PROFESSIONAL CAREER PLANNING
APPROACH TO OPTIONS / OPPORTUNITY

BY:
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1991

FOR:
DR. W. MOSER
HONORS THESIS
The following is a partial copy of a project called PROFESSIONAL CAREER PLANNING: Approach to Options / Opportunity. This project is a hands on manual designed to guide the user in the steps associated with the process of obtaining a job.

Designed for anyone from high school, through college, and even for those already in the job market, this manual guides the individual through the basic steps of landing a job that is compatible with that particular individual. From self-assessment steps through resume writing and interview know-how, when complete, this manual will guide the user from school to retirement in steps that are easy to follow and require minimal outside research on behalf of the user.

Compiled from material collected from Ball State University's Career Services, the Ball State University's Library, the Muncie Chamber of Commerce and several other miscellaneous sources, this manual is a compliment to any job search. This manual is also designed to be unbiased toward any person, major field of study, or job desired.
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SELF-ASSESSMENT

PLANNING AND SETTING GOALS
WORKING WITH INFORMATION, PEOPLE, AND THINGS
RECOGNIZING YOUR SKILL
HOLLAND’S PERSONALITY LIFE STYLES
BALL STATE MAJORS CLASSIFIED BY HOLLAND’S OCCUPATIONAL THEMES
WHO AM I?
HOW ASSERTIVE ARE YOU?
WHAT DO YOU VALUE?
PLANNING AND SETTING GOALS

A career is all the work one does in a lifetime. It involves work and leisure time and determines standard of living, lifestyle, and happiness. The selection of a career is a very significant decision that should not be left to chance.

The ultimate goal of every job search is to find a satisfying job. This goal is more easily attained by people who plan and prepare for the job search by taking time to acquire self-understanding, review abilities and skills, and explore career areas of interest. After the job search actually begins, it is important to recognize current issues related to job hunting, concentrate on effective written and oral communication techniques, and develop an organized plan for contacting employers.

Most important in selecting a career is KNOWING YOURSELF. The career and life planning process encourages you to EXPLORE your values, needs, interests, skills and abilities and to fit these into the world of work. You must take charge of your life by actively and effectively making YOUR career choice.
Part of your career exploration should involve planning and setting goals. Goals are critical to career success, and learning how to set them is very important. Experts on goal-setting agree that it is vital to write goals down on paper.

To help you set goals, keep in mind that goals:

1. Must be your own.
2. Need to be clear, concise and written.
4. Should be realistic and attainable.
5. Need to have reasonable time deadlines.
6. Are most helpful when periodically revised to include new information and opportunities.

To help you clarify your goals, complete the following exercise.

Career Goals:

My short range, one-year career goal is:

My long range, five-year goals (ambitions, dreams, or hopes) for my career are:

What will I do each working day to achieve my short range goal? List a specific action:
Mental Goals:

My short range mental goals are:

My long range mental goals (knowledge, attitudes, self-improvement) are:

To achieve my career and financial goals, I must develop myself mentally in these ways:

Each day I will do these things to improve myself mentally so I can reach the goals above:

Family and Social Goals:

My long range family and social goals (education, family, role in, relationship to, expansion) are:

I will be fulfilling my purpose in life in this way:

What I must do to achieve these long range goals:

Career Services
Ball State University
WORKING WITH INFORMATION, PEOPLE, AND THINGS

According to the Dictionary of Occupational Titles, U. S. Department of Labor, all jobs may be classified as having emphasis on Information, People, or Things. Read the Characteristics below and check those which apply to you.

INFORMATION—working with data, knowledge, or concepts.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Like</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBSERVING: Paying careful attention to and keeping track of details, being observant studying, concentrating.</td>
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</tr>
<tr>
<td>COMPARING: Proofreading, discovering differences and similarities.</td>
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</tr>
<tr>
<td>COPYING, STORING: Entering data, keeping records, addressing, posting, copying, recording, memorizing.</td>
<td></td>
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</tr>
<tr>
<td>COMPUTING: Dealing with numbers, performing simple or complex arithmetic, keeping financial record, word processing.</td>
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<tr>
<td>RESEARCHING: Investigating, surveying, inventoried, compiling, composing, classifying, reporting.</td>
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<tr>
<td>ANALYZING: Examining, reasoning, testing, evaluating, proving, interpreting.</td>
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<tr>
<td>ORGANIZING: Giving a definite structure and working order to things.</td>
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<tr>
<td>VISUALIZING: Fine sense of rhythm, designing, illustrating, photographing, sketching.</td>
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<tr>
<td>IMPROVING, ADAPTING: Taking what others have developed and applying it to new situations.</td>
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<tr>
<td>PLANNING, DEVELOPING: Determining the sequence of activities based on pertinent data or requirements, and carrying out the plan.</td>
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</tbody>
</table>
PEOPLE—working individually with humans or animals.

<table>
<thead>
<tr>
<th>TAKING INSTRUCTIONS: Listening to directions, and carrying out the prescribed action.</th>
<th>Like</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERVING: Answering implicit or explicit wishes or needs of others.</td>
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</tr>
<tr>
<td>SENSING, FEELING: Understanding through intuition, showing sensitivity to others.</td>
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<tr>
<td>COMMUNICATING: Speaking or listening to others, interviewing, writing, giving instructions.</td>
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<tr>
<td>PERSUADING: Influencing, inspiring, convincing, motivating, promoting, fund-raising.</td>
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<tr>
<td>PERFORMING: Making oral presentations, modeling, singing, dancing, playing music.</td>
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<tr>
<td>MANAGING, SUPERVISING: Determining goals, coordinating, managing, directing, controlling.</td>
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<tr>
<td>NEGOTIATING, DECIDING: Working well with all people, treating people fairly, resolving problems, compromising.</td>
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<tr>
<td>ADVISING, CONSULTING: Giving expert advice or recommendations based on an area of expertise.</td>
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</tr>
<tr>
<td>TRAINING: Giving new information or ideas to people through lecture, demonstration, or practice.</td>
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</tbody>
</table>
THINGS--working with inanimate objects such as substances, equipment, or products.

HANDLING OBJECTS: Lifting, carrying, moving, sorting, delivering.
WORKING OUTDOORS: Plowing, planting, grounds maintenance.
FEEDING OR EMPTYING MACHINES: Stacking, loading, emptying, removing.
MINDING MACHINES: Monitoring, adjusting, and servicing machines.
USING TOOLS: Manipulating hand tools in the kitchen, on the grounds, or in a shop.
OPERATING EQUIPMENT: Checking controlling, adjusting, cleaning, or refilling.
OPERATING VEHICLES: Driving or regulating controls.
PRECISION WORK: Keypunching, tuning, adjusting, having great finger dexterity.
SETTING UP: Preparing, constructing, building, assembling, displaying, installing.
REPAIRING: Putting something back into good operating condition.

<table>
<thead>
<tr>
<th>Like</th>
<th>Dislike</th>
</tr>
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</table>

Using the results of total "likes" and "dislikes,"

what category of job would be best for you? A job which

emphasizes: Information ___
People ___
Things ___
RECOGNIZING YOUR SKILL

Three types of skills are needed for successful job performance - specific content, functional, and adaptive.

Specific content or technical skills are job specific. For example, a computer science major has specialized knowledge about computers. One would not have these skills without technical training.

Functional or transferable skills are directly related to actual performance of job tasks. These skills can be transferred from one activity to another.

Adaptive or personal skills describe the way people interact with their work environment. They are similar to personality traits and help people adapt to their work situations.

From these examples of functional and adaptive skills, decide which ones you possess and circle them.

**FUNCTIONAL SKILLS**

<table>
<thead>
<tr>
<th>Acting</th>
<th>Checking</th>
<th>Communicating</th>
<th>Coordinating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting</td>
<td>Demonstrating</td>
<td>Designing</td>
<td>Imagining</td>
</tr>
<tr>
<td>Initiating</td>
<td>Maintaining</td>
<td>Operating</td>
<td>Organizing</td>
</tr>
<tr>
<td>Persuading</td>
<td>Promoting</td>
<td>Reviewing</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**ADAPTIVE SKILLS**

<table>
<thead>
<tr>
<th>Adventurous</th>
<th>Alertness</th>
<th>Assertiveness</th>
<th>Cooperativeness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>Curiosity</td>
<td>Decisiveness</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Friendliness</td>
<td>Helpfulness</td>
<td>Self-confident</td>
</tr>
<tr>
<td>Poise</td>
<td>Reliability</td>
<td>Loyalty</td>
<td>Versatility</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Based on your academic study and work experiences, what specific content skills do you possess?

CAREER SERVICES
WHO AM I?

This checklist will help you evaluate personal qualities which might be significant to an employer. Read the questions and rate yourself as Fair (need improvement), Average, or Good.

<table>
<thead>
<tr>
<th>Personal Quality</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMBITIOUS--Do you keep up with the current literature in your profession? Do you take on extra assignments that will help you get ahead? Do you plan your career advancement?</td>
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</tr>
<tr>
<td>CHEERFUL--Are you generally good natured? Do you treat your fellow workers pleasantly?</td>
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<td></td>
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</tr>
<tr>
<td>COMPETENT--Are you able to meet deadlines? Is your work generally accepted &quot;as is?&quot; Have you ever accomplished some feat of speed or skill in your chosen field?</td>
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</tr>
<tr>
<td>CONGENIAL--Do you work well with others? Have you served on committees at school? work? in the community?</td>
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<tr>
<td>COOPERATIVE--Do you always do your part in a team assignment? Do you often volunteer to help?</td>
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<tr>
<td>COURAGEOUS--Do you undertake challenges readily? Have you ever had to stand firm on your principles despite opposition?</td>
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</tr>
<tr>
<td>DECISIVE--Are you able to make clear-cut decisions under pressure? Do you stand behind them later? Have you ever had to take a firm stand and accept responsibility for it?</td>
<td></td>
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</tr>
<tr>
<td>DEPENDABLE--How is your attendance record? Can your supervisor count on you when the work load is heavy? Do you follow through without being checked on by your supervisors or instructors?</td>
<td></td>
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</tr>
<tr>
<td>DIPLOMATIC--Can you cope with difficult situations involving other people? Have you restored harmony where there was friction? Settled a difficult personnel problem?</td>
<td></td>
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</tr>
<tr>
<td>DISCREET--Are you able to keep a secret? Do you guard confidential material carefully? Do you respect other people's rights to privacy?</td>
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</tr>
</tbody>
</table>
Personal Quality (continued)                      Fair   Average   Good

EMOTIONALLY STABLE--Do you feel in control
of yourself most of the time? Can
other people count on your day-to-day
mood to be generally agreeable?

ENTHUSIASTIC--Are you interested in your
work? or studies? Do you inspire others
with your own interest? Have you ever
done extra work because of your interest?

HONEST--Have you ever served as treasurer of
an organization? Are you careful with
trade secrets? school or company
property and supplies? Do you pass along
the praise when credit belongs elsewhere?
accept blame for your own mistakes?

IMAGINATIVE--Do you often or occasionally
come up with new ideas? Have you ever
contributed an idea which proved both
workable and profitable?

JUDICIOUS--Can you sift evidence and arrive
at a sound judgement? Are you able to
separate your emotions form your sense
of logic? Have you ever made a decision
based on reason when it conflicted with
your emotional interests?

OBSERVANT--Do you remember names easily?
places? Do you recall facts and
figures accurately?

OPEN-MINDED--Are you able to accept ideas
contrary to your own? Do you adapt
well to change?

PATIENT--Can you keep your temper? Are you
often bored with work you are doing?
Are you able to train other workers
calmly even when you have to explain
some procedures over and over again?

PERSISTENT--Can you stick to a task even when
your enthusiasm and patience wear thin?
Have you ever accomplished something in
spite of seemingly insurmountable
obstacles?

SINCERE--Are you honest in your attitude
toward yourself and others?
Wholehearted in your expressed
interests and enthusiasms?

TOLERANT--Do you associate with people of
different social backgrounds? Have you
ever worked for the improvement conditions
for people of a different racial, cultural,
or religious background?

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HOW ASSERTIVE ARE YOU?

You assert yourself when you stand up for your personal rights and act in ways that express your thoughts, feelings, and beliefs in direct, honest, and appropriate ways that do not violate another person's rights. Assertive behavior leads to people getting what they want because people tend to become cooperative when approached in a way that respects both parties.

When people practice nonassertive or aggressive behavior, they become victims and allow others to violate their rights, or victimize others by violating their rights through humiliation or degradation.

To decide if you are in charge of your life, complete these assertiveness checklists.

<table>
<thead>
<tr>
<th>Specific Situations With Family and Friends:</th>
<th>Mate/ Roommate</th>
<th>Acquaintances</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When someone asks that I do something for him or her, and I am already badly pressed for time, am I able to say no?</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
<td></td>
</tr>
<tr>
<td>2. Am I able to request help with specific tasks when I need it?</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
<td></td>
</tr>
<tr>
<td>3. Am I able to politely disagree with others in conversations without being apologetic?</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
<td></td>
</tr>
<tr>
<td>4. Am I able to ask for emotional help or support when I need it?</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
<td></td>
</tr>
<tr>
<td>5. When someone does something to help me, am I able to show my appreciation to that person?</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
<td></td>
</tr>
</tbody>
</table>

Total number of checks ___ ___ ___ ___
### General Situations:

<table>
<thead>
<tr>
<th></th>
<th>Mate/Roommate</th>
<th>Acquaintances</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do I express my ideas and feelings in most situations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Am I able to ask for small favors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>If a person has not returned a borrowed item, do I request that it be returned?</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Am I able to say &quot;no&quot; to unreasonable requests on my time?</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Am I able to maintain regular eye contact when speaking?</td>
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</tbody>
</table>

**Total number of checks**

### Specific Situations With Casual Acquaintances:

<table>
<thead>
<tr>
<th></th>
<th>Casual Acquaintances</th>
<th>Authority Figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do I feel at ease in social situations?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>If a student working with me on a group project has made a lot of mistakes, am I able to explain them to him or her and help with the corrections?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>When a salesperson comes to the door and I do not wish to listen to the pitch, can I firmly but politely say &quot;no&quot;?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>If my order in a restaurant is not correct, am I able to ask the server to replace it?</td>
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<tr>
<td>5.</td>
<td>When I have bought something and discover it is defective, am I able to return it and receive another one or a refund?</td>
<td></td>
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</tbody>
</table>

**Total number of checks**

Add the number of checks on each chart. Are you more assertive in certain situations? Evaluate your strengths and weaknesses and determine areas where you are assertive and areas where you are not assertive. Mark those areas you want to work on.

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WHAT DO YOU VALUE?

Your value system will influence how much you enjoy your job and career. Specific values are hard to identify because you usually do not think consciously about how much a certain activity is worth, or why you prefer using one skill over another skill, or one skill in one way rather than another way. Some enjoy competition or public recognition while other like participating more than leading, sharing more than possessing. All of these differences are rooted, to some extent, in your value system. Your values determine the kind of future you decide to build for yourself and for others. Begin assessing your priorities or values, it will be easier to research occupations and match your values with those associated with different jobs.

The following is a list of values to consider as you begin your job search. For each one, evaluate its importance to you and mark the appropriate column. When you have finished, rank those you have selected.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>Always Valued</th>
<th>Sometimes Valued</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Job security</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Prestige, status</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Public contact</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Working with people</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Opportunity for advancement</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Power, authority</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Independence</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Challenging work</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Variety and change in work</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Leisure time</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Life-style</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Blending of family and career</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Mark those career values that you have now and those which you think will be important in the future for career success.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>Now</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHIEVEMENT--Personal/Professional feeling of accomplishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADVANCEMENT--A job that provides opportunity to move up the ladder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUTHORITY--Responsibility for directing the work of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUTONOMY--Freedom to develop own approach to doing the job, opportunity to work independently</td>
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<tr>
<td>CHALLENGE--A job that demands the best use of your resources and abilities</td>
<td></td>
<td></td>
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<tr>
<td>COMFORT--Low pressure, few constraints</td>
<td></td>
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<tr>
<td>CONFORMITY--The opportunity to let others set expectations and direction</td>
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<tr>
<td>CONTRIBUTION--Opportunity to have a direct impact on the success of the organization</td>
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<tr>
<td>COOPERATION--Work in a friendly, compatible environment</td>
<td></td>
<td></td>
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<tr>
<td>CREATIVITY--Opportunity to innovate and deal with new problems, frequently changing situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DETACHMENT--Desire to be emotionally separate from your job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENTREPRENEURSHIP--A motivation to be self-employed, to develop a new product line, or start up a new business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENT--A workplace that is clean and well designed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDENTITY--The desire to define yourself through your work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERACTION--Frequent contact with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE--A job that provides for new learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOBILITY--Travel and frequent relocation options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONAL TIME--A job that leaves sufficient time for pursuits outside of work/family life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPONSIBILITY--To be held accountable for tasks</td>
<td></td>
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</tr>
<tr>
<td>SECURITY--A job that will be around for a while</td>
<td></td>
<td></td>
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<tr>
<td>SOCIAL INTEREST--A job that helps people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STABILITY--A job that is fairly systemized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATUS--A job that is viewed as important in the organization, desire to be known/famous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEALTH--Making a lot of money</td>
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</tr>
</tbody>
</table>
CAREER EXPLORATION

ISSUES
LIST JOB SOURCES
RESEARCHING OCCUPATIONS
INFORMATION INTERVIEWS
WHAT ARE YOUR WORK VALUES?
SALARY INFORMATION
FINDING A GREAT PLACE TO LIVE AND WORK
EXPERIENCE COUNTS
ISSUES

Deciding on specific careers to focus on and explore should be easier after you have worked through the self-assessment exercises. But before you make a career commitment, it is important that you learn as much as possible about potential careers and employers. Becoming aware of current issues influencing your job search and employment will make the search easier. Current issues pertinent to your job search include:

Legal

Equal Employment Opportunity and Affirmative Action regulations
Occupational Safety and Health Act
Mandatory retirement
Minimum Wage Law and Equal Pay Act

Economic

Inflation
Unemployment and underemployment
Frequency and severity of economic shifts
Availability and allocation of scarce resources

Social

Dual-career families
Increased emphasis on individual rights
Accommodation of disadvantaged segments of the population into the workforce
Increased concern about mid-life career issues

Technological

Rapidity of change in products, techniques, processes

Demographic

Changing mix of ages, sexes, and educational levels among members of the workforce
Expectations of the workforce

CAREER SERVICES
Ball State University
LIST JOB SOURCES

It is a good idea to research broad and general interests first. The *Occupational Outlook Handbook* published by the U.S. Department of Labor contains "career briefs" includes information on the nature of the work, working conditions, places of employment, training required, employment outlook, earnings, related occupations, and sources of additional information for many different careers. The *Dictionary of Occupational Titles* is another excellent information source.

Begin your career research by reading everything you can about careers that interest you. The Career Planning Collection in Bracken Library, the Career Information Library and Job Search Library in Career Services (West Campus) contain many career resources to help you in your information search.

Information about job openings is your next step and this can be found in many places. Most job seekers use several sources:

Career Services, West Campus--Job search assistance and employment advising with professional staff; access to information on employers; on-campus interviews with employers from business, industry, educational organizations and public agencies; current job openings information; and a system for sending credentials to employers.

Personal Contacts--Job leads may be found through alumni lists from high schools or colleges, religious organizations with which you are affiliated, and family and friends. Also consider contacting past employers, instructors, and advisers. All of these individuals can be excellent sources of unadvertised openings.

Direct Mail Campaign--Well-written correspondence aimed at carefully chosen employers may produce more contacts than you could make by knocking on doors. Be prepared to spend a great deal of time composing letters and keep in mind that you may only receive a few positive responses.
Want Ads--You will have to answer many ads to get action, but ads still represent a good source of job opportunities. Also, check trade magazines, the Tuesday and Wednesday editions of the Wall Street Journal, and local newspapers in the geographic areas that interest you.

Employment Agencies--Branches of state affiliated agencies usually provide free services. Private agencies usually require a fee. Carefully read any contracts from private services.

Additional Sources--Telephone directories, employer newsletters, Standard & Poor's Registers, stock brokers, chambers of commerce, better business bureaus, professional associations, and service clubs such as Rotary, Altrusa, and Kiwanis.

Begin to focus your search on a few specific positions. Make a list of job titles and potential employers. List five job titles that sound interesting and organizations that might employ persons with these titles:

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>POSSIBLE EMPLOYER</th>
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</tbody>
</table>

To organize your research, record the following information for each type of career that interests you:

CAREER SERVICES
Ball State University
To move from a general to more specific view of work, think of occupations that interest you. When gathering information about particular occupations, it is necessary to consider various types of factual information. Your research should include:

1. surveying printed materials
2. talking with people working in the field
3. "testing" your interests through experiences

Complete this worksheet as a beginning survey of printed materials and to organize your research of occupations:

1. Title of occupations: _____________________________________

2. Resources used to collect information (check all those used)
   ___ Occupational Outlook Handbook
   ___ Dictionary of Occupational Titles
   ___ Encyclopedia of Careers, Vocational Guidance Series
   ___ Occupational briefs, monographs, guides
   ___ Professional and trade journals and periodicals
   ___ Newspapers
   ___ Pamphlets on specific careers
   ___ Computerized information systems (TEDS housed in Specific career books Counseling Center)
   ___ Other (list): ____________________________________

3. Description of the work (the area of major work emphasis in the occupation):
   ___ working with information
   ___ working with people
   ___ working with things

4. Qualifications needed for entry into the occupation:
   Check the minimum education necessary for an entry-level education preparation.
   ___ High school diploma  ___ Masters degree
   ___ Technical school training  ___ Doctorate degree
   ___ Associate degree  ___ Professional Degree (M.D.)
   ___ Bachelors degree  ___ Other________________

   Is licensing or certification required for this occupation?
   ___ No  ___ Yes (specify): __________________________
5. List three primary duties performed in this occupation:

1. _________________________________
2. _________________________________
3. _________________________________

6. What is the potential annual salary range for this occupation?

$___________ to $___________

7. List the advantages (social, geographic mobility, opportunities for advancement, etc.) offered by this occupation:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

8. List the disadvantages (work hours, high economic dependency, etc.) associated with this occupation:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

9. Outlook of demand for, and supply of, workers in this occupation:

____________________________________________________________________________________
____________________________________________________________________________________

10. Geographic region offering best employment opportunities in this occupation:

____________________________________________________________________________________

Complete this exercise for each occupation which interest you.

TAKE HOLD OF YOUR FUTURE
Harris-Bowlsbey, Spivak, Lisansky
INFORMATION INTERVIEWS

When you are gathering information on specific occupations it is ideal to talk with someone currently in that occupation. If possible, interview them in their work setting so you can make observations.

Information interviewing is the best method for gathering information because the persons you interview can offer:

- up-to-date specific information
- a sense of the job environment
- a possible contact for future job referrals
- answers to specific questions that interest you

Possible sources for information interviews are:

- friends or relatives
- unions or professional organizations
- community service organizations
- college or university departments that offer classes in your area of occupational interest
- the Yellow Pages

Use this as an information interview preparation worksheet.

Person interviewed:_________________ Date:__________

Position of person interviewed:______________________

Name, address of organization:______________________
Before the interview, place a check by the questions you want to ask, and add others.

A. **Specifics about the job**

_1. What educational preparation is needed for this kind of work?_
_2. What skills are most important to the job?_
_3. What skills and experiences would a new employee be expected to bring to the job? What skills could be learned on the job?_
_4. What do you do during a typical work day (week/month)?_
_5. What are the greatest rewards (demands) of your job?_
_6. How much supervising do you receive or give?_
_7. What are possible channels for advancement?_
_8. How will this department be different in five years?_
_9. How does your job affect your lifestyle (dress, leisure time, vacation, social life)?_

Other questions to ask: ____________________________________

B. **Specifics about organization:**

_1. How does the size of your organization compare with others in the field?_
_2. How would you describe the structure of the organization?_
_3. What are some of the long-range goals of the organization?_
_4. How would you describe the management of this department (is it dynamic, easy-going, authoritarian)?_

Other questions to ask: ____________________________________

C. **Employee Information**

_1. What are the non-economic employee fringe benefits accompanying the job?_
_2. Does your organization offer incentives for employees to complete additional educational training?_
_3. What is the approximate staff turnover rate within this department?_

Other questions to ask: ____________________________________


Take Hold of Your Future
Harris-Bowlesbey, Spivak, Lisansky
WHAT ARE YOUR WORK VALUES?

A vital part of occupational research is the identification of levels of work values associated with certain jobs. After you have completed your occupational research and information interviews, you should be able to estimate the level of values each occupation might provide.

List three jobs of interest to you and evaluate each according to the work values listed:

Job 1: ____________  Job 2: ____________  Job 3: ____________

<table>
<thead>
<tr>
<th>Work Values</th>
<th>Job 1</th>
<th>Job 2</th>
<th>Job 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opportunity to help others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Variety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Independence on the job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Opportunity for leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Prestige, status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Power, authority</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Job security</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Leisure time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Opportunity for advancement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Excitement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Opportunity to use knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Public contact</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall, are the work values provided by each job compatible with those you consider important?

Job 1: ___yes ___no
Job 2: ___yes ___no
Job 3: ___yes ___no
SALARY INFORMATION

For many people, money is one of the major considerations in selecting an occupation. The amount received and the method of payment are determined by various factors. Some of these factors include the type of work performed, education required for the job, experience required for the job, and the supply and demand of workers in the occupation in the work force.

The type of work is usually the most influential factor in determining method of payment. For example, most professionals, work on a SALARY basis which is a pre-determined amount of money for a year's work, usually paid on a monthly or semi-monthly schedule.

Some salespersons work on a COMMISSION basis. Two types of commission pay are:

1. Wages plus commission--payment of a certain amount of money per hour, plus a percentage of the profits made from sales. The base wage is usually relatively low, so you must be highly motivated to complete sales.

2. Straight commission--payment made on a percentage of the profits made from sales to clients, with no base pay. Again, you must be highly motivated to complete sales.

Another payment method is the FEE. You receive a set amount of money for each client you serve, often, regardless of the use the client makes of your services. Interior decorators and consultants are often paid on a fee basis.
Some lawyers are paid on a RETAINER basis. This is money paid in advance to guarantee services being available when needed. Pay ranges and payment methods for particular jobs can be found in various sources, including:

- newspaper advertisements
- literature in counseling departments of colleges and universities
- the Occupational Outlook Handbook and The American Almanac of Jobs and Salaries found in the Career Planning Collection in Bracken Library
- the Civil Service Commission and the Indiana State Employment Security Division reached through the local phone number or through directory assistance
- professional organizations such as Associated Builders and Contractors or the American Bar Association, listed in the Yellow Pages of the local telephone directory

Using two or three of these sources and any others you can think of, determine the pay range of some jobs which interest you.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Pay Range</th>
<th>Sources Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$___ to $___</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>$___ to $___</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>$___ to $___</td>
<td></td>
</tr>
</tbody>
</table>
In occupations which require similar training and experience, pay may vary considerably depending on the type of organization entered. An example is lawyers who may find employment with federal government, business corporations, or private practice. Another example is educators who are equally qualified to be public school teachers, community college or university instructors, state supervisors of curriculum or educational consultants.

Select Occupations that interest you and that can be found in several types of organizations. Determine if the pay does, in fact, differ.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Type of Organization</th>
<th>Pay Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
FINDING A GREAT PLACE TO LIVE AND WORK

In section I below, read the lists of characteristics that might be typical of places where you are considering living and working. Mark those factors that are most important to you.

In section II below, consider, and list things you have liked or disliked about various places where you have lived or visited. Also consider the factors listed in Section I, and group these characteristics into "Liked" and "Disliked" categories.

<table>
<thead>
<tr>
<th>I. Physical Factors</th>
<th>Social Factors</th>
<th>Recreational Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>-size</td>
<td>-closeness,</td>
<td>-parks</td>
</tr>
<tr>
<td>-temperature</td>
<td>-openness of community</td>
<td>-camping facilities</td>
</tr>
<tr>
<td>-rainfall</td>
<td>-accessibility to activities</td>
<td>-sports</td>
</tr>
<tr>
<td>-winds</td>
<td>-remoteness</td>
<td>-skiing facilities</td>
</tr>
<tr>
<td>-dust seasons</td>
<td>(urban VS rural)</td>
<td>-nearby water</td>
</tr>
<tr>
<td>-humidity</td>
<td>-political or legal climate</td>
<td>-TV</td>
</tr>
<tr>
<td>-air pollution</td>
<td>-corruption or its' absence</td>
<td>-radio</td>
</tr>
<tr>
<td>-noise pollution</td>
<td></td>
<td>-cultural activities</td>
</tr>
<tr>
<td>-water pollution</td>
<td></td>
<td>-museums</td>
</tr>
<tr>
<td>-topography or</td>
<td></td>
<td><strong>Miscellaneous Factors</strong></td>
</tr>
<tr>
<td>terrain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-open spaces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-typical food</td>
<td>-crime rate</td>
<td></td>
</tr>
<tr>
<td>-housing availability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-clothing needed</td>
<td>-restaurants</td>
<td></td>
</tr>
<tr>
<td>-architecture</td>
<td>-variety of things to do</td>
<td></td>
</tr>
<tr>
<td>-safety of streets</td>
<td>-town unity</td>
<td></td>
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<tr>
<td>-amount of traffic</td>
<td>-town sense</td>
<td></td>
</tr>
<tr>
<td>-department stores</td>
<td>-of identity</td>
<td></td>
</tr>
<tr>
<td>-color, excitement</td>
<td>-attitude of</td>
<td></td>
</tr>
<tr>
<td>-cleanliness of streets</td>
<td>people toward responsibility</td>
<td></td>
</tr>
<tr>
<td>-types of housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-distance from major cities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. **LIKED** about places where I have lived or visited:

**DISLIKED** about places where I have lived or visited:

III. List three places where you think you would like to live and work. Investigate each one and identify several advantages of each place and any disadvantages. Read over the list of characteristics in section I again. Circle one or two factors in each category that you not only consider important, but essential, for a place where you want to live and work.

<table>
<thead>
<tr>
<th>PLACE</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>PLACE</td>
<td>ADVANTAGES</td>
<td>DISADVANTAGES</td>
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<tr>
<td>PLACE</td>
<td>ADVANTAGES</td>
<td>DISADVANTAGES</td>
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(also see **SURVIVING IN THE 90s, "Guide to the Exurbs"**)

CAREER SERVICES  
Ball State University
A significant part of the career exploration process is "testing" your interests through work experiences. Experiential education means learning about work by studying, observing, and performing in the various roles outside of the classroom. It involves expanding educational environments to places where those roles occur.

The terms and definitions listed below represent types of experiential education. Check those you might use in your occupational research, and list sources of information or contact persons for each one.

- **INTERNSHIP** a one-time, credit-generating, supervised work experience that is directly related to your field of study, career goal, or both.

  Internships, generally available after completion of the sophomore year are usually for pay; they may be arranged during the academic year or summer. Most academic departments at Ball State have either required or elective internship components.

  Source of information or contact:

- **CO-OP** a credit-generating, paid, supervised, academically relevant or career-related work experience that is repeated. Co-ops are generally available after completion of the freshman year, and an increasing number of academic departments at Ball State provide a cooperative education option. Co-ops may be alternating--the rotation of on-campus study with two or more co-op work assignments; or, parallel--participation in classroom study continues along with part-time work for a co-op employer.

  Source of information or contact:
- PRACTICUM usually a one semester assignment directly related to requirements for a major, for credit, but usually for no pay; supervised by the organization providing the practicum and the BSU academic department.

Source of information or contact: ______________________

- PART-TIME WORK most common type of experiential education at BSU; coordinated at BSU by Career Services, Student Center B-1.

Source of information or contact: ______________________

- VOLUNTEERING involves offering a service to an organization without receiving credit or pay; arranged independently or through Student Voluntary Services at BSU.

Source of information or contact: ______________________

CAREER SERVICES
Ball State University
RESUME WRITING

RESUME WRITING
RESUME DO’s AND DON’Ts
PREPARING TO WRITE A RESUME
CHOOSING RESUME ACTION WORDS AND PHRASES
RESUME STYLES
CHRONOLOGICAL RESUME FORMAT
CHRONOLOGICAL RESUME WORKSHEET
CHRONOLOGICAL STYLE RESUME SAMPLE
FUNCTIONAL RESUME FORMAT
FUNCTIONAL RESUME WORKSHEET
FUNCTIONAL STYLE RESUME SAMPLE
THE CAREER OBJECTIVE
RESUME CHECKLIST
THE FIRST DRAFT
RESUME WRITING

A resume is a personalized document containing information about your experiences, accomplishments, education, and personality. It serves as your advertisement for getting a job and focuses attention on your abilities, skills, interests, and experience.

There are many uses for your resume. You can:

- use it for on-campus interviews
- send it, unsolicited, to prospective employers
- send it to employers in response to classified ads
- use it as an agenda for your interview
- give a copy to personal contacts and references so that they can refer to it

As a creative supplement to your resume, you may want to have your own business cards printed with your name, contact address, phone number, major, objective, and graduation date. Enclose one with each letter or resume you distribute and give one to your personal contacts. Use them any time you may not have your resume with you. They can be very creative networking too!

A good resume communicates and persuades. It is specific and uses action words and phrases to describe your experiences and skills. Most resumes include your accomplishments, academic training, work experiences, as well as your name, address, and telephone number. Add only information that is relevant to the position for which you are applying.

CAREER SERVICES
Ball State University
RESUME DO's AND DON'Ts

THE DO's

1. Have a clear job target(s) before writing your resume.
2. Take inventory of your most important qualities, capabilities, strengths, accomplishments, experience, and skills, and work them into your resume.
3. Select the format that suits you best.
4. Stress your contributions, not just the duties involved in describing what you have done. Use "results" statements and be specific.
5. Begin sentences with action verbs; avoid long winded sentences.
6. Read your resume many times to make sure you have presented your most relevant qualifications for the position(s) you want.
7. After you have a good first draft, have it critiqued and proofread grammar, punctuation, spelling, and clarity by two people whose judgement you trust.
8. Make it attractive. Use clear easy-to-read typeface and reproduce it on a neutral colored, top-quality paper. White is always acceptable.
9. Take as much space as you need to say what you want to say, no more, no less. If you need a second page, and can legitimately defend all information you want to include, that's OK. Always put your name on the second page.

THE DON'Ts

1. Don't make your resume look like everyone else's. Think creatively and package yourself in the best way possible.
2. Don't include any extraneous or personal information such as marital status, etc.
3. Don't expect to write your resume all at once. Draft your resume first, then refine and polish it.
4. Don't ever put a photograph on your resume, unless the position for which you are applying is dependent on particular physical appearances (modeling). Many employers discard resumes with pictures to avoid charges of discrimination.
5. Don't use color paper. White or cream is best.

JOB SEARCH PROGRAM
Tom Kinghorn
PREPARING TO WRITE A RESUME

Any job search centers around the resume that focuses attention on your experiences, abilities, and interests. You will be ready to write your resume after you have assessed your skills, explored different careers, and selected specific career areas you want to pursue.

Writing a resume involves several steps, including:

1. Targeting jobs for which you want to interview.

2. Describing experiences and skills with ACTION words and phrases.

3. Choosing a resume format:
   a. Chronological
   b. Functional
   c. Combination

4. Preparing and critiquing the first draft.

5. Refining your resume to a high quality, effective, personal sales tool.

Begin the first step in your resume writing now by targeting jobs that interest you. Writing a resume is easier if you identify specific jobs for which you want to interview, know the qualifications required, and then write your resume to "fit" each job.

Steps involved in determining job targets are:

1. Identify jobs by obtaining lists of prospective employers.
   Use sources such as:
   a. College Placement Annual
   b. the Yellow Pages
   c. Chamber of Commerce listings
   d. Professional association directories
   e. Library references such as Standard and Poor's Register, Thomas Register, Moody's Manuals, and Dunn and Bradstreet.
2. Talking with friends, faculty, associates, family members, or any person who may know of prospective employers.

3. Reading newspaper classified advertisements, trade publications, business weeklies, journals, and job search books.

4. Researching potential employers in whom you have an interest. Knowing as much as possible about the organization before beginning your resume.

5. Completing all job correspondence.

Complete the process of targeting jobs by using this worksheet to list jobs identified for possible interviews. Determine the qualifications required for each job - be as specific as possible!

1. Job title: ____________________________________________
   Name of organization: __________________________________
   Qualifications required: __________________________________

2. Job title: ____________________________________________
   Name of organization: __________________________________
   Qualifications required: __________________________________

3. Job title: ____________________________________________
   Name of organization: __________________________________
   Qualifications required: __________________________________

4. Job title: ____________________________________________
   Name of organization: __________________________________
   Qualifications required: __________________________________

5. Job title: ____________________________________________
   Name of organization: __________________________________
   Qualifications required: __________________________________

CAREER SERVICES
Ball State University
CHOOSING RESUME ACTION WORDS AND PHRASES

Writing a resume requires creativity and good descriptive writing to attract the attention of potential employers. Whenever possible, use action words in short, clearly-written phrases to list accomplishments, rather than just listing duties you have performed.

Read the list of action words below and circle those that describe your experiences and skills.

accelerated  delegated  instructed
achieved    demonstrated interpreted
activated    designed    interviewed
adapted      determined introduced
administered designed    investigated
advised      determined launched
aided        developed lectured
analyzed     devised led
appraised    directed maintained
approved     discovered managed
arranged     distributed merged
assisted     edited    modified
assumed      educated molded
authorized   eliminated motivated
balanced     enlisted    negotiated
bought       established notified
brought      estimated observed
built        evaluated operated
chaired       examined    organized
challenged   expanded originated
collected    expedited    participate
combined     experienced perceived
communicated forecast    performed
compared     formulated pioneered
computed     founded    planned
conceived     generated presented
conducted     grouped    produced
consulted    hired      programmed
controlled    illustrated promoted
coordinated  implemented proposed
counseled     improved    proved
created      increased provided
dealt        influenced publicized
defined      initiated    published
              instituted recommended
reconciled reviewed studied
recruited revised summarized
reduced scheduled supervised
reevaluated selected supported
regulated simplified taught
reinforced sold trained
renegotiated solved transformed
reorganized sponsored tutored
reported stimulated unified
researched streamlined updated
restructured strengthened wrote

Use the words you circled to create phrases that you can include in your resume. Be concise in your descriptions. Some examples are:

-counseled students in crisis
-created bulletin board display
-directed staff training workshops
-evaluated and revised organization's handbook
-publicized sorority fund-raising activities
-reviewed software programs and recommended appropriate purchases
-tutored elementary students in reading

Phrases to use in your resume:
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
9. __________________________________________
RESUME STYLES

There is no one correct body of information that must be contained in a resume, nor is there just one format that is acceptable. Most resumes include:

WHO - name, address, telephone number

WHAT - your accomplishments, educational training, work experience, honors, awards, other related activities

WHY - career objective

Add only what is relevant to the position for which you are applying. Choosing the best resume format depends on your background and the requirements of the jobs for which you want to interview. Choose the form that is most complementary to you, and that emphasizes your strengths and minimizes any weaknesses. The two basic resume format styles are:

CHRONOLOGICAL - advantages: highlights steady employment record, best for persons with extensive, uninterrupted work experience, is fairly easy to prepare

disadvantage: emphasizes gaps in employment

FUNCTIONAL - advantages: stresses selected skills and what you can do rather than the specific work experiences you have had, good for recent graduates and liberal arts majors, career changers, persons with limited paid work, or interrupted careers.

disadvantages: many employers are unfamiliar with it, does not allow you to highlight specific companies or organizations for which you have worked, must be especially well-prepared to be effective.
Just as there is no one "correct" resume format, there is not just one way to set up or layout your resume. If you talk with ten different people or consult ten different resume books, you will get ten different ideas and opinions. Keep in mind that your resume should make a statement about you and should be set up and laid out to best highlight and showcase you and your skills, experiences, and activities.

As you work through the following exercises, remember that the layouts given for the two resume formats are only guidelines to get you started. Be creative and original!

List below the types of jobs you are interested in applying for, and determine, for each one, the best resume style and those specific points you want to highlight. Then continue by following the resume style layouts and worksheets.

1. Job title: ____________________________
   Skills I want to emphasize: ____________________________
   Experiences I want to emphasize: ____________________________

2. Job title: ____________________________
   Skills I want to emphasize: ____________________________
   Experiences I want to emphasize: ____________________________

3. Job title: ____________________________
   Skills I want to emphasize: ____________________________
   Experiences I want to emphasize: ____________________________

(Do this for every job or position held.)

CAREER SERVICES
Ball State University
The chronological resume format lists your most recent job and educational experience first, and traces backwards. The functions you performed are described under each listed experience. This format is excellent for persons with a steady school work record that shows growth, but is not advantageous for persons with limited employment experiences.

Read the sample chronological style resume on the next page, then complete the worksheet below to begin to organize your resume.

**CHRONOLOGICAL RESUME WORKSHEET**

**Name:**

**Address** (include city, state, and ZIP code, spelled out in full; if you can be reached at more than one address be sure to include that information also):

**Telephone numbers** (include area code):

**Objective** (should be no more than two sentences and should use skill words to describe your job goals; needs to be specific enough to mean something):

**Education:**

**Related Work Experience** (for all work experiences include job titles, organizations' names, locations, dates of employment, brief description of duties):

**Other Work Experience:**

**Special Skills** (optional):

**Honors and Activities:**

**References:** Available on request
# CHRONOLOGICAL STYLE RESUME SAMPLE

Richard J. Lewis

<table>
<thead>
<tr>
<th>Present Address:</th>
<th>Permanent Address:</th>
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</thead>
<tbody>
<tr>
<td>456 Dog Leg Road</td>
<td>Route 3, Box 57</td>
</tr>
<tr>
<td>Apartment 2U</td>
<td>Syracuse, Indiana 46789</td>
</tr>
<tr>
<td>Muncie, Indiana 42345</td>
<td>(219) 123-4567</td>
</tr>
<tr>
<td>(317) 098-7654</td>
<td>(after May 23, 1990)</td>
</tr>
</tbody>
</table>

## CAREER OBJECTIVE
A position teaching moderately, severely, and profoundly disabled children.

## EDUCATION
Bachelor of Arts in Education, May 1990
Ball State University, Muncie, Indiana
Majors: Special Education, GPA 3.3/4.0 Elementary Education

## RELATED EXPERIENCE

### Student Teacher, Morrison-Mock Elementary School
Muncie, Indiana, Spring 1989
Instructed 10 moderately, severely and profoundly disabled students in academic, self-help, and work skill areas. Planned daily lessons including objectives, procedures, and materials.

### Student Teacher, Anthony Elementary School
Muncie, Indiana, Winter 1989
Taught math, spelling, and reading to 21 second grade students. Team taught science and social studies.

### Resident Counselor, Camp Ianogel
Muncie, Indiana, Summers 1987, 1988
Planned activities for cottage of 8 physically disabled children. Assisted with daily care and coordinated field trips.

## OTHER WORK EXPERIENCE

### Library Clerk, Bracken Library, Ball State
Muncie, Indiana, May 1987 - present
Processed materials at circulation desk. Dealt with user questions, made appropriate referrals, and filed records.

## HONORS AND ACTIVITIES
- Student Voluntary Services
- Special Education Scholarship
- Student Orientation Corps Leader

## REFERENCES
Available on request

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CAREER SERVICES
Ball State University
The functional resume format highlights the factors most applicable to the position sought by listing your most significant qualifications first. This style emphasizes what you can do, rather than merely reporting your achievements. An advantage of this format is that it makes the most of limited work experience and also highlights skills from a variety of activities including volunteer work and student activities.

Read the sample functional resume on the next page, then complete the worksheet below to begin to organize your resume.

**Functional Resume Worksheet**

**Name:**

**Address** (include city, state, and ZIP code spelled out in full; if you can be reached at more than one address be sure to include that information also):

**Telephone numbers** (include area codes):

**Objective** (should be no more than two sentences and should use skill words to describe your job goals; needs to be specific enough to mean something):

**Education:**

**Skills Areas** (use skill words in "-ed" form to emphasize action):

<table>
<thead>
<tr>
<th>Skill word or phrase:</th>
<th>Example of how skill used:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Skill word or phrase: | Example of how skill used: | (Use as many as needed, begin to pull out common themes and group similar skills and experiences together) |

**Work experience** (include job title, organizations' name, location, date of employment):

**Honors and Activities:**

**References:** Available on request
FUNCTIONAL STYLE RESUME SAMPLE

Leigh Ann Mauck
111 North One Avenue
Muncie, Indiana 45678
(317) 888-8899

OBJECTIVE

Management trainee position in retail sales using my communication, leadership, and organizational skills.

EDUCATION

Bachelor of Arts, May 1989
Ball State University, Muncie, Indiana
Major: Psychology  Minor: English

SKILLS AREAS

COMMUNICATION: - Prepared written and oral reports for a variety of courses
- Advised and counseled volunteer participants
- Handled customer inquiries and complaints and made appropriate referrals

LEADERSHIP: - Trained and supervised 25 student volunteers
- President of 200 student resident hall
- Chaired philanthropic committee for sorority

ORGANIZATION: - Initiated new campus sorority
- Scheduled speakers for drug awareness program
- Coordinated and implemented training program for residence hall officers

WORK EXPERIENCE

Student Worker, Residence Halls Dining Service
Ball State University, Muncie, Indiana
Academic years 1987-88, 1986-87

ACTIVITIES AND MEMBERSHIPS

Mu Mu Mu sorority, member / committee chairperson
Student Voluntary Services, Program Leader

REFERENCES

Available on request

CAREER SERVICES
Ball State University
THE CAREER OBJECTIVE

Many employers like to see an objective on your resume as evidence of your career focus. However, it is permissible to leave the objective out of the resume and incorporate it into the introductory paragraph of your cover letter. In general, your objective should be brief and tell how your skills can be applied to the job. It should also indicate to the employer that you have given thought to your career direction rather than just looking for a job.

Poor Objective
Responsible, challenging management position that will allow me to grow, realize my potential, and make a meaningful contribution to organizational goals.

Better Objective
Entry-level management position in a financial institution, capitalizing on my academic preparation and abilities to lead and motivate others.

If your career goals are still unclear, try to clarify them by means of the self-assessment and career exploration exercises discussed earlier. If you have clarified your goals as much as possible but they still are not sharply focused, you will have to walk a narrow line; be specific and show some forethought and direction, yet be broad enough that you do not eliminate some career possibilities in which you have interest. Finally, if your desired career fields are distinctly different (sales vs teaching), you can write more than one version of your resume by changing the objective and revising the body of the resume.

JOB SEARCH PROGRAM
Tom Kinghorn
RESUME CHECKLIST

1. Have a clear job target before you start to write your resume.

2. Take inventory of your most important qualities, capabilities, strengths, and weaknesses, accomplishments, and skills and work them into your resume.

3. Select the resume format that matches your personality and experience the best.

4. Stress your contributions, not just duties involved in describing your work and educational experiences.

5. In order to keep the reader's attention, eliminate all extraneous information.

6. Have some one whom you trust help you edit and review your first draft.

7. Begin sentences with action verbs.

8. Draft resume first, then refine and polish it.

9. Read resume again to make sure you have presented your most relevant qualifications for the positions you want.

10. After you have a good first draft, have it critiqued and proofread for grammar, punctuation, spelling and clarity by two people whose judgement you trust.

11. Make your resume attractive. Use clear, easy-to-read typeface and have it printed on a neutral colored, top quality paper.

In addition, always keep the employer's perspective in mind. Remember that your actual work experience relative to an employer's needs is probably fairly limited. Describe your work, educational, and personal experiences in terms that relate to your targeted career field.

JOB SEARCH PROGRAM
Tom Kinghorn
THE FIRST DRAFT

Now you are ready to prepare the first draft of your resume. Remember to be CREATIVE! Resumes get interviews and interviews get jobs.

After you have completed your first draft, use this evaluation to critique your resume.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NEEDS WORK</th>
<th>AVERAGE</th>
<th>GOOD</th>
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</thead>
<tbody>
<tr>
<td>OVERALL APPEARANCE</td>
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<tr>
<td>LAYOUT—Does it look professional, well-typed, and printed, with adequate margins, etc.? Is it neat, easy to read, and error free?</td>
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<tr>
<td>RELEVANCE—Is only relevant material included?</td>
<td></td>
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<tr>
<td>WRITING STYLE—Is it clearly written to give an accurate, but interesting explanation of your qualifications?</td>
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<tr>
<td>ACTION ORIENTATION—Are action words and phrases used?</td>
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<tr>
<td>SPECIFICITY—Does it focus on specific facts about your skills and experience?</td>
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<tr>
<td>ACCOMPLISHMENTS—Are your accomplishments and problem-solving skills emphasized?</td>
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<tr>
<td>COMPLETENESS—Is all important information included?</td>
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</table>
Ways to improve your resume:

OVERALL APPEARANCE

LAYOUT

RELEVANCE

WRITING STYLE

ACTION ORIENTATION

SPECIFICITY

ACCOMPLISHMENTS

COMPLETENESS

It is a good idea to have several people look over your resume before you begin distributing it. Many times other people can find errors that you can not see or may think that some information needs clarification. Career Services offers workshops where you can get your resume critiqued by a staff member and get suggestions for improvement.

CAREER SERVICES
Ball State University
COVER LETTER

THE COVER LETTER

SAMPLE COVER LETTER OR LETTER OF APPLICATION

COVER LETTER EVALUATION
THE COVER LETTER

The purpose of a cover letter with an application is to introduce you to an employer. Cover letters should accompany each resume you distribute and should be customized for each job.

Always write a cover letter to accompany each resume you send. The cover letter provides another opportunity to sell your skill and ask for an interview. Employers see hundreds of resumes every day - very few are remarkable. Before actually meeting you, employers may assess you on the basis of your cover letter.

A cover letter follows a basic typed business letter format and should be as concise as possible. It is organized with introductory, middle, and closing paragraphs.

Your first paragraph should state your intent to apply for the job opening. Mention the position title specifically and how you learned about the opening. Your middle paragraph or paragraphs should highlight your background and qualifications and show the reader why you should be considered as a candidate for the position. In your closing paragraph ask for action. Ask for an appointment and indicate when you would be available for an interview. Your letter should end with an expression of appreciation.

Read the sample cover letter on the next page, then write a draft of your own cover letter for a specific job.
Ms. Jeanette Sollars  
Paralegal Manager  
Harrold, Hatcher, Hughes, Hutchison & Associates  
1910 South Meridian  
Cincinnati, Ohio 43167

Dear Ms. Sollars:

I am writing to apply for the paralegal position that your office listed with Career Services at Ball State University. The position described in your posting seems to be a good match for my career goals and qualifications.

As noted on my enclosed resume, I want to use my research and writing skills while working as a paralegal in a major law firm. My academic courses have required many research projects and papers and have helped me develop my critical thinking and problem-solving skills. I work equally well both individually and in team and do some of my best work under pressure of deadlines.

My internship last summer with Caylor & Debbins in Indianapolis helped me become familiar with the operation of a law firm. By the end of the summer, I had several major cases assigned to me and was solely responsible for seeing them through from beginning to end. Although law offices vary, I am confident that my practical experience and knowledge of legal terminology and procedures would enable me to make immediate contributions to Harrold, Hatcher, Hughes, Hutchison & Associates.

Your consideration of my resume will be appreciated. I will call you next Friday to confirm your receipt of this letter and to discuss appropriate next steps. Please call me at (123) 456-7890 if you need additional information.

Sincerely,

Meredith Walker

enclosure
Evaluate your rough draft using this critique. Check those that apply to your letter.

___ Is the letter neatly typed, error free, and well-spaced on the page?

___ Is the letter addressed to the specific person, by name and title, who will most likely be conducting the interview? Have you included the name of the organization and complete mailing address?

___ Did you identify the specific position for which you are applying?

___ Did you explain your reason for being interested in the job or company?

___ Did you emphasize the specific skills you have that are related to the job?

___ Is the letter brief, direct, no more than three to four paragraphs and one page in length?

___ Does the letter close with a specific interview request?

As with your resume, you should have other people look over your cover letter, not only for typographical errors but also for areas that may need clarification.

List possible improvements: __________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

CAREER SERVICES
Ball State University
INTerviews

Preparing for Interviews
Assessing Your Strengths
Communicating Techniques
Twenty-One Good Answers
Responses to Frequently Asked Questions
Questions to Ask During an Interview
Dressing for a Successful Interview
Successful Interviewing Techniques
Know Your Rights
Half Advice
PREPARATION FOR INTERVIEWS

The interview is an opportunity to match your talents and interests with requirements of a particular job. The goals of an interview are to convince the employer you are the best candidate for the job, and to gain insight to assist you in selecting your best career path.

The key word in interviewing is PREPARATION! Various phases of the interviewing process include:

1. Researching the organization with whom you are interviewing
2. Reviewing your strengths and weaknesses
3. Preparing responses to questions the interviewer might ask
4. Reviewing successful interviewing techniques
5. Reviewing legal and illegal areas of inquiry in interviewing and on application forms
6. Follow-up letters

Use this exercise as a guide for gathering information about organizations with whom you are interviewing, and as an interview record sheet. Complete this guide for each interview.

1. Name of Employer (correct spelling and pronunciation):

2. Time/place of interview:

3. Interviewer's name (know how to pronounce it):

4. Product(s)/service(s) provided by organization:

5. Approximate size of organization:

6. Geographic locations of branch offices/plants, if any:

7. People you already know within the organization:

8. Other important facts and recent developments:

CAREER SERVICES
Ball State University
ASSESSING YOUR STRENGTHS

Assessing your strengths is critical to thorough interview preparation. Complete this checklist to rate your strengths.

<table>
<thead>
<tr>
<th>Ability to communicate</th>
<th>Efficiency</th>
<th>Assertiveness</th>
<th>Interpersonal skills</th>
<th>Caution</th>
<th>Conscientious attitude</th>
<th>Intelligence</th>
<th>Self-knowledge</th>
<th>Self-confidence</th>
<th>Ability to handle conflict</th>
<th>Willingness to accept responsibility</th>
<th>Patience</th>
<th>Initiative</th>
<th>Competitiveness</th>
<th>Leadership</th>
<th>Goal Achievement</th>
<th>Independence</th>
<th>Logic</th>
<th>Energy level</th>
<th>Ambition</th>
<th>Determination</th>
<th>Sense of direction</th>
<th>Imagination</th>
<th>Cooperation</th>
<th>Flexibility</th>
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</tbody>
</table>

Circle those strengths that directly apply, and are important to, particular jobs you are considering.

For each of the above in which you feel you have "above average" strength, prepare one or two short anecdotes that will show a potential employer how you have capitalized on that specific area of strength.

CAREER SERVICES
Ball State University
COMMUNICATION TECHNIQUES

Highly developed communication skills assist any job seeker. Most employers expect the following from college graduates:

-- the ability to describe themselves accurately and specifically on paper or orally

-- poise and confidence in interviews

-- ability to talk with some knowledge about the organization

-- ability to relate career goals to organizational needs

Interview preparation includes anticipating questions that might be asked by interviewers. Well-planned answers to potential questions will let you give quicker responses and be more effective in interviews.

On the pages that follow are answers to twenty-one questions most often asked, and then several more questions that have a potential for being asked. Look over all the questions carefully. Then come up with your own answers to them so that you are prepared.
TWENTY-ONE GOOD ANSWERS

Most job-hunters make two devastating mistakes when they are being questioned in an interview. First, they fail to listen to the question. They proceed to annoy the interviewer either by answering a question that was not asked or by giving out a lot of superfluous information.

Second, and more important, they attempt to answer questions with virtually no preparation. The glibbest person on earth, even the most skilled debater, cannot answer questions off the cuff without damaging his or her chances of success.

What follows are a number of questions that various surveys have indicated are asked most often, regardless of the job classification. Study them carefully, develop strong responses, and your candidacy will receive prime consideration.

1. Why do you want to work here?
Because you have done your homework on the company, you know exactly why you want to work there. All you must do is organize your reasons into several short, hard-hitting sentences. "You make the best product on the market today." "Your management is farsighted enough to reinvest the company's profits so that soon you will be the leader in the category."

2. Why should I hire you?
The interviewer asking this question does not want a lengthy regurgitation of your resume. She is not yet asking for a barrage of facts and figures. She is interested in testing your poise and confidence. Give her a short, generalized summary. "I have the qualifications to do the job that has to be done and my track record proves it, or "I know that this is the job for me and that I will be successful."

3. What interests you most about this position?
Give a truthful, one- or two-word answer like, "The future." "The challenge." "The competitiveness." "The environment." This response will force the employer to ask you to explain, giving you yet another opportunity to demonstrate your profound knowledge of the company.
4. **Would you like to have your boss's job?**
By all means, "Yes!" Ambitious, hungry people are always preferred over those willing to settle for a safe routine. If you sense this answer threatens your interviewer's security, you might add, "when I am judged qualified," or "should an opening develop in several years."

5. **Are you willing to go where the company sends you?**
Obviously this is being asked because they have every intention of shipping you off. If you answer "no," you will probably not be hired. If you answer "yes," understand that once you are a trusted employee you may be able to exert the necessary leverage to avoid the less desirable out-of-town assignments.

6. **What kind of decisions are most difficult for you?**
Be human and admit that not everything comes easily. But be careful what you do admit. "I find it difficult to decide which of two good people must be let go." "It is difficult for me to tell a client that he is running his business poorly."

7. **How do you feel about your progress to date?**
Never apologize for your self. "I think I've done well, but I need new challenges and opportunities." This is a good time to drop hero stories. "No one in my company has advanced as fast as I have." "I think you'll agree, I've accomplished quite a bit in the last five years."

8. **How long will you stay with the company?**
A reasonable response might be, "as long as I continue to learn and grow in my field."

9. **Have you done the best work of which you are capable?**
This is best answered with some degree of self-effacement. "I would be lying if I told you I was perfect, but I have tackled every assignment with all my energy and talents." Or: "I'm sure there were times when I could have worked harder or longer, but over the years I've tried to do my best and I believe I have succeeded.

10. **What would you like to be doing five years from now?**
To answer this question, make sure you know exactly what can and cannot be achieved by the ideal candidate in your shoes. Too many job-hunters butcher this question because they have not done their homework and have no idea where their career will lead them. If you see yourself at another company, or in another department of the company you are interviewing, tread lightly. You can't afford to tell your interviewer that you believe you'll be more successful than she is.
11. **What training/qualifications do you have for a job like this?**

Deliver a short, fact-filled summary of the two or three most important qualifications you have. "I have a background in accounting. I've demonstrated proven selling skills. I'm capable of handling several projects simultaneously.

12. **Why do you want to change jobs?**

This is one of the first questions interviewers ask. Be sure you are ready to answer it satisfactorily. If you're currently in a dead-end position, locked out of advancement opportunities, explain this. The interviewer will understand. If your job has become a routine, void of learning experiences, she'll accept that. If you feel your present employer is losing ground to competition, through no fault of your own, she'll accept that also.

13. **Why do you want to change your field of work?**

Before your interview spend one hour and organize these reasons into a written statement. Memorize this explanation and be prepared to deliver it because you will certainly be asked. Your explanation should include:

a. How your previous work experience will contribute to your new career.

b. What excites you most about this field.

c. How you came to make this career change decision.

14. **Why were you out of work for so long?**

If there is a gap in your resume you must be prepared to explain what you were doing in that period. Until you have satisfied your interviewer's curiosity, you will not be hired. If you were fired and have spent the last year looking for a job without success, you will understand an employer's reluctance to hire you. If, on the other hand, you explain what you have learned or accomplished during this hiatus, she will warm to your candidacy. For example, "I have taken several courses to strengthen my skills in...." Or, "I used this period to re-examine my goals and have reached this conclusion..." The interviewer must have a positive explanation.

15. **Why have you changed jobs so frequently?**

This question is crucial. In fact, an unsatisfactory answer to this one is among the top reasons why applicants fail to get the jobs they want. You must convince your interviewer that your job-hopping days are over. If you feel you made a mistake leaving previous jobs tell her so, while at the same time reminding her that your job performance was never in question. She'll appreciate your candor. If something in your personal or business life has recently changed and would affect your stability in the future, come right out with the facts. She'll be anxious to hear.
16. **Have you ever hired or fired anyone?**
You are being asked this question for two important reasons. First, to determine whether you are capable of performing these duties. Second, to determine if the previous experience you have described was at a high enough level to include hiring/firing responsibility. If you have had no experience in hiring/firing, you must make a considerable effort to convince the interviewer that you are capable of performing in this area.

17. **How have you helped sales/profits/cost reduction?**
Have your hero stories ready and be willing to prove that you have made significant contributions in one or more of these basic areas. Again, keep your explanations short and try to include specific dollar amounts.

18. **Why aren't you earning more at your age?**
This question, a current favorite, can frighten the wits out of an unsuspecting applicant. One of the following suggested responses should cover your situation: "I have been willing to sacrifice short-term earnings because I felt that I was gaining valuable experience." "I have received company stock (or other benefits) in lieu of an increase in salary." "I have been reluctant to gain a reputation as a hob-hopper, preferring instead to build my career on solid, long-term achievement."

19. **How many people have you supervised?**
Similar to the "hired/fired" question, the interviewer is trying to determine the depth of your experience. Be careful not to exaggerate.

20. **What are the reasons for your success?**
It is best to keep answer very general, permitting your interviewer to probe more deeply if she wishes. Offer a short list of positive character traits that describe you. Hard working, easy to get along with, and attention to details are a few.

21. **What kind of experience do you have for this job?**
Summarize four or five key area of experience which you can bring to your new job. Demonstrate to the interviewer specifically how each one helps solve her problems. For example, "My experience in new-product introductions will be very helpful to your entire marketing effort." "My industrial design background will strengthen your sales-force capability in dealing with large clients."

SAVVY
"Why do you want to work here?"
May 1981
RESPONSES TO FREQUENTLY ASKED QUESTIONS

Interview preparation includes anticipation questions that might be asked by interviewers. Well-planned answers to potential questions will let you give quicker responses and be more effective in interviews.

Read the following list of frequently asked questions and write down your answers. Use additional paper when necessary and be thorough and specific.

What are your long range and short range goals and objectives? How do you plan to achieve them?

What college subjects did you like best, and why? What subjects did you like least, and why?

Are your college grades a good indication of your abilities?

What have you learned from participation in extracurricular activities?

Which of your accomplishments have been most satisfying? Why?

What criteria are you using to evaluate prospective employing organizations?

Do you have a geographical preference? Why?

What do you look for in a job?

What can you do for us that someone else cannot do?

Can you work under pressure, deadlines, etc?

What is your philosophy of management?

Do you prefer staff or line work? Why?

What kind of salary are you worth?

What are your five biggest accomplishments in your present or last job?

How do you feel about people from minority groups?

If you could start again, what would you do differently?