

JOB SEARCH STRATEGIES

Of all the jobs you will ever have, job-hunting could very well be the least desirable and the most frustrating. It is a job that requires a great deal of time, energy, and patience, not to mention the wherewithal to face disappointment and possible rejection. It is one of life's necessary evils, however, because more often than not, jobs and employers don't find us. We have to find them. But finding a job that will satisfy you and allow you to use the skills and abilities you have need not be an unbearable task. Much of your success will depend on your approach and how well you are organized.

Two Approaches

There are basically two ways you can approach job-hunting—either actively or passively. The passive approach is the more traditional of the two where you rely mainly on employment agencies, newspaper ads, websites, or mass mailings of resumes to get you a job. What happens, essentially, is that you have to find, or have someone find for you, a job which you can fit.

An active approach, on the other hand, implies that you seek jobs that will not only fit the organization's or company's needs, but yours as well. Such an approach also reinforces the fact that you do have a certain amount of control in the job-hunting process and that you don't have to be a victim in what may seem like an overwhelming market.

How To Get Organized

The first and most important step of all in your job search is to decide what it is you want to do. Hopefully, by the time you are ready to seek employment you will have a pretty good idea of what talents you have and how and in what type of setting you would like to use them. Choosing a career is not a decision easily made; it is the result of a long process in which you become aware of your interests and skills and begin to realize what is important to you and what you do and don't like. But, if after several years of college you are still having difficulty deciding what you want to do with your life, you may want to spend more time talking to others or someone in the **Career Services Office** to help you identify some goals and discuss various career possibilities.

Once you feel fairly certain what you'd like to do, you can begin to identify the types of organizations or businesses that would hire someone with your skills. If you know where you'd like to be geographically, your alternatives will be somewhat focused. If you don't have a geographic preference, your options are unlimited. Make a list of all the areas in which you are interested. From here you are ready to make contacts and this can be done in several ways.



Interviewing for Information

One way to establish a network of contacts is by interviewing for information. This is a process whereby you identify the people with the hiring power in the types of organizations or businesses in which you are interested in working. You can obtain this information through asking friends, reading literature on the organizations, reviewing websites, using LinkedIn, or simply by asking one of the secretaries at the organization.

Once you have the name of a person with hiring power, write an email requesting some time to get advice and information from an expert. **In this approach you are not interviewing for a job, but are interviewing for information.** Consequently, the employer is not put in the uncomfortable position of refusing you a job, but is flattered to give an expert's opinion. The most valuable result might be that this person is impressed with you and remembers your name when a job opening emerges either on his/her staff or on a colleague's staff.

When you interview for information you may want to ask some of the following questions:

- How did you get into this field or job?
- What do you like best about it?
- What do you like least about it?
- What areas of the field are growing?
- Where would you suggest I look for a job?
- Can you give me the names of some other individuals that might provide me with information?
- How did you prepare yourself for this job? For this profession?
- What classes or projects can I do to prepare myself for this career area?
- What is the most valuable thing you learned in college?
- Knowing what you know now, would you take the same job again? Why?
- What skills or personal qualities are necessary in this career?
- What do you do in a typical day?

From this approach you will at least have gained the names of a few contacts and, through them, more interviews and contacts. One important note: Always write a letter or email thanking the individual for his/her time and the information provided.



Job Search Campaign

Other ways to learn of possible job opportunities are to study directories, trade or professional association journals, and use Internet resources. Be sure to establish a **LinkedIn** account. *Vermont Business Magazine* publishes an annual resource book listing Vermont-based firms. The yellow pages of a telephone directory are also a source for job leads. LSC Library is an excellent place to check directories for job leads. Also you can use the *Employment section* on the Career Services website to begin your search. From these sources you can initiate a job-search program of letters, emails, or calls to supervisors to express interest in a company or institution. It may be more helpful to request an interview rather than to ask about job openings or merely to send a resume. If you are refused an interview, request the names of people in the same organization or other organizations with whom you might receive an interview, and ask if you may use this person's name in making the contact.

A job search campaign typically includes the following written correspondence (you might want to eliminate one or combine two or three):

The Contact Letter – Expresses your interest in submitting an application or resume.

Resume – A brief summary of your qualifications.

Written Acknowledgement of a Contact for an Interview –

Verifies the time thanking the interviewer for his or her time and interest in you.

Letter Acknowledging the Job Offer – Expresses your appreciation for the job offer and continued interest in the position but says that you will inform them of your decision within a specific time.

Letter of Acceptance or Rejection of Job Offer – If you reject the offer, express your gratitude for the interest in you. If you accept, include the salary agreed upon.

Whatever approach you decide to take in your job search, you should keep active as many options as possible. The most important things to remember are to make people contacts, demonstrate initiative, and persevere. Networking is critical to a successful job search campaign. Be sure to use social networking sites (Facebook, LinkedIn), alumni networks, community groups, friends/family and their friends. There will undoubtedly be frustrating and discouraging moments, but your efforts will pay off if you are willing to work at it. After all, job-hunting is a full time job.

And Now a Word (or Two) About Rejection Shock

It is virtually inevitable. Almost every individual at one time in his or her life will be turned down for a job. And when you're not prepared for it, it hurts. It evokes all kinds of negative feelings about the self. "There must be something wrong with me," or "I'm not good enough," or you may become totally apathetic and lose all your momentum for plunging ahead.

Probably the best way to deal with Rejection Shock is to be aware of it and prepared for it. If you lose out on a particular job, you must not lose your self esteem with it. If you do, you will have even more difficulties looking for a job. Try to maintain a sense of humor and realize that in time you will find what you want. Maintaining a positive attitude is particularly important when job-hunting

WRITING YOUR RESUME

The resume is an important part of your job search. You will need a resume to serve as a written summary of your qualifications and experience. Because the resume is designed to catch the employer's interest and help you secure an interview, it is particularly important that your resume be explicit and comprehensive. **(An employer will initially spend less than one minute, (sixty seconds) reviewing your resume.)** The resume's sole function is to get you in the door for an interview. *If it doesn't exclude you from consideration than the resume has served you well.*

Resumes are highly individual. There are no specific formats or any magic formulas to follow. However, there are some basic guidelines that you may want to consider as you decide what type of resume will be most effective for you.

Catching an Employer's Eye

- Emphasize personal computer skills, oral and written communication skills, problem-solving skills, interpersonal skills and team working skills. Employers consistently report that they are looking for these transferable skills. *Be sure to provide concrete examples of how you demonstrated these skills.*
- Emphasize internship and/or campus leadership positions that you have had. It breathes life into your experiences. Employers are looking for students who have been involved and have hands-on experience.
- Emphasize what you can bring to the position, not the reasons for wanting the job.

Gathering the Information

Before you begin to write your resume, you will need to decide what information you want to include. Many students are concerned that they don't have anything to put on their resumes. "I really haven't had much work experience," is a frequent comment from students. What most of them don't realize is that they aren't expected to have a great deal of work experience. After all, they've been in school most of their lives. Other people who have been out of the work force for awhile may feel that they are "rusty" or that there are big time gaps or they are deficient in certain skills. So, if this is a feeling you also share, it will be important for you to build on what you do have, to make the most of your education. Include any summer or part-time jobs, and any volunteer work. De-emphasize shortcomings. Emphasize strengths. Finally, give volunteer work its rightful respect. Just because the work hasn't been for pay does not mean it is not important. Do not negate volunteer experiences. The following categories should help you to identify the information you may want to include on your resume.

"Vital" General Information – name; address, both present and permanent; and phone numbers for both addresses. **Make sure to include your e-mail address and a website if you have one.**

Professional Objective – (sometimes called "Vocational", "Career", or "Job" objective) – this is a short statement of what you want to do. It should be concise and specific. However, this is an optional section and if you don't have a clear goal it is best to omit it. Sometimes an objective can be used to screen out applicants so do not use one unless it can work for you.

Education or Educational Background – list of schools, degrees, certifications, GPA if 3.2 or higher.

Educational Highlights – list of courses that relate to the job applied for.

Professional Development – a list of practicum, internships.

Work Experience, Employment, Professional Experience – a short description of your jobs. Volunteer work can also be included.

Professional Memberships, licenses or certificates, articles, books, manuscripts written – promote yourself as a professional.

Military Experience – dates of service, location, grade or rank, duties, training, responsibilities.

Hobbies, Interests, Personal Skills – Make yourself “Real” in this section.

References – Indicate names, titles, addresses, phone numbers and e-mail addresses of references. Indicate your relationship with your reference. A list of at least 3 references can appear on a separate page.

Keywords – Listing of nouns and “buzzwords” associated with a job or industry

Other headings which help organize your information include:

Special Skills	Honors
Additional (other) Experience	Awards
Special Talents	Travel
Community Involvement (service)	Athletics
Technical Skills	Related Experience
Capabilities	Relevant Experience
(Highlights of) Qualifications	Activities
Certification or Licensure	Skills Summary
Scholarships & Financial Support	Work History

Once you’ve exhausted your memory of your past activities and experiences, sort the ones that you feel are the most significant and relevant to your job objective. Set aside those that are questionable and decide whether or not to include them after you’ve written a rough draft of your resume. By then you should have a better sense of whether or not their inclusion would be appropriate.

Writing it Up

Now you’re ready to write the copy. Work and educational experiences particularly need to be explained. It is important to keep in mind that in most instances the reader will not know you, so you must be clear and concise in your descriptions. You will need to provide enough information so that the reader will have a pretty good idea of what you’ve done, but not too much so that it becomes boring, redundant, or confusing. **It is extremely important to talk in terms of “what you can offer the employer not what you want to get from the job”.** *It is also very important to use keywords that reflect both the skills you have, the skills the employer desires, and your knowledge of your chosen field.* That’s where practice comes in. You may have to write several drafts until you feel comfortable with the language and also so the resume represents positively and accurately the work you’ve done. It also helps to have a friend, or better yet, someone that doesn’t know you well, read what you’ve written. Chances are if he/she has questions about what you’ve written an employer will, too.

In your descriptions, it is important to include the following information:

Where you worked

What you did

Who or **What** you were responsible for

When you did it.

Use Clear **action words** when describing duties and responsibilities. Never use weak words such as “**handled sales**”, “**I was in charge**”. Your aim is to convey meaning with as few words as possible. Write in sentence fragments. Be consistent with verb tenses throughout the resume. Use actual numbers in descriptions. **Use the past tense of verbs**. This serves to eliminate the use of “**I**”. Don’t be afraid to brag. If you were involved in a project that is related to the job you want, write it down. **Talk in terms of your accomplishments and quantify your successes wherever appropriate.**

In fact, you may wish to begin your resume with a **brief snapshot of your accomplishments**. In 4 or 5 bullet statements following your “vital” general information you can preview important skills and experiences you can offer the employer. (See Functional Resume and Combination Resume.)

The skills you have will generally fall into three categories: **functional** (or transferable), **work content** and **adaptive**.

FUNCTIONAL SKILLS are those skills that are transferable from one field to another or from one environment to another. Examples of functional skills include:

COMMUNICATION SKILLS: influenced, persuaded, helped, directed, lead, reasoned, sold, developed, recruited, created, negotiated, arbitrated, arranged, mediated, reconciled, merged, obtained, wrote, interpreted, enlisted, motivated, manipulated, read, spoke.

CREATIVE SKILLS: developed, created, imagined, designed, planned, conceptualized, synthesized, integrated, abstracted, generated, perceived, memorized, discriminated, intuitive, visualized, sensitive, shared, shaped, wrote, directed, painted, performed, acted, played.

DETAIL SKILLS: approved, validated, retained, executed, dispatched, responded, followed through, implemented, enforced, tolerated, met deadlines, arranged, variety, routine, memory judgment, collected, complied, purchased, systematized, tabulated, compared, inspected, organized, classified, operated, collected, copied, recorded, processed, facilitated.

FINANCIAL SKILLS: calculated, computed, planned, managed, budgeted, bookkeeping, accounting, audited, appraised, researched, analyzed, record keeping, detail, accuracy, speed, allocated, administered, finger dexterity, developed, prepared, solved.

HELPING SKILLS: related, lead, serviced, rendered, cared, listened, directed, intuition, maturity, mentored, guided, adjusted, referred, attended, sensitivity, spoke, perception, understood, team work.

MANAGEMENT SKILLS: developed, planned organized, executed, supervised, scheduled, assigned, directed, coordinated, analyzed, prioritized, delegated, hired, fired, recommended, evaluated, administered, contracted, produced, controlled, reviewed, troubleshoot.

MANUAL SKILLS: operated, controlled, assembled, fed, bound, moved, bended, shopped, punched, tended, ground, set-up, cut, drove, lifted, pulled, handled, drilled.

RESEARCH SKILLS: recognized problems, clarified, surveyed, interviewed, investigated, inspected, gathered, synthesized, examined, diagnosed, reviewed, organized, evaluated, critiqued, perceived, collected, wrote, interpreted, extrapolated, isolated, extracted, decided.

TEACHING SKILLS: influenced, persuaded, briefed, informed, encouraged, communicated, advised, guided, coached, instructed, explained, enlightened, stimulated, invented, enthusiasm, adapted, adopted, facilitated, coordinated, developed, enabled, clarified, valued, goal set, decided, initiated.

More specifics about *transferable skills*:

Information Management Skills:

Ability to ...

- Sort data and objects
- Compile and rank information
- Apply information creatively to specific problems or tasks
- Synthesize facts, concepts, and principles
- Understand and use organizing principles
- Evaluate information against appropriate standards

Design and Planning Skills:

Ability to ...

- Identify alternative courses of action
- Set realistic goals
- Follow through with a plan or decision
- Manage time effectively
- Predict future trends and patterns
- Accommodate multiple demands for commitment of time, energy and resources
- Assess needs
- Make and keep a schedule
- Set priorities

Valuing Skills:

Ability to ...

- Assess a course of action in terms of its long-range effects on the general human welfare
- Make decisions that will maximize both individual and collective good
- Appreciate the contributions of art, literature, science and technology to contemporary society
- Identify one's own values
- Assess one's values in relation to important life decisions

Human Relations and Interpersonal Skills:

Ability to ...

- Keep a group "on track" and moving toward the achievement of a goal
- Maintain group cooperation and support
- Delegate tasks and responsibilities
- Interact effectively with peers, superiors, and subordinates
- Express one's feelings appropriately/understand the feelings of others
- Use argumentation techniques to persuade others
- Make commitments to people
- Be willing to take risks
- Teach a skill, concept or principle to others
- Analyze behavior of self and others in group situations
- Demonstrate effective social behavior in a variety of settings and under different circumstances
- Work under time and environmental pressures

Research and Investigation Skills:

Ability to ...

- Use a variety of sources of information
- Apply a variety of methods to test the validity of data
- Identify problems and needs
- Design an experiment plan or model that systematically defines a problem
- Identify information sources appropriate to special needs or problems
- Formulate questions relevant to clarifying a particular problem, topic or issue

Communication Skills:

Ability to ...

- Listen with objectivity and paraphrase the content of a message
- Use various forms and styles of written communication
- Speak effectively to individuals or groups use media formats to present ideas imaginatively
- Express one's needs, wants, opinions, and preferences without offending the sensitivities of others
- Identify and communicate value judgments effectively
- Describe objects or events with a minimum of factual errors
- Convey a positive self-image to others

Critical Thinking Skills:

Ability to ...

- Identify quickly and accurately the critical issues when making a decision or solving a problem
- Identify a general principle that explains interrelated experiences or factual data

- Define the parameters of a problem
- Identify reasonable criteria for assessing the value or appropriateness of an action or behavior
- Adapt one's concepts and behavior to changing conventions and norms
- Apply appropriate criteria to strategies and action plans
- Take given premises and reason to their conclusion
- Create innovative solutions to complex problems
- Analyze the interrelationships of events and ideas from several perspectives

Management and Administration Skills:

Ability to ...

- Analyze tasks
- Identify people who can contribute to the solution of a problem or task
- Identify resource materials useful in the solution of a problem
- Delegate responsibility of completion of a task
- Motivate and lead people
- Organize people and tasks to achieve specific goals

Personal/Career Development Skills:

Ability to ...

- Analyze and learn from life experiences - both one's own and others'
- Relate the skills developed in one environment (e.g., school) to the requirements of another environment (e.g., work)
- Match knowledge about one's own characteristics and abilities to information about job or career opportunities
- Identify, describe and assess the relative importance of one's needs, values, interests, strengths and weaknesses
- Develop personal growth goals that are motivating
- Identify and describe skills acquired through formal education and general life experiences
- Identify one's own strengths and weaknesses
- Accept and learn from negative criticism
- Generate trust and confidence in others
- Take risks
- Accept the consequences of one's actions
- "market" oneself to prospective employers

Compiled on Columbus Technical College's website

<http://www.columbustech.edu/career-connections/transferable-skills.htm>



ADAPTIVE SKILLS: are personality traits or qualities of temperament that a person uses in relating to the characteristics of an environment. These skills are marketable, do not underestimate them. Examples of adaptive skills include:

energetic	punctual	dependable	responsible
enthusiastic	congenial	serious	conscientious
thoughtful	perceptive	efficient	industrious
sensitive	honest	cheerful	athletic
organized	persuasive	curious	discreet
artistic	expressive	analytical	patient
sincere	reliable	versatile	loyal
imaginative	creative	calm	open-minded
cool-headed	tactful	diplomatic	cooperative
confident	humorous	trustworthy	economical
poised	perseverant	accurate	inventive

WORK CONTENT: skills enable a person to perform a task required for a specific job. These skills can be obtained in training programs, part-time, or summer jobs, internships or volunteer work. **Work content skills** require specific training as opposed to **functional** and **adaptive skills** which are developed from life experiences.

Below are additional verbs that you can use in your resume.

accelerated	confirmed	experienced	lectured	replaced
accepted	considered	experimented	levied	replied
accomplished	constructed	explored	licensed	reported
achieved	consulted	expressed	linked	represented
acquainted	contacted	extended	listed	requested
acquired	continued	faced	located	required
added	convened	fashioned	logged	resolved
addressed	converted	filed	maintained	reevaluated
advanced	conveyed	filled	mandated	revamped
aired	convinced	filmed	matched	reversed
allotted	cooperated	financed	measured	revised
allowed	corrected	finished	mentioned	salvaged
answered	counseled	focused	modeled	saved

anticipated	counted	forced	modified	screened
appeared	credited	forecast	molded	selected
applied	crosscut	forged	monitored	served
appointed	dealt	formulate	named	settled
asked	defined	fostered	observed	simplified
assessed	delivered	fought	offered	sorted
assisted	demonstrated	found	opened	sought
assumed	described	founded	ordered	specified
assured	designated	fulfilled	outlined	staffed
attained	determined	furthered	oversaw	started
attracted	devised	garnered	paid	structured
augmented	discovered	generated	participated	studied
authorized	discussed	ghostwrote	pioneered	submitted
avoided	disseminated	graded	placed	substituted
awarded	distributed	granted	presented	succeeded
based	documented	guaranteed	prevented	suggested
bought	doubled	hosted	priced	summarized
broadcast	drafted	identified	printed	tackled
brought	earned	illustrated	procured	tapped
budgeted	edited	improved	programmed	targeted
built	educated	improvised	prohibited	taught
canceled	elevated	incorporated	projected	tested
cataloged	eliminated	indexed	promoted	toured
caused	employed	indicated	prompted	traced
certified	enabled	insisted	proposed	trained
chaired	endorsed	inspired	protected	translated
changed	engineered	installed	provided	transported
closed	enlarged	insured	published	traveled
collaborated	ensured	interacted	pursued	treated
combined	entered	introduced	qualified	triggered
commemorated	equipped	invested	ranked	tripled
commended	established	involved	rated	turned
competed	estimated	issued	received	updated
completed	exceeded	joined	reduced	upgraded
composed	excelled	kept	regulated	used
conceived	exhibited	launched	released	volunteered
concluded	expanded	learned	renegotiated	
conducted	expedited	leased	reorganized	

Putting It All Together

What your resume says is more important than how it looks, but how it looks is important. The layout of your resume, the spacing, the type of paper used, and how it's reproduced are factors that contribute to the effectiveness and appeal of a resume. An individual may have an impressive work history, but if it's presented in a sloppy manner if there are typing errors, or it's difficult to read, the resume will undoubtedly make a negative impression on the employer. So, be sure to carefully consider the visual effect you want your resume to have.

There are several formats you can choose when writing your resume. Basically, they all contain the same information. It's just presented in various ways to emphasize your strengths. Be sure to lead with your strongest points. Also, you may decide that you will want more than one resume depending on the types of jobs you're looking for. For example, if you're looking for either a teaching job or a job with a public relations firm, you could write a chronological resume to describe your teaching experiences and a combination resume to emphasize your public relations skills. Try to write all your information on one page. **If you must use two pages makes sure the most relevant information is on the first page. Your name should be**

typed on the top of the second page (in the event that two pages are separated.) There is no reason to exceed two pages.

Chronological Resume

If you've held a series of progressively better jobs with continuous employment, you may prefer to write your resume in chronological order. **This means you start with your present job and work backwards.** *You will see this format used often, and it's the easiest to prepare since the structure is based on dates, names, and companies.*

Functional Resume

The functional resume highlights any important position you've held and emphasizes selected skills. This is a format to use when you have had a strong working background, when you want to stress a particular skill even though it may not be from your most recent job, or when you have gaps in your employment history. List your most significant function of responsibility first. Company names and dates are not stressed. *Employers, however, may be put off by this resume that has no dates.*

Combination Resume

The combination resume is much like a functional resume with a summary of employers included after you have presented your accomplishments. *This format allows you to highlight skills according to your interests rather than past work experiences.*

Finishing Touches

Finally, make sure your resume looks professional. Use the capabilities of word processing to put your best foot forward. Use wide margins and double space in between sections. Use bold face type and underlining to accentuate key information. Be consistent in the format you choose. If you decide to underline job titles make sure you underline them throughout the entire resume. *Also, give the most space to the section where you have the strongest background.*

The Computer and Your Resume

- **Resume Templates**

There are numbers of resume software programs on the market that you can use to craft your resume. Microsoft Word and many other websites have templates that you may wish to use to get you started. However, it's advisable **not to use** the templates on your finished resume. The templates do not allow for flexibility that you need in presenting your information. Also, most Human Resources Managers instantly recognize these resumes templates.

- **Scannable & Searchable Resumes**

Some employers or employment recruiting companies are scanning resumes these days. A computer searches through the resume looking for key words which are primarily nouns and "buzzwords" associated with the particular job and/or industry. Career Services has a number of books that discuss scannable resumes. You may wish to identify 10-20 keywords from the text of your resume and highlight them at the top of the page (after your name and contact information) in a *section entitled keywords*. If you have a list of the job description, use this to help you develop your list of keywords. Some basics of creating a scannable resume are:

- Use standard white paper and black ink.
- Use a 10-14 point standard font; avoid dot matrix printing.
- Put name on its own line and contact information on separate line.
- Target key words (nouns, not verbs) to show you have the essential characteristics needed for the job: education, experience, skills.
- Do not underline or italicize. Bold letters are fine.
- Avoid graphics and shading, horizontal and vertical lines. Equipment is set to read “text”, not “graphics”.
- Use white space—computers like white space to recognize that one topic has ended and another has begun.
- Do not use a 2 column format anywhere on the page.
- Do not use tabs. Use the spacebar to indent text.
- Do not staple or fold your resume.
- Don’t fax your resume—even high-quality fax machines seldom produce quality reproductions.
- When it comes to scanning; a one-page resume is no longer a hard and fast rule. Guideline: new graduates, one page; most people, one or two pages; senior executives, two or three pages.
- Use popular typeface, Times New Roman, Arial, Verdana.

LSC Career Services has books that identify resume keywords.

- **E-mailing/ Internet Ready Resumes**

Some employers may require you to submit your resume electronically or via e-mail. Before sending your resume, be sure to find out the employer’s electronic submission requirements. If you’re sending the resume as an **attachment** or **uploading** it on a website, make sure that you send it first to yourself and/or someone you know who has the word processor the employer uses. Open & review the resume and make any final changes **BEFORE** mailing it to a potential employer.

If you’re sending a plain text (ASC II) resume follow these steps. (ASC II will assure readability of your resume when you transmit it electronically. However, it does not provide the “bells & whistles” of an HTML resume or your hard copy resume. **It can easily be copied and pasted into the body of an e-mail.**)

- Set your word processing document so that you have 6.5 inches of text displayed.
- Write your resume or open your existing resume and make certain that there are only 65 characters per line. This will accommodate most e-mail programs.
- Use a standard typeface like Courier or Times New Roman.
- Save your resume after a final spell check. Make a **COPY** of your resume, name **resume.txt**, and save the **COPY** as a **text only** document.
- Open your **resume.txt** in **NOTEPAD** (found in Word Programs’ Accessories) or any other text editor.
- **NOTEPAD** or any other text editor will let you view your resume as your recipient will view it. Edit your **resume.txt** so that it is visually pleasing using the following formatting requirements.
 - Use the space bar to indent a sentence or center a heading. **DO NOT USE TABS.**

- Use HARD RETURNS (the ENTER key) instead of wrapping your words from one line to another.
 - Use plus signs, asterisks, or hyphens instead of bullets. Bullets, along with other special characters, are not recognized in plain text (ASCII). Any character on your keyboard is an ASCII- equivalent character.
 - Use capital letters, underlining, and apostrophes to highlight headings and titles. Plain text (ASCII) will not recognize **bolding** and *italics*.
- Copy and paste the text of your resume into the body of a TEST E-MAIL MESSAGE. Send this TEST E-MAIL to yourself and two other friends who are using different e-mail programs. Review these test e-mails and make any final changes **BEFORE** mailing it to a potential employer.

Margaret Riley Dikel on the Riley Guide website www.rileyguide.com has the following advice that is reproduced below with her, Susan Ireland's, and Susan Joyce's permission.

The Internet-Ready Resume

Many people still think the resume you put online is not the same document that you created to print out and mail to prospective employers or hand to interviewers. **This is untrue.** You do not need a different resume, you only need to alter the format of your resume to make it easy for you to post, copy and paste, or email it to employers.

When done correctly, your well-written, well-prepared resume will contain all of the necessary keywords to attract attention whether it is being scanned into a resume system, indexed and searched online, or read on paper by a real human.

Resume Versions to Prepare

Job search experts recommend you keep duplicates of your resume in each of these versions or formats.

1. A **Print Version**, designed with bulleted lists, italicized text, and other highlights, ready to print and mail or hand to potential contacts and interviewers.
2. A **Scannable Version**, a less-designed version without the fancy design highlights. Bulleted lists are fine, but that's about the limit.
3. A **Plain Text Version**, a plain text file ready to copy and paste into online forms or post in online resume databases. This might also be referred to as a Text-Only copy.
4. An **E-mail Version**, another plain text copy, but this one is specifically formatted for the length-of-line restrictions in e-mail. This is also a Text-Only copy.

This is the same document presented in four ways, each formatted for a specific delivery purpose.

Why Plain Text?

You could just use the forms most databases provide to build your resume in their system, but resume expert and author Susan Ireland doesn't recommend you do this for several reasons.

1. **Spell-check:** Preparing your resume in advance using your own word processing program allows you to spell-check your resume and revise it as needed until you are happy with it.
2. **Format:** Most online forms and builders insist on a chronological resume, which focuses on work history. Career changers who would prefer a functional resume with its emphasis on skills will be at a disadvantage.
3. **Reusability:** If you build it in their database using their form, you've done a lot of work for only one site, which means you will have to repeat your effort for every database you encounter. *That's a lot of typing!* Prepare it in advance on your own computer and you have it to use as much as you like.

What About an HTML Version?

Many job seekers are creating "webbed" resumes in the hopes of being discovered or as a place to refer an employer who might want to see more than what is usually found in a resume. An HTML version of your resume works particularly well for persons in the visual arts or programming, but it could serve anyone, provided it is done right and for the right reasons.

- **Doing it right** means starting with a basic HTML version of your designed resume, not an overloaded page of Shockwave and Java effects, huge graphics, and audio files that takes more than 2 minutes to download on your DSL line and blasts out your computer speakers.
- **Doing it for the right reasons** means turning your resume into a portfolio, complete with links to former employers or projects already publicly available online. *Be sure you are not violating any copyright or confidentiality clauses by putting information online without prior approval.*

The biggest problem with HTML resumes is TMI - "too much information". Many people make their resumes part of their personal web site, loading it where there is all kinds of information an employer does not need to know before you are hired, like your marital status, ethnic background, religious affiliations, personal interests, past or present health problems, and much more. Allowing an employer to learn so much about you can lead to potential discrimination problems that you may never be aware of for the way you look, your political or religious beliefs or any number of other reasons.

I know some career management professionals advocate the use of photos plus personal biographies for executive clients, stating this is the same information you would find in an executive bio released by the company for publicity purposes. However, **I still urge job seekers to be both conservative and conscientious about what you are telling prospective employers before you actually get called into an interview.**

Always remember, **your resume presents the image you want employers to see.** For this reason, it is important that you keep your presence entirely professional, never linking your resume to any personal information. **If you decide to add an HTML resume to your campaign, post it in a location separate from your personal web site, and do not link between the two.**

Rules for Responding Online

The fastest way to respond to Internet job listings is to e-mail your cover letter and resume to the person or organization indicated. However, there are some simple rules to follow before hitting the "send" key.

Look at it this way. **You have 15 or 20 seconds to get someone's attention using email.** In that time, you must convince the recipient to

- open your email
- read your message
- not delete your email

Do it wrong, get into the wrong mail box, or make someone's job harder, and the best resume in the world from the most qualified person in the world will be trashed.

Getting your email opened, read, and actually **considered** really comes down to some simple rules.

1. **Use the right Subject.** "Seeking employment" is not an acceptable subject. If you are responding to an advertisement, use the job title or job code cited in the advertisement to make it easy for your e-mail to be recognized and routed to the appropriate person. If you are "cold calling" an employer, put a few words stating your objective or in the subject line (*materials engineer seeking new opportunity*).
2. **Include a cover letter in your email and address it to the recipient.** "Here's my resume, please tell me if you have any jobs I might fill" is not a cover letter and does not encourage anyone to look at your resume. Whether or not you are responding to an advertised opening, the cover letter will introduce you, specify how you meet the needs of the employer, and will encourage the recipient to read your full resume.
3. **Always send your resume in the body of the e-mail message, not as an attachment.** Force someone to open an attachment just to get to know you and your 20 seconds are over before they even start. Put that resume right in the message so the recipient will see it as soon as he or she opens the message. This technique also helps you get through e-mail systems that reject all attachments in this day of rampant computer viruses.
4. **Make sure your resume is properly formatted for e-mail.** Plain text resumes not formatted for email can be unreadable, and unreadable resumes will most likely be deleted. Take the time to make sure it will look as good on all computers and in all email systems as it does on your screen. This means shorter text lines, spacing between sections, and text-based highlights.
5. **If responding to an advertisement, read the application instructions and follow them.** Failing to follow application instructions not only delays your resume, it labels you as someone who doesn't take direction well. It's the Trash bin for you. They might specify an email address and job code to use. They might even actually ask you to send your resume as a Word attachment. Whatever they want, you do.

Always remember: It only takes a second for someone to delete an e-mail message. Don't give them a reason to trash you! Think before you respond!

Posting your Resume: Placement vs. Privacy

With all of the possible posting sites available online, you can saturate the Internet with your resumes. Is this a good thing? There are two issues to consider when posting your resume online.

1. Placement: where should you post it?
2. Privacy: how public do you want it to be?

What's the problem? The more exposure you get, the better, right? **Not necessarily.**

Recruiters get tired of finding the same resumes for the same people in every database they search. If you get labeled a "resume spammer," you won't be considered for job openings they are working to fill. Also, the farther your resume spreads, the less control you have over it and the more likely it is to be discovered by someone you had hoped wouldn't see it, *like your current employer*. And yes, people do get fired.

Some problems can be avoided by merely limiting where you post your resume (Placement), others by limiting the information in your posted resume (Privacy), but the two issues must be addressed hand-in-hand. It is possible to be visible but private online, but how visible you want to be vs. how comfortable you are in public is a question only you can answer.

Staying Cyber-Safe

Limiting your posting is a good way to protect your privacy, but it is also important to select those few sites with care. **Susan Joyce**, author of Job-Hunt.org, encourages job seekers to carefully evaluate the job sites used and to be aware of the information presented in the resume. The following tips include information excerpted from her articles on [Choosing a Job Site](#) and [Your Cyber-Safe Resume](#).

1. **Limit where you post.** Post your resume in the databases of only one or two large popular job sites. At the same time, post it in the databases of one or two smaller job sites targeted to your specific industry, occupational group, or geographic location. This will give you both "maximum exposure" (many employers crossing industries and regions) and "targeted exposure" (employers looking for a smaller yet more highly qualified candidate pool.)
2. **Read Privacy Policies.** Note what personal or "individually identifiable" information they will collect, how it may be handled, and whether or not they reserve the right to sell it. Some sites are good and promise to never sell your info, but others reserve the right to sell your personally identifiable information to third parties.
3. **Avoid sites that force you to register a full profile (i.e., your resume) before you can do any search of the job database.** You should be allowed to evaluate a site to make sure it's a good fit to you before adding your information to their database.
4. **Avoid sites that offer to "blast" your resume.** Such wide distribution may offer little, if any, control on where a copy of your resume could end up.
5. **Limit access to your personal contact information.** Options range from blocking access to just the contact information to keeping your resume completely out of the database searched by employers. Choose the option that works best for you. **Remember that if you go for full confidentiality, it may be up to you to remember to delete contact info from your resume.** Many job seekers trip up here because they fill out a form with their contact info, then cut and paste the whole resume into the box, forgetting

about the contact info here. The database's protection of your contact info only refers to what you put in the form, not in the box.

6. **Modify the contact information you put on your resume.** Remove all standard "contact information" -- name, address, phone numbers -- and replace your personal e-mail address with an e-mail address set up specifically for your job search. This is where those services like Yahoo! email come into play. Make sure you use an appropriate e-mail name like MEngineer@Yahoo.com. Names like "JustLooking@Yahoo.com" or "DumbBlond@HotMail.com" are not good names for serious job seekers.
7. **Modify your employment history.** Remove all dates from your resume. Then, remove the names of all employers and replace them with accurate *but generic* descriptions. "Nuts n' Bolts Distributors, Inc." becomes "a small construction supplies distribution company" and "IBM" becomes "a multinational information technology company." If your job title is unique, replace it with an accurate but generic title, so "New England Regional Gadget Marketing Director" becomes "multi-state marketing manager of gadget-class products."
8. **Don't let your resume sit there.** Since many databases sort resumes by date of submission with the newest first, renew your resume every 14 days. If you don't get any response to your resume within 45 days of posting, remove it from that location and post it elsewhere. It could be that employers are not looking for people with your skills in this particular database, but it could also be that there is too much competition between candidates with the same skills and your resume is not rising to the top.
9. **When your job search is over, delete all resumes out there.** Do not continue to "dangle the hook" and see what offers may come up. Your new employer may find you still fishing and demand an explanation. Some people are adding a "posted DATE" on the bottom of resumes they register online, but you will still have a tremendous amount of explaining to do if your resume is found to still be circulating. Whether or not you were planning a fast exit, you may find yourself on the way out the door.

Always remember that most job sites make their money by selling access to the resume database! Many want you to post your resume in their database, but few really work for you. When it comes to posting your resume, ***You Rule***. Be choosy.

Finishing Touches

It should go without saying, but, be sure to proofread your resume before sending it out. In fact, have someone else read it to catch any mistakes you may have overlooked. Typing errors will make a negative impression on your reader. Also, use a letter quality printer when producing a final draft. Make sure reproductions are made on a high quality copier. Always use high quality, heavy weight (20lb at least), and conservative colored (white, cream, light grey) paper. Remember, someone may read your resume along with a hundred others. Do what you can to make it as professional and appealing as possible. Refer to the Following "Resume Checklist" to ensure a quality resume.

Resume Checklist

OVERALL IMPRESSIONS

- ___ The resume appears to be free of typographical errors.
- ___ Grammar is acceptable.
- ___ The reader can determine your career field by reading the resume.
- ___ The resume is written using action verbs.
- ___ Positions held are described in terms of skills and accomplishments. The resume does not contain “resume speak”. (For example, “performed time management” is better described in terms of the actual project, such as, “Effectively managed time to work as a Peernet mentor, and coordinated a charity food drive before finals).
- ___ Where relevant, the resume contains volunteer and campus experiences as well as work experiences.
- ___ You have included language skills, computer skills and writing skills where appropriate.
- ___ **Be sure all appropriate marketable skills are apparent. Did you omit anything?**
- ___ The resume does not include the statement “References upon request” if you can better use the space.
- ___ Dates of employment, education and other experiences are included. (Dates are not required in the activities section.)

FORMAT

- ___ The resume appears clear and easy to read. With the increased use of resume scanning, avoid underlines and italics as these are difficult for some scanners to interpret.
- ___ Font is attractive and not too big or too small. (No smaller than 11 pt.; Ariel and Times New Roman are most common)
- ___ Margins are used effectively. (No smaller than 1/2 inch)
- ___ Indents are used only where necessary. Multiple indents and margins are difficult to read and detract from the clarity of the resume.
- ___ The resume is contained on one page. (In a few cases a 2-page resume is justifiable. If you have 2 pages, include name and “Page 2” at the top of the second page. You may also include your phone number and email.
- ___ There is no blank page printing out at the end of your resume.
- ___ The format for listing organizations, locations, dates, titles, and descriptions is consistent throughout the resume
- ___ The resume includes a city and state for each school attended and employment position held.
- ___ Entries are listed in reverse chronological order within each section of the resume.

IDENTIFYING DATA (name, address, phone)

- _____ The resume includes at least your permanent address and phone number unless you are posting on an online job site (see previous discussion about cyber safety.) Don't forget to check the accuracy of all numbers; spell check cannot do that.
- _____ E-mail address is important
- _____ States are either all abbreviated (using Post Office codes) or not (be consistent).
- _____ Personal data is omitted (health, weight, marital status, etc. should not be on the resume).

OBJECTIVE

- _____ If the resume has an objective, it clearly states what you want to do. If you have multiple, different interests, you should have additional versions of your resume that reflect those objectives. Your objective needs to tell an employer what type of work you are seeking. If it is too broad (ex. a position where I can utilize my communication and organizational skills), it is not useful to the employer.

EDUCATION

- _____ The education section includes at least: school name, location, degree(s), and the date received (or expected). GPA (cumulative and/or major) may be included.
- _____ Degree is included and accurate (Bachelor of Arts, Bachelor of Science, BA, BS, and Bachelor's Degree are all acceptable).
- _____ Majors, minors and concentrations are accurate (Example: BS Exercise Science with concentration in Sports Management / Minor in Business. Check the catalog for exact term).

Example Chronological Resume

Robert Smith
Lyndon State College
LSC Box 98
Lyndonville, VT 05851
802-626-1234
Rsmith@yahoo.com

QUALIFICATIONS

- Knowledge of ArcView 3.2, Pathfinder Office 2.51, Trimble ProXR GPS Receiver and TDC2 Data Logger
- Experienced in running programs on Microsoft Windows platform
- Prepare presentations, meet standards for data collection & metadata writing
- Skilled at meeting deadlines, working in teams, self motivated

EDUCATION

B.S., Recreation Resource and Natural Resource GIS Mapping and Planning.
Lyndon State College, Lyndonville, VT. GPA 3.7
Anticipated date of Graduation, May 2003.

GIS/GPS WORK EXPERIENCE

Stone Environmental Inc. Montpelier, VT. LSC Student Technician, 2002

- Prepared database dictionary for Stone Environmental
- Mapped culverts and bridges in Poultney, VT

Northeastern Vermont Development Association (NVDA). St. Johnsbury, VT. LSC Student Technician, 2002

- Mapped culverts and bridges in 4 towns in Vermont
- Edited and corrected culvert and bridge data for NVDA
- Prepared metadata for culvert and bridge data

Vermont Agency of Natural Resources. St. Johnsbury and Barre, VT. LSC Student Technician, 2002

- Produced boundary maps of Groton State Forest & Putnam State Forest

Jay Peak Resort. Jay, VT. Contracted LSC Student Technician, 2002

- Digitized, mapped, and ground truthed Jay Peak golf course

US Geological Survey. Utah Canyon lands National Park. Student Technician, 2001

- Mapped stream profiles
- Produced stream profile map & Microsoft access stream profile database
- Inventoried Tamarisk vegetation

Lyndon State College Student Practicum, 2001

- Mapped natural and man made features in Willoughby and Victory State Forests
- Mapped Burke Mountain Natural Community

AWARDS AND CERTIFICATIONS

- Eagle Scout, 1997
- Wilderness First Responder, Current
- Lifeguard, Current
- Water Safety Instructor, Current
- Member of Vermont Recreation and Parks Association, Current

ADDITIONAL WORK EXPERIENCE

- Swimming Instructor, Riverside School grades 4-8, Lyndonville, VT 2002
- Swimming Instructor, Lyndon State College, 2002
- Life Guard, Lyndon State College, 2000 to present
- Deli Associate, Hannaford Food and Drug York, ME, 2000

Example Chronological Resume

Roy Rogers

20 Main St., New York City , NY 01087
Phone: College – (802) 626-1234 Home – (207) 442-4321
E-mail: rogers@gmail.com

Objective

To be part of an outstanding electronic journalism team producing news at the highest level of skills and ethics.

PROFESSIONAL EXPERIENCE

CBS PAGE PROGRAM, CBS NEWS, NEW YORK, NY 2011

- News Assistant for Weekend News
- Researched and pitched story ideas, assisted producers in research and booking interviews, shadowed producers in the field and conducted interviews, produced voiceovers, teases, and headlines at Weekend News, closed captioning, clerical duties like purchasing office supplies
- Script running and green room at the CBS Early Show

Newspath and Foreign Desk, CBS News, New York, NY Summer 2010

Deputy Editor Assistant; Internship

- Researched stories for “Evening News with Katie Couric”
- Shadowed producers and correspondents on stories throughout NY City for CBS Newspath
- Produced 1st place winning evening news package summer intern group project

News7, Lyndon State College, Lyndonville, VT 2009-2010

Executive Producer/Anchor/Correspondent

- Researched, reported, anchored, & produced news for LSC-TV News 7 live nightly cable newscast

OTHER RELATED EXPERIENCE

The Society of Professional Journalists (SPJ), Secretary - Lyndon State College Chapter 2010

Office of Admissions, Lyndon State College, Lyndonville, VT 2007-2010

Student Ambassador

- Tour guide for prospective students and families
- Assisted with marketing fulfillment
- Answered phone calls for the Switchboard/Welcome Center
- Assisted admissions counselors with prospective student inquiries

SKILLS & QUALIFICATIONS

- ENPS and Avid iNews script writing software
- Avid Newscutter experience in editing news footage and public service announcements
- Experience using DVC Pro and P2 camera equipment
- Speak fluent Greek
- A passion for world news
- Proactive, energetic, and diligent

EDUCATION

B.S., Broadcast News,

A.S., Television Production

Minor, Political Science

Lyndon State College, Lyndonville, VT December 2010
Department of Electronic Journalism Arts/Television Studies

Example Chronological Resume

Susan Walker

LSC Box 5000
Lyndonville, VT 05851
(802) 626-4321

walker@yahoo.com

P.O. Box 2
Auburn, NH 03032
(603) 526-1122

Education

BS Natural Science, Minor Chemistry and Geology. Lyndon State College, Lyndonville, Vermont.
Graduate May 2002. GPA, 3.75

Educational Highlights

Specialized Skills:

- **OSHA 40 hr certification**, May 2002
- **Brunton Compass**, measured strikes, dips, and folds of rock outcrops. Have experience reading geologic maps and cross-sections.
- **DR700 and DR2100**, tested water around Lyndonville for various substances.
- **Gas Chromatography**, introduced to compound separation and identification.
- **Infrared Spectrometer**, have experience identifying organic compounds by functional groups.
- **Arcview**, created maps using the Arcview software for various data.
- **Computer Skills**, include Microsoft Word, Excel, and SPSS, proficient with searching Internet.

Elective Courses:

- Hydrogeology, Environmental Chemistry, Organic Chemistry I & II, Aqueous Geochemistry
- Environmental Field Geology, Calculus I & II, Statistical Theory and Applications
- Mineralogy, Anthropology, Geology III (Geomorphology and land use)
- Introduction to GIS mapping, Energy, Environment and Society

Paper:

- “Multiple Chemical Sensitivity: Are the chemicals of today killing our tomorrow?”
Gathered data and personal experience of people suffering from the disorder.

Work History

Laboratory Assistant, L.S.C. 9/2001 – 5/2002. Prepared lab materials for classes; cleaned and organized Glassware, prepared agars for microbiological experiments, assisted with chemical inventory.

Samual Read Hall Library, L.S.C. 9/1998-5/2002. Worked in Interlibrary Loan department and circulation. Shelved, rearranged, and labeled books. Helped patron’s research information and learned library computer system.

Example Chronological Resume

Matthew King

1001 College Road LSC #7643 Lyndonville, Vermont 05851
(802)748-2162 Matthew.king@gmail.com

Skills

- Experienced in cold call sales and building relationships with business owners.
- Excellent communication skills: written, verbal, listening, presentations, and online.
- Microsoft Word, Excel, Outlook, PowerPoint, Email, and internet searches.
- Ability to research, problem solve in deadline driven jobs.
- Honest, hard working & open minded team player capable in working with little or no supervision.

Sales and Marketing Experience

Sales Representative, Lyndon State College Lyndonville, Vermont 2009- 2010

- Sold print and radio ads for college newspaper and radio station.
- Top salesman at the college generating 50% of total sales.
- All sales were cold call in one of the most economically challenged areas of state.
- Wrote and recorded professional quality prototype radio ad for a local business.

Marketing Intern , Northern Community Investment Corporation (NCIC), Lancaster, NH
2009

- Researched and recommended criteria to track effectiveness of New Hampshire Grand Branding Project promoting Northern New Hampshire as a tourist destination.
- Cultivated contacts throughout NH including: NH Department of Transportation, NH State Parks, and the US Customs and Border Patrol.
- Set up system for ongoing tracking and reporting of effectiveness of the project.

Additional Work Experience

Ground Crew/Nightshift Lead JetBlue Airways, Burlington, VT/Las Vegas, NV 2003 – 2006
Satellite Technician DIRECTV Williston, VT 2006

Military

US Navy Various Locations 1997 – 2002

- Administrative assistant at Navy Recruiting headquarters, Arlington, VA.
- Received commendation for quality of work.
- Aviation mechanic, performing repairs and daily inspections.
- Secret Clearance. Honorably discharged -rank of E-4, July 2002.

Education

B.S. Business Administration Lyndon State College , Lyndonville, VT Graduate August 2010

- 3.38 GPA
- Dean's List Spring/Fall 2009 while working part time.

A.A. Liberal Arts Community College of Vermont , Burlington, VT Graduated May 2008

Example Chronological Resume

Michael Smith

100 Meteorology Lane, Cloud, NJ – (333)-666-2050 – Michael.smith@lsc.vsc.edu

Education

Bachelor of Science in Atmospheric Sciences

Minors in Mathematics, Physics

Lyndon State College, Lyndonville, VT

Expected May 2012

Special Skills

- Proficiency in Microsoft Office suite and basic computer software
- Experience with NOAA climate composite website.
- Computer languages (FORTRAN, Perl, Python)
- Meteorological programs (IDV, GEMPAK, SOLO II,)
- Geographic Information Systems (ArcGIS 10)

Meteorology Experience

Forecaster

Lyndonville, VT

Vermont Institute of Applied Meteorology

November 2010 - Present

Forecast weather for VT Agency of Transportation to assist with localized road management.

- Collaborated with forecasters to produce, disseminate, & verify forecasts in a timely manner.
- Met with local VTTrans employees to coordinate our forecast efforts with their needs.

DOW6 Assistant

Lyndonville, VT

Lyndon State College

February -March 2011

- Worked on DOW6 conducting research on winter events.
- Collected PPI and RHI data from stratified and orographic enhanced precipitation events.
- Presented DOW data on enhanced flow leading to orographic precipitation at 36th NESG in Taunton, MA

Participated in National Weather Challenge (2010-2011)

(Currently in the top 17%)

Additional Employment History

Math Tutor

Lyndonville, VT

Lyndon State College

September 2009- Present

- Assisted students with Basic Math, Basic Algebra, Problem Solving and up to Calculus II

Store Associate

Normandy Beach, NJ

Wawa

March 2007- August 2010

- Assisted customers in fast pace environment. Improved time management & communication skills.

Extracurricular Involvement/Community Service

American Meteorological Society Lyndon State Chapter

- Secretary

(2010-2011)

Sigma Zeta Math/Science Honor Society Member

(2010-Present)

Science Fair Judge

(2009-Present)

- Assisted in judging projects from 3rd-8th grade for neighboring school fair.

American Cancer Society

(2006-2008)

- Participated in “Relay for Life” to help fundraising for cancer research.

Gil and Ford Avis Scholarship

(2010)

Profile

Ambitious, hardworking individual looking to jump-start a journalism career.

Education

B.A. English/Journalism 2007-2011

Lyndon State College (LSC), Lyndonville, Vt. 3.06 GPA

Graphic Communications 2003-2007

Cape Cod Regional Technical High School, Harwich, Mass.

Skills

Deadline writing
In-depth reporting
Technical writing
Interviewing

Multimedia skills
Editing
Photography
Page layout and design

QuarkXPress
InDesign
Photoshop
Managerial skills

Experience

The Caledonian-Record, St. Johnsbury, Vt. Sept. 2009-Present

Sports Correspondent

- Covered high school sports in six local towns
- Wrote game stories for college sports

The Critic, LSC 2008-Present

Editor-in-Chief

- Set guidelines and deadlines for paper
- Enhanced web presence; awarded second place by VPA for outstanding website
- Supervised 14 staff members and ensured timely production of paper
- Served as public face for the paper

Public Relations Coordinator

- Created and carried out a public relations plan to improve profile of paper
- Increased readership

Managing Editor

- Approved stories and finalized page designs

Reporter

- Produced two stories a week, one news and one sports

Cape Cod Baseball League, Cape Cod, Mass. May 2010-August 2010

Public Relations Intern

- Assembled weekly stories for publication on league's website
- Reported on league awards and postseason games

Academic Support, LSC Sept. 2009-Present

Writing Consultant

- Worked with students to help improve their writing

Other Experience

Osterville Fish Market, Osterville, Mass. March 2004-Present

Part time during the school year, and full time in the summers.

Activities and Awards

LSC Commencement Day Student Speaker (2011); Scouting (2001-Present); Eagle Scout (2007); President, LSC Hockey Club (2009-2011); Student Government Representative (2007-2011)



Education	
2011	Lyndon State College in Lyndonville, Vermont. B.A Digital Media, B.A. Graphic Design.
Skills	
	(X)HTML, CSS2/3 Adobe Photoshop Adobe Dreamweaver Adobe InDesign Adobe Illustrator Adobe Flash Adobe Soundbooth ActionScript 2.0 + 3.0
	Adobe Edge Adobe After Effects Apple Final Cut Pro 5.1 Javascript + jQuery Microsoft Office Suite Video & Photography Social Media InfusionSoft
Employment	
2011-Present	Client Attraction <i>Clientattraction.com</i> Responsible for upkeep of the website, database software, online marketing, and customer content/accessibility to content.
Internships	
2010	National Broadcasting Company (NBC) Universal Worked with NBCU Digital Networks department assisting projects such as TravelSkoot.com, Momtourage.com, and DinnerTool.com.
2010	News 7 Broadcasting Graphics and logo Recreated broadcast graphics including new logo for News 7.
Clients	
2010-2011	Lincoln's Country Store <i>Lincolncountrystore.com</i> Designed and developed a website using Drupal as Content Management System (CMS) to maintain site elements.
2009-2010	Informed Green Solutions <i>Informedgreensolutions.org</i> Designated website/graphic designer and developer including corporate branding design and other collateral.
2010	Electronic Journalism Arts (EJA) - News 7 <i>Lyndonstate.edu/news7</i>
2010	Clothes to perfection <i>Product photography editing</i>
2010	EJA Department <i>Lyndonstate.edu/eja</i>
Activities	
2010-2011	The Critic Campus Newspaper <i>Layout Editor</i> Lyndon State College
2009-2011	Outside the Box Design Group <i>Treasurer</i> Lyndon State College
Interests	
	Traveling Hiking Backpacking Kayaking
	Photography Skiing Drumming

Example Chronological Resume

School Address
LSC Box 4000
VT 05851
(802) 626-4000
Until May 20

John Doe
doej@mail.com

Permanent Address
8 Winter St Lyndonville,
Scarborough, ME 04074
(207) 883-3344
After May 20

Education Lyndon State College
B.S., Meteorology
▪ Private Industry track focus, elective included: Numerical Weather Prediction, Hydrometeorology, and numerous programming courses.
▪ Wrote extensive paper on the Hail Detection Algorithm used by the WSR-88D.
A.S., Computing
▪ Elective included: Statistics and Technical Writing.
▪ Expected to graduate with a 3.45 GPA and as a local member of the American Meteorological Society (4 years) and the Sigma Zeta Honorary Mathematics and Science Society (2 years).

Computer Skills	Languages		Software
	C	MFC	Microsoft Visual Studio
	C++	HTML	Microsoft Office
	Java	ASP	Bufkit
	Visual Basic	Javascript	Gempak
	UNIX	VBscript	McIDAS WXP

Work Experience **Intern** Gray, ME
National Weather Service Summer 2001
▪ Used C++ to create and develop software that helped to predict the onslaught of a sea breeze in the Portland, ME area.
▪ Worked with Training Modules.
▪ Worked with Forecasters.

Tutor Lyndonville, VT
Lyndon State College January 2000 – Current
▪ Physics courses through Physics II
▪ Math Courses through Calculus III
▪ Meteorology courses

Summer Recreation Instructor Scarborough, ME
Scarborough Community Services Summers 1997 – 2001
▪ Summer job throughout high school and college.
▪ Provided children with activities to participate in all summer.
▪ Promoted from junior counselor to head counselor.

Example of a Combination Resume

Jessica Jane
7777 Quicksilver Rd.
Kalamazoo, Michigan 49007
(616) 222-2222
JJ@aol.com

Objective: Position Assisting in Responsibilities of a Small Business

Highlights of Qualifications

- Management talent for “seeing the whole picture.”
- Flexible; enjoy variety of tasks required in a small business.
- Computer experience in a fully automated office.
- Work well under pressure. Reliable and responsible.
- General working knowledge of business machines

Professional – Experience

Small Business Management

- Reviewed P&L, production figures, prepared recommendations.
- Assisted in budgeting, advertising, and marketing.
- Assisted in interviewing and training new employees. Critique employees in regularly scheduled reviews.
- Purchased office supplies and equipment.
- Assisted in designing and decorating new office.
- Managed a small fabric store.

Accounting and Bookkeeping

- Responsible for all agency accounting including processing monthly reports on automated system, preparing monthly and quarterly financial analysis.
- Prepared and processed accounts receivables and accounts payables, reconciled accounts, balanced bank statements.
- Processed payroll, federal tax deposits, quarterly reports.

Customer Relations

- Processed commercial insurance applications, endorsements, and renewals. Prepared proposals.
- Explained coverage’s, limits, and premiums to clients.
- Provided direct customer service in retail environment.

Work History

- Caledonia Insurance Inc., St. Johnsbury, VT. 05819 1985-1992
- Fabritown, Lyndonville, Vermont 05851 1989-1990

Education

A.S. Degree, Lyndon State College, 1985, math concentration.

License

Property and Casualty Insurance Agent, State of Vermont, 1991.

References

Ms. Jean Simmons, Caledonia Insurance Agency, Inc. 802-748-9999.
Ms. Geraldine Fabio, Fabritown, 802-626-9876.
Jon Ferrett, Math Department, Lyndon State College 802-626-6200

Example of a Functional Resume

Michael John
12345 Florence Ave.,
Omaha, Nebraska 68111
(402) 947-9876
JohnM@yahoo.com

Education:

B.S. Journalism, University of Nebraska at Omaha, 1990

Writing:

- Wrote articles for the sports section of college newspaper.
- Had three articles published in Omaha Sun Newspaper.
- Served as assistant editor of the sports section of college newspaper.
- Editor of high school student newspaper.

Sports:

- Played collegiate Basketball four years.
- Captain and starting center for UNO's defending North Central Conference champion basketball team.
- Voted most improved player by teammates as a junior and chosen to All-Conference tournament team during senior year.
- Nominated to the NCC All-Academic squad.
- Coached high school basketball players at summer clinic.

Communication/Radio/Video:

- Announced live broadcasts of football games on college radio.
- Wrote and delivered nightly sports news for radio on football weekends.
- Assisted in developing basketball training via video.
- Delivered sports promotional spots on local college radio station.

References:

- Mr. Jack Cassidy, University of Nebraska 402-999-5454
- Mr. Glen Hopkins, WKYZ Radio, Omaha, Nebraska 402-334-5873.
- Mr. Tim Steele, WYKT Radio, Omaha, Nebraska 402-546-9876

Resume-Writing for Federal Positions

If you wish to be successful in obtaining a position in the federal government you will need to create a government-friendly resume that adheres to the government format. Generally a federal resume is longer (often 3-4 pages) than a resume you would use in the private sector. You will either submit it using www.USAJOBS.gov or email it directly to the government agency or department. Your private sector resume WILL NOT work for you if you are trying to obtain federal employment.

Lyndon State College's Career Services has books and handouts that can provide guidance in writing effective federal government resumes.

You can also find pertinent information on www.makingthedifference.org

Some key points to consider when constructing your resume are:

1. You can construct your resume in WORD and then upload it onto USAJOBS.
2. You should use a personal professional sounding email address, not your LSC email address.
3. Your PROFILE on USAJOBS has searchable fields. To get the attention of the reviewer you need to use key words and note whether you will accept positions that are Term, Temp, Part-time, Full-time *or Internship (which for some departments means a full-time position for a 2 year period).*
4. You can save up to 5 different resumes so give each resume a name noting the title, grade and location.
5. CAPITALIZE your position titles to make them stand out.
6. You do not have to provide information about all your work history if it is irrelevant to the position for which you are applying. The federal reviewers DO NOT CARE if there are gaps in dates if they are short (1 year or less).
7. You need to review the vacancy or series announcement and determine what are the buzz words and phrases that you need to use in your skills section and CAPITALIZE THE SKILLS (ex. If you see the word ANALYZE in the announcement 10 times, that means that this word MUST go in your resume within the top 5 lines of your Work Experience section).
 - a. For each skill note key accomplishments and results. The federal government has a long history of using KSAs (knowledge, skills and abilities) in determining whether a candidate is eligible. You MUST demonstrate accomplishments and results.
8. There is ample space on this resume to describe your work history and goals.
9. Each announcement will indicate how it will be rated. You also will be able to determine what's critical in receiving a high rating by reviewing the *questionnaire* which you must fill out for most announcements.

Cover Letters

A cover letter should always accompany your resume. This is a personalized letter tailored to the specific job for which you are applying. This is your sales pitch to entice an employer. It should illuminate some key points noted in your resume but not repeat the same information. If possible, direct your letter to a specific person in the business or organization. This indicates that you have done some research of the organization and are genuinely interested in working there.

If you do not know the name of a specific person then address the cover letter to the Human Resources Director or Hiring Committee. DO NOT write “Dear Sir or Madam or To Whom It May Concern.”

Two types of cover letters are a letter of application and a letter of inquiry.

Letter of Application

This form of cover letter is used when you know openings in your field exist within a particular company. It introduces your resume.

Blind Letter of Inquiry

A letter of inquiry is sent to employers when you are interested in a particular company, but don't know if openings exist.



Components of a Cover Letter

Return Address
City, State, Zip

Date

Name of Employer
Title (if known)
Street Address
City, State, Zip Code

Salutation:

First Paragraph – State why you are writing, name and position for which you are applying. Tell how you heard of the openings

Second Paragraph – Mention why you are interested in working for this employer, and specify your interests in this type of work. Note why you are qualified and would be a good candidate to be considered. If you have a copy of the job description, address each task and how you are qualified to perform each one. A statement about your academic experiences would be helpful, especially if you are a new graduate.

Third Paragraph – Reference your enclosed resume, completed application form, letters of recommendation, and any other support materials you are enclosing.

Fourth Paragraph – Indicate your interest in and availability for an interview. Offer to make additional information available and close with statement intended to evoke a response, for example, “I am available for interviews at your convenience and am willing to provide any additional information you may require. I will follow up on my application within a week. I look forward to discussing this position from you.”

Sincerely yours,

Full name, signed

Full name, typed

Enclosure

Components of a Letter of Inquiry

Return Address

City, State, Zip Code

Date

Name of Employer

Title (if known)

Street Address

City, State, Zip Code

Salutation:

First Paragraph – State your purpose: Introduce yourself and inquire about the positions in your field which may be open in that business

Second Paragraph – Point out significant experience or qualifications in your field which may make you a desirable employee.

Third Paragraph – Refer to the attached resume and mention the availability of credentials or references. Stress any qualifications that make you the right person for the job.

Fourth Paragraph – Restate your interest and indicate that you would like to get together for a brief meeting. Write your letter as though you expect to meet with the employer. Politely state that you are looking forward to hearing from him/her.

Complimentary closing,

Full name, Signed

Full name, typed

Enclosure:

Interviewing

Congratulations! You made it to the interview stage. You've made contacts and sent out resumes and now you're finally ready to talk to some employers. But if you're like most people, it's a time of mixed emotions. On one hand, you're excited. Now you have the opportunity to talk with the employer to convince him or her that you are the right person for the job. It's also an opportunity for you to learn more about the right person for the job. It's also an opportunity for you to learn more about the organization and its employees. However...the thought of interviewing makes you nervous. Now the pressure is really on to make a favorable impression. You may be asking yourself, "What kinds of questions will I be asked?" "What if I don't know the answers?" "Will I be able to talk without my voice quivering?" These are just a few of the concerns many individuals have when it comes to interviewing. Perhaps the following suggestions will help to ease some of your anxieties.

Stage 1- Pre-Interview Workup

The general purpose of pre-interview preparation is to bring into focus in your mind what you have to offer as a candidate for the position and what the correlation is between your background, interests, and capabilities. Doing your homework before the interview may save you some embarrassment later.

1. What are your particular professional interests? Be specific.
2. What abilities do you have?
3. What is your educational background? How is it relevant to the job?
4. Which combination of these abilities do you want to use in your work?
5. What areas or characteristics in your professional development are not yet marketable—that is, a level of development for which you do not feel comfortable assuming responsibility?
6. What sort of environment do you find most compatible for maximum growth and effectiveness, i.e. size of organization amount of authority, responsibility, etc.?
7. What is the relationship of the position you are interviewing for to your background and future objectives? Is there continuity?

If possible, it is also important to do some research on the position and organization:

1. Why is the position open?
2. If a new position, how is it funded and for how long?
3. What is the history of the organization, what is its philosophy, and what are the working conditions?
4. Is the salary competitive? What about the area cost of living?
5. What is the general turnover pattern for the position for which you are being considered?

Practice interviewing with a friend, family member or in front of a mirror.

Stage II- The Interview

Interviewing is basically a very intense two-way communications process. Many factors come into play during this process—body language, eye contact, appearance, and even “physical presence.” In fact, a survey involving job interviews revealed that the first 3 to 5 minutes of an interview are the most crucial. It is during this time that an employer forms his or her first impressions and frequently makes hiring decisions based on those impressions. So what are some things you can do to make a favorable impression?

1. Be yourself. After 20 years, it is too late to radically alter your personality. The values you have, as well as, the way you respond and interact with others is pretty well set.
2. Relax. It is the key ingredient to having poise and polish. If you have done your pre-interview homework, you will be better able to be at ease with yourself and the interview process. If you have a decent handle on yourself in terms of expectations, competencies, needs, and have used these in deciding which positions you will pursue, you will be half way home. The more forethought you give to your interview, the less likely it is that you’ll panic.
3. Be on time. Allow yourself plenty of time to get there.
4. Dress in a fashion consistent with prevailing patterns of your peers in the field.
5. Always shake hands and introduce yourself. Make eye contact. Talk clearly and succinctly. Do not babble. Remember to smile and use humor appropriately. Be positive. Be aware of your habits. In a stress situation, do you shake your leg, click your pen, have nervous speech patterns, mumble, avert your eyes...etc.? Adjust behaviors accordingly.

6. If in the course of the dialogue a question for which you have no answer is raised, be honest and ask for a moment to ponder it. You should be prepared to get at least one question you haven't anticipated. Remember, the positions you are seeking call for a person who can think clearly and logically. Your request for a moment may be interpreted as a positive characteristic.
7. Discuss your background in full and be able to explain your skills and abilities that are transferable such as problem-solving, analyzing data, relating to people, etc. Make known your strong points, personal traits, and previous experience.
8. Prepare questions that you want to ask the employer. Remember that you are trying to learn as much about the organization so you can decide whether or not you are interested in pursuing this question.
9. About salary: Let the employer bring it up first. You don't want to offend the employer by bringing it up too early in the interview. If you can see that the interview is coming to a close and salary hasn't been mentioned, you might then ask what salary range the employer has in mind.

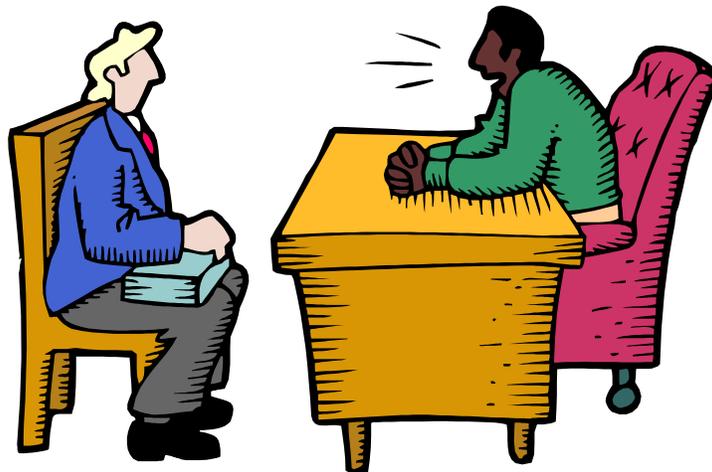
Stage III – Post Interview

After an interview it is important to note your thoughts and feelings. What were your impressions about the position and the interviewer? Is this a position you would like to pursue? As you go through several interviews, you can begin to more accurately assess your priorities and identify what you want and don't want.

One Final Note

As was mentioned earlier, a thank you letter after an information interview is an important part of the whole job-search process. The same is true for an employment interview. Not only is it a common courtesy to send a letter of thanks to an employer, but it gives you a chance to re-emphasize the skills or facets of your experience that are most relevant to the position and to cement your name in his or her mind.

(Adapted from the Employment Survival Kit, Center for Career Development, University of Vermont.)



52 QUESTIONS RECRUITERS FREQUENTLY ASK COLLEGE SENIORS

1. What are your long range and short range goals and objectives, when and why did you establish these goals, and how are you preparing yourself to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next 10 years?
3. What do you see yourself doing five years from now?
4. What do you really want to do in life?
5. What are your long range career objectives?
6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your business (or other) career?
8. What do you expect to be earning in five years?
9. Why did you choose the career for which you are preparing?
10. Which is more important to you, the money or the type of job?
11. What do you consider to be your greatest strengths and weaknesses?
12. How would you describe yourself?
13. How do you think a friend or professor who knows you would describe you?
14. What motivates you to put forth your greatest effort?
15. How has your college experiences prepared you for this particular career?
16. Why should I hire you?
17. What qualifications do you have that make you think that you will be successful in this career?
18. How do you determine or evaluate success?
19. What do you think it takes to be successful in an organization like ours?
20. In what ways do you think you can make a contribution to our organization?
21. What qualities should a successful manager possess?
22. Describe the relationship that should exist between a supervisor and subordinates. (Never call anyone a subordinate—call them employees or supervisees.)
23. What two or three accomplishments have given you the most satisfaction? Why?
24. Describe your most rewarding college experience.
25. If you were hiring a graduate for this position, what qualities would you look for?

26. Why did you select your college or university?
27. What led you to choose your field of major study?
28. What college subjects did you like best? Why?
29. What college subjects did you like least?
30. If you could do so, how would you plan your academic study differently? Why?
31. What changes would you make in your college or university? Why?
32. Do you have plans for continued study? An advanced degree?
33. Do you think that your grades are a good indication of your academic achievement?
34. What have you learned from participation in extra-curricular activities?
35. In what kind of a work environment are you most comfortable?
36. How well do you work under pressure?
37. In what part-time or summer jobs have you been most interested? Why?
38. How would you describe the ideal job for you following graduation?
39. Why did you decide to seek a position with our organization?
40. What do you know about our organization?
41. What three things are most important to you in your job?
42. Are you seeking employment with an organization of a certain size? Why?
43. What criteria are you using to evaluate the organization for which you hope to work?
44. Do you have a geographical preference? Why?
45. Will you relocate? Does relocation bother you?
46. Are you willing to travel?
47. Are you willing to spend at least six months as a trainee?
48. Why do you think you might like to live in the community in which our organization is located?
49. What major problem have you encountered, and how did you deal with it?
50. What have you learned from your mistakes?
51. How do your skills relate to our needs?
52. What would you like to know about us?

Adapted from The Endicott Report, (A survey of 92 companies by Frank S. Endicott, Director of Placement, Northwestern University, Evanston, Illinois.), 1972.

DURING INTERVIEW: FREQUENT STUDENT INQUIRIES OF EMPLOYERS

(Questions are pertinent only if the answer influences you.)

- How much contact and exposure to management, or supervision, is there?
- Is the sales growth in the new product line sustainable?
- What is the long range direction for development in this department or organization?
- At what level is an employee placed in the “exempt” status?
- Is it possible to move through the training program faster than normal?
- When does the training program begin? Or how much training and supervision is available?
- Why is this position open?
- How much travel is normally expected?
- Can I progress at my own pace or is it structured?
- Do employees normally work many hours of overtime?
- How frequently do you relocate professional employees?
- What is the average age of your first level supervisors?
- About how many individuals go through your program each year?
- What is the housing market for young married couples like?
- How much freedom is given and discipline required of the new people?
- Would I have to cut my hair or trim my moustache?
- Does the firm recommend any night courses the first year?
- What is the normal (daily) routine of a person for this position like?
- What is the advancement potential of this position?
- What is the average time to advance in a career path?
- Is the city difficult to adjust to compared to this campus community?
- What is the average age of top management?
- How much independence is allowed in dress appearance?
- Is public transportation adequate?
- How often are performance reviews, or evaluations given?
- Is it possible to transfer from one division or area to another?
- How much decision-making authority is given after one year?
- Have any new product lines been announced recently?
- How soon after graduation would I expect to report for work?
- How much input does the new person have on geographical location?
- In your organization, is this position more analytical or more people-oriented?
- In promotions, are employees ever transferred between functional fields?
- Does the organization provide employee discounts?
- Is a car provided to traveling personnel?

Remember; use common sense in your interviews. The initial interview is usually not the time to inquire about salary. Don't let the questions get too personal, and don't bring in any material or issues from your own personal life which employers might not be ready or willing to deal with.

(The above questions are from a list presented in C. Randall Powell's Career Planning for the College Graduate for the '70's, copyright. 1995)

EEO GUIDELINES

Federal anti-discrimination laws do not define clear-cut rules for what can or cannot be asked of you during an interview. Any questions soliciting information which leads to denial of employment on the basis of a person's sex, age, race, religion, national origin, etc., might constitute illegal discriminatory hiring practices.

Bona Fide Occupational Qualifications, (BFOQ), may present exceptions to some of these rules. For instance, it may be a BFOQ to be female if you are working in a woman's group home.

1. Questions should be as job-oriented as possible.
2. The interviewer may ask you a general question about what, if any, health problems you may have that would interfere with your job performance.
3. The interviewer should not ask questions as:
 - Are you planning to be married?
 - Are you planning to, or do you now have children?
 - Is your spouse employed, where and how?
 - What is your religion?
 - Where do you live?
 - Do you have an arrest record?
 - What is your financial status?
 - How will you take care of your children while you are working?
 - Do you need to take a vacation at the same time as your spouse?
 - How old are you? (Protected class is age 40-65).

The interviewer or personnel office may obtain some personal data about you after you have been hired, such as your age, next of kin, etc.

The interviewer may make the results of reference checks a condition of hire, or may make your hiring provisional upon subsequent reference checks.

Most companies and agencies are required to keep your application and results of any interviews on file for six months. Companies which contract for \$10,000 or more of federal funds are required to have affirmative action policies.