems to Help You Organize Your Search**

Be sure that the students understand how to set up and use the job search follow-up box. If they have computer- or Internet-based schedules, discuss how to set these up to help organize their schedule and follow-ups.

## **Using Technology to Help Organize Your Job Search**

This section briefly touches on some of the computer and digital devices students can use to stay organized. Granted, not everyone in class will have a smartphone, but there is a good chance that most of your students will have access to a cell phone (with contact saving and even scheduling programs) or a computer and may be interested in learning how to use them to help organize their job search. You might show them how to create a basic spreadsheet if you have a computer lab available. Consider directing students to workshops on using common computer programs (such as Word and Excel) if there any available in your area.

Remind students that even the fanciest gizmos can't motivate them to go out and find work: The contact information for a potential employer is only useful if they call that person, whether the number was listed on an index card or in an iPhone.

## **Completing Job Applications**

Ask students to list reasons they think employers require applications. When group members have completed this activity, ask for the reasons they listed.

Discuss this topic, and answer questions as needed. Be sure to emphasize that employers most often use applications to screen job seekers out. Therefore, the key is to not give the employer any reason to reject their application.

## **What Should You Know About Completing Applications?**

The four points listed here should be reinforced in class. The advice may seem like common sense, but some students find applications intimidating and forget to take these simple steps. It can be useful to show “Before and After” examples of applications that have been completed correctly and incorrectly.

## **Seven Tips for Overcoming Problem Questions on Applications**

Some of these points are controversial, and you need to avoid getting hung up on them. Instead, ask group members to tell you what they think they should do. Encourage discussion, but be sure no one is singled out. Depending on your population, you may need to spend more or less time on some or all of these issues. In all cases, be sure you have a few concrete examples that students can use as guides.

You might also reiterate the importance of not lying on an application—and distinguish between lying and not divulging too much information on an application.

## **Information an Employer Should Probably Not Require**

This information is for the students' benefit. They shouldn't be expected to memorize the list, only to understand that there are limits to what an employer can ask. This issue is dealt with in later chapters on interviewing as well.

## **Employment Tests and Background Checks**

Discuss this section as needed. Guide your students into understanding that employers have different expectations and requirements in hiring. The job seeker must be flexible enough to meet them.

This is also a good opportunity to discuss the need for students to keep track of all of their public information. The advent of social networking sites such as Facebook and the increased search capacity on the Internet have made it easy for employers to find out personal information about job candidates. Remind your students that they might very well be googled and to make sure there is nothing on the Internet that could get them screened out.

## **Activities and Homework**

The following are activities and homework assignments that work well with this chapter. Please feel free to use them with your groups.

### **Personal Job Search Plans**

Tell students that before the next session, each person should put together a thorough plan to use in his or her own job search. The plan should include daily, weekly, and monthly goals and a daily job search contact schedule. They are welcome to use the forms provided in the book or use forms and programs of their own.

### **Sample Applications**

This exercise works best if students haven't read Chapter 5 as homework. As group members come in, give each of them a copy of the sample employment application found in Chapter 5. Be matter-of-fact in asking students to complete the application—just as if they were applying for a job. Give no hint that you are up to something. It is not important that each person finish completing the application, so after 5–10 minutes collect the applications and save them for later in the session.

After you have reviewed the material in the chapter, return the sample employment applications. Ask students if they would change any part of their responses on the applications based on what they now know. Discuss the changes the students would make and why they would make them.

### **Do One for Real**

Use this exercise if you've had your students bring in an actual application that they need to fill out as part of their job search. After you've completed the practice application in the book, have students complete their real application while you are there for guidance. Encourage them to ask questions of you and each other and to share the positive strategies they are using.

## Role-Play: First Impressions Count

**Roles:** A job seeker and a receptionist.

**Scenario:** A job seeker stops by a local business to pick up an application.

**Discussion:** What effective strategies did the job seeker use? What reaction did he elicit from the receptionist? If you were the receptionist, what would you say to your supervisor if asked about this job candidate? What could the job seeker have done differently to get more information or make a better impression?

## Internet Activity

There are three possible Internet activities for this chapter, all of them self-explanatory. The first asks students to research time management tips and apply them specifically to their job search. The second has students looking at sample job applications and strategies for completing applications more effectively. The third activity is geared toward students who want to explore their rights for equal opportunity under current employment law. Choose whichever activity suits the focus of your class.

## Homework

If you are spending more than one class period on this chapter, assign some sample applications as homework so that you can discuss them for the next class.

## Discussion Questions

1. How many interviews per week does the average job seeker get? How many interviews per week does *Getting the Job You Really Want* recommend?
2. What kind of information is included on a job lead card, and how are these cards used in the job search?
3. What is the minimum number of hours per week that *Getting the Job You Really Want* suggests for a full-time job search? Why?
4. What weekly schedule do you plan to use in your job search?
5. What is the purpose of most applications? Can you explain your answer?
6. How can you use available space on an application to present additional information about yourself that is not specifically asked for?
7. What is the best way to handle a question on an application that would provide negative information if you completed it honestly?

Paradigm Education Solutions provides a wealth of resources to support job seekers with career exploration, job readiness, career success, and skills building.

Visit **ParadigmEducation.com** to learn more.



## Discussion/Quiz Questions

1. How many interviews per week does the average job seeker get? How many interviews per week does *Getting the Job You Really Want* recommend?
2. What kind of information is included on a job lead card, and how are these cards used in the job search?
3. What is the minimum number of hours per week that *Getting the Job You Really Want* suggests for a full-time job search? Why?
4. What weekly schedule do you plan to use in your job search?
5. What is the purpose of most applications? Can you explain your answer?
6. How can you use available space on an application to present additional information about yourself that is not specifically asked for?
7. What is the best way to handle a question on an application that would provide negative information if you completed it honestly?

## Internet Activities

### Organization is Key

Sometimes, the act of looking for a job can be as intense as the job itself. But with a decent amount of planning

Use the Internet to generate your own list of strategies you can use to search for a job. A simple search for *how to find a job*, *job search strategies*, or *keys to finding a job* will bring up some informative sites with helpful tips for helping you craft an efficient job search. Come up with 5–10 strategies not mentioned in the workbook and share them with the group

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

What are 5 things you can do to narrow down the types of jobs you're looking for?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Chapter 7: Using the Most Effective Job Search Methods

---

## Lesson Plan

### Objectives

In this chapter, students will...

- Learn various job search methods and identify the ones that are most effective.
- Recognize the difference between active and passive job search methods and learn how to be active in your job search.
- Understand the four stages of a job opening.
- Learn which actions you should take at the beginning of your job search.

### Introduction

Job seekers can sometimes get dismayed at how long it can take to find a job. To that end, Chapter 7 looks at different methods of searching for a job that can make the process more efficient and effective.

Additionally, the chapter breaks down and analyzes the different stages of a job opening. You might take a little extra time on this discussion. Understanding the time involved in each stage can lead to a broader understanding of why it can take a long time to find the right job.

This chapter covers a lot of ground. Previous chapters have helped students build a sturdier understanding of how to approach searching for a job. Here, you'll get into the meat of conducting a smart search.

### Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

#### **Which Job Search Methods Do You Think Are Most Effective?**

Worksheet 7.1 encourages job seekers to consider which job search methods might work best for them. After students have finished filling out the worksheet, start a class discussion and ask students to share why those chose the methods they chose.

There is also a section for students to add other methods they may have thought of that aren't listed on the worksheet. Have a brainstorm session for students to share what they've come up with. Chances are, this will generate new ideas for everyone.

## **Active Job Search Methods Work Best**

While nearly everything discussed with Worksheet 7.1 will have value, it's important to emphasize that some job search methods just naturally work better than others.

Figure 7.1 demonstrates how active job-seeking methods tend to garner the best results. This will be surprising to some students who have come to believe that more passive job search options—such as answering an ad—are more prevalent and preferred.

The most important point to get across is that the more job seekers can present themselves, the more likely they are to make the contacts needed to land jobs. Remind students that not all jobs are advertised. Having a strong network of contacts can help sniff out those “hidden” opportunities.

## **Important Facts About the Job Market**

The job market is in a constant state of flux and, as a result, can be unpredictable. Go over the variables that can affect the job market listed in this section (economy, changes in technology, etc.) and encourage the students to reflect on their own experiences during the COVID-19 pandemic and how that affected job availability.

This section makes a point of noting that, even with the unpredictability of the market, certain reassuring facts remain true at any given time. Each of these facts is broken down and analyzed.

## **At Any One Time, There Are Lots of Openings**

Cover the information in this section thoroughly enough to be sure that the students understand it. Answer questions as needed.

## **Job Market “Friction” Represents Opportunities**

Unemployment figures can be daunting. Emphasize that there are opportunities in unemployment as long as one understands what the facts and figures really mean. Review the information in this section and answer questions about frictional unemployment. Start a discussion now that hit means that 40% of unemployment represents people in between jobs, often when people are moving on to something better.

## **The Job Market is Online**

Having an online presence of some type has become vital. Many employers want to be able to search online and learn more about a potential hire. Emphasize that there are many online outlets that exist solely to help job seekers create a professional profile. If time/capabilities permit, review one or two online profiles. Note the information people choose to reveal about themselves. What do the online profiles have in common? How do they differ? Remind students that while online interactions may be prevalent, they often are a poor substitute for a personal connection. In other words: don't rely solely on how you present yourself online but do be aware of it.

## **Small Businesses Are Hiring**

Be sure to go over the information in Figure 7.2. This shows the enormous impact small businesses have on the job market. While working for a large company may often seem prestigious, the fact is that most jobs on the market are created by small businesses. As you review this section with students, discuss the pros and cons of working for a small business, all the while emphasizing that the majority of job openings are at small businesses.

## **Temporary and Gig Work is On the Rise**

The advent of the digital age has had a massive impact on the job market. Perhaps one of the most indelible changes is the rise of temporary and gig work. Gig work can appeal to some (such as those who crave variety in their work) but it may not be the stable source of income that others require. Start a discussion on the types of gig work that people may be familiar with (Uber, DoorDash, TaskRabbit) and brainstorm a list of qualities that are most likely needed for these types of positions.

## **Employers Don't Like to Advertise and Often Don't Need To**

Job listings only represent about 35% of available jobs. Brainstorm with the students on reasons why most jobs are never advertised. Then go over the reasons given in this section (such as how time consuming and expensive it is to post a job).

## **Find Job Openings Before They Are Advertised**

A very effective and proactive method of searching for a job is to identify employers who need a job seekers skills, whether or not a job is now open. Understanding the four stages of a job opening could be a make or break factor in some job searches. You may want to spend extra time reviewing these four stages and emphasize the importance of networking and making contacts.

## **Job Search Methods to Use First**

Briefly review the points in the student text, and answer any questions about the pros and cons of the mentioned resources. Emphasize that casting a wide net by using a variety of resources and contacts often leads to the best results. Resources can range from help at schools to government assistance to the vast array of opportunities found in recruiting websites.

If time/capabilities allow, visit sites such as Indeed or Monster and walk through the requirements to build a profile. Emphasize that, with so many sites dedicated to jobs, it's important to use as many as possible to make sure job seekers are finding as many positions as possible.

## **Create a Profile on LinkedIn**

In recent years, LinkedIn has exploded in terms of popularity. This is due to the fact that it's not only a place to list job openings but is also a place to network and get job referrals. If time/capabilities allow, browse LinkedIn and note how people are connected to one another. Explain that this is a handy tool for finding referrals.

Worksheet 7.2 helps students analyze and record job posts. Consider assigning students the task of finding one job they're interested in and filling out the worksheet. Ask volunteers to share what they've learned in completing the form.

## **Be Creative and Well-Organized in Your Job Search**

As you recap the information in this chapter, encourage students to take what they've learned forward as they continue the book. Job seekers need to be aware that the process can be very time consuming and require lots of planning but there are plenty of rewards for diligent seekers.

## Activities and Homework

The following are activities and homework assignments that work well with this chapter. Please feel free to use them with your groups.

### Job Comparisons

Ask that the students go home and research three types of available positions: one from a big company, one from a small company, and one from a temporary/gig job. They should look for a listing of benefits, salary ranges (if possible), and other factors that outline the thrust of the positions. As people share what they learned, discuss the advantages and disadvantages of each potential employer. Poll the students on which opportunity excites them the most and which leaves them feeling cool.

### Internet Profiles

As noted, many employers search for a potential employee's online presence to learn information that may not be covered on a resume. Ask students to draft an imagined profile on Twitter, Instagram, or another form of social media. What information might they want to include? What sorts of things should they avoid?

If time/capabilities allow, do some research before class and find random Twitter profiles to present in class. Analyze what an employer might think about each profile.

### Internet Activity

Encourage students to do a thorough examination of five different job sites (such as Glassdoor, LinkedIn, Monster, Indeed, ZipRecruiter, etc.). They should spend time on each site, exploring the tools available. In class, ask the class to share what they've learned by comparing and contrasting the sites.

## Discussion Questions

1. Discuss active and passive job seeking methods. What are the advantages and disadvantages of each?
2. What role do small businesses play in the job market?
3. Discuss the importance of an online presence and how it can influence an employer.
4. Why is the gig economy on the rise? What makes it appealing?
5. Why are most jobs never advertised?

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## Discussion/Quiz Questions

1. Why are most jobs never advertised?
2. What are the most effective job-seeking methods, and what percentage of all job seekers use them to find jobs?
3. How would you define networking? How could you use this technique to find out about a job opening before it is advertised?
4. What are the three essential questions to ask to get referrals from your networking contacts?
5. What are the differences between active and passive job search methods?
6. What are two passive job search methods, and how effective are they?
7. How does an HR department affect job search methods?

## Internet Activities

### Active vs. Passive Job Searches

Creating a plan to search for a job is one thing. Making sure you're using the most efficient methods is something altogether different.

Use the Internet to generate your own list of strategies you can use to search for a job. A simple search for *effective job searches*, *being efficient in a job search*, or *keys to finding a job* will bring up some informative sites with helpful tips for helping you engage in active job searches. Come up with 5–10 strategies not mentioned in the book and share them with the group.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

What are 5 things you can do to make sure your job search is active as opposed to passive?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# Chapter 8: Networking to Find “Hidden Jobs”

---

## Lesson Plan

### Objectives

In this chapter, students will...

- Understand the process and importance of networking to find a job.
- Create a target list of employers and explore ways to contact them.
- Create an elevator pitch and phone script for your job search and use them to promote your personal brand.
- Learn how to use social media and LinkedIn for networking and job searching.
- Find out how and when to follow up with employers.

### Introduction

The previous chapter touched on the idea that many jobs are not advertised. Chapter 8 will go into more detail on where to find these “hidden” jobs. Each method described in the chapter is considered an “active” method and should be highly encouraged.

As you introduce this chapter, emphasize how important personal connections are. Introverted students may find this daunting so be considerate of those who are hesitant.

### Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

#### Networking: The Basics

Ultimately, nearly anyone can be a viable contact. The people a job seeker knows will know other people who will know other people. In the age of social media, the concept should be very familiar to most. However, when it comes to finding a job, networking is more involved than simply hitting “like” on someone’s profile.

Worksheet 8.1 encourages students to think closely about the people they know and how those people might connect to possible employers. Work with job seekers to not just acknowledge groups of people but be specific about who they know, how they know them, and who they feel that person can help them contact.

Students might also consider both an “in real life” network (starting with people they know personally) and an online network using any social media platforms they regularly use. They might also look for connections between the two lists.

### **Top Networking Goals**

While some students might freeze up when trying to think of contacts, others may go the other direction and create a very fertile list. This would be a good time to offer tips on how to come up with the best list of contacts.

Review the four goals to keep in mind for each networking contact. (Select good contacts, present yourself well, get two referrals, and network to learn.) In regards to selecting good contacts and presenting yourself well, have a class discussion on what these mean. What are ways to achieve both of these?

Discuss the Three Magic Networking Questions. Have students pair up, each one taking a role of the job seeker and potential contact in turn. Improvise follow up questions that might lead to more information.

### **Make Direct Contact With Employers**

Few things can replace personal contact when it comes to creating a network. People want to know the people in their list of contacts.

Again, have students pair up, taking the role of a job seeker and potential employer in turn. Role-play a job seeker trying to get in touch with someone who has hiring capabilities. What factors, learned earlier in the book, might be useful? Having a personal brand? Mentioning any other connections you share?

Ask students to assess their job aspirations and collect a list of places they might like to work. Outside of class, they should do online research to determine the best people to contact at the company. This might be someone in human resources or a hiring manager. Once the lists are created, discuss them in class.

Worksheet 8.2 offers a template to help students decide which places they might attempt to contact and what their level of interest is.

### **Building Your Network with LinkedIn**

LinkedIn is one of the most widely used internet sites for finding open positions and networking. As with most things, it requires a sense of etiquette when making connections. Ask students to write short notes requesting a connection with someone on LinkedIn. The note should discuss why they want to connect and, if applicable, any connection they already share. If people are willing to share their notes with everyone else, start a group conversation on what works and what could be improved with each others' notes. Worksheet 8.3 can be used to help with this.

### **Networking with Twitter, Facebook, and Other Social Media**

Social media was once focused on.... being social. Today, it's become much more than that. For some, it's marketing. For others, it's a form of networking and building professional connections in a less formal space. Go through the suggestions in this section on how to connect using social media and ask the students to brainstorm strategies on finding the best people to follow.

## **Your Elevator Pitch: Market Yourself in 60 Seconds or Less**

As discussed earlier in the book, creating a personal brand can be very important. Part of this involves pitching yourself in a short amount of time, should the opportunity arise to speak to someone influential.

Worksheet 8.4 gives job seekers an opportunity to write their own “elevator pitch.” Emphasize that these short speeches should lay out personal goals, strengths, experience, and qualifications. It’s best to omit personal information (“I’m married with three kids”) and stay strictly with work-related facts.

## **The Phone: Still an Effective Job Search Tool**

Some people might find the idea of cold calling a potential employer daunting. But phone calls remain an effective tool for networking and getting a job seeker’s name out there. A good remedy for making phone calls is to have a short script ready to go before even picking up the phone.

As you review this section, be sure to emphasize the four components of a phone script: a job objective statement, a strengths statement, a good-worker traits statement, and a goal statement. Note that the goal statement is not so much a career goal but what the job seeker hopes to get out of this new connection: an informational interview, a phone call, etc.

It’s a good idea, before drafting a script, for each student to brainstorm a list of things they might include in each of the four components. Worksheet 8.5 will be helpful with this. Give students adequate time and, if necessary, help them whittle down a lengthy list to the most important facts.

Remind students to be flexible; the same script might not work for every situation. Be mindful of the place they are calling and the person they hope to speak to. Tweak the script each all if necessary.

## **Getting Informational Interviews**

Everyone is busy but many employers are happy to grant informational interviews. It can be a good way for them to identify potential employees, even at a time when no job openings exist.

There are many opportunities for students to role-play where one student is the interviewer and the other is the potential employer. Focus on personal interaction skills during these sessions. Remind students to be friendly and prepared. Consider asking everyone to brainstorm as a group to come up with questions one could ask at an informational interview.

## **Activities and Homework**

The following are activities and homework assignments that work well with this chapter. Please feel free to use them with your groups.

## **Thank You Notes**

It’s always good to send a thank you note when anyone helps you. Be it an informational interview or a formal interview. Ask students to practice writing short thank you notes. The notes should express gratitude, remind the interviewer who they are (many people do several interviews at a time and sometimes the people they talk to can blur together), and, if a formal interview, restate enthusiasm for the position.

## Discussion Questions

1. Who makes a good network contact?
2. What are the primary goals in networking?
3. Discuss the best process for creating a list of potential employers and map out an optimal way to contact each.
4. What information should you include in a LinkedIn profile? What information should you avoid sharing?
5. What is the point of an elevator pitch? What information should you include?

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## Discussion/Quiz Questions

1. What are the three major expectations that an employer has, and how do they help you understand what to emphasize in an interview
2. What are two things you can do before the interview to prepare for it?
3. What can you do in the first several minutes of an interview to create a positive first impression?
4. What should be included in a call-back close at the end of an interview?
5. How do you effectively negotiate your salary?

## Internet Activities

### Finding Potential Employers

Many employers will list job opportunities on their company or institution websites. Use the yellow pages or an online business directory to locate a dozen or so companies you might like to work for in your area. Then do a keyword search for each company. Odds are you will quickly find their websites (if they have one). From there you can search for employment opportunities or hiring information (usually located toward the top or at the very bottom of their home page). Be sure to write down any important contact information you find.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

Pick one employer whose website you visited that you would be most interested in working for. Using the website, answer the following questions. Use a separate sheet if necessary.

1. What job opportunities are there?
  
  
  
  
  
  
  
  
  
  
2. Where is the company headed? What new products or services does it offer?

3. Who can you contact to get an interview?

4. What do you know about the company's history?

5. What do you have to offer this company?

## Seeking Out Specialized Job Sites

Many professional associations and user groups allow members to post their resumes on their sites. For example, engineers can go to [www.engcen.com](http://www.engcen.com) to search specifically for engineering jobs.

Search the Internet for professional associations in the field or industry you are interested in. Many of them will have information on job opportunities, and some will give you the chance to post your resume as well. Also, make a note of any associations you might want to join. This is something you can put on a resume and might even lead to better contacts and networking opportunities.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Pick one specialized or industry-specific site that you went to. What does that site have to offer job seekers? Would you recommend it to other job seekers in this field?



## Additional Resources

### My Job Search Methods Worksheet

Knowing what you now do about the most effective job search methods, what specific steps do you plan to take in your job search, starting today?

Active job search strategies I will use today:

Passive job search strategies I will try today:

Active job search strategies I will try throughout the week:

Passive job search strategies I will try throughout the week::

Names of six people I will contact about potential job leads:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



# Chapter 9: Getting an Employer’s Attention with Your Resume, Cover Letter, LinkedIn Profile, and JIST Card®

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## Lesson Plan

### Objectives

In this chapter, students will...

- Recognize when to use basic types of resumes
- Write an effective resume
- Understand the purpose of a cover letter
- Write an effective cover letter
- Learn how to effectively create and use portfolios and JIST Cards
- Practice contacting employers by phone using a script

### Introduction

Resumes are an essential job search tool, though students tend to fuss over them much more than they should. Still, spending time writing and revising a resume can help students get a better grasp of their own skills and how to present them in an interview. If possible, devote at least part of a session to reviewing students’ resumes, either in a peer review or conference setting.

Some people do not have the writing skills to prepare resumes without assistance, and you may have to provide individual help to some members in your group. Look for people who have good resume-writing skills and match them up with people who do not.

Cover letters, like resumes, can be handled in a workshop setting, though each cover letter should be tailored to the employer. Portfolios, on the other hand, are time intensive. Your goal is to introduce students to them and suggest they experiment with creating one of their own—you likely won’t have the time or resources to create one in class. JIST Cards, however, are easy to create and are often unfamiliar to students, so spending class time on them is recommended.

This chapter is straightforward, but it can be time intensive. You might consider spending one class session on resumes and one session on the other job search documents discussed. Any additional time can be used to conference individually with students, share student examples and solicit feedback, or revise current work.

## Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

### Resumes Don't Get Job's But You Still Need One

Emphasize to the group members that while they may not have the credentials for an impressive resume, they must avoid being screened out due to a poorly done resume. Remind them that they need more than just a resume to get an interview.

Explain that creating a resume, sending it to lots of people, and waiting for responses is old-fashioned. Tell your students that they must be willing to take a more active and assertive role in their job search.

### Why You Must Have a Resume

Emphasize that a resume is necessary for three reasons:

- Employers expect you to have one.
- A good resume will help you present what you have to offer an employer.
- Using the Internet in your job search requires one.

Write each reason on the chalkboard or overhead as you say it aloud. Keep the list in view throughout the rest of the session.

### The Five Most Effective Ways to Use a Resume

Review the ways to use a resume. Direct attention to the fact that the first three suggestions build on each other.

### Seven Tips for Writing a Resume

Cover the information in this section thoroughly enough to be sure that the students understand it. Answer questions as needed.

### The Three Basic Types of Resumes

Review the three basic types of resumes. Before the discussion is over, make sure that students understand the differences among the various types.

### **The Chronological Resume**

Ask someone to explain what a chronological resume is. Ask whether group members have questions about the chronological resumes they brought to class.

In addition, the Additional Resources folder for this chapter contains dozens of sample resumes (of all kinds) that you can use as you work through the chapter.

### **The Skills Resume**

Ask someone to tell you the difference between a chronological resume and a skills resume. Have group members discuss when using a skills resume would be to their advantage. Point out the features of the skills resumes shown in *Getting the Job You Really Want*.

Answer questions group members have about these types of resumes. Tell them that they are to bring in a skills resume for the next session.

### **The Combination Resume**

Ask someone to tell you what a combination resume is, and have the group discuss when to use this type of resume. Point out some features of the combination resumes shown in *Getting the Job You Really Want* and of any combination resumes you may have in your own files. Answer questions.

### **The Electronic Resume**

Ask whether anyone has submitted a resume to a Web site and ask him or her to explain the process. The student book provides a brief description of how electronic resumes differ from printed ones: Be sure to cover these differences. Also note that many employers allow you to send your resume as an attachment, meaning students can keep their formatting intact. Just be sure to explain attachments to students who aren't familiar with them.

### **Writing Your Resume**

You can have students read the related text in the student book as homework or review the main points in class. If, however, the majority of students in your class have never written a resume, you should consider walking them through the process step-by-step.

### **Three Tips for Designing and Producing a Resume**

Briefly review the points in the student text, and answer any questions about the basics of resume design and production. Emphasize that appearance is very important.

### **Submitting Resumes Electronically**

Explain to group members that if they plan to use the Internet in their job search, they will be required to submit a resume in electronic form. The format for this kind of resume may be significantly different from a resume prepared for mailing or distribution by hand.

There is a considerable amount of text in the student book that covers electronic resumes. You should consider having the group members read this as homework, with a review in the next session. If you do cover it in class, you can cover the text and answer questions for each section. I suggest that you have the group members submit their resumes on at least one Web site before they complete the course. If you have access to a computer lab, this makes for an excellent in-class activity as well.

Suggest that group members have the example nearby as they work on their own electronic resumes.

### **Include Keywords and Phrases**

This section is included under electronic resumes because employers use computer programs that screen for keywords. However, this is also an excellent time to discuss the importance of keywords in general and review the “skills language” that students developed in Chapter 3. Using the keywords on page 123 as a starting point, have students make a list of at least 20 keywords that they want to include in their resume as a brainstorming exercise.

### **A Few Final Words on Resumes**

Simply stress that a resume is a selling tool, like a sales brochure, except students are selling their skills and experience. As such, it should be professional, clean, and to the point.

Finally, if you have time, allow group members to work on their skills resumes or to revise their chronological resumes. They can look at the examples in *Getting the Job You Really Want* and discuss the assignment among themselves. This allows you to spend some individual time with those in the group who have specific questions or who need help. You may want to spend more time going over skills resume preparation techniques.

### **Cover Letters and E-mail**

The information in the student book about e-mail and cover letters is fairly self-explanatory, but be prepared to answer questions as needed. Emphasize that e-mail to a potential employer often functions as a cover letter. Point out that informal e-mail can hurt job applicants, particularly if they have bad grammar or spelling errors.

The text in the student book suggests they send e-mail and print cover letters to employers who they have already contacted in some way. This is an active way of using cover letters, not the passive way they are typically used. Emphasize this point throughout your discussion, and encourage group members to use cover e-mail and letters as part of an active search for interviews.

### **Seven Tips for Creating More Effective E-mail, Cover Letters, and Employer Contracts**

Discuss how cover letters need to be tailored to each employer and position. Students should make it a point to emphasize the skills that are mentioned in the job announcement or that are most sought after in the industry or field they are applying to. They should also mention something specific about the company to show that they have done their research.

### **Sample Cover Letters**

Use the sample cover letters included in the Additional Resources folder for this chapter to have students write one of their own, tailored to a specific job opening, if possible.

## **Create a Career Portfolio**

Though they are growing in popularity, career portfolios may still be new to your students. While some professions use them extensively—teaching and graphic design, for example—you will likely have many students who have never even heard of them. Your job is to introduce career portfolios, discuss their value and their basic composition, and point students toward additional resources if they are interested in creating a career portfolio of their own. Students interested in creating their own portfolios should start with the checklist included in the book.

It's important to address how a portfolio can help students in their job search. Unlike a resume that can be mass mailed, a portfolio is a more specialized tool, best used to impress an employer after you've made initial contact. They are especially valuable in interview settings, where they can be used to provide specific examples of skills in action.

Because students may be unfamiliar with portfolios, it is a good idea to bring in one of your own or ask any students who have one to share with the class. If you have access to a computer in the classroom, you can show examples of online portfolios and get a sense of the kinds of portfolio hosting sites available.

## **Some Uses for Your JIST Card**

Describe what JIST Cards are and how they are typically used. Ask if anyone has any other ideas on how JIST Cards might be used. Discuss the class reaction to this tool.

## **Four Reasons Why JIST Cards Work So Well**

Request that the group write down the following keywords to help them remember why JIST Cards are so effective:

- Different from a resume
- Quick presentation of information
- Easy to display
- Tool to give to people in your network

## **Sample JIST Cards**

Tell the students that they will be creating their own JIST Cards in class. Students should look over the sample cards in *Getting the Job You Really Want* to see how other job seekers have created JIST Cards.

Emphasize that these samples represent a variety of job types, experience, and education levels. Students should find the card that most closely matches their own job type, experience, and education level and use that JIST Card as their guide.

## **Complete Your Own JIST Card**

Ask the students to turn to the illustration of a JIST Card in the section "Complete Your Own JIST Card." Point by point, describe each section of a JIST Card.

## **Use Your JIST Card to Make Direct Contact with Employers**

Ask the group to give you reasons why an employer might like JIST Cards. List these reasons on the board or overhead as they are mentioned. Emphasize the point that JIST Cards are more effective than resumes in helping a person use cold contacting to get an interview.

## **Get Better Results Using JIST Cards with E-mail**

Discuss the three ways that JIST Cards can help a job seeker get an interview or job offer: in the initial contact, before an interview, and after an interview.

## **Get Better Results Using Phone Contacts Based on Your JIST Card**

Explain how easy it is to modify JIST Cards into a script that students can use when calling prospective employers. Read aloud the sample script in the student book for a phone contact based on a JIST Card. Ask the students how they reacted to it, and discuss it briefly.

Ask group members how they feel about making such calls. Most will say they are fearful, so discuss this feeling with them. Point out that, yes, some employers will react negatively. But emphasize that many employers will respond positively if the call is handled well.

## **Practicing Making Phone Calls Will Improve Your Interview Skills**

If possible, have members of the class make some real phone calls to real employers. This can be done during class, or it can be assigned as homework. Of course, students will bring back all sorts of interesting experiences to tell the class about.

## **Three Tips for Writing an Effective Phone Script**

Review the major points. Answer questions, and add content as needed and as time permits.

## **Anatomy of a Phone Script**

Ask the students to turn to this section. As the group looks at the phone script, explain that a phone script is easily constructed using JIST Cards and the tips provided in the student book.

## **Complete Your Phone Script**

Walk students through each part of this exercise, using their JIST Cards as starting points. Allow about 15 minutes for students to complete a rough draft of their phone scripts. Ask several people in the class to read their scripts. Comment on their performances, making certain that you give them positive feedback as well as specific things they can do to improve their scripts.



## Activities and Homework

The following are activities and homework assignments that work well with this chapter. Please feel free to use them with your groups.

### Resume Workshop

This exercise is highly recommended and will likely provide the focus of at least one class session. Ask that the students form groups of two and trade their resumes with each other. Each person is to read and review the other person's resume and look for possible ways to improve it. After about 10 minutes, the partners can begin talking to each other and sharing ideas on how to improve their resumes. They can refer to *Getting the Job You Really Want* for ideas and then begin making improvements as needed. Continue this activity for another 10 minutes or so. If time is short, end the activity even if people are still working.

### Resume First Impressions

As an exercise, you might pick one of the sample resumes included Additional Resources folder. Tell students that you will give them some time to look the resume over and decide whether or not to interview that job seeker.

Give the students exactly fifteen seconds to review the resume. Then have them close the book or turn the resume over. On a blank sheet of paper have them write down everything they remember from the resume. What stood out? What gave a positive impression? What gave a negative one? Would they call this person to schedule an interview? Why or why not?

Tell students that they have about ten to twenty seconds to make an impression with their resumes. Then brainstorm strategies for getting their main points and best skills across quickly.

### Role-Play: Put the JIST Card to Work

**Roles:** A job seeker and potential contact or employer.

**Scenario:** A networking opportunity involving a JIST Card.

**Discussion:** How did the job seeker approach the subject of employment? Were his or her tone and body language effective? Did the applicant say or do anything that might have hurt his or her chances? How did the job seeker close the conversation? What might he or she have done differently to create a more favorable impression? If you were the employer, would you go out of your way to help this individual find a job? Why or why not?

### Internet Activity

The Internet activity included for this chapter asks students to look at sample resumes online and find free templates they can use to create a resume of their own. Be sure to warn your students about resume

writing services that charge a fee. While such services may be reputable and well worth the money, your students should try writing their resumes themselves before paying a professional to do it for them.

Also remind students that they are only looking for ideas—they don't want to cut and paste someone else's skills and experience into their own resumes, and they certainly don't want to lie.

## Homework

Students should be spending time outside of class writing and revising their resumes, cover letters, and other job search documents. Encourage them to also practice submitting their resumes electronically and using their phone scripts to contact employers and ask for interviews.

In preparation for the next chapter, have students write two paragraphs: one about their best interview experience and one about their worst. You can use these stories as an introduction to interviewing by asking students what they think they did right and wrong in each situation.

## Discussion Questions

1. What are the advantages of using a skills resume over using a chronological one? When would you use a combination resume?
2. List five tips for creating an effective resume.
3. What is the purpose of a cover letter?
4. What is a career portfolio and how can it help you in your job search?
5. Why do you think most employers respond favorably to a JIST Card?
6. What are four ways you can use a JIST Card in the job search?
7. How would you describe to a job seeker what the advantages are of making phone calls to prospective employers instead of using other job search techniques?

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## Discussion/Quiz Questions

1. What are the advantages of using a skills resume over using a chronological one? When would you use a combination resume?
2. List five tips for creating an effective resume.
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4. What is a career portfolio and how can it help you in your job search?
5. Why do you think most employers respond favorably to a JIST Card?
6. What are four ways you can use a JIST Card in the job search?
7. How would you describe to a job seeker what the advantages are of making phone calls to prospective employers instead of using other job search techniques?

## Internet Activities

### Examples Abound

Although it's often not the best way to go about it, and it certainly takes the creative fun out of the process, a number of websites offer free templates for creating your resume. These templates tend to be more generic than the samples you will find in the workbook, but they are quick and easy. (Just be sure you are not paying for the service.) Simply do a keyword search for *resume builder*, *resume help*, or *resume templates* to find some Web resources that can help you. You might consider adding the word free to your search.

Also, for instant access to hundreds of sample resumes (not all of them good), simply go to Google Images at <http://images.google.com> and type sample resume into the Search Images box. Just be aware that looking at hundreds of sample resumes can get overwhelming. Find a style and approach that suits you, and then adapt it to your own skills and experience.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

Make a list of 4–5 strategies people use when writing or formatting their resumes that you didn't know about before.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Additional Resources

### Your Goal Is to Get an Interview

The primary goal of a phone contact is to get an interview. To succeed, you must be ready to get past the first and even the second rejections. Here are some helpful ideas for reaching your goal of getting an interview.

#### Ask for an Interview Three Times If Needed

You must practice asking three times for the interview! Here is an example:

- 1. You:** When may I come in for an interview?  
**Employer:** I don't have any positions open now.
- 2. You:** That's OK, I'd still like to come in to talk to you about the possibility of future openings.  
**Employer:** I don't plan on hiring in the next six months or so.
- 3. You:** Then I'd like to come in and learn more about what you do. I'm sure you know a lot about the industry, and I am looking for ideas on getting into it and moving up.

Although this approach does not always work, asking the third time works more often than most people would believe. It is important to learn how to do this, since overcoming initial rejections is a very important part of getting to "yes."

#### Arrange a Specific Interview Date and Time

If the employer agrees to an interview, arrange a specific date and time. Send him or her a resume before the interview. If you are not sure of the employer's correct name or its spelling, call back later and ask the receptionist. Also be sure to have the company's correct address.

#### Sometimes Asking for an Interview Does Not Make Sense

Sometimes you will decide not to ask for an interview. The person may not seem helpful, or you may have caught him or her at a busy time. If so, you can take these approaches:

- **Get a referral.**  
Ask for names of other people who might be able to help you. Find out how to contact them. Then add these new contacts to your job search network.
- **Ask to call back.**  
If an employer is busy when you call, ask if you can call back. Get a specific time and day to do this, and add the call to your follow-up system described in Chapter 14. When you call back, the employer will be impressed. He or she may give you an interview for that reason.

#### Ask if you can keep in touch every week or so.

Maybe the employer will hear of an opening or have some other information for you. Many job seekers get their best leads from a person they have checked back with several times.

## **Get Past Your Fear of Rejection**

Making phone calls takes work. It sets you up for some rejection and failure. One way to look at the job search process is as a series of “no’s.” You need to get a lot of them before you finally get to “yes”

So plan on making the calls and expecting many “no” and some “yes” responses. The important thing is to make the calls, so you can get to “yes” more quickly. You are more likely to make calls if you schedule them for a certain time each day. You should have a goal, so decide how many calls you will make. Most job seekers can make ten or more calls per hour and talk to twenty or more employers in a half day. And these job seekers often get one or more interviews by making that number of calls. Not bad for a morning’s work!

## **Overcome Phone Phobia**

You may find it hard to use the phone in the way I suggest. Many people do. They think it is pushy to call someone and ask for an interview. Before you decide that this technique is not for you, think about why you are afraid. What is the worst thing that can happen to you?

Most calls take only a minute or so. And most employers don’t mind talking to a person they might be interested in hiring.

I suggest that you start by making calls to people you know—your warm contacts. Then call the people they refer you to. This network of people is often happy to help you. Even people you pick from the yellow pages will usually treat you well. The experience of thousands of job seekers is that very few people will be rude to you. And you probably wouldn’t want to work for those who are.

Once you have your JIST Card, use it! Give hundreds away freely because they will not help you get a job if they sit on your desk. The more JIST Cards you have in circulation, the more people know about you and your skills.

## **Follow Up and Send Thank You Notes**

It is important to follow up as promised with the people you contact in your job search. This effort can make a big difference in their remembering and helping you. In fact, some research suggests that following up with your contacts may be among the most effective steps you can take.

Send thank-you notes! It is good manners to thank people who help you. Send a thank-you note or email right after a phone call. When someone gives you a referral or suggestion, send another note telling him or her how things turned out. When you arrange an interview, send a note saying you look forward to your meeting. Enclosing a JIST Card or resume with your thank you is often a good idea.

## Tips on Producing and Reproducing Your JIST Card

Here are a few tips for getting your JIST Card produced in its final form.

- **You want to put *lots* of JIST Cards in circulation.**  
While you can type or even handwrite individual JIST Cards, it is best to have them printed in quantities of 100 to 500.
- **Be sure that no new errors were introduced in the final version.**  
Make sure that phone numbers, e-mail addresses, and other details are correct and that no new typographical errors have crept in.
- **Use “light card stock,” not paper, for your JIST Card.**  
It is the same thickness used for a standard 3-by-5-inch card. Office supply stores often carry it in a range of colors in a standard 8½-by-11-inch size that works in most copy machines and laser printers.
- **You can photocopy or print five copies of the same JIST Card on one standard sheet of card stock.**  
Doing this allows you to copy or print multiple sheets in the most efficient way. Of course, you will need to cut the sheets to the size of the individual cards. Office supply stores also have regular-page-size sheets “micro-perforated” so that they can be easily torn into 3-by-5-inch cards. This lets you do the cards on your own computer without having to cut the sheets yourself.
- **I like off-white, ivory, or cream-color JIST Cards.**  
They give the cards a professional appearance. You can use other light pastel colors such as blue or gray. For most purposes, I do not suggest pink, red, or green.
- **If you have a computer and a high-quality printer, it is probably best to print your own JIST Cards.**  
Your program may allow you to use their equipment if you don’t have access to our own computer and printer, and many libraries have computers you can use.
- **Most good print shops can print your JIST Card (and resume) on high-quality printing equipment.**  
Most print shops can also produce your JIST Cards. They usually have a selection of card stock and paper. They may also have matching paper to give a coordinated look to your resume, JIST Card, thank-you notes, and envelopes.
- **Look in the yellow pages for printing and word processing.**  
Check under headings such as Printers, Resume Service, Typing Service, and Secretarial Services. Call and ask for approximate prices for what you need to have done.
- **You often save time and money by having your resume and JIST Card prepared at the same time.**  
But do this only if writing your resume does not delay the start of your job search—and distribution of your JIST Cards. Resumes are covered in Chapter 9 of *Getting the Job You Really Want*.

## JIST Cards: The Final Edit

To fit all the JIST Card information on a 3-by-5-inch card, you will probably need to edit what you've written on your worksheet. Here are some tips to help you write the final version of your JIST Card:

- **Make every word count.**  
Get rid of anything that does not directly support your job objective.
- **Use short phrases.**  
You don't have to use complete sentences. Remember, every word has to count, so cut unnecessary words.
- **Add more information if your JIST Card is too short.**  
But add things only if they make your statements stronger.
- **Cut anything that is not a positive.**  
Get rid of anything that does not present you in a positive way.
- **Handwrite or print your content on a 3-by-5 card.**  
This will help you see if you have included too much or too little information. Edit it again as needed to make it fit.
- **Read your JIST Card out loud.**  
This will help you to know how it sounds and may give you additional ideas to improve it.
- **Ask someone else to help you with the final version.**  
He or she may make some good suggestions, but make your own final decisions.
- **Check it one more time.**  
Make sure your final version does not have spelling, grammar, and other errors. One error can create a negative impression and undo all your hard work!



## The Expanded JIST Card Worksheet

This worksheet provides instructions to help you write your own JIST Card. Read the instructions carefully and then complete each section as well as you can. Later, you can use this worksheet to write your final JIST Card.

**Your name:** \_\_\_\_\_

Tip: Keep this simple and professional. Don't use nicknames, middle names, or initials.

**Contact information:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tip: Try to include two ways for an employer to contact you. Include a phone number that will be answered all the time. Always include your area code. If you use an answering machine or voice mail, make sure it does not have a silly greeting. If the phone is at home, make sure anyone who might answer it knows how to take accurate messages. Include a cell phone or pager number if you have one. Include an e-mail address if possible.

**Job Objective:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tip: Don't be too narrow in your job objective. Say "general office" rather than "receptionist" if you would consider a variety of office jobs. If you are specific in your job objective, try to avoid a narrow job title but give other details. For example, say "Management position in an insurance-related business" or "Working with children in a medical or educational setting."

Don't limit yourself to entry-level jobs if you have potential or interest in doing more. If you say "office manager" instead of "administrative assistant," you just might get a more responsible and higher-paying job. If you are not too sure of your ability to get a higher-paying job, it is still best to keep your options open. Say "office manager or responsible secretarial position," for example.

### Your Experience Statement

Writing your experience statement is a tricky matter for some people. I hope the following tips will help. The first set of tips will help you do the calculation that follows. Read those tips before adding up "your total experience."

### Your total experience.

Write either years or months (if you don't have much experience) in the spaces beside each question.

Total time paid work:		_____
Total time volunteer work:	+	_____
Total time informal work:	+	_____
Total time related education or training:	+	_____
Your total experience:	=	_____

Tip: In writing your JIST Card experience statement, take advantage of all the experience you have that supports your job objective. If you are changing careers, have been out of the work world for a while, or do not have much work experience, you will need to use other experiences to convince the employer you can do the job. Depending on your situation, you can include any or all of the following as part of your work experience:

- **Paid work.**  
You can list any work you were paid to do. The work does not have to be similar to the job you are looking for now. Baby-sitting and lawn-mowing jobs count. So can work at a fast-food restaurant. If you worked part time, estimate the total number of hours you worked. Divide this total by 160 hours to get the number of months you worked. Of course, paid work directly related to your job objective is best, if you have it.
- **Volunteer work.**  
You can include volunteer work as part of your total work experience. It counts, and you can list it if you don't have much paid work experience.
- **Informal work.**  
Include work you did at home or as an unpaid hobby. It is best if this work relates to the job, but it doesn't have to. For example, if you worked on cars at home and want to be an auto mechanic, there is an obvious connection. You may have experience taking care of younger brothers or sisters. Or working in the family business. This is real experience and, if it can help you to use it, do so.
- **Related education and training.**  
If you took courses in high school or college that relate to the job you want, you can count this as part of your total experience. You can also count any courses or training you received in the military, a business or technical school, or anywhere else. If they relate in some way to the job you want, they count.

Now, go back and complete the information under "your total experience" on page 2 of this worksheet.

### Writing your experience statement.

Because everyone has a different background, no single rule works. Here are some tips for writing your JIST Card experience statement.

- **If you have lots of work experience.**  
If some of this experience is not related to the job you want, you can leave it out. If you have twenty years of experience, say "over fifteen" or include just the experience that directly relates to the job you want. This keeps the employer from knowing how old you are. Your age is an advantage you will present in the interview

- **If you don't have much paid work experience.**  
You need to include everything possible. If you have no paid work experience related to the job you now seek, emphasize your education, training, and other work. For example, "Nearly two years of experience, including one year of advanced training in office procedures." Remember to include the total of all paid and unpaid work as part of your experience! Include all those part-time jobs and volunteer jobs by writing "Over eighteen months' total work experience."
- **If your experience is in another field.**  
Mention that you have "Four years of work experience" without saying in what field.
- **Other.**  
If you won promotions, raises, or have other special strengths, this is the time to say so. For example: "Over seven years of increasingly responsible work experience, including three years as a supervisor. Promoted twice."

Look over sample JIST Cards for additional ideas, and then write your own statement below.

**Experience Statement:**

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### Your Education and Training Statement

Depending on your situation, you can combine your education and training with your experience. Or you can list your education and training as a separate statement.

Don't mention your education or training if it doesn't help you. If you have a license, certification, or degree that supports your job objective, mention it here. For example: "Four years of experience, plus two years of training leading to certification as an Emergency Medical Technician."

Look over sample JIST Cards for more ideas and write your own education and training statement. If you want, you can revise your previous experience statement here to include your education and training.

**Education and Training Statement:**

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## Your Job-Related Skills Statement

In this section, you list the things you can do to support your job objective. If appropriate, mention job-related tools or equipment you can use. Use the language of the job to describe the more important things you can do. Emphasize results! It is best to use some numbers to strengthen what you say. For example, instead of writing “can do word processing,” state “accurately word-process 80 words per minute and am familiar with advanced graphic and formatting capabilities of MS Word and Adobe PageMaker.” It is too easy to overlook the importance of what you do. Add up the numbers of transactions you handled, the money you were responsible for, the results you got. Here are a few more examples:

- Someone who ran a small store could say “Responsible for business with over \$150,000 in sales per year. Increased sales by 35% within eighteen months.”
- You could present a successful school fund-raising project as “Planned, trained, and supervised a staff of six on a special project. Exceeded income projections by 40%.”
- A person with fast-food experience might write, “Have handled over 50,000 customer contacts with total sales of over \$250,000 quickly and accurately.” While many think that a “lowly” job like those in fast food are not worthy ones, these jobs often require hard work, speed, and advanced skills. The figures are based on a five-day workweek, 200 customers a day for one year, and an average sale of \$5. Impressive numbers, when presented in this way. The fact that this was done in a fast-food job does not have to be mentioned. You should also include one or more of your transferable skills that are important for the job you want.
- Someone with receptionist, customer service, or sales experience might add “Good appearance and pleasant telephone voice.”
- A warehouse manager might say “Well organized and efficient. Have reduced expenses by 20% while orders increased by 55%.” It is a good idea to give numbers to support these skills.

Think hard about your experiences and try to include numbers and results. Look over sample JIST Cards for more examples, and then write your own statement below.

**Job-Related Skills Statement:**

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### Your Special Conditions or Preferred Working Conditions Statement

This section is optional. You can add just a few words—one or two lines at most—to let the employer know what you are willing to do. Do not limit your employment possibilities by saying “Will only work days” or “No travel wanted.” It is better to not include this information than to state something negative.

Look at sample JIST Cards for ideas. Then write your statement below.

**Preferred Working Conditions Statement:**

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### Your Good-Worker Traits Statement

List three or four of your key adaptive skills. Choose skills that are most important in the job you are seeking. Be certain you do have them! Refer to Chapter 3 of *Getting the Job You Really Want* for your list of key adaptive skills. The sample JIST Cards also will give you ideas. Then list the skills you will include on your JIST Card.

**Good-Worker Traits Statement:**

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## Sample JIST Cards

### Chemist

**Paul Thomas**

Home: (301) 681-3922

Message: (301) 681-6966

Cell phone: (301) 927-9856

Position: Research Chemist, Research Management  
in a small-to-medium-sized company

Ph.D. in biochemistry plus more than 15 years of work experience. Developed and patented various processes with current commercial applications worth many millions of dollars. Experienced with all phases of lab work with an emphasis on chromatography, isolation, and purification of organic and biochemical compounds. Specialized in practical pharmaceutical and agricultural applications of chemical research. Have teaching, supervision, and project-management experience.

Stable work history, results and task oriented, ambitious, and willing to relocate

### Computer Support

**Rafael Mendez**

Message: (602) 257-6643 E-mail: rafaelmen@gmail.net

**Objective:** Computer support specialist or Internet site developer

One year of work experience plus extensive knowledge of computer hardware and software. Can troubleshoot and repair all major PC computers and peripherals, including business “rack” systems. Familiar with many software packages, including major word processing, database, spreadsheet, graphic design, and utility programs. Have set up, updated, trained, and supported many new and experienced PC users. Have also designed and managed more than 10 Web sites, the largest with more than 2,000 pages and 800,000 hits per year. Efficient at managing many priorities and heavy workloads.

Willing to work long hours in an informal work environment.

Good people skills, able to learn quickly, reliable.

## Management

**Jonathan Michael**

Cell phone: (614) 788-2434

E-mail: jonn@pike.org

Objective: Management

More than 7 years of management experience plus a BS degree in business. Managed budgets as large as \$10 million. Experienced in cost control and reduction, cutting more than 20% of overhead while business increased more than 30%. Good organizer and problem solver. Excellent communication skills.

Prefer responsible position in a medium-to-large business

Cope well with deadline pressure, seek challenge, flexible

## Office Support

**Maria Smith**

**Home:** (888) 777-9999

**E-mail:** msmith@mail.com

**Position:** Office support staff

**Qualifications:** Graduating from high school in June XXXX. Focusing on academic and business courses, including accounting, keyboarding, computer literacy, and exploratory business. Able to produce various Office documents. Capable of using personal computer, transcriber, and software such as Microsoft Office, PageMaker, and Web browsers. Proficient in keeping records and in using correct grammar, spelling, and punctuation. Efficient in following instructions and meeting deadlines.

Available for part-time work, weekdays after noon.

Organized — Dependable — Accurate — Professional

## Retail Sales

**Jon Scott**  
**Home: (219) 298-9704**  
**E-mail: jscott@hotmail.com**

**Position:** Retail sales

Two years' work experience plus two years' education in distributive education and marketing. Experience in fast-paced environment serving as many as 1,200 customers per day with weekly sales of more than \$24,000. Familiar with retail display, purchasing, sales recording, selling techniques, and supervision of others. Excellent interpersonal and customer service skills.

Available full time. Will work weekends and evenings.

Results oriented, reliable, professional.

## Warehouse Manager

**Juanita Rodriguez**

Message: (639) 361-1754

**Position:** Warehouse Management

Six years of experience plus two years of formal business course work. Have supervised a staff as large as 16 people and warehousing operations covering more than two acres and valued at over \$14,000,000. Automated inventory operations resulting in a 30% increase in turnover and estimated annual savings of more than \$250,000. Working knowledge of accounting, computer systems, time & motion studies, and advanced inventory-management systems.

Will work any hours

Responsible, hardworking, and can solve problems



## Resume Outline

Use this outline to help you plan your simple chronological resume.

### Contact Information

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_ Website: \_\_\_\_\_

### Job Objective/Summary

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### Education and Training

College Attended: \_\_\_\_\_ Dates: \_\_\_\_\_

Degree Earned: \_\_\_\_\_ GPA: \_\_\_\_\_

Honors/Awards: \_\_\_\_\_

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Relevant Courses: \_\_\_\_\_

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College Attended: \_\_\_\_\_

Dates: \_\_\_\_\_

Degree Earned: \_\_\_\_\_

GPA: \_\_\_\_\_

Honors/Awards: \_\_\_\_\_

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Relevant Courses: \_\_\_\_\_

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Certifications/Licensures: \_\_\_\_\_

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Workshops/Other Educational Experiences: \_\_\_\_\_

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### **Work Experience**

Job Title: \_\_\_\_\_

Dates: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

Duties/Description: \_\_\_\_\_

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Key Skills/Achievements: \_\_\_\_\_

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Job Title: \_\_\_\_\_

Dates: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

Duties/Description: \_\_\_\_\_

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Key Skills/Achievements: \_\_\_\_\_

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Job Title: \_\_\_\_\_

Dates: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

Duties/Description: \_\_\_\_\_

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Key Skills/Achievements: \_\_\_\_\_

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### **Additional Information**

Additional Skills/Proficiencies: \_\_\_\_\_

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Additional Awards, Achievements, Recognition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hobbies, Interests, Community Service: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Resume Workshop

Read over your partner's resume and answer the questions below.

1. What was your first impression upon reading this resume?
2. What did you like about the resume's appearance? What could be done to improve the way it looks?
3. What skills did you see highlighted in this resume? What additional skills or keywords do you think the author could use?
4. What information was included that probably shouldn't have been? Anything unnecessary or repetitious?
5. What information was missing (if any)?
6. Do you see any "red flags"? Anything that would cause an employer to screen this person out (such as gaps in work history)?



## JULI STOLSON

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824 BALSAM DRIVE, APEX, AZ 85365  
(623) 972-0786 JSTOL@AOL.COM CELL: (623) 506-4679

### PROFILE

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Available to handle internal human resource, accounting, and payroll duties for a small to mid-sized company. Analytical, outgoing, and organized employee who learns quickly, works well under pressure, and is attentive to detail.

Strong analytical and mathematical aptitude. Motto of "get it done, and get it done right," combined with high degree of accuracy and organizational talents. Outstanding communication skills used in answering questions/inquiries, doing research, and resolving issues. Demonstrate the spirit of helping others and "going the extra mile" when needed.

Excited by the challenge of learning new fields, procedures, and systems. Currently completing accounting degree.

Customer Service	General Accounting	Quality Assurance
Human Resources	Bookkeeping	Bank Reconciliations
Payroll Processing	Taxes	Financial Statements
New Hires	Invoice / Client Billing	General Ledger
Terminated Employees	Spreadsheets	Word Processing
Writing	Government Agencies	Project Management

### PROFESSIONAL EXPERIENCE

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#### SENIOR PAYROLL SPECIALIST ADP CHECK PROCESSING

Phoenix, AZ (2007–Present)

Process client payrolls and resolve issues for this leading national provider of payroll, human resource, and benefits outsourcing solutions for small to medium-sized businesses. Manage more than 250 clients, processing weekly, bi-weekly, semi-monthly, and monthly payrolls worth more than \$6 million per month.

- ◆ Assist and advise clients with Human Resources issues, including paying terminated employees, new-hire paperwork (W-4, A-4, I-9, etc.), name changes and name formatting for the Social Security Administration (SSA), and helping identify illegal workers through the SSA.
- ◆ Write letters to federal and state government agencies (IRS, Department of Revenue, etc.) responding to penalty notices or federal identification problems. Coworkers often reference past letters for help in writing new letters.

(continued)

- ◆ Provide virtually error-free work; results are dramatically less than the company's maximum allowed number of free services to clients due to processing mistakes.
- ◆ Selected and trained to be backup "Taxpay Specialist" as an extra responsibility.
- ◆ Chosen as "Garnishment Specialist" due to high level of accuracy and understanding of wage garnishment procedures.
- ◆ Developed organizational spreadsheet that kept track of amended clients' complicated previous-quarter tax returns. It was adopted as the office standard.
- ◆ Earned 15 commendations from regional manager for excellent service above 90% as reported by clients on survey cards.
- ◆ Expedited a request, reprinted data, and hand-delivered a client's lost quarterly tax return package.
- ◆ Secured a 35% corporate discount for a client who confided business and financial troubles. Evaluated services client was using and recommended cuts for unnecessary charges.
- ◆ Completed pre-hire math test with a perfect score, when more than 90% of applicants fail the test.
- ◆ Passed year-long intensive training program ranked in the Forbes Top 100 Training Programs.

## **CUSTOMER CARE REPRESENTATIVE I-PAY CHECK SERVICES**

**SCOTTSDALE, AZ (2005–2007)**

Provided customer service for this check warranty company that approved checks for merchants such as Best Buy and Sears. Resolved customer issues for angry and upset customers who had just had checks declined at a merchant that used I-Pay.

- ◆ Answered more than 90 customer calls per day and resolved issues within the allotted 3-minute period. Assisted clients with returned checks and helped ensure future check acceptance.
- ◆ Earned 5 "Special Recognition" certificates for exceeding department standards.
- ◆ Received several complimentary letters from appreciative customers.
- ◆ Helped other order-processing departments with their workload. Deciphered detailed spreadsheets and ran complicated computer programs for deadlines.
- ◆ Volunteered for overtime during busy season; often worked 12-hour+ shifts.

## **EDUCATION & CERTIFICATIONS**

**GLENDALE COMMUNITY COLLEGE**, Glendale, AZ; currently taking courses to complete accounting degree.

**PASCO HIGH SCHOOL**, Dade City, AZ; high school degree, 2005

- ◆ Graduated with honors.
- ◆ Awarded Merit scholarship, which covered 75% of college tuition.
- ◆ Won award for creative writing.



# JEFFREY COLLINS

*Permanent Address:*  
1234 Red Baron Lane  
Tempe, AZ 82345  
(123) 456-7890

*Present Address:*  
1 Maple Street  
Speedway, IN 46789  
(999) 555-1212

## CAREER OBJECTIVE

Flight Crew Position

## CERTIFICATES

ATP	Flight Instructor—Single-/Multi-Engine
Instrument	Flight Instructor—Instrument Airplane
Multi-Engine	Ground Instructor—Advanced/Instrument
FAA Class I Medical	FCC Radio Telephone Permit

## FLIGHT TIME

5500	Total Time	4300	Multi-Engine
3400	Pilot in Command	3500	Turboprop
2100	Second in Command	400	Actual Instrument
1000	Instructor Pilot	100	Simulated Instrument
4400	Cross-Country	1100	EMB-110
1900	Night	300	PA31-T1040
4000	FAR 135	2000	SF-340

## EDUCATION

Germantown High School, Germantown, Indiana; Graduated May 1982

## PREVIOUS EMPLOYERS

May 1999 to Present	Express Airlines I, Inc.	First Officer, SF-340
April 1993 to April 1999	Flight Line, Inc.	Captain, EMB-110
May 1991 to January 1993	Northwestern State University	Flight Instructor
September 1989 to March 1991	Jack Adams Company	Ferry/Demo Pilot
August 1988 to August 1989	Memphis Aero Charter/AMR	First Officer, BE-300
October 1986 to July 1988	Metro Flying School	Flight Instructor

## OPERATIONAL EXPERIENCE

My pilot experience has progressed from both flight and ground instructor for Private, Commercial, Instrument, Multi-Engine, and CFI candidates; to Captain and Check Airman for Flight Line, Inc., a part 135 Scheduled Cargo/Air Taxi Operator; to First Officer for Express Airlines I, Inc./Northwest AirlinK, a scheduled Regional Airline.

My Pilot-in-Command experience includes flight operations in all types of adverse weather and airfields, ranging from major international aerodomes with high-density traffic to small, isolated airports with limited navigational aids.

# François J. Boudreau

88 Harbor Place  
Rock Cove, ME 00000

(207) 555-5555  
francois@foodie.com

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## Assistant Chef/Sous Chef

### Summary of Qualifications

- ✦ Associate degree in Culinary Arts with training in American and international cuisines.
- ✦ Restaurant experience includes broiler, grill, sauté, fryer, expo, breakfast, and salads.
- ✦ Able to handle a multitude of tasks at once, meeting deadlines under pressure.
- ✦ Demonstrated ability to respond with speed and accuracy in a highly productive setting.
- ✦ Work cooperatively and harmoniously with coworkers and supervisors.
- ✦ Dedicated to quality in service and product.

### Experience

<b>Broiler/Prep Cook</b>	<b>Jacques Restaurant</b> , West Cove, Maine (2009–Present) 200-seat Four Diamond restaurant featuring an extensive menu of French and American cuisine
<b>Fry Cook</b>	<b>The Lobster Net</b> , Port Hancock, Maine (2007–2009) Indoor and outdoor dining, specializing in fresh lobsters and seafood; takeout and banquet service.
<b>Fry/Prep Cook</b>	<b>The Weathervane</b> , Rocky Coast, Maine (2007) Traditional New England seafood served in a casual setting.

### Education

Associate in Culinary Arts: Newbury College, Brookline, Massachusetts (2007)  
Curriculum and Training included

- ✦ Soup, Stock, and Sauces
- ✦ Breads and Rolls
- ✦ Desserts
- ✦ Classical Bakeshop
- ✦ American Cuisine
- ✦ International Cuisine
- ✦ Garde Manger
- ✦ Sanitation and Dining Room

# DIAMOND LIPTON

## CERTIFIED NURSING ASSISTANT (CNA)

301-444-1234  
dlcna@hotmail.com  
5253 Hammond Ct.  
Bowie, Maryland 20718

### HIGHLIGHTS OF QUALIFICATIONS

- Completed CNA Certificate Program, 2010.
- Skilled CNA with three years of experience, successfully performing routine tasks under supervision of nursing staff.
- Provided administrative and secretarial support to technical services staff.
- Excellent communication skills, friendly and dependable.

### PROFESSIONAL SKILLS

#### *Patient Care Skills*

- Provide patient care such as bathing, dressing, toileting, and feeding.
- Competent in collecting, measuring, and recording liquid output.
- Assist in care of patient with external or internal urinary catheters; nasogastric tubes; intravenous tubes; and oxygen therapy.
- Skilled in application of nonsterile dry dressings and bandages.

#### *Vital Signs and Emergency Procedures*

- Skilled at recording temperature, pulse, and respiration using various methods.
- Able to pinpoint and recognize signs and symptoms of distress and provide immediate temporary intervention.

#### *Rehabilitative and Ambulatory Skills*

- Assist in ambulating, using rules of body mechanics.
- Transfer and turn patients for comfort and safety.
- Assist in preventing the physical complications of inactivity.
- Promote individual activities using tools and techniques for healthy daily living.

### RELEVANT WORK EXPERIENCE

01/09–03/10 Erickson Retirement Communities, Silver Springs, MD  
02/09–09/09 Fairhaven Assisted Living, Sykesville, MD

### EDUCATION AND TRAINING

2009 Certified Nursing Assistant Training  
Regional Occupational Program, Baltimore, MD



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## *Author* ■ *Producer* ■ *Inspirational Speaker*

### FCC Certified Cable Access Producer:

- Well-versed in FCC rules and regulations.
- Proficient in problem solving, with ability to quickly adapt to the unexpected.
- Experienced in: Preparing Run Sheets ■ Editing ■ Writing ■ Program Planning and Coordinating ■ Managing Logistics and Personnel ■ Virtually all aspects of production.
- Effective communicator who interacts well with people from a wide range of social and cultural backgrounds.
- Able to tackle issues by producing programs that are relevant, informative, and stimulating.

<b>CAREER HIGHLIGHTS</b>	<ul style="list-style-type: none"><li>■ <b>Host, Writer, and Executive Producer—<i>The Spirited Soul</i></b> <b>2004</b> <u>Cable Television Broadcast</u>—Weekly 30-minute teaching program applying philosophy and phenomenology to inspire awareness and appreciation for the spiritual presence in our daily lives. Originally aired 1992–1996; updated and revived Feb 2004.  Multicultural demographic for both programs: Casitas Heights, Westview, Norwood, Thousand Hills, San Lopez, West/South Marina.</li><li>■ <b>Host, Writer, and Executive Producer—<i>The Spirited Soul</i></b> <b>1992 to 1996</b> <u>Radio Broadcast Station KTYM</u>—30-minute teaching program with presentations derived from philosophical and spiritual works. Audience demographic: Culturally diverse, encompassing Casitas Heights, Westview, Norwood, Thousand Hills, West Marina.</li><li>■ <b>Founded <u>Spiritual Essence</u>—A nonprofit outreach program.</b> <b>1992</b></li><li>■ <b>Host and Producer—<i>Computer Awareness</i></b> <b>1992</b> <u>Cable Television Broadcast</u>—Weekly 30-minute show that focused on desktop publishing and related technology. Featured guests who were experts in the field.</li></ul>
<b>EDUCATION</b>	<ul style="list-style-type: none"><li>■ State University—Loma Pointe, CA<ul style="list-style-type: none"><li>– Bachelor of Arts in Communications Studies—2001 Emphasis on Speech and Broadcast Communications, Rhetoric, Advanced Phenomenology</li><li>– Enrolled in Master’s Program—Communications Studies major</li></ul></li><li>■ Central College—Central City, CA<ul style="list-style-type: none"><li>– Broadcasting—1990</li></ul></li></ul>
<b>PROFESSIONAL AFFILIATIONS</b>	Member—Elite Communications Association Member—Nationwide Communication Association
<b>PUBLICATIONS</b>	Lane, Gregg S.: <i>Heritage Unveiled</i> , Second Edition. Lane Pub. Co. 210 p. Copyright 1993. Lane, Gregg S.: <i>Modern Predictions</i> . Jolie Enterprises. 54 p. Copyright 1990. Lane, Gregg S.: <i>Heritage Unveiled</i> . Lane Pub. Co. 144 p. Copyright 1972.

# Mark A. Benton

520 E. Ogden Avenue • Naperville, Illinois 06060 • 000-983-8882

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## PROFILE

### Focus: Laborer position in the construction industry

Excel in troubleshooting and problem solving, readily understand instructions of a complicated nature, and respond to challenges with a “get the job done” attitude. Grasp client’s requirements and management’s needs quickly and apply appropriate actions to complete tasks in a timely manner. Constantly seeking new and more effective methods for performing professional duties. Working knowledge of Microsoft Windows and Word. Focused on personal and professional growth.

## EXPERIENCE SUMMARY

- **Tradesman/Warehouseman/Laborer:** Light carpentry, painting, window preparations, frame building, shipping and receiving, loading of building supplies, use of various power tools and forklift operator.
- **Housekeeping Technician:** General housekeeping for one of the largest hotels in Chicago. Responsible for servicing up to 20 floors.
- **Building Services Technician:** General office cleaning, horizontal and vertical dusting, stripping/buffing of floors and restroom maintenance. Provided office security.
- **Security:** Ensured safe, clean and proper order of facility.
- **Administrative Support Technician:** Setup and maintenance of administrative files; answering and routing of phone calls; typing file labels, memos and letters using Microsoft Word. Copying and faxing documents, sorting incoming mail and preparing outgoing mail.

## RELATED SKILLS

- Forklift Operator—Certified
- Building Maintenance Services
- Computer Training and Enhancement
- Equipment Maintenance Training

## EMPLOYMENT HISTORY

**Inventory/Receiving/Laborer**, M&P Construction, Chicago, IL (02/01–Present)

**Quality Control Coordinator**, Teracotta Data Systems, Inc., Chicago, IL (04/99–02/01)

**Laborer**, Western and Block Construction, Chicago, IL (04/92–04/99)

**Laborer**, Buillion Construction/Cook County Hospital, Chicago, IL (01/89–04/92)

**Housekeeper**, Holiday Inn, Chicago, IL (03/86–01/89)

**Warehouseman/Mover/Loader/Driver**, We Move You, Chicago, IL (05/83–03/86)

**Security**, Your Answering Service, Bedford Park, IL (08/80–05/83)

## EDUCATION

**New Cycle Ministries, Inc.**, Chicago, Illinois. **Computer Training & Enhancement. 2004 Graduate**  
**Chicago High School**, Chicago, Illinois. **1980 Graduate**

# Michelle Gibson

842 N. Main ■ Menasha, Wisconsin 54952 ■ (414) 784-8752 ■ beauty@yahoo.com

## *Licensed Cosmetologist, State of Wisconsin*

### *Summary of Attributes*

- Enthusiastic professional with outstanding customer relations skills; upbeat, friendly, and genuinely care about providing good service.
- Strong sales techniques; consistently increase volume through additional product purchases.
- Carefully listen to clients to correctly address their needs/desires.
- Good business management aptitude; knowledgeable in all aspects of salon operation.
- Excellent technical skills evidenced through extremely loyal clientele and high referral rate.

### *Experience*

The Ultimate Salon, Appleton, Wisconsin  
**Independent Hairstylist/Makeup Artist** 2007–Present

- Provide full range of services, including precision haircuts, permanents, color, and styling.
- Conduct one-on-one makeup consultations, providing hands-on instruction, individualized color selection, and written guidelines.
- Manage all aspects of business, including inventory control, bookkeeping, price determination, and marketing.

#### *Accomplishments:*

- Conceptualized and publish a quarterly client newsletter, which contributed to an increase in client base and product sales.
- Specialize in creating unique images for bridal clients, incorporating various ornamentations into hairstyles.
- Researched and introduced a private-label makeup line.

A New You Salon, Menasha, Wisconsin  
**Hairstylist/Makeup Artist** 2004–2007

- Performed hairstylist duties, including cuts, styles, color, and permanents. Functioned as an apprentice, 2004–2005.
- Lead makeup artist for special occasions and one-on-one demonstrations.

#### *Accomplishments:*

- Achieved retail sales of 31% compared to national average of 15%.
- Orchestrated salon-wide Cut-A-Thon to benefit United Cerebral Palsy, including public relations, donation solicitation, and raffle organization. Tripled donations over preceding year.
- Coordinated complimentary seminar to educate clients on new hair trends, products, and the benefits of various salon services.

### *Education*

Northeast Wisconsin Technical College, Green Bay, Wisconsin 2004  
Certificate of Completion; Cosmetology Training (included 400 hours of classroom instruction and 3,600 hours of on-the-floor supervised training)

### *Industry Involvement*

- Redken Symposium, Las Vegas, Nevada, January 2009  
Redken Regional Seminar, Schaumburg, Illinois, 2007
- Assisted national and regional platform artists.
- Aerial Hair Show, Stevens Point, Wisconsin, 2007
- Applied stage and runway makeup for models.

# EDWARD J. BROWER

999 Wilson Drive ■ Dallas, TX 75200 ■ (972) 555-7777 ■ ejbrower@email.com

## *Country Club Management Professional* *Proven track record of driving revenues to unprecedented levels*

Challenge-driven visionary with comprehensive knowledge of all aspects of country club management, seven years of experience in hospitality industry, and core competencies in

*Club Management*  
*Member Service & Satisfaction*  
*Interdepartmental Communications*

*Strategic Marketing*  
*Crucial Planning & Execution*  
*Revenue & Profitability Acceleration*

## EDUCATION & PROFESSIONAL DEVELOPMENT

UNIVERSITY OF HOUSTON—Houston, TX  
Conrad N. Hilton College of Hotel & Restaurant Management  
Bachelor of Science, Hotel and Restaurant Management (1996)

WHARTON COUNTY JUNIOR COLLEGE—Wharton, Texas  
Associate of Applied Sciences, Supervisory Management (1993)

CLUB MANAGERS ASSOCIATION OF AMERICA  
Pursuing Certification in Club Management

## RELEVANT EMPLOYMENT CHRONICLE

LOVELY COUNTRY CLUB—Dallas, TX (1996–Present)  
Clubhouse Manager / Assistant Manager

Progressed from assistant manager to clubhouse manager and assumed challenge of reconstructing food, beverage, service, housekeeping, maintenance/repair, and security processes for 5,800-sq.-ft. clubhouse, ballroom with 250 capacity, large bar/ lounge, and kitchen. Oversee staff of 25–30 (five directs), all club marketing, budget of \$1.3 million, and inventory of \$672,000; and placate and ensure satisfaction of 833 membership. Direct all operations in absence of general manager.

### *Selected Accomplishments*

- Successfully revamped and revitalized club; developed innovative strategies and processes, which boosted morale and productivity, slashed labor and food costs, and escalated annual revenues from approximately \$900,000 to \$1.3 million.
- Devised and launched exciting youth, social, and dining activities, which dramatically enhanced member interest and participation.
- Honored with challenge of organization, planning, and execution of Annual Eisenhower International Golf Classic, which resulted in being named Host Club for its annual events.
- Recognized as club's "computer system guru"; troubleshoot and diagnose system malfunctions throughout club.

Positions held while pursuing degree:

Server / Busboy, WILDWOOD HOTEL—Houston, TX (1995–1996)

- Promoted to server within five months because of demonstrated commitment to personalized, superior customer service.

Guest Service Agent, GARDEN SUITES HOTEL—Houston, TX (1993–1995)

- Awarded highest customer service/excellence award possible by guest nominations while attending front desk.

## PROFESSIONAL AFFILIATIONS & HONORS

CLUB MANAGERS ASSOCIATION OF AMERICA (Since 1996)

Chroniced in "Who's Who Among Students in American Junior Colleges"

Recipient of Phi Beta Lambda's "Outstanding Student Award"

Volunteer Director, House Services—*Gourmet Night* (1995)

Historian / Parliamentarian, Phi Beta Lambda (1991, 1992)

# VIVIAN ROMANO

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10 Mathews Drive ♦ Bridgeport, CT 06604 ♦ (203) 237-5345 ♦ vivromano@gmail.com

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## IT DATABASE SPECIALIST/SYSTEMS ADMINISTRATOR

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*☞ Recognized “go-to” resource, quick learner, and eager teacher ☜*

Well-regarded IT specialist with broad-based background and extensive experience in administrative roles. Forward-thinking professional with a record of success in researching and implementing technology solutions to improve/automate processes and maximize operational effectiveness. Organized, effective leader with meticulous attention to detail. Adaptable, solution-oriented team player actively seeking to improve the status quo.

### Core Expertise:

Database Processing / Database Analysis / Network Management / Systems Training  
Training & Documentation / Problem Solving / Organizational Improvement

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## PROFESSIONAL EXPERIENCE

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EMERGENCY SERVICES, INC., Clinton, CT

2003 to present

### **Systems Administrator**

Serve as system administrator for 5,000-record work-order database system. Manage records, train end users, and create ad hoc reports. Maintain servers, computers, printers, and mobile phones used by employees in 5 locations. Monitor e-mail systems and identify/implement solutions to improve efficiency and productivity.

- Introduced new Corrigo database system to manage work-order requests in office that saw 300+ new work orders per month. Successfully transitioned company to paperless environment while improving efficiency.
- Trained internal and field staff in use of new system, creating customized training materials that included 6 separate training guides adapted to need and experience level. Facilitated development of training tools by acquiring and utilizing new screen-shot software to capture frame-by-frame views on handheld PPC phones.
- Developed well-received daily status reports for client, designing an intricate solution that drew information from 2 distinct databases before running a query that ultimately generated the required results.
- Created automated process for checking accuracy of data in 3,000 files by conducting comparison to master files. Identified Excel add-on tool that reduced processing time, allowing what used to be a 3-day manual process to be completed in 20 minutes.
- Facing need to rename hundreds of files, researched and implemented solution that simplified and automated what would have proven to be a very time-consuming process highly subject to errors.
- Gained justification for and implemented file backup, e-mail storage, emergency e-mail access, and e-mail spam filtering solutions.

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## EDUCATION

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**BA**, University of Connecticut, Storrs, CT, 2000

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## COMPUTER SKILLS

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Access, Excel, Corrigo, Word, PowerPoint, Project, Outlook, WordPerfect, Lotus



# Carol A. Weiss

DENTAL ASSISTANT

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62482 110<sup>th</sup> Avenue S., Federal Way, WA 99999

(000) 000-0000

email: cweiss@resume.com

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## PROFILE:

More than 15 years of Dental Assistant experience in meeting high infection-control standards, sterilizing and disinfecting instruments and equipment, preparing tray setup for dental procedures, and instructing patients on postoperative and general oral health care.

- **Supervised** two Dental Assistants.
- Trained in **product knowledge** (bonding, impression materials, and more).
- Experienced in working with all ages of people, from small children to senior citizens.
- **Managed office**, ensuring that it was organized, clean, fully stocked, and prepared daily.
- Worked in a **lab** within the same facility, making any shade changes or polishing of dentures, crowns, and bridge work.
- Caring, detailed-oriented, hard worker who has learned different state-of-the-art dentistry styles, **procedures, and techniques**. Always seeks ways to keep skills current.

## SUMMARY OF QUALIFICATIONS:

- ▶ Root canal treatment
- ▶ Air particle machines
- ▶ Polishing of all fillings
- ▶ Soft and hard relines
- ▶ Rubber dam replacement
- ▶ Crown and bridge preparation and delivery
- ▶ Composite and amalgam fillings
- ▶ Denture and partial procedures
- ▶ Assisted with multiple extractions
- ▶ Took full-series radiographs and panolipse radiographs

## OFFICE SKILLS:

- ▶ Windows, DOS, MS Office (Word, Excel, PowerPoint), word processing, spreadsheets, databases, Ex-Change+, Internet (Netscape, Explorer), email.
  - ▶ Typewriter, word processor, copier, calculator, fax machine, printers, multiline phone systems
  - ▶ Records management, medical terminology, healthcare plan knowledge, billing codes
- 

## PROFESSIONAL EXPERIENCE:

Dr. Ronald McPherson, DDS—Federal Way, WA Dental Assistant	2001–Current
Dr. D. Maynard Debus, DDS—Federal Way, WA Dental Assistant	1999–2001
Dr. Larry W. Howard, DDS—Federal Way, WA Dental Assistant	1999 (temp)
Dr. Abel D. Sanchez, DDS—Federal Way, WA Dental Assistant	1979–1989

# ERICA CLAYTON

2625 Trancas St., Napa, California 94558 • (707) 257-1183 • eclayton@email.com

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## DENTAL ASSISTANT

Knowledgeable • Experienced • Professional

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### PROFILE

Graduate Dental Assistant with chairside, scheduling, reception, and telephone experience in general and endodontic practices. X-ray certified. Experienced in composite and amalgam fillings, oral surgery, root canals, impressions, molds, and crown preparation.

- Tactful, patient, and courteous.
- Positive and enthusiastic.
- Professional telephone etiquette.
- Work well independently or as a team member.
- Punctual and responsible with a strong work ethic.

### EMPLOYMENT

**William Mahoney, D.D.S., Napa, CA**

*General Practice*

11/10–present

#### *Treatment & Case Coordinator, Chairside Assistant*

- Manage appointment schedules for three dentists to maximize available treatment time.
- Interface with doctors to implement course of treatment and with patients to arrange payment schedules and appointments.
- Coordinate with labs, suppliers, and office staff to ensure that all elements are in place to meet patients' treatment needs upon arrival for appointment, for example, x-rays, impressions, prostheses, etc.
- Maintain supplies inventory to ensure consistent availability of all products.
- Provide patient education and encouragement.
- Assist dentists during treatment.
- Apply fluoride and sealant.

**Samuel Rutherford, D.D.S., and Roger Ingram, D.D.S.**

Napa, CA

*Endodontia*

7/08–10/10

#### *Chairside Assistant & Front Office*

- Assisted in all aspects of treatment and in preparation for treatment, including sterilizing instruments, setting up trays, preparing injections, taking impressions, and pouring molds.
- Educated patients on dental hygiene and post-op care.
- Maintained inventory and ordered supplies.
- Assisted front office with reception, scheduling, filing, and telephones.

#### **Part-time Positions (as a student)**

10/06–7/08

Hollywood Video

Glendale, CA

Assistant Manager & Trainer

Auntie Mary's Pretzel Palace

Northridge, CA

Shift Manager & Trainer

Runners, Inc.

Simi Valley, CA

Office Assistant

### EDUCATION

Certificate in Dental Assisting, ROP, Glendale, CA

6/08

### VOLUNTEER

Girl Scouts of America, Glendale, CA (summers)

8/95–8/00

- Designed, coordinated, and implemented fun-filled week-long programs for younger scouts.

### COMPUTER SKILLS

Basic knowledge of MS Word and Excel, Internet, and e-mail.



# Jeremy Cloud

Current Address: 125 West Gibbs Street • Shade, Ohio 45701 • 740.696.0000

Permanent Address: 231 Louise Avenue • Racine, Ohio 45771 • 740.949.0000

## High School Science Teacher

*"Jeremy will make a great teacher ... builds great rapport with the students ... makes learning fun!"*

*– Sally Ball, Biology Teacher, Shade High School*

### PROFILE

Enthusiastic educator with an avid interest in all areas of science. Offering a solid educational background, including degree in Secondary Life Science as well as certifications in Project Wild and Project Learning Tree. Computer proficient. Seeking a high school teaching position with an interest in coaching track/cross country and/or advising extracurricular clubs.

### EDUCATION & HONORS

OHIO UNIVERSITY, Athens, Ohio (June 2004)  
Bachelor's Degree in Secondary Life Science  
Major GPA: 3.24 • Dean's List

#### Relevant Courses

Microbiology ... Physics ... Chemistry ... Biology ... Plant Physiology ... Evolution

#### Certifications

##### *Certified in Project Wild*

- Interdisciplinary conservation and environment education program exploring wildlife; supported by natural resource agencies

##### *Certified in Project Learning Tree*

- Interdisciplinary environmental education program for educators working with students in Pre-K through Grade 12 focusing on the total environment: land, air, and water

### RELEVANT EXPERIENCE

Student Teacher—NELSONVILLE-YORK HIGH SCHOOL, Buchtel, Ohio (April 2003–present)

- Develop and implement lesson plans for anatomy, physiology, and biology classes

Tutor—PHILLIPS CENTER, Ohio University, Athens, Ohio (September–November 2002)

- Effectively tutored student athletes in math, chemistry, and geology, resulting in improved test scores

### ADDITIONAL WORK EXPERIENCE

Student Worker—BROMLEY DINING HALL, Ohio University, Athens, Ohio (June 2002–March 2003)

- Utilized strong work ethic and excellent interpersonal communication skills while rotating through various areas of dining hall

Cashier/Baker—BRITISH PETROLEUM (BP), Bellevue, Ohio (Academic Breaks, October 2000–January 2002)

- Performed a variety of duties with strong focus on providing superior customer service

Lifeguard—CEDAR POINT AMUSEMENT PARK, Sandusky, Ohio (June–September 2000)

- Ensured safety of guests; responded successfully to a spinal-injury emergency

# Benjamin Hall

86 Sunny Knoll Drive ♦ Poughkeepsie, NY 12601 ♦ 845.454.9900

## Experienced Event Planner & Promotions Specialist

Energetic and progressive-minded individual with financial aptitude and a special strength in cause-related marketing. Consistently successful in generating philanthropic support through superior communication skills, excellent writing abilities and a service-oriented philosophy. Vast experience in planning, marketing and executing local and national events involving VIP relations, high-profile galas and corporate functions.

### Special Skills

#### Promotions

Press Releases  
Media Relations

#### Event Planning

Fund Development  
Media Participation  
Industry Partnerships  
Event Coordination

### Financials

Operational Budgets  
Activity Analysis  
Forecasting

### Public Relations

Celebrity Support  
Corporate Sponsors

### Management

Staff Development  
Employee Supervision  
Scheduling/Training

### Honors

**Award of Distinction**  
Corporate Leadership  
**Honored by WEPR**  
Social Responsibility  
**Beauty Industry Hero**  
**American Salon**  
Magazine, 2001

## Summary of Qualifications

- ♦ Able to perform in highly visible roles, capitalize on opportunities and deliver strong results
- ♦ Skilled at conceiving events, enhancing promotional efforts and designing ad and collateral materials
- ♦ Consistently successful in blending creative and administrative abilities to deliver seamless events
- ♦ Function well in a multidimensional role and can perform under a great deal of pressure
- ♦ Proven ability to assemble cohesive staffs and build consensus among groups with conflicting interests

## Selected Highlights

- ▶ Recruited by the Beautiful Foundation with the challenge to strengthen its annual event and advance its overall philanthropic efforts. Initiated a shift in the Foundation's focus that tripled corporate Expense sponsorships, doubled event revenues and secured celebrity involvement for its annual gala.
- ▶ Provided strategic direction, administrative guidance and financial oversight for Clairol's "Color Can Make a Difference." Coordinated a national media tour as well as several cause-related fundraising and marketing campaigns. Increased campaign participation while simultaneously reducing the budget by 10%.
- ▶ Coproduced Beautiful's annual gala fundraiser, which generated \$80,000. Successfully raised \$375,000 for "Color Can Make a Difference" and obtained \$100,000 in corporate donations.
- ▶ Directed media relations and helped complete fundraising events for the Hudson Valley Film Festival. Executed a large media campaign, enlisted celebrity cochairs and coordinated a fundraising gala (\$67,000).
- ▶ Established b•cause, a professional beauty industry foundation that supports specific causes including Count-Me-In (online lender dedicated to helping women-owned businesses) and Locks of Love (organization that provides wigs and hairpieces to children with long-term illnesses).

## Employment History

<b><u>b•cause Foundation</u></b> , Poughkeepsie, NY	National Program Coordinator	2000 to Present
<b><u>Les Cheveaux Group</u></b> , White Plains, NY	Salon Manager	2001 to 2002
<b><u>Beautiful Foundation</u></b> , New York, NY	Director of Special Events	1999 to 2000
<b><u>Peter Coppola</u></b> , New York, NY	Front Desk Manager	1998 to 2001
<b><u>Hudson Valley Film Festival</u></b>	Director of Media Relations	1996 to 1997
<b><u>Clairol Professional</u></b> , New York, NY	National Program Director	1992 to 1995
<b><u>Heidi's Salons, Inc.</u></b> , New York, NY	Assistant Manager / Salon Promotions	1990 to 1992

## Professional Development

Member of the Association of Fundraising Professionals      NYS Licensed Hairdresser & Cosmetologist

## Fitness Specialist

A hands-on professional / goal-oriented strategist  
whose confidence, perseverance and vision promote success

**GOAL:** An opportunity to serve as a Youth / Athletic Director  
employing my abilities to improve and motivate the physical fitness / rehabilitation of individuals

### GENERAL QUALIFICATIONS

Recognize client's needs and set goals  
Utilize initiative, achievement and independent judgment  
Demonstrate record of high performance standards  
Detailed attention to schedules, deadlines, budgets and quality results  
Track record of creativity and innovation

### PROFESSIONAL FITNESS EXPERTISE

*20 years of progressive experience and responsibility with documented success in the areas of health / fitness*

- ❖ Successfully develop, initiate and coordinate individual and group exercise programs
- ❖ Demonstrate correct and safe use of exercise equipment and routines
- ❖ Observe participants during exercise sessions for signs of physical stress; adjust pace
- ❖ Conduct group and independent aerobic, strength and flexibility sessions
- ❖ Supervise other instructors

### MAJOR PROJECT: "TONY'S KIDS"

*Developed franchised program implemented nationally in public / private schools*

- ❖ Innovative fitness education program for improving overall health of at-risk children
- ❖ Encourage positive lifestyle choices to offset school violence and nutrition problems
- ❖ Detailed curriculum designed for infusion into school districts nationwide
- ❖ Utilize behavior style profiling and customized physical fitness equipment for children

### SPECIALIZED TRAINING

**Certifications:** Strength & Conditioning / CPR / Athletic Trainer / American Red Cross  
A.C.S.M. Exercise Specialist / Respiratory Technician

### EXPERIENCE

DuBois & Associates, LLC	Owner / Personal Trainer	Barstow, NV
Reno Health & Rehabilitation	Co-owner / Personal Trainer	Reno, NV
Tower Fitness Industries	Fitness Consultant / Wellness Center Program Director	Las Vegas, NV
Reno Medical Center	Respiratory Therapy Technician (American Red Cross Certified)	Reno, NV

### BODYBUILDING / WEIGHTLIFTING CHAMPIONSHIPS

1999	Western Power Lifting	2nd Place	1997	Beast of the Southeast Dead Lift	2nd Place
1998	Northeastern Power Lifting	2nd Place	1996	Nevada Strongest Man (lightweight)	2nd Place
1998	State Bodybuilding	5th Place	1995	Mid-Pacific Strongman (middleweight)	1st Place
1997	State Bodybuilding	2nd Place	1991	Northeastern Texas Bodybuilding	3rd Place

### GYM DESIGN / LAYOUT

Kansas City Royals  
St. Joseph's Hospital  
J.T.O. Corporation  
McDonald Rehabilitation  
World Gyms  
Gold's Gyms  
Federal Correctional Institute



### EQUIPPED / SET UP GYMS

Washington Redskins  
Ford Motor Company  
Phoenix Cardinals  
Greenville Wellness Center  
University of Missouri  
Texas State University  
Police and Fire Departments

# WILLIAM KENT

5555 North Orange Avenue • Los Angeles, CA 55555  
(310) 555-5555 • [wmkent@email.com](mailto:wmkent@email.com)

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## FOOD SERVICE MANAGEMENT—15 YEARS OF EXPERIENCE

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### RELATED SKILLS

- Multisite Operations Management
- Customer Service
- Menu Formulation
- Food & Labor Cost Control
- Purchasing & Inventory Management
- Warehouse Supervision
- Sanitation Control
- Facilities Management & Maintenance

### QUALIFICATIONS

- ✓ Industry-wide reputation for superior leadership and team-building skills. Gain loyalty through ability to instill confidence and encourage growth in coworkers. Skilled in hiring, training and motivating team members.
- ✓ Track record of exceptional productivity and expense reduction. Effectively manage costs, consistently operating within or below budget.
- ✓ Work well independently and as a part of a team. Interface well with public and all levels of corporate and store management.
- ✓ Thorough in solving problems and taking preventative actions.
- ✓ Consistent award winner, including *Most Improved Sales*, *Most Improved Operating Profit*, *#1 in Sales Increases*, *#1 in Operating Profit Improvement*.

### PROFESSIONAL EXPERIENCE

GOLD STAR RESTAURANT OPERATIONS 1992 to Present

**Restaurant Operations District Manager** (2000–Present)

**Restaurant Manager, San Fernando Valley** (1998–2000)

**Previous Positions: Lead Cook, Assistant Restaurant Manager** (1992–1997)

*Achieved fast-track promotions through a series of increasingly responsible positions. Advanced based on consistent revenue production, earnings and customer satisfaction ratings.*

- Coordinate corporate food service activities, policies and procedures for up to 40 diverse units encompassing cafeterias, grills, deli counters, fast food and snack bars. Territory extends throughout Los Angeles, Orange, Ventura and San Luis Obispo counties.
- Direct management team with up to 140 employees. Screen management applicants; hire, train, supervise, motivate and conduct performance evaluations.
- Consistently achieve revenues within top 5% company-wide with annual sales of \$4 million.
- Secure vendors; negotiate contracts per corporate buying specifications and standards.
- Develop and implement creative promotional programs that have contributed to district-wide success.

JENNY’S RESTAURANT, Laguna Hills, CA

1990 to 1992

**Lead Cook/Cook Trainer**

### EDUCATION

UNITED STATES NAVY  
Mess Management, Class “A”  
*Honorable Discharge 1989*

## Profile

### GRAPHIC DESIGNER

Packaging Design • Prepress Production

- Talented graphic designer balancing imagination and creative design sense with solid technical skills and printing expertise
- Proficient in trapping, image setting, fixed-type flow correction, film proofing, and dyluxs; additional experience in working with scanners (flatbed and drum) and Misomex sample-cutting tables
- Hands-on experience and training in packaging design and prepress for major corporate clients
- Extremely self-motivated and organized; able to work both independently and as part of a team and to multitask effectively in high-pressure, deadline-driven environments
- Proficient with the following design and graphics programs:

**Mac: QuarkXPress; Adobe Illustrator, Photoshop; INposition**

**PC: CorelDRAW, AutoCAD Designer Workbench, Artios, Spaceman Merchandiser**

## Professional Experience

**Mac Operator** 2002–Present

Graphco Imaging, Augusta, ON

Provided a variety of end-to-end prepress functions on major advertising projects for high-profile corporate accounts.

- Receive files from corporate clients and design houses, check all image and document formats, and complete all client changes as required.
- Complete trapping, set or replace images, fix type-flow errors, establish printing parameters, prepare film proofs and dyluxs, and output film to image setter.
- Set up scans for drum scanner (reflective and transparency).
- Major clients include **Bank of Augusta, Ford Motors, Kodak, and LogiTech.**

**Structural Designer** Summers 2001, 2002

Norapex Lithotech, Augusta, ON

Worked exclusively on merchandising display and packaging projects for **Augusta Pharmacy, Wal-Mart, and Business Depot.**

- Based on basic product design, created a wide variety of eye-catching flip trays, end caps trays, and floor standing displays for use in national merchandising campaigns.
- Designed plan-o-grams using Spaceman Merchandiser, designed and created fillers using Designer Workbench, and operated Misomex sample cutting table to create end product.
- Consistently received positive feedback from clients and superiors for creativity, technical proficiency, work ethic, and consistent commitment to ensuring a quality product.

*Other experience:*

Sales Clerk—Saf's Work Warehouse, Augusta, ON (P/T) 1999–2000

Waitress—Cheryl's Desserts, Augusta, ON (P/T) 1998–1999

## Education

*Formal Education:*

**Package & Graphic Design—Diploma** Augusta College, 2003

*Packaging Training:*

**AutoCAD Artios Certification** (1 week) Norapex Lithotech, 2002

**Retail Spaceman** ABC Wilson, 2002



# ROGER P. BARNES

196 East Goldwater Road  
Tempe, Arizona 85858  
(555) 555-5555  
roj2011@comcast.net

**SUMMARY** *Skilled Hospitality Manager with exceptional customer focus and organizational skills. Successful track record identifying niche markets, defining lounge/club concept, and implementing operating plan. Experienced in controlling costs, booking entertainment, and fostering repeat business with corporate clientele.*

## PROFESSIONAL EXPERIENCE

Jan. 2010–Present **Manager, Time Square Lounge;** City, State.  
*Accountable for day-to-day operations and overall management of nightclub grossing \$50,000 monthly.*

- Book live music and DJs to play salsa, merengue, and hip-hop.
- Plan and implement advertising and promotion for musical acts.
- Control inventory and purchase all liquor.
- Negotiate purchase agreements with suppliers; control pour costs.
- Supervise 27 employees, including security staff.
- Account for daily receipts, prepare bank deposits, and administer payables.

### Major Accomplishments:

*Increased gross revenues by more than 400%. Redefined club concept from Top 40 to salsa/hip-hop, successfully appealing to under-served niche market. Booked musical acts and designed promotional campaign to tout club's new focus.*

Aug. 2008–Jan. 2010 **Bar Manager, Marriott Hotel;** City, State.  
*Managed lounge seating 500 and grossing \$60,000 monthly.*

- Hired, scheduled, and supervised bartenders and wait staff. Controlled inventory and pour costs.
- Booked corporate parties.
- Developed special promotions; implemented promotional campaigns.

### Major Accomplishments:

*Increased bar gross revenues by up to 700%. Improved food revenues in lounge from virtually zero to \$2,500 per week.*

July 2006–Aug. 2008 **Bartender, Mesa Mountain Ranch;** City, State.  
*Serviced lounge seating 150, plus 15 wait staff serving adjacent pool area.*

- Developed rapport with customers and fostered cordial atmosphere.
- Up-sold patrons on food items, increasing overall revenue.
- Established corporate contacts that led to repeat business.
- Significantly reduced pour costs through negotiation with suppliers.

2003–2006 **Waiter/Bartender, High Falls Grill;** City, State.  
*Served lunch and happy-hour customers. Booked live entertainment and implemented promotions.*

2000–2003 **Room Service Supervisor/Waiter, Posh Resort;** City, State.  
*Participated in the setup and launch of room service at this golf resort in suburban City, State.*

- Hired, trained, and supervised room service staff.
- Trained in bartending.

## EDUCATION

A.A.S., Marketing; City Community College (2003); City, State.



# Candace L. Kugle

520 E. Ogden Avenue  
Naperville, Illinois 06060

000-983-8882  
ckugle@internetservice.com

## PROFESSIONAL QUALIFICATIONS AND KEY STRENGTHS

Professional manager with a broad-based background in business development, human resources, personnel management and store operations. Strong leadership and motivational skills; proven ability to quickly build rapport, establish trust, and train and motivate people of all levels. Recognized for professionalism, positive mental attitude, commitment to excellence and demonstrated ability to communicate and interact effectively with senior management, associates and customers. Big-picture focus on company goals has produced increased efficiencies in production and sales.

*Human Resource Management • Interviewing/Training/Developing Personnel • Benefits-Wage Administration  
Project Management • Expense and Inventory Control • Policies, Programs and Procedures*

## CAREER HIGHLIGHTS

### Human Resources

- Established training priorities for 110 stores throughout Illinois, Wisconsin, Minnesota, Iowa and Michigan.
- Recruited personnel at college campuses.
- Evaluated human resources programs and directives.
- Ensured proper execution of federal and state laws and customer service initiatives.
- Evaluated hiring decisions and identified high potential field management personnel.
- Presented benefits and corporate policies overview to new hires.

### Management

- Improved expense control; identified efficiencies for controllables and salary expenditures.
- Enhanced management/staff team productivity through motivational training and mentoring.
- Responsible for overall store operations.
- Developed and sustained new and existing business.
- Contributed to store-management team effort to maintain efficient operating conditions and ensure in-stock position.

## EMPLOYMENT HISTORY

**General Manager**, WESTRIDGE APPAREL, Schaumburg, Illinois, 08/99 to Present

- Supervised all aspects of the opening of the Weekend Only Warehouse concept store.
- Recruit, hire and train sales staff.
- Schedule sales and support staff.

**General Manager**, VENTURE CORPORATION, Chicago, Illinois, 09/98 to 08/99

- Executed merchandising and operations for hardlines /softlines.
- Controlled office/freight receiving procedures; salary budgets.
- Supervised management staff, emphasizing sales performance and high standards of store operations.
- Directed complete remodeling of assigned fashion areas.
- Trained management personnel in operations and supervision.
- Managed job assistance efforts for multiple stores during business close-down.

*Previous roles:*

**Regional HR Trainer**, Ft. Wayne, IN—09/95 to 09/98

**District Manager**, Ft. Wayne, IN—11/91 to 09/95

**Softline Manager**, Garden City, MI—11/90 to 11/91

**Fashion Manager**, Quincy, IL—04/84 to 11/90

**Apparel Manager**, Green Bay, WI—04/81 to 04/84

**Assistant Manager/Trainee**, Kenosha, WI—07/80 to 04/81

## EDUCATION

**University of Michigan**, Ann Arbor, Michigan  
**Bachelor of Science** in Clothing, Textiles and Design (cum Laude), 1980

# JENNIFER GONZALES

334–30 Kissena Blvd., Flushing, NY 55555 • (555) 222-7777 • JGonzales@lawandorder.net

*Seeking a position in the field of*

## Law Enforcement

CITY—STATE—FEDERAL—PRIVATE

- Highly motivated, energetic law enforcement student with strong work ethic and professional goals.
- Bring five years of experience in office support and retail sales positions while attending college full time.
- Bilingual with an articulate fluency in English and Spanish; personable, easygoing communication style.
- Meet challenges head on; work well in stressful situations and in a fast-paced setting.
- Analytical with a lot of common sense, intuitive instincts, and ability to think outside of the box.
- Maintain excellent research, organization, time-management, and problem-assessment/resolution skills.

## Education

**Bachelor of Arts, Forensic Psychology—expected August 2004**

John Jay College of Criminal Justice, New York, NY

**Honors Candidate:** Psi Chi Chapter National Honor Society in Psychology

*Academically trained in criminalistics and psychology:*

**Select Courses:** Analysis of Criminal Behavior, Concepts of Forensic Science, Abnormal Psychology, Physical Fitness in Law Enforcement, Criminal Law, Group Dynamics

**Select Projects:** Crime Scene Observation, Forensic Study of Microscopic Fibers, Fingerprint Analysis

## Work Experience

<b>Receptionist</b> , Volvoville, Massapequa, NY	4/98–Present
<b>Payroll Clerk</b> , People’s Alliance Federal Credit Union, Hauppauge, NY	4/00–7/00
<b>Sales Associate</b> , Annie Sez, East Northport, NY	2/98–6/98
<b>Senior Sales Associate</b> , Rainbow Shops, Commack/Bay Shore, NY	9/97–2/98

- Provide front-desk representation, clerical support, and customer service for Volvo and subsidiary, Land Rover, directing customer traffic with a proven ability to maintain open lines of communication.
- Managed more than 50 business payroll accounts utilizing cross-trained experience in teller and payroll services.
- Prepared and uploaded weekly exempt/non-exempt payroll data into network system for clients to download.
- Completed mandatory training that included a film study on a mock robbery to learn observation techniques.
- Held increasingly responsible sales positions, achieving recognition for over-quota floor sales and cashier management skills, and manager-requests to return during school breaks based on performance and reliability.
- Provided excellence in customer service while assisting in all areas of inventory and display merchandising.

## Computer Skills

Windows XP/Me; Microsoft Word, LexisNexis, PsychInfo, Criminal Justice Abstracts, InfoTrak Health, Sociological Abstracts, Internet research

## LEONARD BAKER

10 Blackbird Lane • Bridgetown, Pennsylvania 16466

(555) 645-3219

lbaker@hotmail.com

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### MACHINIST • WELDER • FITTER

- ◆ Proficient and skilled in technical specialty. Recognized for dedicated work ethic and productivity. Capable of doing work that requires concentration, high degree of patience and attention to detail. Mechanically inclined. Able to work independently.
- ◆ Thrive in a team- and deadline-oriented environment. Exceptional organizational skills; capable of prioritizing, scheduling and managing heavy work flow.
- ◆ Proficiency in technical skills/machine operations/equipment processes:
  - ✓ MIG
  - ✓ TIG
  - ✓ Stick
  - ✓ Pulse
  - ✓ Aluminum
  - ✓ Blueprint Reading
  - ✓ Fluxcore
  - ✓ Submerged Arc
  - ✓ Inner Shield
  - ✓ Drill Press
  - ✓ Technical Math
  - ✓ Applied Math
  - ✓ Computer Numeric Control
  - ✓ Gantry Crane
  - ✓ Tolerancing
  - ✓ Forklift Operator
  - ✓ Machine Print Reading
  - ✓ Lathes and Milling Machines

### PROFESSIONAL EXPERIENCE

**CLASS A WELDER, Forker Industries, Bridgetown, Pennsylvania** 1988–Present

- Fit and weld boxcars with Fluxcore and submerged arc welding. Examine welds to ensure they meet specifications.
- Instrumental on shift that slashed project hours from 11 (by another shift) to 8 hours while maintaining quality of workmanship.

**WELDER ASSEMBLER, Sun Engineering, Walton, Texas** 1987–1988

- Used spray arc welding equipment. Assembled dock levelers and functioned as a saw operator, forklift driver, truck driver and member of installation crew.

**WELDER FITTER, Perfection Metal Products, Hazen, Texas** 1986–1987

- Fitted and welded frames for the electronic industry using MIG and TIG welding. Recognized for outstanding workmanship by lead man.

**LABORER, City of Wilding, Wilding, Texas** 1985–1986

- Received commendation from mayor for exemplary service to the citizens of Wilding by working more than 96 hours during a winter storm to repair water main leaks.

### CERTIFICATIONS

- ◆ Arc Welding
- ◆ 1/8" LH
- ◆ 7018 AWS Structural
- ◆ Vertical Outside Corner
- ◆ AWS D1
- ◆ Code D1.1
- ◆ Gas Metal Arc Welding, Advanced
- ◆ AWS SMAW 3/8" Butt Weld
- ◆ Flat, 3/8" Dia. Plug Weld
- ◆ Vertical, T-Butt Weld Vertical
- ◆ GMAW AWS D7.7
- ◆ Plumbing and Pipefitting Fundamentals
- ◆ Flat and Vertical, Inside Corner Filler
- ◆ 75-Fillet Vertical and Overhead Positions
- ◆ 86 GMAW, Spray Arc Single V Groove with Backing 1G-Flat

### EDUCATION

A.S., Machine Technology, anticipated November 2004  
*Dean's Certificates; 3.94 GPA to date; Perfect Attendance; Class President*  
Capitol School of Trades. Weathersfield. Pennsylvania

## KATHRYN TAMBURRO

76 Columbia Street  
Frankfort, NY 00000

(555) 555-5555  
kart@aol.com

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### ***EXPERIENCED HOUSEKEEPING PROFESSIONAL***

*Offering an excellent customer service philosophy, a professional attitude and proven skills in project coordination*

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**PROFILE** Hardworking and self-directed individual with vast experience in providing comprehensive housekeeping services for a multibuilding apartment complex. Qualifications include strong organization skills, a good eye for detail and a bottom-line focus. Effective time manager with great people skills and a reputation for high-service standards. Able to function in a multidimensional role and can perform under pressure.

#### **HOUSEKEEPING SKILLS & EXPERIENCE**

- Identifying Deficiencies / Damage Assessment
- Investment Protection / Quality Control
- Carpet & Surface Care Techniques & Systems
- Move-Ins / Move-Outs & Inspection Reports

#### **AREAS OF SUPERVISORY EXPERIENCE**

- Work Order Management & Scheduling
- Inspection Procedure Improvement
- Owner Relations / Personnel Training
- Contractor Selection & Scheduling

**HIGHLIGHTS**

- ➔ Highly skilled at organizing time, resources and workload to maximize daily productivity
- ➔ Able to meet client expectations and overall objectives despite sudden setbacks and changing priorities
- ➔ Experienced in responding to demanding situations and tactfully resolving difficult issues
- ➔ Maintain a high degree of awareness of property owner/tenant sensitivities
- ➔ Skilled at communicating with work crews and able to facilitate cooperation among all groups

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### **EMPLOYMENT EXPERIENCE**

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#### **1990 to Present Housekeeping Department**

*Guy Prindle Apartments—Frankfort, NY*

Provide housekeeping services for this 835-unit garden-style apartment complex. Accountable for maintaining all common areas, 31 in-house laundry rooms, main office and the gym. Inspect vacant units to assess overall condition and identify any deficiencies. Prepare inspection reports, formulate damage estimates and schedule work. Coordinate contractor crews (paint, maintenance, carpet) and direct daily efforts to maintain cost and schedule guidelines necessary for apartment turnovers.

Accepted increased responsibilities (3/03) to include some supervisory functions. Oversee work order management and contractor coordination, which includes distributing maintenance calls among seven Maintenance Techs and two Porters. Coordinate maintenance requests and daily tasks to comply with owner's expectations. Credited with resolving a three-month work order backlog despite a staff shortage.

#### **1998 to Present Owner**

*Kat's Cleaning Service—Frankfort, NY*

Built business from start-up to a consistent client base acquired through referrals only. Provide weekly and biweekly cleaning services for single-family homes, apartments and townhomes. Achieved high levels of customer satisfaction based on honesty, reliability and thorough work.

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### **ADDITIONAL INFORMATION**

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**QUALITIES** Detail-oriented / Persistent / Patient / Good Judgement / High Energy / Friendly Personality

**OTHER** Cleaning Product Knowledge / Appliance Life Expectancy / Carpet Wear Issues / Quality Factors

**CIVIL SERVICE** Completed the General Custodian Civil Service Test (5/02)

# TREVOR HANK WHITE

810 Lake Shore Drive, Evanston, IL 60612 ■ 713-555-1984 ■ trevorbusiness@xlt.com

**FOCUS** Management Trainee—International Finance  
Finance Degree with Spanish Minor and International Business Certificate

## QUALIFICATIONS

- Focused, disciplined, and competitive individual who is goal-driven and welcomes challenges.
- Outgoing, friendly, charismatic; strong relationship-building and interpersonal skills.
- Effective team leader and team member who strives for excellence in any endeavor.

## EDUCATION

**Northwestern University, Evanston, IL** **May 2011**  
**Bachelor of Business Administration**

- Major: Finance Minor: Spanish Certificate: International Business
- International Study Program: Madrid and Barcelona, Spring 2009
- Major GPA: 3.77/4.0 ■ Cumulative: 3.84/4.0
- Presidential Scholar Award for Academic Excellence
- Valedictorian Scholar for Academic Excellence
- Student Scholarship for Academic Excellence
- World Class Scholarship for Academic Excellence

**Evanston Academy of Learning, Evanston, IL** **2007**

- State of Illinois Scholar; National Merit Scholarship Finalist
- Academic All-State Scholar; Advanced Placement Scholar; Spanish Language Scholar
- Valedictorian Award—4.34/4.0 (weighted grades)
- Baseball Athletic & Academic Achievement Award
- Academic All-State Baseball Team Captain
- Varsity Baseball—Team Co-Captain & Captain; played baseball since age 8
- First Degree Black Belt—Tae Kwon Do Martial Arts
- Classical Pianist at local and state competitions

## CAMPUS ACTIVITIES

### Northwestern University:

- Finance Committee Student Representative—Northwestern Alumni Foundation
- Sigma Alpha Beta—Active Member; Greek Week Coordinator; Committee Chair
- Greek Council Association—University Student Representative
- Dance Marathon—Personally raised more than \$5,000 for Children's Hospital
- Northwestern Greek Council—Vice President of Operations

## EMPLOYMENT

Illinois High School Athletic Association, Springfield, IL, Summers 2008–Present

- Certified Baseball Umpire for high school baseball games in central Illinois.

Delta Gamma Alpha, Evanston, IL, 2009–2011

- House Hand in charge of preparing, serving, and meal cleanup for 120+ members.

Evanston Insulation Incorporated, Evanston, IL, Summers 2007–2010

- Laborer involved in tear-off, installation, and repair of commercial roofing systems.

# Bernard T. Bailey

123 Main Street  
Park Point, IL 00000

555-555-5555  
xxxx@aol.com

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## HIGHLIGHTS OF VALUE TO A POTENTIAL EMPLOYER

- In-depth knowledge of **manufacturing and distribution operations and logistics**, with a particular strength in improving efficiency with effective **supply-chain analysis, production planning and scheduling**.
- Hands-on experience in **materials forecasting, purchasing and inventory management**.
- Versatile problem-solver, especially in the application of technology to the planning process, as well as day-to-day operations.
- Computer and related equipment skills: Microsoft Office suite, Crystal Reports, AS400, Novell NetWare, IBM PCs, HP printers.

## PROFESSIONAL EXPERIENCE

**Northern Industries, Inc.**, Portland, OR, 1992 to Present

**Local Systems Administrator / Corrugator Scheduler** for the Pleasant Park, IL, plant of this major manufacturer of corrugated containers and point-of-purchase products. Firm recently merged into the XYZ Company.

- Maintain plant LAN systems; provide training and first-line user support for systems issues.
- Install and repair computer equipment.
- Plan and direct production schedules for two-shift machine operation.
- Forecast, purchase and manage raw materials inventory within sales budget.
- Manage finished-for-release inventories for key accounts.
- Provide expertise for sales and production departments to establish new product requirements.

**Tech Systems**, Park Point, IL, 1990–1992

- Established and operated a company selling and servicing computer products for small businesses.

**ABC Housewares Manufacturing, Inc.**, Western Park, IL, 1985–1990

**Assistant Warehouse Manager**

- Developed significant improvements in layout and operational procedures to increase productivity.
- Installed warehouse management computer system; provided liaison to data processing staff and system vendor.
- Trained operations staff and led the transition to new procedures.

*Additional experience* gained with the following:

- **Distribution Systems Analyst** with **DDD Corporation**, Chicago, IL, 1978–1985. Completed projects to develop and maintain layouts of multi-warehouse distribution center, analyze material-handling requirements and branch store inventory sharing, and research computer support requirements.
- Intelligence Analyst with the U.S. Army, 1967–1974, and the Central Intelligence Agency, 1974–1975.

## EDUCATION

Big State University, Big State, IL

**Bachelor of Science in Administrative Science**, 1978

# RAYMOND FINNEGAN

887 Ballinger Road  
Springfield, IL 00000  
(555) 555-0789 • rayfin@aol.com

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## QUALIFICATIONS

**Licensed Elevator Mechanic** with specialized skills in hydraulics, motor controls, wiring controls, rigging, electrical print reading, solid-state computers and print boards.

- Experienced in troubleshooting, repair, installation and testing of electromechanical systems, including pumps, drives and reducers.
  - Contributor in self-directed, high-performance team environment with proven ability to complete multiple projects in a timely, efficient manner.
  - Skilled in welding (steel, aluminum and industrial equipment), pipe fitting, millwrighting and machining. Strong mathematical, organizational and time-management skills.
- 

## CURRENT EMPLOYMENT

**BAYSTATE ELECTRO-MECHANICS**, Springfield, IL  
*Overhead Crane Mechanic (1998 to present)*

- Perform on-site service calls on overhead cranes for customers in the chemical, power and paper industries.
- Diverse responsibilities include repairing, troubleshooting, removing, installing and testing electromechanical equipment to ensure safe operations.
- Repair and install chemical processes and related equipment such as pumps, drives and reducers.

## ELEVATOR SERVICE EXPERIENCE

**VANGUARD ELEVATORS**, Springfield, IL  
*Elevator Mechanic (1990 to 1998)*

- Performed all aspects of elevator installations, from setting up and aligning brackets, rails and car, to setting up motors on tractions and wiring the elevators.
- Serviced contracts for elevator equipment at major area companies: American Technologies, Payne & Company, Montgomery Corp., Dover Enterprises and others.

**INTERNATIONAL UNION OF OPERATING ENGINEERS**, West Springfield, IL  
*Hoisting Engineer (1986 to 1990)*

- Operated and maintained heavy equipment, including backhoes, cranes, bulldozers and rollers.

**Additional Experience:** Service Manager, MARLAND PROPERTIES, Chicopee, MA  
Supervised staff of 9 in all aspects of property maintenance for 300 residential units. Ensured that repairs were completed in a timely, cost-effective manner while maintaining quality standards. Prepared and maintained up-to-date documentation on all repairs performed (1984-1986).

## EDUCATION

Electronics courses  
Illinois Technical Community College, Westfield, IL

International Union of Elevator Constructors' School, Springfield, IL  
Completed training in Elevator Mechanics, Electronics, Hydraulics, Motor Controls, Electrical Theo

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# Jennifer Black

(555) 555-5555

email@address.com  
1234 West Street  
Hometown, NY 01234

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## MEDICAL ASSISTANT

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Triage	Injections	Patient Scheduling
Medical Terminology	Phlebotomy	Chart Updating
Patient Intake	Vital Signs	ICD and CPT Coding
Dosage Calculations	Infection Control	Insurance Claims
Sterilization Procedures	Urinalysis	Accounts Payable / Receivable
Blood Smears and Blood Tests	Hematocrit	Collections
Lab Equipment Operation	EKG	Data Entry

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## EXPERIENCE

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### Patient Care

- Cared for in-home patients with complex, multisymptom illnesses for three years
- Eased patient discomfort by conducting accurate assessment and drawing techniques
- Fostered healthy environment for diabetic patient through meal preparation, medication dispensing, and glucose-level monitoring

### Administrative

- Improved cash flow by recovering uncollectible accounts in excess of \$1,000,000
- Increased accuracy of patient files by designing and implementing new patient update sheet
- Exceeded daily quotas and minimized overhead expenses with effective scheduling and management of part-time employees

### Computer Skills

- Microsoft Windows, Word, Excel, and Works
- Corel WordPerfect
- Medical software including Medical Manager and Great Plains

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## EDUCATION

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### College of Medical Careers, San Diego, CA

Medical Assistant Certificate, 1996  
Valedictorian

### High School, Anytown, PA

Diploma—Science Emphasis, 1992

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## RELATED EMPLOYMENT HISTORY

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Billing Specialist, Bookkeeper, Medical Assistant (various—Indiana and Somerset, PA)	1996–1997
Medical Assistant (Internal Medical Office—San Diego, CA)	1996
Long-term/Acute Care Provider (self-employed)	1992–1995



# PATRICIA THOMAS

85 Barclay Road ~ East Brunswick, New Jersey 08816

Phone: 732.678.1691

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## RECEPTIONIST ~ OFFICE ADMINISTRATION

Well-organized and versed in many areas of production, sales, customer service, telephone communications and overnight shipping. Computer-literate with Internet experience. Possess excellent telephone and communications skills.

- Self-disciplined
  - Problem solver/Troubleshooter
  - Excel under pressure
  - Professional
  - Motivated
  - Telephone techniques
  - Superb memory
  - Quick learner
- 
- 

## HIGHLIGHTS

- Detail-oriented employee with pleasant speaking voice.
  - Serve as a liaison to match customers with the right staff professional.
  - Perform computer data processing in Word, daily office operations and filing.
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## PROFESSIONAL EXPERIENCE

**AMERICAN BOUQUET COMPANY, Edison, NJ** 1987–Present  
**Receptionist**

- Answer telephone and greet visitors.
- Schedule conference room for various meetings.
- Type letters and perform general secretarial work.
- Assist with payroll.
- Make hotel and flight reservations, finding least-expensive plans through the Internet.
- Serve as liaison between sales and manufacturing.
- Proof all product orders to ensure accuracy.

**HOWARD GRAPHICS, New Brunswick, NJ** 1977–1987  
**Secretarial, proofreading, receptionist, quality control**

~ *Excellent References Upon Request* ~

# PATRICIA JUHASZ

555 Riddle Avenue • Smithtown, NY 55555 • (888) 999-0000 • Pjuhasz@telcomm.net

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## ***Legal Assistant/Paralegal Assistant***

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Experienced Legal Assistant with excellent office management and client-attorney relation skills seeking an entry-level Paralegal Assistant position where a working knowledge of legal terminology, general law, and legal proceedings, and continuing education in Paralegal Studies will be utilized and expanded. Bring experience working within a Legal Department/Collection Agency environment in the following select areas:

***Civil Litigation...Collections...Settlements...Affidavits...Skip Tracing...Attorney Sourcing & Selection  
Bankruptcies...Judgments...Liens...Summons & Complaint...Estate Searches...Statute of Limitations***

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## PROFESSIONAL EXPERIENCE

**Legal Assistant**, Legal Recoveries, Inc., Lake Grove, NY 1998–present

Joined this Collection Agency's legal department at a time of unit-wide staffing changes. Responsible for managing a high volume of civil litigation case files for major accounts that partially included Century Detection, Credit Union of New York, AB Bank National Association, and St. Mary's Hospital.

- Collaborate extensively with internal departments including collections, medical billing, finance, production, special projects, and clerical to obtain, verify, and process documentation pertaining to the status of more than 50 weekly referred collections cases forwarded to the legal department.
- Carefully source and select nationally based bonded attorneys utilizing the *American Lawyers Quarterly*, *Commercial Bar Directory*, *National Directory List*, and *Columbia Directory List*; determine the appropriate choice upon obtainment and review of résumés, copies of insurance policies, and court filing fees.
- Perform estate searches and integrate traditional investigative methods and the DAKCS database system to gather account histories and case-sensitive documentation for attorneys including *debtors and guarantors, credit bureau reports, court affidavits, judgments, skip-tracing records, bankruptcy notices, banking statements, proof of statute of limitations, proof of assets, and trial letters*
- Maintain communications with attorneys and clients from point of referral/discovery to trial phase to facilitate and expedite case settlements that historically award clients a minimum of 80% in recovered funds.

## EDUCATION

**Bachelor of Science in Paralegal Studies, 1998**  
ST. JOSEPH'S COLLEGE, Brentwood, NY

## COMPUTER SKILLS

DOS/Windows 2000; WordPerfect and Microsoft Word; DAKCS

## EARLIER WORK HISTORY

<b>Administrative Assistant</b> , State Insurance, Patchogue, NY	1997–1998
<b>Office Support Assistant</b> , Financial Association of America, Inc., Islip, NY	1995–1997
<b>Appointment Coordinator</b> , Phlebotomy Services, Huntington, NY	1991–1996
<b>Senior Office Support Assistant</b> , AB National Bank, Hicksville, NY	1986–1991

***Professional References Provided upon Request***

# Frank Taglione

203 Stonypoint Drive, Lewiston, ME 00000

■ (555) 555-5555 ■

frankietheplumber@email.com

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## Pipefitter/Plumber skilled in mechanical and electrical installations

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- Experience with pipes constructed of carbon steel, stainless steel, copper, alloys and galvanized metal; plastic-lined pipe; and prefabricated piping assemblies, as well as all related fittings and joining compounds.
- Five years of practice in different industrial settings, ranging from a water-treatment plant to a pharmaceutical testing lab.
- Own specialized hand tools to measure, cut, bend, and thread pipe to precise specifications.
- Excellent safety record for operation of forklift, hydraulic jack, arc welding equipment, and acetylene torch.
- Able to read piping assembly drawings and wiring schematics with understanding of system operations.
- Can identify such problems as pipe assemblies constructed of the wrong material or with incorrect dimensions.

### ■ Employment ■

2008–Present

HYDROPURE SYSTEMS, INC.

#### Pipefitter/Plumber

Lewiston, ME

- Fabricate, assemble, and install the interior and exterior piping of large water-treatment units.
  - Plan material layout.
  - Assemble prefabricated piping in accordance with engineering drawings.
  - Size and build threaded piping systems, including rigid electrical conduits to motor-operated valves.
  - Make and install steel pipe supports.
  - Hydro-test the finished units.
- Commended by management with regard to excellence in attitude, attendance, productivity, and the ability to learn new tasks.

2003–2008

ADVANCED INDUSTRIAL MAINTENANCE

#### Pipefitter/Plumber

Portland, ME

- Assignments through this job shop included running water lines for new installations in laboratories and manufacturing operations at AllCan Plastics, Wamesco, and Ultran corporations.
- Kept plumbing in good working order at these facilities.

2002–Present, Weekends

GUIDO TAGLIONE, PLUMBING CONTRACTOR

#### Plumber

Auburn, ME

- Assist with installation and service of residential plumbing fixtures, piping, boilers, and water heaters. Mainly called on to measure and cut pipe and to form either sweat-soldered or threaded connections.

### ■ Training ■

**Journeyman Pipefitter Certificate**—2002

STATE OF MAINE DEPARTMENT OF EDUCATION

- Completed four-year apprenticeship and course in the plumbing and pipefitting trades at Auburn Technical and Vocational High School.
- Currently enrolled in state-sponsored asbestos-removal training course.

# PAULINE E. SWINDELL, RN

333 Hidden Lane  
Jackman, MO 00000

pswindell55@aol.com  
Cell: (000) 000-0000

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## ◇ EDUCATION ◇

### **Jackman City College of Nursing**, Jackman, MO

Bachelor of Science in **Nursing**, May 2011

- Dean's List, three semesters
- GPA: 3.65/4.0, with honors

### **Lafayette Community College**, Lafayette, MO

Associate Degree in **Psychology**, May 2003

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## ◇ CLINICAL EXPERIENCE ◇

Spring 2011

### **Bensen Hills Hospital**, Jackman, MO

*Psychiatric Unit*

- Daily interacted with broad range of inpatient psychiatric clients to complete assessments and patient care planning.

Fall 2010

### **Jackman City Hospital**, Jackman, MO

*Med-surg Post-surgical Unit*

- Changed dressings, administered meds and IVs, and removed catheters.
- Assisted with insertion of various drains used post-surgically.
- Carefully assessed patient inputs and outputs.
- Performed EKGs as ordered.

Spring 2010

### **Phillip Rheims General Hospital**, Bolton, MO

*Maternity*

- Trained new parents in proper care of newborns.
- Performed postpartum assessments.
- Assisted nurses during newborn assessments and birthing procedures.
- Evaluated and observed diagnostic procedures during labor and delivery.

Fall 2009

### **Saint Theresa Hospital**, Plainville, MO

*Pediatric Unit*

- Administered all medications as prescribed.
- Interacted with children during diversionary activities.

Spring 2009

### **Saint Theresa Hospital**, Plainville, MO

*Medications and IV Therapy*

- Prepared care plans and medications prior to administration.
- Completed physical assessments on all patients.

(continued)

Fall 2008

**James L. Betts Retirement Home**, Jackman, MO  
*PTs with ADLs*

- Intermingled with PTs during group meals.
- Administered medications to PTs as required.

#### ◆ RELATED EMPLOYMENT ◆

Jan 2009–  
Present

**Jackman City Hospital**, Jackman, MO  
*Mental Health Worker, Part-time*

- Assess and complete BIWA withdrawal assessment sheets.
- Interview PTs to wrap up daily process notes.
- Complete observation sheets with appropriate levels of observation for each patient.
- Always maintain safe milieu appropriate for patient safety.
- Provide crisis intervention as needed.
- Readily interact with peers and colleagues in a positive, professional, and therapeutic environment.

Aug 2007–  
Jan 2009

**Lafayette Child and Family Services**, Lafayette, MO  
*Residential Counselor, Part-time*

- Supervised residents' activities, recording daily personnel accountability.
- Administered prescription medication as prescribed.
- Daily interacted with peers to ensure safe and enjoyable environment.

#### ◆ OTHER EMPLOMENT ◆

Summers  
2005–2007

**Lafayette Summer Recreation Center**, Lafayette, MO  
*Lifeguard, Swim & Safety Instructor*

#### ◆ CERTIFICATIONS / SKILLS ◆

- Registered Nurse
- CPR, First Aid
- Lifeguard
- Health Care Provider
- American Red Cross
- Crisis Intervention

#### ◆ VOLUNTEER ◆

- First Aid and Safety Member, U.S. Lifeguard Association
- Sylvan-Snyder Children's Care Center: Outpatient Services
- Jackman Youth Intervention Association

# NOAH S. THOMAS

1029 Joshkate Avenue • Cincinnati, Ohio 45231  
(513) 598-9100 • nst@printedpages.com

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## Profile

Customer-focused manager with diversified experience in the retail/grocery/convenience store and restaurant industries, including stores that sell gasoline. Excellent analytical and problem-solving skills. Dependable and self-reliant; work equally well independently or as part of a team. Quick to learn procedures and assimilate new product knowledge. Core competencies: operations, ordering and inventory control, merchandising, employee scheduling and supervision, payroll, and record keeping. Excellent communication and interpersonal skills; proven ability to teach, lead, and motivate others.

## Experience

SUPERSPEED USA, Cincinnati, OH 11/08–Present  
**General Manager**

Total P&L accountability for gas station/convenience store operation (open 24/7). Hired, trained, and supervise 15 employees.

- ▶ Reduced shrinkage 42% by implementing improved internal controls (inventory, receiving) and loss-prevention initiatives.
- ▶ Increased gross margin by more than 2% by focusing on fast-food area.
- ▶ Earned an award for highest increase in fountain beverage sales (out of 100+ stores in the district), 2 consecutive quarters.

FAST FOODS, INC., Cincinnati, OH 9/04–10/08  
**Unit Manager, Danny's Burgers**

Directed the activities of 20 Customer Service Representatives and 2–3 Assistant Managers in all aspects of restaurant operations.

- ▶ Turned around a failing store through a combination of retraining, encouraging teamwork, and controlling costs. Offset losses, producing \$7,300 profit the first month and consistent profits ranging from \$2,900 to \$10,000+ each month thereafter.
- ▶ Improved drive-through speed an average of 32%.
- ▶ Developed computer programs and spreadsheets to schedule employees and track sales by product category and vendor.
- ▶ Recognized as Manager of the Month several times.

## Education

CLAREMONT COMMUNITY COLLEGE, Pigeon Forge, TN 2001–2004  
Completed classes in data processing, accounting, marketing, and management.

## Computer Skills

Proficient with MS Office (Word, Excel, Access), FoodSys, various Internet search engines, and e-mail programs.

# Fred G. Jamisen

9999 Abernethy Road • Oregon City, Oregon 99999  
555-555-5555

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## Steamfitter

### **Professional Profile**

Highly skilled, conscientious, and precise **Steamfitter** with more than 6 years of experience and more than 10,000 hours of training in all aspects of steam fitting. Familiar with all required codes, appropriate use of equipment, steam-fitting techniques, safety standards, and proper procedures to prevent injuries. Proficient in reviewing plans, blueprints, and specifications for steam-fitting projects with proven ability to provide expert recommendations. Well-developed troubleshooting skills with accurate and precise repairs. Experienced EMT willing to volunteer EMT services on the job. Excellent communication skills, personable, trustworthy, adaptable, and committed to a long-term career.

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### **Expertise and Training:**

- Air Conditioning and Refrigeration Systems and Equipment
  - Boilers
  - Commercial and Industrial
  - Conduit Flex, Duct, and Controls
  - Electrical and Electronic Contracting
  - HVAC, Air Conditioning, and Refrigeration
  - Instrumentation
  - Outdoor Installations
  - Overhead and Underground
  - Process Systems and Equipment
  - Steam and Heating Systems and Equipment
  - Troubleshooting and Maintenance
  - Welding Processes, Including Orbital Welder and Arc 207
  - Wire Pulling, Wiring Devices, Removal and Finish
- 

### **Licenses**

**Pressure Vessel and Boiler License Class V** • *State of Oregon*  
**United Association of Steamfitters** • *Local 290*

### **Employment History**

**Steamfitter** • United Association of Steamfitters • Portland, Oregon • *6 years*  
Assigned to various companies and projects as needed.

**Paper Machine Operator** • Crown Zellerbach Corp. • West Linn, Oregon • *11 years*  
*Previously owned by James River and Simpson Paper Company.*  
**EMT (Emergency Medical Technician)** • Served as volunteer EMT for the paper mill.

**Sales Representative** • Pepsi Bottling Company • Portland, Oregon • *8 years*  
Beverage sales.

### **Military**

**U.S. Army • Specialist E-4—Nuclear Missile Technician** • *Honorable Discharge* • *1976*

### **Education**

**Associate of Applied Arts • Humanities**

Carroll College • Helena, Montana, *and* Clackamas Community College • Oregon City, Oregon

# BAXTER A. LEEDS

45 Kaiwan Street Taipei, Taiwan 555-05050505 bestoys@xix5.net

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## PROFESSIONAL GOAL

Opportunity in the toy manufacturing industry where experience in creative product development, team leadership, and mass production will contribute to business growth and success in the USA and Asia.

## PROFESSIONAL PROFILE

- Successful background in the toy industry with a leading manufacturer in both the USA and Asia.
- Highly creative in design, construction, and production of seasonal, novelty, and licensed products.
- Broad understanding of living and working in Asia; knowledge of customs, beliefs, and culture.
- Dedicated commitment to quality products, expense control, and customer satisfaction.
- Valued by colleagues for work ethic, team leadership, creativity, and open-mindedness.

## EXPERIENCE

### **BESTOYS, INC.—Taipei, Taiwan**

**1992–Present**

#### **Creative Director**

USA-based toy company with manufacturing operations in Taiwan.

#### **Creative Product Development**

- Manage product aesthetic and function during product engineering and development process.
- Conceptualize in 3D with mechanical ability to develop pattern, starting with minimal item definition.
- Strong knowledge of model-building techniques and experience with all relevant materials.
- Collaborate with company's CEO and Asian Division President on product development initiatives.

#### **Management/Team Leadership**

- Direct 100-member Taiwan prototype staff in all phases of the prototyping/manufacturing process.
- Independently supervise work, coping with fluctuating work loads while maintaining accuracy to product design without missing deadlines.
- Effective interpersonal skills and a respect for people of all backgrounds and nationalities.
- Communicate via e-mail with USA product management on daily item needs and changes.

#### **Manufacturing for Mass Production/Licensed Products**

- Skilled in meeting mass production costs, scheduling, and engineering specifications.
- Work directly with BesToys' Asian engineering staff and production vendor engineering on item construction to meet aesthetic, function, schedule, and item cost.
- Manufacture a vast number of products including boys', girls', spring, seasonal, novelty, and licensed products for vastly successful brand names.
- Effectively complete a large volume of licensed goods for sale/distribution in various world markets.

#### **Key Contributions:**

- Opened a new prototype facility in Taiwan to meet increased corporate demands, maximize output of sales samples, and reduce prototyping costs.
- Utilize a management style of empowerment, support, and assertiveness in meeting deadlines.
- Monitor and control USA designs built in Taiwan to ensure highest quality standards.

## EDUCATION

### **BFA with Honors**

Marketing and Advertising Design—Santa Rosa Fine Arts Academy, Santa Rosa, California, 1992

■■■■■■■■



# Jason A. Zimmerman

2513 West Vista Lane

Miami, FL 33166

(cell) 786.522.9875

(home) 305.779.0036

**Professional truck driver offers a winning combination to an organization that values stability, dependability, and timely deliveries**

- ❖ **3 Million Miles**
- ❖ **Multiple Safety Awards**
- ❖ **32 Years of Experience**

*Single and Team Driver of the following rigs:*

Vans  
Doubles

Step Deck  
Flat Deck

Reefers  
Tankers

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## **SAFETY AWARDS**

SCHROEDER NATIONAL  
**6-Year Driver Safety Award**  
GREENWAY/LOADSTAR  
**5-Year Driver Safety Award**  
EAST POINT TRANSIT  
**800,000-Mile Driver Safety Award**  
SOUTHEAST EXPRESS  
**7-Year Driver Safety Award**  
PULMAN GROUP  
**2-Year Driver Safety Award**

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## **PROFESSIONAL EXPERIENCE**

**Nov 1996–Present**

### **SCHROEDER NATIONAL**

Richmond, Virginia

- Drive vans transporting general freight throughout the United States.
- Supervise the dock management of product: loading, unloading, and accounting.

**Oct 1991–Oct 1996**

### **GREENWAY/LOADSTAR**

Buffalo, New York

- Drove single and double vans, flatbeds, and step decks transporting general freight throughout the United States.
- Supervised the dock management of product: loading, unloading, accounting, securing freight, and customer interaction.

**Jan 1991–Oct 1991**

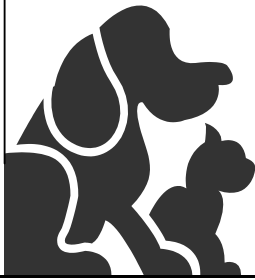
### **GLOBAL MARINE**

Charleston, South Carolina

- Drove specialized boat trailers transporting high-value yachts.
- Supervised the crane work and tie-down of the yachts.
- Coordinated delivery times with the customer.

**1970–1991**

**GLENDALE SHIPPING / REINOLD TRUCKING CO. / EAST POINT TRANSIT  
INTERSTATE TRUCKING CO. / SOUTHEAST EXPRESS / COASTAL TRANSPORT  
PULMAN GROUP**



Compassionate and competent **Veterinary Technician** with 6+ years of experience assisting veterinarians in medical and surgical procedures, ranging from routine to emergency and critical care. Recognized as efficient; skilled in multitasking; and dedicated to providing prompt, courteous service. Effective communicator who enjoys working with people and animals and is able to educate owners on protecting their companion animals' health and well-being.

#### PROFESSIONAL EXPERIENCE

##### VETERINARY TECHNICIAN

*Harrington Animal Clinic, Agawam, MA*

*2005 to Present*

Assist 5 veterinarians in providing comprehensive veterinary care. Skilled in performing the following:

##### Medical & Surgical Procedures

- Assist in all types of medical treatments (and with restraints), ranging from routine office examinations to critical care, emergency situations, euthanasia, and house calls.
- Set up all equipment and prep animals for surgery: shaving, intubating, inserting IV catheters, and administering intravenous/intramuscular drugs.
- Assist with surgeries, including spaying/neutering, exploratory, cystotomy, nasal scope, endoscopy, cruciate/luxating patella, abscess, declawing, and other procedures.
- Prepare and sterilize surgical packs in an autoclave; monitor anesthesia and patients' vital signs. Administer subcutaneous fluids. Perform complete dentistry.
- Accurately document anesthetic drugs used during surgery; handle post-surgical recovery: extubation, patient monitoring, and calling clients to provide follow-up/status reports.
- Prepare vaccines; refill/dispense medications; administer oral medications/vaccines under supervision and provide instructions to clients; assist with administration of chemotherapy.

##### Tests / Lab Work / Client Education

- Conduct heartworm, Feline Leukemia, and FIV tests. Take glucose and blood (including jugular) samples. Read results of urinalysis and fecal samples.
- Perform and develop radiographs as required. Assist specialists in restraining animals during ultrasounds.
- Educate clients on diseases/preventive care, home care (post surgery, diabetic discharges, and administering subcutaneous fluids and medications), grooming, diet, geriatric care, declawing alternatives, and other aspects of animal health care.
- Groom and bathe animals, including fungal baths, lion clips, and reverse sedation according to veterinarian's instruction.

##### Front Office / Administration

- Cross-trained to perform front office duties, including scheduling routine health exams and surgical appointments, invoicing/cashing out, providing estimates, and more. Greet clients and set up patients in exam rooms.
- Place orders for medications and various products per veterinarians' instructions. Sell products to clients.
- Utilize customized computer applications to process payments and enter patient records.
- Serve as resource to new technicians by answering questions on equipment, office, and other procedures.

#### EDUCATION / TRAINING

**A.S., Veterinary Technician;** BRIARWOOD COLLEGE, Springfield, MA

2005

##### **Additional Training:**

Completed intensive on-the-job 3-month training under guidance of licensed veterinarians at Harrington Animal Clinic.

# CHAD CARPENTER

504 Bickford Drive  
Hermitage, Tennessee 00000

Home (555) 000-0000  
ccarpenter@comcast.net

## CAREER FOCUS

### VIDEO EDITING—POST PRODUCTION—VIDEO PRODUCTION

Broad understanding of video-editing, post-production, and video-production techniques. Uniquely creative in applying technical abilities to production operations to complement and enhance the storytelling process. Completed five-month internship with MegaStar, a post-production facility in Nashville.

## EDUCATION

Degree: **BACHELOR OF SCIENCE—MASS COMMUNICATION—2003**  
Concentration in **Electronic Media Production**  
Austin Peay State University—Clarksville, Tennessee

Relevant Courses: Television Production—Single Camera Directing and Producing—Multi-Camera Directing and Producing—Television Series Production—Nonlinear Editing—Remote Truck Production

## TECHNICAL SKILLS

Proficient with both Macintosh (Mac OS 9) and PC (Windows 95/98, DOS) platforms. Confident in learning and using new technology.

Video Editing Software: FAST 601 Silver—Final Cut Pro 2.0—Avid Media Composer 1000 v. 7.0—Adobe Premiere 5.0

Additional Software: Adobe After Effects 5.0—Adobe Photoshop 5.5—WordPerfect—Microsoft Excel—Internet navigation and research—e-mail

## PROFESSIONAL EXPERIENCE

**PRODUCTION ASSISTANT** (Internship)—Aug. to Dec. 2003  
**MegaStar, a division of Jake Young Productions—Nashville, Tennessee**

MegaStar is a post-production facility offering editing, graphics, and soundstage services. Creative projects include network specials, episodic TV, music and concert videos, documentaries, promotional campaigns, and electronic press kits (EPKs).

- ▶ Observed firsthand numerous editing sessions between clients and producers, acquiring an understanding of the logic and reasoning behind shot selection and video- and audio-track sequencing.
- ▶ Participated in the taping of a live concert production, "Ripples in the Pond—The Best of Matthew Cage Live," for contemporary Christian singer and musician Matthew Cage. Assisted with equipment setup, set construction, running errands, purchasing supplies, striking the set, and general cleanup.
- ▶ Edited a behind-the-scenes video entitled "Beyond the Music" using Avid Media Composer 1000.
- ▶ Gained a practical understanding of real-world production projects, as well as the business side of the industry.

## Cover Letter Template

[Your Name]  
[Your Street Address]  
[Your City, State, ZIP Code]

[Date of Letter]

[Employer's Name]  
[Employer's Title]  
[Organization Name]  
[Organization Street Address]  
[Organization City, State, ZIP Code]

Dear [Employer's Name]:

**[INTRODUCTORY PARAGRAPH:** Get the reader's attention and tell why you are writing and which position you are applying for. Mention how you heard about the organization or the opening. Name someone the reader and you both know or someone in the organization who knows you. Show you've researched the organization. Talk about new projects the organization has taken on, or its management philosophy, or cite something you've read about the organization.]

**[BODY:** Use this section to build a connection between your background and the organization's needs. Sum up your related experience or education so the reader can look for it in your resume. If you have skills or accomplishments that relate to the job, mention them here. You are effectively summarizing your skills as they relate to the organization. Do this with confidence.]

**[CONCLUDING INFORMATION:** State your interest in working for the organization and hearing from the reader. Thank the reader for his or her time and consideration.]

Sincerely,

[Your Signature]

[Your Name Typed]

Enclosure

**Patricia R. Coleman**

584 Glascott Avenue ❖ Bloomfield Hills, Michigan 48323 ❖ 248-555-9146

October 19, 20XX

Starboard Cruise Services  
Attention: Human Resources  
8052 N.W. 14th Street  
Miami, FL 33126

Dear Recruiter:

*Outgoing. Personable. Upbeat. Customer service-focused. Professional appearance. Youthful. Hardworking. Dynamic.*

Aren't these just a few of the traits you look for in applicants for shipboard positions? If so, I hope you will review my credentials. I am extremely excited about this opportunity to apply for a position in a guest service capacity. My resume highlighting my extensive background in sales and customer service is enclosed.

I have been interacting with customers since I was 10 years old and began helping out in my parents' store. The work ethic I grew up with is now engrained in me. As you can see from my resume, the breadth of my experience includes customer service, retail store operations, and management. You will find that one of my greatest assets is the level of customer service I provide, not to mention my strong performance in sales. Additionally, I believe my personal attributes meet your expectations for crew members (I am single, 5'5", 120 lbs., and turn 21 this month).

I am confident my background is a great match for your reputation in the cruise industry, and I am ready to meet the high customer care standards that you set. I will call next week to make an appointment to see you and share my enthusiasm for this position. Thank you for your time and consideration.

Sincerely,

Patricia R. Coleman

Enclosure

Eleanor Sandoval  
75 Netherlands Court, Apt. 6-C  
New York, NY 10021  
(212) 555-8765

October 22, 20XX

Peter Rockhouse, Esq.  
Evans, Rockhouse & Stanford, LLP  
725 Avenue of the Americas  
New York, NY 10027

Dear Mr. Rockhouse:

Given your mission to curb the tide of attrition among the ranks of your Associates and provide a more harmonious environment, I feel confident that I could make a substantial contribution as Director of Associate Relations. For the past twenty-one years, I have been a successful legal recruiter from all sides of the recruitment spectrum – business, school and law firm. Four of those years were spent as Director of Legal Recruiting for Abrams, Howe & Castor. It was my charge to upgrade the level of legal talent and to aid and abet in providing a more congenial atmosphere at the firm. To every task set by the Partners, I achieved well beyond their expectations.

What I have discovered after an eighteen month return to headhunting is that while monetarily successful, I miss the day to day operation of a law firm and quite frankly, I miss the atmosphere. My experience, creative approach and personality combined to create a job I not only excelled in but loved. It has always been a tenet of my professional faith that if a person loves the job, it is done superbly.

After reading yesterday's New York Law Journal, I felt strongly that this position literally had my name on it. Therefore, I have taken the liberty of submitting my resume to you as Managing Partner of Evans, Rockhouse & Stanford. I eagerly await word from you.

Sincerely,

Eleanor Sandoval

# ELEANOR SANDOVAL

75 NETHERLANDS COURT, APT. 6-C  
NEW YORK, NY 10021  
(212) 555-8765

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October 22, 20XX

Peter Rockhouse, Esq.  
Managing Partner  
Evans, Rockhouse & Stanford, LLP  
725 Avenue of the Americas  
New York, NY 10010

Dear Mr. Rockhouse:

After reading yesterday's *New York Law Journal*, I felt strongly that the position of Director of Associate Relations literally had my name on it.

For the past 21 years, I have been a successful legal recruiter from all sides of the recruitment spectrum—business, school, and law firm. Four of those years were spent as Director of Legal Recruiting for Abrams, Howe & Castor, where it was my charge to upgrade the level of legal talent and provide a more congenial atmosphere among Partners and Associates at the firm. To every task set by the Partners, I achieved well beyond their expectations.

What I have discovered after an 18-month return to headhunting is that although I am financially successful, I miss the day-to-day interaction and operation of a law firm, and, quite frankly, I miss the atmosphere. My business experience, creative approach, and service-oriented personality combined to create a job I not only excelled in, but loved. It has always been a tenet of my professional faith that if a person loves the job, it is done superbly.

Given your mission to curb the tide of attrition among the ranks of your Associates and provide a more harmonious and productive environment, I feel confident that I could make a significant contribution to Evans, Rockhouse & Stanford and have enclosed my resume for your consideration.

I would appreciate the opportunity to meet and speak with you directly regarding some of my ideas for attorney recruitment and retention that would complement your firm's goals. I will call your office next week to see if we can arrange a mutually convenient time to meet.

Sincerely,

Eleanor Sandoval

enclosure

## *LISA ANN CRAMMER*

3550 Sunflow Drive ▪ Oroville, CA 96221 ▪ 533-226-5896 ▪ lisacrammer@yahoo.com

March 23, 20XX

Wendy Templeton, Human Resources Director  
Northern California Regional Hospital  
2801 Evergreen Way  
Oroville, CA 96221

Dear Ms. Templeton:

After recently completing billing, coding, and medical terminology courses through the Meditec Support Services Training Program, I am currently exploring medical coding, billing, and records opportunities where I can utilize my strengths in program development, organization, and researching. After reviewing your company website, I have decided to contact you about possible job openings within your organization.

Two things really stood out and impressed me about your company. The first is your dedication to fostering positive relationships with both your patients and employees. Coming from a background in special education, I have always believed this to be the most essential goal for creating an environment where individuals can flourish and reach their fullest potential. The second thing that impressed me was your mission to provide personal and attentive care to every patient and his or her family. It is important to me to work for a company where patients' personal needs and well-being take top priority.

As you will see from my enclosed resume, I have completed my medical coding and billing training in the top tenth percentile of all students who have ever gone through the Meditec program. I am very detail oriented with strong research and analytical skills. As a resource specialist I utilized these skills on a daily basis. Through the detailed analysis of student work and test scores, I was able to create personalized learning experiences for learning-disabled students, which allowed them to learn important skills by maximizing their own unique learning capabilities.

These strengths will also be important for me to utilize in the medical support services area. As a medical support services employee, I will be committed to paying thorough attention to the details of my job, as I fully understand the importance of carefully examining all data when dealing with personal and confidential medical records and insurance forms. The ability to analyze data and extract the most specific and important information from coding references and other materials can greatly affect reimbursement payments and can have a significant influence upon compliance issues as well.

Should you have a need for someone with my qualifications and experience, please contact me at 533-226-5896. I look forward to hearing from you and will follow up next week by phone. Thank you for your time.

Sincerely,

Lisa Ann Crammer

Enclosure



# Maryann Montgomery

1938 Main Road  
Gainesville, FL 32609

352-555-8410  
mamontgomery@florida.edu

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March 15, 20XX

Ms. Pamela Arnett, Allied Health Recruiter  
Florida Hospital—East Orlando  
7727 Lake Underhill Rd.  
Orlando, FL 32822

Dear Ms. Arnett:

As a recently graduated Occupational Therapist, I am excited about starting my new career. With my M.S. degree in hand, my clinical fieldwork completed, and plans to take the national OTR exam next month, I am contacting you to express an interest in the OT position advertised on your website and hope you will carefully review my credentials.

My resume describes my clinical experience and training. Note that I have cared for patients with varying diagnoses in diverse settings (acute care, rehab, assisted living, and others). I gained valuable experience observing other professionals during Level I fieldwork; during Level II, my patient care responsibilities were more autonomous. The satisfaction I experienced in helping people reach their goals—while understanding the challenges they faced—was enormous.

While I have always been drawn to helping others face disabilities and challenges, working in the health care field is an idea that took shape only recently. My resume describes some of my life experiences that led me down this path. One of the things I realized during my clinicals is that I have a knack for adapting equipment and devising solutions to eliminate obstacles to patient rehab and recovery. This career choice capitalizes on that talent.

I will contact you next week to arrange a phone or in-person interview. I am eager to share my commitment to making a difference in patients' lives and don't think you'll find a more motivated or enthusiastic OT.

Thank you for your time and consideration. I look forward to speaking with you soon.

Sincerely,

Maryann Montgomery

Enclosure

# Heather Jones

(212) 555-1111  
100 East 75<sup>th</sup> Street #2A, New York, NY 10020  
hjones@hotmail.com

April 23, 20XX

Ms. Julie McCafrey  
DesignPros International  
123 Avenue of the Americas, Suite 999  
New York, NY 10035

Dear Ms. McCafrey:

Ms. Jane Smith suggested that I contact you to discuss the contribution that I could make to DesignPros in a Contract Design Internship this summer. I am currently a student at The Interior Design Institute and am anxious to begin my professional design career. Unlike many of my peers whose only experience is academic, I offer not only strong educational credentials, but also practical, “hands-on” business experience.

My strength is being able to work with people to generate ideas that work. My career has been focused in the areas of advertising project coordination, customer relations management, and events planning. Former managers would describe me as capable, motivated, and detail-oriented.

The most rewarding work for me has always centered on creativity and design. As a child, I made barrettes, boxes, and dolls and sold them to local stores. In high school, I took every art and photography course that I could and even won a tri-state photography contest. Then I earned a degree in business administration and began working in marketing. Once I made the decision to make a career change, I began to create again. I made and sold pillows, blankets, painted furniture, pictures with beads, mosaics on tables and mirrors, water-colored lampshades, etc. Friends suggested that I should do it for a living. I agreed and quickly commenced my formal design training. I have excelled in my coursework and am looking forward to bringing my creativity and business acumen to this profession.

I have enclosed my resume to provide more information on my strengths and career achievements. I'm also prepared to show you a preliminary portfolio of my work. I look forward to speaking with you to further pursue this opportunity. Thank you for your consideration.

Sincerely,

Heather Jones

Enclosure

## ROLAND HILLS

9090 West Augusta  
Fenton, Georgia 30303  
(877) 432-4321  
roland@geo.com

[date]

Dear Mr. Employer:

You are advertising for a Store Manager. As a retail management professional with three years' experience, a cross-industry background that includes sales of consumer furnishings and appliances, and a degree in marketing, my credentials should meet your requirements.

During my time as store manager with HomeLife, I consistently met the challenge of promoting high-margin sales in an industry known for competitive pricing. To accomplish this, I focus on equipping my 12-member sales team with solution-based sales tools and product-oriented sales incentives. In doing so, the branch has earned a number of accolades (detailed on the enclosed résumé), as well as these awards:

- Most Improved Sales Volume (region-wide)
- Best Profit Margin Increase (district-wide)
- Top Store for Display & Visual Merchandising (district-wide)

Although corporate is pleased with my performance, the parent company's restructuring on a national scale necessitates that I explore other options. Your opportunity appears to be a situation that would benefit from my talents and experience. If so, I will touch base with your assistant this Friday to learn when we might meet.

Sincerely,

Roland Hill

Enclosure

## SHARON A. ROBINSON

10 Hone Street  
Bronx, NY 10452

sharonrob@hotmail.com

Telephone/Fax  
(718) 555-8382

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April 17, 20XX

Michael Thomas  
Human Resource Director  
National Insurance Company  
18 Madison Avenue  
New York, NY 10022

Dear Mr. Thomas:

As a longstanding member of the 49th District Community Committee, I have had the distinct pleasure of communicating with you in the course of conducting business with Cable Company.

I am writing to you because, after many years serving the community, I have decided to use some of my capabilities in a corporate setting. Following is an overview of my skills and background:

- **Administration.** More than 12 years of experience as CEO of the Community Affairs Organization—reduced operational costs, raised funds, and administered daily activities.
- **Sales and Marketing.** Successfully procured donations for scholarships; sold advertising space; generated ticket sales for numerous events. Developed ministry’s mailing list from nil to virtually 900 names.
- **Staff Training and Supervision.** Supervised corporate and volunteer staff.
- **Program Development.** Crafted well-received events; workshops; and financial, social, and recreational programs.

I have watched Cable Company become a leader in the telecommunications industry and would be honored to contribute to its growth and success. I am confident my skills and background can help achieve this. I genuinely appreciate your time and help and look forward to hearing from you.

Sincerely,

Sharon A. Robinson

8661 Bay Drive  
Tempe, Arizona 27317  
827-994-2765 (cell)

# Justin Moore

January 5, 20XX

Ms. Doris Michaelmann  
Michaelmann Clothing  
8661 Parkway Boulevard  
Phoenix, Arizona 27312

Dear Ms. Michaelmann:

As you may know, I phoned you several times over the past week while you were in meetings. I hope that you received the messages. Since I did not want to delay contacting you, I decided to write. I got your name from the American Retail Clothing Association membership list. I am a member of this group and wanted to contact local members to ask their help in locating a suitable position. I realize that you probably don't have an available position for someone with my skills, but I ask you to do two things on my behalf.

First, I ask that you consider seeing me at your convenience within the next few weeks. Although you may not have a position available for me, you may be able to assist me in other ways. And, of course, I would appreciate any consideration for future openings. Second, you may know of others who have job openings now or might possibly have them in the future. Would you be able to refer me to someone else?

Although I realize that this is an unusual request and that you are quite busy, I do plan to stay in the retail clothing business in this area for some time and would appreciate any assistance you can give me in my search for a new job.

My resume is attached for your information along with a card that summarizes my background. As you probably know, Allied Tailoring has closed and I stayed on to shut things down in an orderly way. Despite their regrettable business failure, I was one of those responsible for Allied's enormous sales increases over the past decade and have substantial experience to bring to any growing retail clothing concern, such as I hear yours is.

I will contact you next week and arrange a time that is good for us both. Please feel free to contact me at any time regarding this matter.

Sincerely,

Justin Moore

Enclosures

# *RICHARD CARPENTER*

92743 Rich Road  
Galt, CA 95632  
(209) 555-4092

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January 28, 20XX

Mark Morgan  
Director  
California Warehouse Distributors  
7388 Murieta Drive  
Rancho Murieta, CA 95683

Dear Mr. Morgan:

Are you looking for an experienced warehouse manager or heavy-equipment operator? I'm certain that you occasionally come across a safety-oriented candidate with excellent people skills who stands out from the crowd, and I fit that description. You will find my résumé enclosed.

- ✓ Throughout my career, I have consistently delivered solid, quantifiable results for my employer, through productive and cost-effective methods.
- ✓ In reviewing my background, you will find that I have succeeded in providing effective leadership, direction, and management; and skillfully operated a variety of forklifts in fruit packing and warehouse environments.
- ✓ I have been instrumental in generating long-term benefits for the firms that I have served—benefits that can best be summarized as the following:
  1. Increased financial support
  2. Increased public support
  3. Increased organizational efficiency and safety

At this point in my career, I am seeking new challenges and opportunities to continue to provide strong and decisive leadership and improve financial results. If you could benefit from a dedicated and goal-directed employee with proven skills and abilities, I would welcome a personal interview where we might establish a mutual interest. Thank you for your time and consideration.

Sincerely,

Richard Carpenter

Enclosure: Résumé

# KATHERINE ESPERIAN

191 South Main Street ► Manchester, CT 06042 ► (860) 685-9148 ► Kathy@SBCGlobal.net

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## WEB DESIGNER

Strategic Design ► Interactive Media ► Consultation

*View my portfolio at [www.StrategicWebDesign.com](http://www.StrategicWebDesign.com)*

March 15, 20XX

Cheri Stevens, Senior Recruiter  
Olympic Staffing, Inc.  
43 South Main Street  
Glastonbury, CT 06033

Dear Ms. Stevens:

With a focused commitment on business strategy, organization, web design, and adherence to project deadlines, I am confident my background and skills will interest you in regards to a web designer or project manager position.

I bring to an organization strong qualifications in various areas of marketing and project management that include client relations, web and graphic design, production operations, and SEO/SEM management.

Having executed consistent results over the last several years, I am eager to hear back from you regarding how I can apply my strengths to help your client. I have enclosed my resume to provide more information on my career strengths and skills.

I appreciate your consideration.

Sincerely,

Katherine Esperian

enclosure

## Roger Shamblin

5555 Plains Drive  
Denton, TX 75555  
(940) 581-5559

March 4, 20XX

Manson Manufacturing Company  
P. O. Box 12345  
Denton, TX 75555

Attn: Welding Department Supervisor

Please consider my résumé for the position of welder advertised in *The Denton Times*. I have recently completed a Certificated Welding Program at Denton Community College that included more than 1,000 hours of hands-on training in the following areas:

- **Basic Welding:** Oxy-acetylene fusion welding on plate, pipe, and tubing of mild steel, stainless steel, and cast iron; soft and hard soldering on ferrous and nonferrous materials; use of hand torch, straight-line cutter, and dupli-cutter; and electric arc welding on mild steel plate and pipe.
- **Mig-Tig Welding:** Basic mig and tig welding on mild steel, stainless steel, and aluminum; basic plasma cutting systems; and welding in flat, horizontal, vertical, and overhead positions with emphasis on working towards A.W.S. plate certification.
- **Welding Fabrication:** Advanced shop welding practices on mild steel plate and pipe; advanced mig welding on mild steel; advanced tig welding on mild steel, stainless steel, and aluminum plate; inner shield, flux core; test and inspection of welds; and project design, including flowcharting and project construction.
- **Metals:** Metal process applications, including working with bench metals, forming wrought iron, laying out and forming sheet metals, casting, and forging.
- **Related Courses:** Electricity, blueprint reading, machine shop (turning), CNC milling, and CADD.

Welding instructors at Denton Community College gave me some of the highest grades in the program for my quality workmanship and study habits. In addition, my internship supervisor, Joe Brown at Upright Harvester, was very happy with my performance and asked that potential employers call him directly for a reference (Mr. Brown's number is 555-5555).

Thank you for your time. I look forward to hearing from you.

Sincerely,

Roger Shamblin

Enclosure (Résumé)



# Chapter 10: Getting a Positive Response in Interviews

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## Lesson Plan

### Objectives

In this chapter, students will...

- Identify the seven phases of an interview
- Identify the characteristics of an effective interview and an ineffective one
- List information that a candidate should research about a potential employer
- Practice contacting employers by phone using a script

### Introduction

We suggest that you assign it as homework and then review it in class. If you do this, you should be able to review the material in one session. Interviewing is best learned through practice, so role-playing is a valuable class activity here—though there will be even more opportunity for mock interviews in the next chapter. What’s most important here is that students understand that interviews are complex interactions that extend far beyond questions and answers. Their goal is to make a positive impression, which is something they start doing from the moment they walk in the door.

### Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

#### What Employers Really Want to Know

We covered this topic in Chapter 2, “Getting to Know What an Employer Wants,” but students may need a reminder of these three expectations: first impressions; “soft skills,” especially dependability and other personality traits; and job-related skills, experience, and training. Before covering this section you might have students brainstorm ways they can impress an employer in these three areas during an interview.

#### The Seven Phases of an Interview

Quickly review each of the seven phases as presented in the student book.

#### Phase 1: Preparing for the Interview

Ask the group for their ideas on how a job seeker can create a good or bad impression even before meeting an employer. Point out that messy application forms, poorly done resumes, inappropriate phone conversations, e-mails with spelling or grammar errors, and other factors can affect whether a person even gets an interview.

### **Dress and Groom Carefully**

This topic is worth spending a little time on. In fact, you could easily spend a whole session on this topic alone. Here are just a few ideas to provide a quick review.

Begin by asking group members to give you examples of how they might dress for specific job interviews. A mechanic, for example, would not wear the same kind of clothes to an interview that a banker would, though he wouldn't wear coveralls either.

Select one member of your group who is reasonably well dressed for an interview. Ask that person to stand up and tell the class what type of job he or she is looking for. Then ask the others to tell you how well this person is dressed for that type of interview. Encourage specific suggestions. The suggestions elicited do not have to be accepted by everyone as valid; encourage different opinions. Ask other students to take turns standing up and getting feedback from the group. Be sure students are providing only positive feedback.

Point out that while these “volunteers” are not going to an interview today, you do want them to dress for the next session as if they were going to an interview. In that session, you can evaluate their appearances more carefully and make appropriate suggestions as needed.

### **Research the Employer Before the Interview**

Direct attention to the fact that job seekers should know as much as possible about the company they are interviewing with. Ask the group to read the three lists included in the chapter. These lists give students an idea of the kind of information that a job seeker should know about the organization, the interviewer, and the position. Ask students to suggest some places they could look to find this information about a company. If you teach in a computer lab, you can even have students pick a company they'd like to work for or have an upcoming interview with and research that company.

Another valuable exercise is to have group members think of questions they might ask a potential employer during an interview. Write the best question suggestions on the chalkboard or overhead. Suggest to the students that they return to the three lists they looked at earlier. They can use the information in these lists to create their own prompt cards. They may want to write each list on a small card to keep close at hand.

### **Other Things That Create a Positive First Impression**

Quickly review each suggestion for creating a positive first impression. Make additional comments as you wish, and elicit questions or comments from group members as appropriate. Use the “First Impressions” Role-Play outlined later in this guide if appropriate. Finally, be sure they make some notes about ways they can improve their interview skills in this phase.

### **Phase 2: Staying Poised During the Opening Moves**

Begin with a brief role-play of the opening moves that a job seeker might make. You can demonstrate this by doing everything wrong. This can be lots of fun.

Ask the class to tell you what they learned about opening moves by reading the information in the book. Have the class form groups of three. Assign each person in the group a part in the role-play, which will depict the opening minutes of an interview. Roles include the job seeker, the interviewer, and the critic. The groups are to incorporate as many of the elements suggested in the text as possible. When a group finishes, the persons acting as the employer and the critic can suggest ways the job seeker could improve. Allow 15–20 minutes for this activity.

When you are finished, make sure students engage in some self-reflection about their own interview habits and make suggestions for personal improvement.

### **Phase 3: Succeeding in the Interview Itself**

This topic is covered in more detail in the next chapter, so wait and role-play the answers to the most frequently asked questions then. However, this is a good opportunity to discuss other potential pitfalls during the interview and brainstorm suggestions for avoiding them. As a precursor to the next chapter, you might have students write for three minutes about why an employer should hire them over someone else.

### **Phase 4: Closing the Interview**

Briefly review the related subsections in the text. Then ask for volunteers to role-play an interview closing using the recommended process. Discuss as needed.

You might also introduce your students to the “Primacy/Recency” effect, which suggests that people have a much easier time remembering the first and last parts of anything (from television shows to patterns to interviews), which is why first and last impressions are so important. Be sure students take notes on ways they can improve.

### **Phase 5: Following Up After the Interview**

Ask the group to tell you what the text suggests they do to follow up after an interview. Then ask if they have any questions about thank you notes. Answer and discuss questions as needed.

### **Phase 6: Negotiating Salary**

Salary negotiation is an important topic, so allow enough time to cover it well. Many people have had personal experiences in this area and may be willing to share them with the group. Review typical experiences, and discuss suggestions on handling them. Allow various group members to give their ideas on this process. You can role-play this as well.

### **Phase 7: Making a Final Decision**

This is a simple concept, but you should encourage your group to use a decision-making worksheet when making any important decisions. Refer to the worksheet “Sample Decision-Making Chart” in *Getting the Job You Really Want*. Do not spend much class time on this, because the text is self-explanatory.

## **Activities and Homework**

Following are activities and homework assignments that work well with this chapter. Please feel free to use them with your groups.

### **Thank You Notes**

If your students have been keeping up with their work, then they probably have somebody to thank, whether it’s for a job lead, an interview, or just help writing a resume. Ask students to write a thank you note. When they are finished, have students critique each others’ notes. The book includes a couple of samples, but you may want to bring in some more of your own.

## Role-Play: First Impressions

**Roles:** An interviewer, interviewee, and receptionist

**Scenario:** The interviewee shows up and introduces himself to the receptionist, then introduces himself to the interviewer. Allow no more than two minutes.

**Discussion:** What impression did the interviewee create? Was it positive and confident? Were the body language, tone, and mannerisms appropriate? Did you see anything that might have turned you off as a potential employer?

## Role-Play: Questions for Me?

**Roles:** An interviewer and interviewee.

**Scenario:** The interviewee asks the interviewer questions about the organization and position.

**Discussion:** What impression did the interviewee create? Was it positive and confident? Were the questions appropriate and insightful? Did you see anything that might have turned you off as a potential employer?

## Internet Activity

The Internet activity included for this chapter asks students to research what not to do in an interview. Much of this advice is common sense, but students may be able to empathize with the stories of past interviews gone awry (or this may give them a sense of self-confidence knowing that others have made far bigger blunders).

## Discussion Questions

1. What are the three major expectations that an employer has, and how do they help you understand what to emphasize in an interview?
2. What are two things you can do before the interview to prepare for it?
3. What can you do in the first several minutes of an interview to create a positive first impression?
4. What should be included in a call-back close at the end of an interview?
5. How do you effectively negotiate your salary?

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## Discussion/Quiz Questions

1. What are the three major expectations that an employer has, and how do they help you understand what to emphasize in an interview?
2. What are two things you can do before the interview to prepare for it?
3. What can you do in the first several minutes of an interview to create a positive first impression?
4. What should be included in a call-back close at the end of an interview?
5. How do you effectively negotiate your salary?

## Internet Activities

### Learning What *Not* to Do

The tips in *Getting the Job You Really Want* are primarily designed to help you figure out what to do to make a good impression in an interview. But horror stories abound of interview mishaps or interview candidates whose first—and last—impression was less than favorable. (Did you hear the one about the man who forgot to wear dark socks with his suit, so he colored his ankles with a black marker to make it look like he was wearing some?)

A search for interview mistakes, interview mishaps, or interview horror stories will not only give you insights into things to avoid, but it might also make you feel a little better about mistakes you might have made in the interview process. Feel free to share any stories or strategies you discover with the group.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

Make a list of 5 things *not* to do in an interview.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Additional Resources

### Seven Phases of Success

Phase 1: One thing I will do to better prepare for my next interview:

Phase 2: Two things I can do to make a better first impression:

Phase 3: Three strategies I will use to convince the employer I am right for the job:

Phase 4: What I will say to make sure I leave a lasting impression:

Phase 5: Two things I will do after the interview is over:

Phase 6: The salary range I will suggest when it is time to negotiate:

Phase 7: The three factors that are most important to me when considering an offer:

# Chapter 11: Getting Good Answers to Tough Interview Questions

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## Lesson Plan

### Objectives

In this chapter, students will...

- Be able to use the three-step process to answer problem questions
- Understand that the interview questions employers ask are often seeking additional information
- Devise specific answers to the most frequently asked questions
- Recognize that some interview questions are illegal, and know how to handle them

### Introduction

Chapter 11 is one of the more difficult chapters in *Getting the Job You Really Want*. The topic is complex, and most of the questions do not have a simple answer that works for everyone. Handling these individual variations requires experience, good verbal skills, and an ability to think on your feet. The more students practice answering difficult questions, however, the more comfortable they will get. We suggest that you have the group read the chapter before covering it in class. This allows you to spend more time in class with role-playing activities, which is the best way to teach this material.

### Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

#### Don't Be Caught by Surprise

You might start by asking students to share the hardest (or strangest) questions they've ever been asked in an interview. Share your own experiences.

Make a list of difficult questions on the board or overhead and see how it compares to the ten questions listed in the book. Use this to illustrate that there really aren't that many interview questions out there—just thousands of different ways to ask them.



## **The Three-Step Process to Answering Most Problem Questions**

Ask the group to turn to “The Three-Step Process to Answering Most Problem Questions.” Review the steps briefly, and answer questions as needed.

Ask one person in the group to use these three steps to answer the interview question, “What are your plans for the future?” The person should answer the way he or she would in an actual interview. Help this person as needed, making sure that all three steps are used. Then ask the other students to give their reactions and suggestions for improvement.

Because this process can be a little confusing, you should consider modeling it yourself by having students ask you questions. You can also use the model provided in the book for answering “What are your plans for the future?”

## **Good Answers to the Ten Most Frequently Asked Interview Questions**

Spend as much time as possible in role-playing. Divide the class into groups of three. Tell the groups that they are to spend most of this session role-playing an interview situation. Here are the rules that the groups should follow:

- Each person is to play the role of a job seeker in an interview. The job seekers should be interviewing for the types of jobs they expect to get. They should get right to the interview questions and not spend more time than necessary in opening or closing the interview. In responding to any problem question, the job seekers are to use the three steps outlined in the text as much as possible.
- The employers are to ask the job seekers at least three different problem questions from the list of “The Ten Most Frequently Asked Interview Questions.” The employers can select any questions they want and follow up on the job seeker’s responses with related questions in any way they choose.
- The critics are to listen and pay particular attention to whether the job seekers use the three-step process to answer the questions in appropriate and effective ways.
- After each job seeker is finished, the critic and employer are to provide feedback on the job seeker’s performance and offer constructive suggestions.
- Each person in the small group is to take turns being the job seeker, the employer, and the critic until all have had a turn at each role.

Depending on how much time you have, designate a specific amount of time for each person’s interview and discussion. At least 10 minutes should be allowed per person.

If you have more time or can devote more than one session to this topic, additional role-play is an excellent way to improve interview skills. If you have access to video equipment, taping the role-plays can serve as an effective tool for helping students observe and critique their own performances.

### **Question 5: How Sort of Pay Do You Expect?**

This question gets a lot of attention in the book because there is a very specific approach recommended here. The additional role-play listed under the Activities section deals with salary negotiation.

## Quick Answers to Other “Problem” Questions

When the small group role-playing is over, encourage an open discussion. Students will probably have questions on how to handle various things, and you will want to encourage others in the group to present their ideas.

## Illegal Questions

Allow the group to ask about illegal questions. Deal with these as best you can, and allow other people in the group to provide their ideas. Point out that many employers may not realize that certain questions are illegal. The job seekers’ task is to get a job offer rather than to point out employers’ poor interview techniques. Job seekers simply need to do their best to present their strengths to employers. However, if job seekers feel uncomfortable or intimidated by the questions asked, they can terminate interviews or simply choose not to work there. They can also consider filing a complaint if they believe the employer was clearly discriminating. Complaints are handled by the U.S. Equal Employment Opportunity Commission. The Web site is [www.eeoc.gov/employees/charge.cfm](http://www.eeoc.gov/employees/charge.cfm).

## Fifty More Questions

If time is limited, do not spend much time on the many other questions that employers could ask. Emphasize the importance of using the three-step process as much as possible to answer difficult questions. If you do have additional time, use the “Pulled Out of a Hat” activity mentioned below.

## Plus, One More Question

One or more of your students may have a particularly thorny question they are afraid of, one that they don’t feel comfortable role-playing as part of the group. You should try to allocate some time to coach these students individually.

## Activities and Homework

The following are activities and homework assignments that work well with this material. Please feel free to use them with your groups.

### Pulled Out of a Hat

Using the Fifty Questions file in the Additional Resources folder, create slips of paper with interview questions on them. Have students come to the front of the room and draw a question out of the hat. Read the question out loud, and then give the student two or three minutes to respond. When they are finished, elicit constructive feedback from the class. Give everyone a chance to answer at least one question (and if you are feeling nice, allow each student one redraw).

### Role-Play: Salary Negotiations

**Roles:** A candidate being offered the job and the employer.

**Scenario:** A candidate and employer negotiate the salary after the job offer.

**Discussion:** How did the candidate approach the negotiation? What strategies did he use? Were issues like bonuses or additional incentives discussed? Did the candidate say anything that might have jeopardized his or her getting the job? What could he or she have done differently?

## Internet Activity

The Internet activity included for this chapter asks students to research other common interview questions. Just remind students that it is impossible to memorize an answer for every possible question they could be asked. It is much more important to have a firm grasp of one's skills and experience, and to be able to apply that knowledge to the questions being asked.

## Homework

Practice, practice, practice. Encourage your students to practice answering interview questions outside of class. They can practice with friends, colleagues, family, even just sitting in front of the mirror.

The last chapter of the book is concerned with keeping a job, rather than finding one. As such, it may seem premature to some of your students. Let them know that understanding what it takes to succeed on a job can actually help them to get that job in the first place. Plus, what good is landing a job that you aren't able to keep, especially if it is the job you really want?

Feel free to have students read the chapter ahead of time. Alternatively, have them make a list of what they believe are the keys to on-the-job success and bring those lists to the next class.

## Discussion Questions

1. What three steps are suggested for answering a problem interview question?
2. How would you answer the question, "Why should I hire you?"
3. What are the four rules for salary negotiation?
4. What are the employer's expectations behind most interview questions?
5. What is one illegal or personal question that an employer might ask you? How would you answer the question?

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Visit **[ParadigmEducation.com](https://www.ParadigmEducation.com)** to learn more.

## Discussion/Quiz Questions

1. What three steps are suggested for answering a problem interview question?
2. How would you answer the question, “Why should I hire you?”
3. What are the four rules for salary negotiation?
4. What are the employer’s expectations behind most interview questions?
5. What is one illegal or personal question that an employer might ask you? How would you answer the question?

## Internet Activities

### Practice Makes Perfect

The more practice you have answering interview questions, the more composed you will be in the interview itself. A keyword search for *practice interview questions* or *top interview questions* will conjure up hundreds of Web resources to choose from and all the practice you need. From “virtual interviews” to flash card generators, to databases with questions based on degree of difficulty, websites abound to help you. Plus, researching the questions from several of these sites will give you a better sense of the kinds of questions that come up most often. Write down three questions that you thought were particularly difficult, and share them with the group.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Make a list of the 5 most common interview questions that appeared in your research and how you might answer them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now make a list of the 3 most *unusual* interview questions that appeared in your research. How would you answer them?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Additional Resources

### Fifty Questions

Print these questions and cut them out to use in role-plays and other class exercises.

In what school activities have you participated? Why? Which did you enjoy the most?

How do you spend your spare time? What are your hobbies?

Why do you think you might like to work for our company?

What jobs have you held? How were they obtained, and why did you leave?

What courses did you like best? Least? Why?

Why did you choose your particular field of work?

What percentage of your school expense did you earn? How?

What do you know about our company?

Do you feel that you have received good general training?

What qualifications do you have that make you feel that you will be successful in your field?

What are your ideas on salary?

If you were starting school all over again, what courses would you take?

Can you forget your education and start from scratch?

How much money do you hope to earn in five years? Ten years?

Why did you decide to go to the school you attended?

What was your rank in your graduating class in high school? Other schools?

Do you think that your extracurricular activities were worth the time you devoted to them? Why?

What personal characteristics are necessary for success in your chosen field?

Why do you think you would like this particular type of job?

Are you looking for a permanent or temporary job?

Are you primarily interested in making money, or is serving your fellow human your main concern?

Do you prefer working with others or by yourself?

Can you take instructions without feeling upset?

Tell me a story!

What have you learned from some of the jobs you have held?

Can you get recommendations from previous employers?

What interests you about our product or service?

What was your record in the military service?

What do you know about opportunities in the field in which you are trained?

How long do you expect to work?

Have you ever had any difficulty getting along with fellow students and faculty? Fellow workers?



Which of your school years was most difficult?

Do you like routine work?

Is the stability of your employment important to you?

What is your major weakness?

Define cooperation.

Will you fight to get ahead?

Do you have an analytical mind?

Are you willing to go where the company sends you?

What job in our company would you choose if you were free to do so?

Have you plans for further education?

What jobs have you enjoyed the most? The least? Why?

What are your special abilities?

What job in our company do you want to work toward?

Would you prefer a large or a small company? Why?

How do you feel about overtime work?

What kind of work interests you?

Do you think that employers should consider grades?

Are you interested in research?

What have you done that shows initiative and willingness to work?

# Chapter 12: Getting to Keep the Job You Find

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## Lesson Plan

### Objectives

In this chapter, students will...

- Review the three major employer expectations
- Identify why people are fired
- Identify what it takes to be successful in a career
- Identify professional ways to leave a position

### Introduction

Chapter 12 of *Getting the Job You Really Want* includes suggestions for keeping a job and achieving long-term career success. These suggestions are based on research about why people are fired as well as why employers promote one person and not another. Good common sense would probably lead you to the same conclusions, so feel free to add your own insights and experiences during this session.

The activities for this chapter can be covered in about an hour. Of course, this material is worthy of more time, and you can easily spend two or more sessions on the topic.

Group members do not necessarily have to read the chapter before you go over it in class. These suggestions assume that group members have not read the chapter.

### Presentation Suggestions

The following sections contain suggestions for presenting this chapter. Use what you believe will be most effective with your job seekers.

#### **To Get Ahead, You Need to Exceed an Employer's Expectations**

Review the three major employer expectations. Ask what effect meeting an employer's minimum expectations can have on group members' future careers. Next, ask them what steps they could take to get promotions and pay increases. Write all appropriate suggestions on the chalkboard, flip chart, or overhead.

## Why People are Fired

Ask students to form groups of three to four people. Each group should designate a spokesperson. Ask the groups to list the most common reasons employers have for firing people. After 5 minutes, ask each group to list the top three reasons employers give for firing people. Discuss their findings briefly, and then write them on the chalkboard, flip chart, or overhead.

Ask the students to refer to the “Why People Are Fired” sidebar. Ask students how many reasons from their lists match the actual reasons given by employers. Review the reasons in class so you can encourage discussion, and add personal experiences to support and expand on them. Most people in your group will be able to relate to these reasons. For some, one reason may be particularly applicable. Try not to let the discussion get too personal.

## Twelve Ways to Survive and Succeed on the Job

Because of the number of tips in this section of the student book, it is best that you cover each tip with the entire group. For each tip, provide time for the group to read the tip before you cover it. As you cover one tip, encourage comments, discuss as needed, and answer any questions before moving to the next one.

Naturally, students should focus on those tips that they have struggled with in the past. You might also point out the difference between doing what’s required to keep a job and going above and beyond expectations in order to move ahead.

## Do the Right Thing

Depending on your audience and their employment history, you may need to spend class time on this. While most of it is common sense, students sometimes struggle with the definitions and guidelines behind some workplace ethics. For example, they may not understand that taking a box of pens from the supply closet counts as stealing property or that making inappropriate jokes can count as harassment.

## The Right Way to Leave a Job

Ask group members to share ways they or someone they know left a job they were unhappy with. As students respond, write their responses in two columns on the chalkboard or overhead. Do not label the columns until the group has finished responding, but as you record the group’s comments, put responses that indicate professional ways to leave a job in one column. Put responses that indicate unprofessional ways to leave a job in the other column. When students finish responding, ask them what they think the columns’ headings should be.

## Activities and Homework

The following are activities and homework assignments that work well with this chapter.

### Reasons for Firing Employees

An interesting assignment is to ask students to find an employer and to interview that person about the reasons he or she has fired people. This could form the basis for discussion in a subsequent session.

## Above and Beyond

To help students understand the difference between keeping a job and getting ahead, try the following exercise. Pick an occupation—something your class is familiar with (bank teller or food server work better than nuclear physicist or piano tuner). On one side of the board, make a list of ten work tasks or behaviors that are required of that position. These represent what that worker has to do to keep their job. When you have all ten, move to the other side of the board and ask students to brainstorm how they would exceed an employer’s expectations for each responsibility listed. For example, “showing up on time could translate to “showing up ten minutes early”. “Completing assigned work activities” could translate to “helping others complete their work activities.” You can try this exercise with a couple of different jobs.

### Role-Play: Request for a Raise or Promotion

**Roles:** An employee and a supervisor.

**Scenario:** An employee asking for a raise or promotion.

**Discussion:** Did the employee take the right tone and approach? How did she open the conversation? What evidence did she present to support her case for a promotion or raise? Would you have given this employee a raise based on the information you were given?

### Internet Activity

The Internet activity included for this chapter asks students to research additional ways to get ahead on the job. This assignment is straightforward and can greatly expand your list of success tips. You should encourage students to research ways to get ahead in their specific field as well (for example, some professions emphasize continued education more than others).

### Homework

If you are spending more than one session on this chapter, consider asking students to write a personal reflection describing the kinds of things they’ve done in the past to get ahead at work. Alternatively, you can use the I Recommend Myself worksheet included in the Additional Resources folder for Chapter 12 to structure this assignment.

## Discussion Questions

1. What are an employer’s three major expectations?
2. What will probably happen in a job if you meet only the minimum requirements?
3. What are three reasons employers give for firing people?
4. What are five ways to get ahead in a job?
5. What is the difference between leaving a job in a professional manner and leaving a job in an unprofessional manner? How can your choices about how to leave a job affect your future career plans?

## Discussion/Quiz Questions

1. What are an employer's three major expectations?
2. What will probably happen in a job if you meet only the minimum requirements?
3. What are three reasons employers give for firing people?
4. What are five ways to get ahead in a job?
5. What is the difference between leaving a job in a professional manner and leaving a job in an unprofessional manner? How can your choices about how to leave a job affect your future career plans?

## Internet Activities

### More Ways to Get Ahead

The last chapter of *Getting the Job You Really Want* offers 12 ways to succeed and get ahead on the job. Although these are the most common and most important, they aren't the only ways to be a successful employee and get the attention of your boss.

Use the Internet to generate your own list of strategies you can use to achieve on-the-job success. A simple search for on-the-job success, getting ahead on the job, or keys to promotion will bring up some informative sites with helpful tips for succeeding in the workplace. Come up with 5–10 strategies not mentioned in the workbook and share them with the group.

Record the 3–6 websites that you found most informative:

_____	_____
_____	_____
_____	_____

Write a paragraph describing what you discovered through your research.

What are 5 things you can do your first week to make a good impression on your boss?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Additional Resources

### I Recommend Myself

In order to get ahead, you need to be confident in your abilities and your performance. To help you get a sense of your skills and accomplishments, think of a job you had in the past and write yourself a letter of recommendation based on your performance in that job. In your letter, be sure to use specific examples of past successes. In your letter, use the third person (refer to yourself as he or she).

**Letter of Recommendation for**\_\_\_\_\_.



# Assessment

## Rubrics

### Rubric for Worksheets

Standard	Beginning Level 1	Adequate 2	Outstanding 3	Score
<b>Content</b>	<input type="checkbox"/> Worksheet responses are vague or show little thought or investment.	<input type="checkbox"/> Worksheet responses show some thought and investment. Responses could be more thorough.	<input type="checkbox"/> Worksheet responses show a great deal of thought and investment. Responses are thorough and insightful.	
<b>Completeness</b>	<input type="checkbox"/> More than one section or question left blank.	<input type="checkbox"/> One section or question left blank.	<input type="checkbox"/> All sections and questions answered appropriately and thoroughly.	
<b>Grammar and Spelling</b>	<input type="checkbox"/> Responses contain more than two grammatical or spelling errors.	<input type="checkbox"/> Responses contain one or two grammatical or spelling errors.	<input type="checkbox"/> Responses contain no grammatical or spelling errors.	
<b>Total Score:</b>				
<b>Percentage:</b>				
<b>Letter Grade:</b>				
Comments:				

## Rubric for Applications

Standard	Beginning Level 1	Adequate 2	Outstanding 3	Score
<b>Presentation/ Format</b>	<input type="checkbox"/> Overall appearance is messy. Printing needs to be improved. Items are scratched out or written too small.	<input type="checkbox"/> Overall appearance is messy. Printing needs to be improved. Items are scratched out or written too small.	<input type="checkbox"/> Overall appearance is clean and neat. Printing is both legible and professional looking.	
<b>Completeness</b>	<input type="checkbox"/> One or more sections left blank. Answers are vague or incomplete.	<input type="checkbox"/> All sections answered, but answers could be more thorough.	<input type="checkbox"/> All sections answered appropriately and thoroughly.	
<b>Grammar and Spelling</b>	<input type="checkbox"/> Responses contain more than two grammatical errors.	<input type="checkbox"/> Responses contain one or two grammatical errors.	<input type="checkbox"/> Responses contain no grammatical errors.	
	<input type="checkbox"/> More than two spelling errors.	<input type="checkbox"/> One or two spelling errors.	<input type="checkbox"/> No spelling errors.	
<b>Total Score:</b>				
<b>Percentage:</b>				
<b>Letter Grade:</b>				
Comments:				

## Rubric for Cover Letters

Standard	Beginning Level 1	Adequate 2	Outstanding 3	Score
<b>Content</b>	<ul style="list-style-type: none"> <li>□ Does not include specific work and education experience that relate to the job. Does not elaborate on skills or explain how they can contribute to the company. Does not ask for an interview.</li> </ul>	<ul style="list-style-type: none"> <li>□ Includes relevant work and education experience and elaborates on skills, but does not always explain how they can contribute to the company's success. Does ask for an interview.</li> </ul>	<ul style="list-style-type: none"> <li>□ Specifically shows how skills and work and education experience can contribute to the company's success. Uses examples to support analysis. Asks for an interview and provides necessary contact information.</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>□ Does not include all the necessary elements. No logical flow between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>□ Includes all the necessary elements. Paragraphs could use better structure and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>□ Includes all necessary elements, and all elements flow logically from one to the other.</li> </ul>	
<b>Writing Style</b>	<ul style="list-style-type: none"> <li>□ Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.</li> </ul>	<ul style="list-style-type: none"> <li>□ Writing is short and direct. Uses some action statements and active verbs.</li> </ul>	<ul style="list-style-type: none"> <li>□ Writing is direct and specific. Action statements and active verbs are used throughout. Style and tone are professional.</li> </ul>	
<b>Format</b>	<ul style="list-style-type: none"> <li>□ Does not follow appropriate business letter format.</li> </ul>	<ul style="list-style-type: none"> <li>□ Follows appropriate business letter format but leaves out a few details, such as enclosures.</li> </ul>	<ul style="list-style-type: none"> <li>□ Follows appropriate business letter format exactly.</li> </ul>	



## Rubric for Internet Activities

Standard	Beginning Level 1	Adequate 2	Outstanding 3	Score
<b>Completeness</b>	<input type="checkbox"/> Assignment is incomplete. Few questions are answered and few sites were visited.	<input type="checkbox"/> Assignment is mostly complete. All questions are answered and several sites were visited.	<input type="checkbox"/> Assignment is complete. All questions are thoroughly answered and several sites were visited.	
<b>Website Quality</b>	<input type="checkbox"/> Sites visited are unreliable and uninformative.	<input type="checkbox"/> Sites visited are reliable and somewhat informative.	<input type="checkbox"/> Sites visited are reliable and highly informative.	
<b>Writing Quality</b>	<input type="checkbox"/> Poor grammar and structure. Writing is vague and unclear.	<input type="checkbox"/> Writing is clear and informative. Grammar and structure are adequate.	<input type="checkbox"/> Writing is clear, informative, and introspective. Grammar and structure are excellent.	
<b>Personal Application</b>	<input type="checkbox"/> The student makes no attempt to connect the information to their situation.	<input type="checkbox"/> The student makes some attempt to connect the information to their situation.	<input type="checkbox"/> The student makes a personal connection between the information and their situation.	
<b>Total Score:</b>				
<b>Percentage:</b>				
<b>Letter Grade:</b>				
Comments:				

## Rubric for Resumes

Standard	Beginning Level 1	Adequate 2	Outstanding 3	Score
<b>Content</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The resume does not include all of the required elements.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The resume includes all of the required elements, but actual content for each element is vague or incomplete.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The resume includes all of the required elements, and each element is thorough and complete.</li> </ul>	
<b>Skills Statements</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fewer than 3 skills statements are listed. Few keywords are used.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resume lists 3–5 skills and uses several keywords. Skills are not tailored to job and objective.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resume lists more than 5 skills and uses several keywords. Skills are tailored to job and objective.</li> </ul>	
<b>Writing Style</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is short and direct. Uses some action statements and active verbs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is short, direct, and specific. Action statements and active verbs are used throughout.</li> </ul>	
<b>Format</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resume is poorly organized and difficult to read. Lacks bullets, lines, bold, italic, font changes, or graphics.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resume is somewhat organized and easy to read. Uses some formatting strategies to make scanning easier.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resume is well organized and makes good use of bullets, lines, graphics, and font changes to catch the reader’s eye and emphasize key points.</li> </ul>	
<b>Grammar and Usage</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resume contains more than one grammatical error.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resume contains one grammatical error.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resume contains no errors in grammar and usage.</li> </ul>	

	<b>Total Score:</b>	
	<b>Percentage:</b>	
	<b>Letter Grade:</b>	
Comments:		

## Rubric for Role-Plays

Standard	Beginning Level 1	Adequate 2	Outstanding 3	Score
<b>Dialogue</b>	<input type="checkbox"/> The dialogue is inadequate or irrelevant.	<input type="checkbox"/> The dialogue is adequate to accomplish the assignment.	<input type="checkbox"/> The student adapts the dialogue to the audience and purpose.	
<b>Preparation</b>	<input type="checkbox"/> The student lacks preparation.	<input type="checkbox"/> The student is adequately prepared.	<input type="checkbox"/> The student is well prepared.	
<b>Delivery</b>	<input type="checkbox"/> The student demonstrates inappropriate volume and eye contact.	<input type="checkbox"/> The student demonstrates appropriate volume and eye contact.	<input type="checkbox"/> The student modifies the volume and uses eye contact to create interest.	
<b>Teamwork</b>	<input type="checkbox"/> The student does not work with the team.	<input type="checkbox"/> The student demonstrates appropriate teamwork.	<input type="checkbox"/> The student shows leadership in working with the team.	
<b>Understanding</b>	<input type="checkbox"/> The performance demonstrates little or no understanding of the topic.	<input type="checkbox"/> The performance demonstrates some understanding of the topic.	<input type="checkbox"/> The performance demonstrates a thorough understanding of the topic.	
<b>Total Score:</b>				
<b>Percentage:</b>				
<b>Letter Grade:</b>				
Comments:				



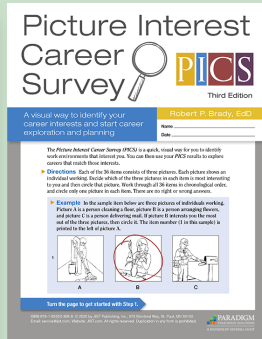
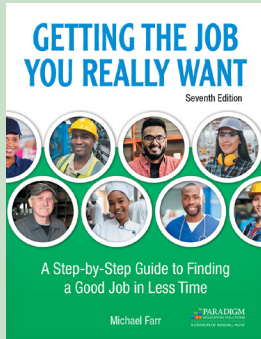
## Rubric for Role-Plays

Standard	Beginning Level 1	Adequate 2	Outstanding 3	Score
<b>Dialogue</b>	<input type="checkbox"/> The dialogue is inadequate or irrelevant.	<input type="checkbox"/> The dialogue is adequate to accomplish the assignment.	<input type="checkbox"/> The student adapts the dialogue to the audience and purpose.	
<b>Preparation</b>	<input type="checkbox"/> The student lacks preparation.	<input type="checkbox"/> The student is adequately prepared.	<input type="checkbox"/> The student is well prepared.	
<b>Delivery</b>	<input type="checkbox"/> The student demonstrates inappropriate volume and eye contact.	<input type="checkbox"/> The student demonstrates appropriate volume and eye contact.	<input type="checkbox"/> The student modifies the volume and uses eye contact to create interest.	
<b>Teamwork</b>	<input type="checkbox"/> The student does not work with the team.	<input type="checkbox"/> The student demonstrates appropriate teamwork.	<input type="checkbox"/> The student shows leadership in working with the team.	
<b>Understanding</b>	<input type="checkbox"/> The performance demonstrates little or no understanding of the topic.	<input type="checkbox"/> The performance demonstrates some understanding of the topic.	<input type="checkbox"/> The performance demonstrates a thorough understanding of the topic.	
<b>Total Score:</b>				
<b>Percentage:</b>				
<b>Letter Grade:</b>				
Comments:				

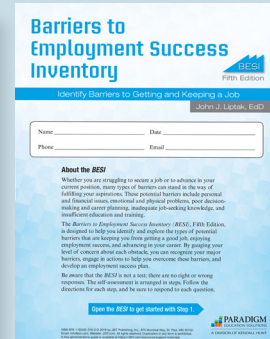
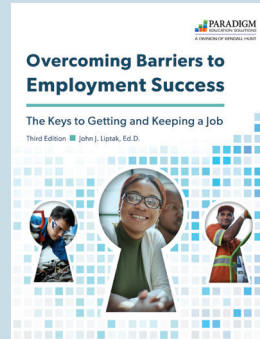
## Rubric for Thank You Notes

Standard	Beginning Level 1	Adequate 2	Outstanding 3	Score
<b>Content</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not restate related skills and experience. Does not indicate a time for future contact. Does not restate desire for position.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Indicates time and means for future contact, restates desire for job, or emphasizes key skills and experience, but not all three.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Indicates time and means for future contact. Emphasizes key skills and experience related directly to the job. Enthusiastically expresses desire for position.</li> </ul>	
<b>Writing Style</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is short and direct. Uses some action statements and active verbs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is direct and specific. Action statements and active verbs are used throughout. Style and tone are professional throughout.</li> </ul>	
<b>Grammar and Usage</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Note contains more than one grammatical error.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Note contains one grammatical error.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Note contains no errors in grammar and usage.</li> </ul>	
<b>Total Score:</b>				
<b>Percentage:</b>				
<b>Letter Grade:</b>				
Comments:				

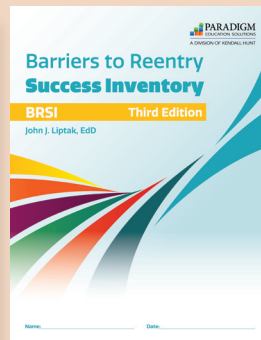
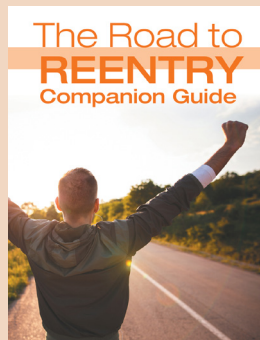
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