



Career Services Manual for Patrons

PiPES Community, Career Center.

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Introduction

This manual has been created by the PiPES Community team and your local library staff to assist you with job-related needs. PiPES Community was funded by a grant from the Appalachian Regional Commission to the East Tennessee Development District (ARC Project Number: TN-18571) and aims to provide free career resources to people of Tennessee.

We have put together resources that are useful no matter if you are looking for a first job, a new job, or just want to explore the options that exist in the workforce. You will find information on searching for jobs, exploring career paths, building a resume, interviewing, and more. There are many resources out there, including websites and organizations aimed at career and job needs, only a portion of which have been included in this manual. We do not aim to advertise any particular resource; those that we have included are ones that we have used successfully and map onto the aims that we have in providing career and job information. This manual is meant to serve as a quick reference to guide you in activities related to job and career needs.

We have referenced and aligned many of our materials with the career resources found on the Tennessee Electronic Libraries website (TEL). TEL is a great free resource with both original material and linked information from other frequently used websites, including O*NET Online and Indeed.com. We believe the materials found in this manual expand upon the resources provided by TEL and provide easily accessible information to guide people as they navigate the many resources that exist. Job and career tasks can be overwhelming and an improved understanding of the processes will hopefully allow people to get more out of their efforts or know where to start. For example, understanding the basic principles behind resumes and cover letters can make the writing process easier and quicker.

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Job Seeking Strategies

1. Learn about yourself to know what jobs you might want and why.
2. Explore and determine your own basic qualifications, strengths, and skills, and experiences.
 - a. Some recommend creating a basic resume.
 - b. Think about your values and interests- what type of workplace or duties do you want?
3. Determine 3 types of jobs you would like to find
 - a. a good place to look for these is O*NET Online
4. Read the job description fully!
5. Determine if you meet the qualifications: 1) education 2) experience
 - a. Required: fairly strict
 - b. Preferred: more lenient

(Consider qualifications/experiences you might have that are similar to those listed: you'll want to explain the connection in your application)

6. Look over the desired skills and duties and consider if you can and want to do the job.
 - a. Often (but not always) they are listed in a general order of importance
 - b. You'll want to highlight many of these in your application
7. Look for any questions or specific requests in the job description: sometimes employers look to see if you are paying attention
8. Look for any specific directions: how to submit your application and whether or not you can/should contact them, etc. – Sometimes employers want to see if you can follow directions
9. Research the company
 - a. Serves many purposes: informs your interest in the company (will you like it there, etc.), helps you know if they are who they say they are, helps you make your application specific to that employer (tailor it to them), helps you catch job scams...

Job Search Websites

Indeed.com

(TEL links to job searches that are provided by Indeed.com)

JOBS4TN.GOV: a great resource for TN

Glassdoor.com

Careerbuilder.com

Monster.com

Networking

Networking is an important process by which people get connected with others, specifically with the purpose of increasing job opportunities. This is not something that is only for those already working or in fancy positions. Networking does not have to be a formal process; it starts with those closest to you. You can build it into your everyday activities. A large goal of networking is to make yourself known to others and open up opportunities. Even if there are no current opportunities, you want people to have you in mind the next time one comes up!

Next time you are talking with your family, friends, and neighbors, talk to them about work.

- Ask them about their jobs and employers
- Tell them if you are looking for a job and what you are looking for
- At some point, you might communicate some of your interests and skills
- They may suggest helpful people to talk to or even someone hiring

The next time you are at a local business, do the same as you did above. You might even ask if that business is hiring. These conversations might be with the cashier at the grocery store, a bank teller, or a restaurant server. If they are hiring, ask how you can apply. Even if they are not hiring, ask if they would keep your resume/application on file for future job openings. You may need to direct some questions to a manager or owner.

You might reach out to people in jobs of interest to you and do the same thing.

Other ways to meet people and network:

Events in your community

- Business openings
- Farmers Market
- Festivals
- Job fairs or business gathering events (if open to public)

Helpful organizations in your community:

- Public library
- Chamber of Commerce
- Public School

You can also network online:

- LinkedIn
- Google+
- Facebook

Jobs4TN

What can you use this site for?

- Search for job openings
- Post a resume
- Find career guidance
- Search for training and education programs
- Find information about local employers

Jobs4TN provides career and job information specific to the job market in Tennessee. For this reason, it is great for exploring opportunities and job openings in your local area.

Once you register and log in, Jobs4TN becomes personalized to you. You can save information and activities and they will be there whenever and wherever you log back in. For example, you can save a job search and rerun it whenever you want to see the results again. You can also save application materials, so you're ready for that next job opening.

Keep in mind that some information is limited to those employers and organizations that are registered to be included on the website. This is the case for any job search website.

Below are some chosen highlights from the many useful options on Jobs4TN.gov

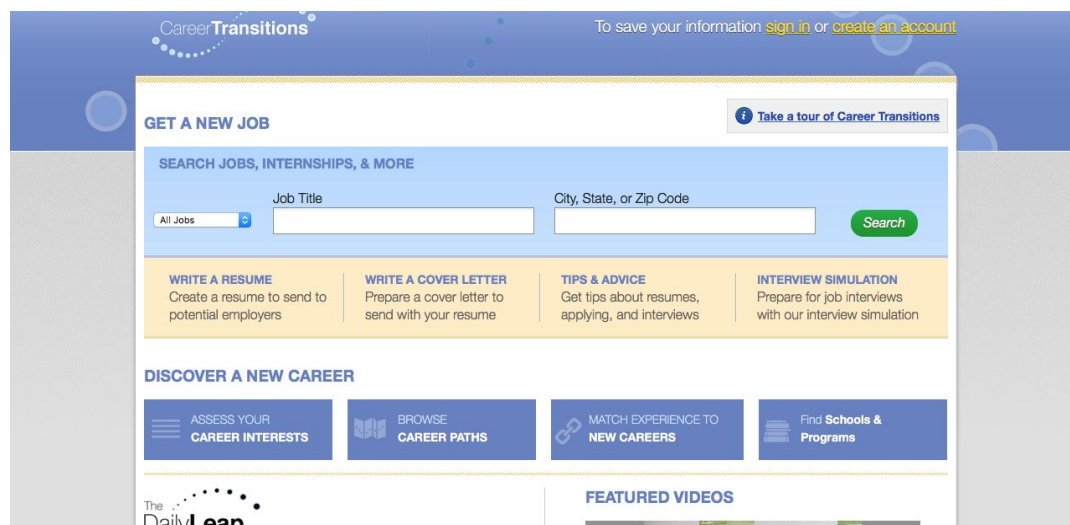
- Save a personal profile with your materials: resumes, cover letters, and applications
- Search for job openings by location, employer, education, or skills
- Identify job and personal skill sets and determine jobs that match them

Tennessee Electronic Library (TEL) at tntel.tnsos.org

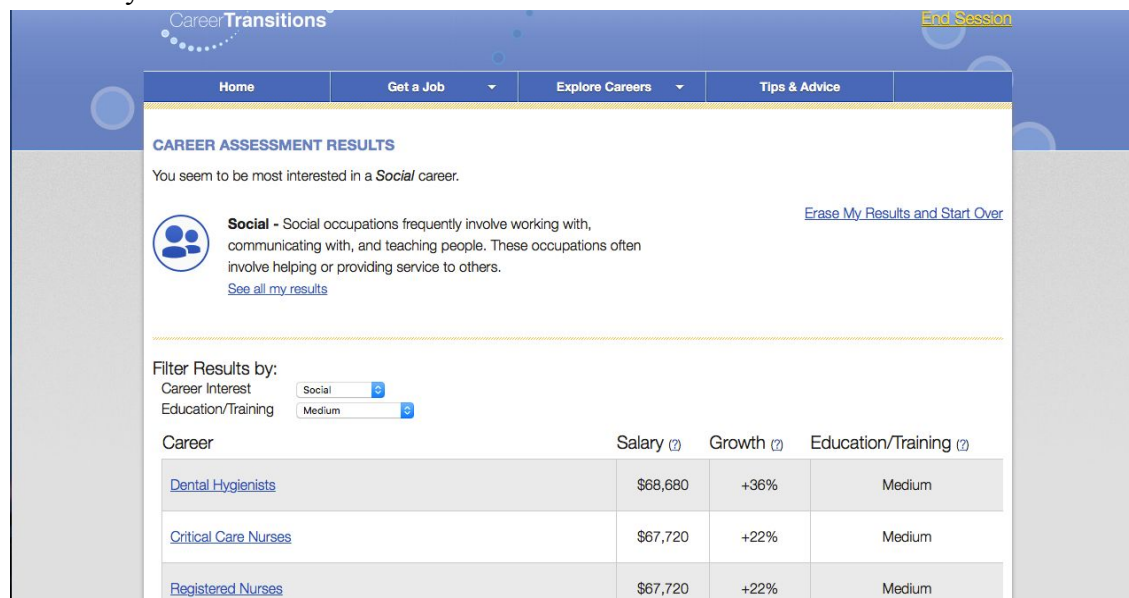
- This website provides Career Transitions and Career Services
- Their Career Center allows people to create a profile and store job search information
- Career Transitions pulls information from some of those previous listed and allow you to access it in one place, making it a great reference.
 - For example, they provide a job search sponsored by Indeed.com and an interest quiz powered by O*NET Online

Exploring Careers and Jobs with TEL

You can start by taking a quick quiz to determine your areas of interest. TEL will provide you with a brief quiz that will then direct you to related jobs. To learn more about the areas of interest, you can reference the Holland Code Inventory found in this manual.



After taking the quiz on TEL, you will be provided with a list of possible careers that match with the most popular area of interest based on your responses. TEL creates a list based on one interest at a time. You can click on “see all my results” to see other areas of interest that might work for you.



Career	Salary (?)	Growth (?)	Education/Training (?)
Dental Hygienists	\$68,680	+36%	Medium
Critical Care Nurses	\$67,720	+22%	Medium
Registered Nurses	\$67,720	+22%	Medium

Some things to keep in mind with the list provided: TEL automatically provides jobs that require “medium” education/training (see the far right column). You can click on the “?” next to the column heading and you will see descriptions of each category for education/training. You can modify this list under “filter results by”:

1) select a different interest category or 2) select a different education/training level.

The descriptions for the different education/training levels are as follows:

Category	Experience	Education	Job Training
Little or None	Little or no previous work-related skill, knowledge, or experience is needed for these occupations.	Some of these occupations may require a high school diploma or GED certificate.	Employees in these occupations need anywhere from a few days to a few months of training.
Some	Some previous work-related skill, knowledge, or experience is usually needed.	These occupations usually require a high school diploma.	Employees in these occupations need anywhere from a few months to one year of work experience.
Medium	Previous work-related skill, knowledge, or experience is required for these occupations.	Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.	Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.
Considerable	A considerable amount of work-related skill, knowledge, or experience is needed for these occupations.	Most of these occupations require a four-year bachelor's degree, but some do not.	Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.
Extensive	Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience.	Most of these occupations require graduate school.	Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

Once you select a career title, you will find general information about it. To search for job openings related to that specific career, you can enter your zip code in the box provided on the right side of the screen. This will take you to a job search powered by Indeed.com.

The screenshot shows the Career Transitions website interface. At the top, there's a navigation bar with links: Home, Get a Job, Explore Careers, and Tips & Advice. Below this, a section titled "Assess Your Career Interests" is visible. The main content area displays information for the career "SECRETARIES AND ADMINISTRATIVE ASSISTANTS, EXCEPT LEGAL, MEDICAL, AND EXECUTIVE". It includes an "Overview" section with a description of the job, a list of "Typical Activities", and a "Career Ladder" section. On the right side, there's a summary box showing "AVG. SALARY \$32,000", "GROWTH +5%", and "EDUCATION High School Diploma or GED". Below this, there are two search boxes: "Find Jobs in this Career" and "Find Schools or Programs", both with input fields for "City, State, or Zip" and a "Search" button.

TEL provides much of the information necessary for career exploration. However, some people may want more detailed information that maps onto the self exploration throughout this manual. For that, you can continue to the following section on using O*NET Online.

Exploring Careers and Jobs with O*NET Online

The Occupational Information Network (O*NET) has developed a national database (O*NET Online) of occupational information sponsored by the U.S. Department of Labor and the Employment and Training Administration. Many career resource pages, including TEL, connect to the O*NET Online data to inform various parts of the career exploration and job search processes.

It's a great place to start exploring your job options because of the near limitless occupations included. You can search and sort occupations based on various information, including interests, work activities, job title, or required education/training.

O*NET occupational data is organized into various categories. Each occupation's page starts with a brief description of the job, followed by:

Tasks, Work Activities, and Detailed Work Activities: three separate sections that describe the activities that one might do if employed in that occupation.

Technology Skills: Specific programs that you would likely need to be familiar with and use.

Knowledge, Skills, and Abilities required for that occupation: three separate sections

Work Context: Typical environments that you would work in for that occupation.

Job Zone: Information on the amount of preparation that is required to work in that occupation, including education, training, and experience.

Education: Illustrates the likelihood that someone in that occupation has a particular level of education

Interests: The Holland Types that typically match with that occupation

Work Styles and Work Values: Characteristics and values that align with that occupation

Related Occupations: Links to O*NET occupation pages for similar occupations

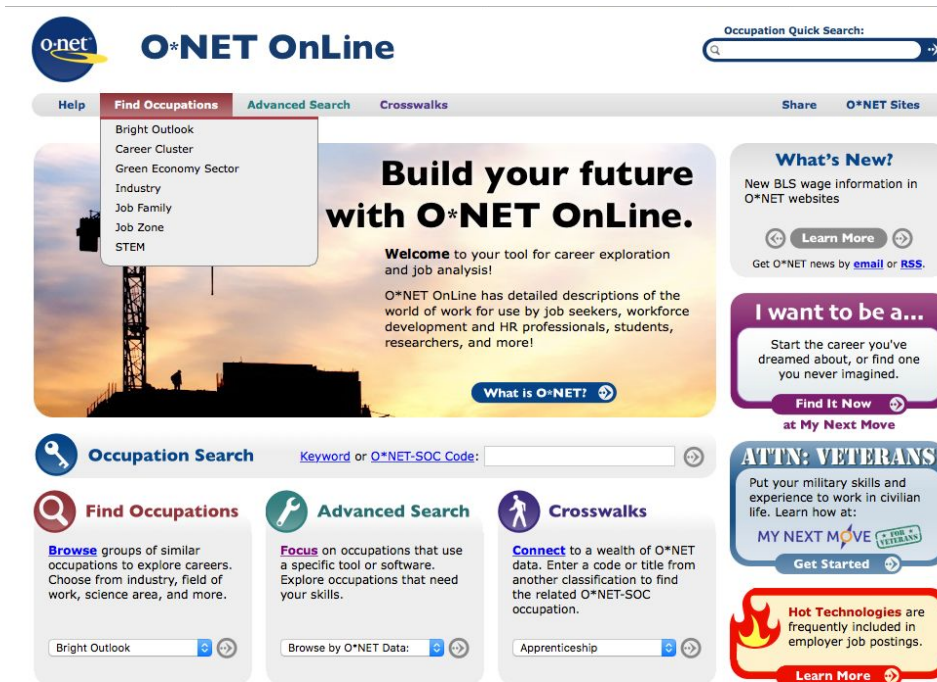
Wages and Employment Trends: The average salary and predictions about jobs available in that occupation.

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You may run and sort a search based on any of the categories used to organize each occupation (those listed on the previous page). If one is of particular importance, use it! Below are some recommended methods for searching and sorting jobs.

Using O*NET data to explore occupations:

You can search jobs based on certain general characteristics or categories by going to “find occupations” at the top of the homepage.



Search based on **Job Zone**: Below is a listing of typical requirements for each zone:

- 1: Little preparation needed: High school diploma, GED, or less
- 2: Some preparation needed: High school diploma or equivalent, and some work experience
- 3: Medium preparation needed: One to two years of training, including some type of on-the-job training experience. May require vocational school or associate's degree.
- 4: Considerable preparation needed: Most require a bachelor's degree and/or several years of work experience.
- 5: Extensive preparation needed: Most require graduate school (Master's and beyond)

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You can also search based on more specific criteria, including ways that jobs fit your own characteristics, by going to “advanced search” at the top of the homepage.



Doing an advanced search based on your interests is a great method to use when first exploring work options or when you are looking to expand the list of occupations you are considering. O*NET data uses the Holland Code Inventory as the organizational tool for interests, which we have included on the next couple pages. You can choose which interest types seem most appealing to you, or you can take a brief quiz at <https://www.mynextmove.org/explore/ip>

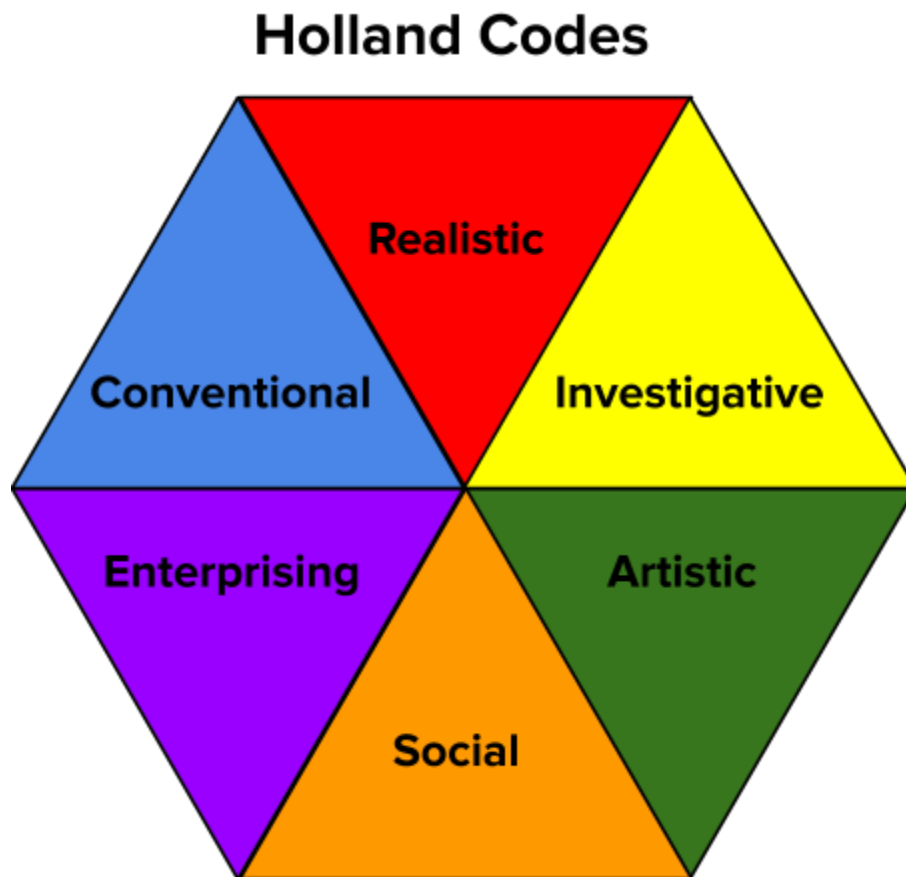
TEL Job Transitions uses the same quiz in the “assess your interests” tab.

Search using job title/keywords: If you want to look at a specific job or a job with a certain keyword in it, you can use the search box in the upper right corner where it says “occupation quick search.”



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Holland Code Inventory



What is the Holland Code System?

- The Holland Code System organizes jobs by common sets of interests. This allows people to find jobs they might enjoy based upon things they like. Knowing more about this system can help people understand the purpose of taking interest “quizzes” and why they may enjoy a certain job or be recommended to consider it.
- Each of the labels represents a “work personality,” or a job category, that incorporates similar interests and work environments.
- A personalized Holland Code consists of 2 or 3 letters (types), and uses the first letters of the interest labels. A code is determined for someone based on his/her interests. This code is then used to identify possible jobs that may be of most interest to that person.
- A person with the code SEC may enjoy jobs that consists of aspects of one or all three categories represented by the code (Social, Enterprising, Conventional).
- Created by Dr. Holland in 1985

<p style="text-align: center;"><u>Realistic</u></p> <ul style="list-style-type: none"> • Enjoy working with animals, plants, tools, machines, mechanical drawings • Value practical things you can see, touch, use • See yourself as practical, honest, natural • Like jobs with tangible results (something you can see when you are done) • Like to work outdoors, enjoy physical activity • Words that might describe you: Realistic, practical, independent, persistent, athletic, nature lover, mechanical, doer • Would not enjoy social jobs such as teaching or working with patients 	<p style="text-align: center;"><u>Investigative</u></p> <ul style="list-style-type: none"> • Enjoy studying and solving math or science problems • Search for solutions to problems • Tend to be independent and self-motivated • Abstract thinkers • Less social and a strong need to understand the world • Words that might describe you: thinker, scientific, precise, independent, observant, curious, logical, reserved • Would not enjoy sales or jobs involving leading and persuading people
<p style="text-align: center;"><u>Artistic</u></p> <ul style="list-style-type: none"> • Creative and expressive • Value freedom, originality • Like creative activities such as art, drama, crafts, dance, music, creative writing • Words that might describe you: creator, imaginative, expressive, open, sensitive, unconventional, original, courageous • Would not enjoy highly ordered or repetitive activities 	<p style="text-align: center;"><u>Social</u></p> <ul style="list-style-type: none"> • Like to work with people • Value idealism, kindness, generosity • Enjoy problem solving through discussion • Drawn to seek close relationships with others • Words that might describe you: helper, responsible, kind, forgiving, generous, outgoing, friendly, insightful • Would not enjoy using machines or tools to achieve a goal
<p style="text-align: center;"><u>Enterprising</u></p> <ul style="list-style-type: none"> • Like to manage and persuade others • Value risk-taking • Assertive and energetic • Use verbal skills to lead others • Words that might describe you: persuader, adventurous, energetic, spontaneous, ambitious, sociable, enthusiastic • Would not enjoy activities that require careful observation and scientific analysis 	<p style="text-align: center;"><u>Conventional</u></p> <ul style="list-style-type: none"> • Organized and planful • Value structure and routine • Like rules, order, clear guidelines • Attention to detail, good follow through on others' instructions • Words that might describe you: organizer, accurate, numerically-inclined, practical, structured, efficient, well-organized, polite • Would not enjoy unstructured, artistic activities

How to Fit Your Values in Your Career and Job Search

You probably want a job that fits *you*, and what you value is another piece in the puzzle in determining a career or employment path. Outlining your values helps you determine what is important to *you* and the work environments and positions that are a good fit.

Ask yourself, what do I value? (see below of a list of values related to jobs and careers). Limit the very important ones to no more than 8 values.

Also ask yourself, *what makes some values more important than other values?*

As you discover your values, identify themes in the results and how they connect to specific jobs or careers that you may or may not be considering.

Achievement: feelings of accomplishment

Advancement: opportunities to move up professionally

Adventure: new and exciting experiences

Altruism: helping others

Challenge: Demand for best use of your abilities

Collaboration: working with others

Community: kinship and unity at the workplace

Constancy: systematized job; duties clear and unchanging

Contribution: Work essential to success of organization

Creativity: opportunities for innovation

Financial Stability: dependable income; pay does not fluctuate

Freedom: autonomy to develop own ideas and work independently

Friendship: job provides opportunities to make friends

Influence: persuasion of others

Intellectual stimulation: workplace that challenges you

Knowledge: opportunity for learning

Leadership: decision-making and management

Location: place of work is stable

Mobility: travel and opportunities to relocate

Personal Development: opportunities for growth as a person

Personal Time: job leaves time for pursuits outside of work

Popularity: to be well liked by others

Risk: possibility for taking chances

Security: job is not likely to be eliminated

Spirituality: Moral fulfillment

Status: Prestige

Time Freedom: flexible schedule

Variety: Not same day to day

Wealth: financial reward

Interview Guide and Strategies

Remember, you only get one chance at a first impression!

The following information contains basic “good-to-know” information for interviews no matter the type of position or organization you are interviewing with. For information beyond this, check out TEL’s interview resources, including video examples of interviews.

The 4 P’s: Personal presentation, Preparation, Pertinent questions, Practice

Personal Presentation

- Be punctual: 10-15 min early!
- Be presentable (see below)
- Confident posture and voice, eye contact
- Avoid fidgeting, awkward pauses, and nervous sounds (um, like, you know)
- Firm handshake and smile, show enthusiasm

Men	Women
Professional dress: Suit (with jacket), tie	Suit or dress (with jacket), button-up blouse
Business casual: Slacks and collared shirt	Slacks and dress shirt
Clean, unwrinkled clothes	Clean, unwrinkled clothes
Shined-shoes	Shined, closed-toe shoes
Trouser socks	Trouser socks or pantyhose
Belt (match shoes)	Keep jewelry small
Clean-shaven, hair neatly groomed	Hair neatly groomed and/or pinned back
Little or no cologne	Little or no perfume
Small briefcase or portfolio	Small briefcase or portfolio

Resources for free or low-cost business clothing:

- Your local Goodwill, Salvation Army, Karm, or any other thrift stores
- Churches and ministries may provide or help find necessary items
- Back-to-Work Boutique at Union County Adult Education: free outfits for women
- Ask others if they have an outfit you could borrow for an interview

Preparation: knowing what to expect (as much as you can)

- Be familiar with the employer and job for which you are applying. Prepare accordingly
- Be prepared to talk about yourself
- Connect your responses with them (interviewer, company, etc.) if possible
- Identify your strengths and be prepared to back them up with examples
- Organize your response before you start to talk (this is an appropriate time to pause)
- Responses should all have a positive tone

Types of Interview questions:

- Traditional: Opportunities to tell about yourself, experiences, interest in job, etc.
 - Open-ended, general questions
 - Tell me about yourself.
 - Why should we hire you?
 - Career interest/focus
 - Where do you see yourself in 5, 10 years?
 - Why did you choose this major?
 - Personal characteristics
 - What are your strengths? Weaknesses?
 - What 2 or 3 accomplishments have given you the most satisfaction?
 - Company knowledge/interest
 - Why are you interested in our company?
 - Experience
 - What have you learned from your extracurricular experience?
- Behavioral: Examples of previous experiences or situations
 - Tell me about a time....
 - Give me an example....
 - Describe a situation....
- Technical: About job details. Example: difference between two computer programs
- Case-study: Scenario that you must discuss and “handle”
- Brainteaser
- Illegal: About personal life, beliefs, etc. Are not relevant to your ability to do a job.
 - You are not required to answer such questions.
 - Strategies may include redirecting focus, providing a response related to the question area (but not the illegal question), or answer and provide solutions (slippery slope).

Questions of Your Own: Asking questions of the interviewer

- Always have at least 2-3 questions prepared
 - Demonstrates your interest in and knowledge of company
 - Helps you to determine if company/job is right for you
 - Allows you to determine what the employer is looking for so that you can better show how you meet that need
- You don't want to ask about something you should already know (i.e. something on their website, in job description, or that can be found with basic research)
- Should not ask about salary, expected pay raises, etc.

Practice on your own, with friends, family, etc. This can help you determine and adjust bad habits, and gain confidence for the real thing!

Follow-up

- Always send a thank-you to each interviewer within 24 hours of your interview (handwritten, email, or both)
 - Include something from the interview, if possible
 - Reaffirm your interest in position
 - Professional tone: only needs to be 3-4 sentences
- If you do not hear from them within the expected timeline, you may give them a call

Identifying Your Strengths:

Identifying your strengths can assist you in the process of determining jobs you might be good at and market yourself for those specific jobs. Knowing your strengths can help you communicate how you are qualified for jobs and what you would bring as an employee.

A good place to start is with identifying concrete words for your own strengths. It can be difficult to determine our own strengths. You might want to ask friends, family members, or coworkers what strengths they see in you. You can also try the following activity to determine some of your strengths.

Dependable Strengths Activity

Strengths can be found in looking to our past experiences and how we behave or respond to situations. Do you find patience in difficult moments? Are you good at making peace or taking charge of situations? Below is an activity to help you identify some of your own strengths. It can be most beneficial if done with another person, but you may also do it on your own.

Directions: List and briefly describe a past experience that includes one of the following: something that challenged you, something you were proud of, something you were good at, or something you enjoyed. Once you have done that, read it outloud to yourself or to another person. Using, the list of possible strengths provided, you or someone else will circle strengths heard in the story of the read experience. Do you agree with the strengths circled? Did you learn strengths you didn't know you had? You can repeat this for as many experiences as you'd like.

My Strengths

Below is a list of possible strengths that one might possess. You can circle 6-8 that you believe you have or have someone who knows you circle a few. If doing the “dependable strengths” exercise, have someone circle strengths that come up in the story you described.

Adaptability	Humor	Positive Attitude
Bravery	Inspiring	Problem-Solving
Building Relationships	Intelligent	Responsible
Caring	Kindness	Serious
Communication Skills	Knowledgeable	Spirituality
Computer Skills	Leadership	Straightforward
Creativity	Love of Learning	Task-Oriented
Curiosity	Open-Mindedness	Teamwork
Determination	Optimistic	Time Management
Empathy	Orderly	Tolerance
Energetic	Organized	Trustworthy
Generosity	Originality	Warmth
Honesty	Patient	Work Ethic
Hopefulness	Persistence	Other(s):
Working Alone	Persuasiveness	

Writing a Cover letter

What is a Cover Letter?

- A document sent to a potential employer along with your resume
- Contains additional information about you or explains things from your resume
- Sometimes called an application letter if in response to a job opening
- May be called a letter of inquiry if sent to a company for which you would like to work that does not necessarily have openings at the time
- Employers might receive hundreds of letters and resumes for a position. You want to stand out in a positive way.

What to Include in a Cover Letter

- Your cover letter should communicate something personal about yourself and contain information that is specific to the organization you are sending it to.
 - This lets the reader know that you have spent some time researching the organization and writing a personal letter.
- You should research each company to give knowledgeable and specific reasons for your interest in that company. Tell the employer how you can meet their unique needs through your qualifications, experiences and personal qualities.
- Do not repeat your resume; use the cover letter to interpret and expand the resume, stressing relevant details in a personalized fashion.
- State explicitly how your background relates to the specific job; emphasize your strongest and most pertinent characteristics.
- Cover letters should never be duplicated. Each must be individually written, single spaced on a good quality bond paper matching the paper used in your resume.
- They should be one page in length and addressed to a specific individual in charge of the department/unit in which you want to work or to the human resources department.
 - Employers handle them differently and you might want to try writing to both.

Helpful tip: Visit your local copy/printing store for help with the printed copies

You can find examples of cover letters for various types of jobs and written from many perspectives on TEL Career Transitions in the “writing a cover letter” tab. Once you are ready to write a cover letter, you can do so on the TEL website and save it to your profile. You can also write and save one on Jobs4TN. There is also a sample cover letter on page 29..

University of Tennessee, Knoxville, Center for Career Development

<http://career.utk.edu/students/resumes-interviewing/cover-letters/>

Building a Resume

Before creating a resume, it helps to understand the purpose of it and what you are wanting to communicate to those who will be reading it. The goal of this resume guide is to help people identify what they want to communicate to employers in their resume. This guides which information to include and how to include it.

What is a resume?

- An introduction to yourself as a potential employee
- A brief document that summarizes your education, employment history, and other experiences related to a particular job for which you are applying
- The purpose of a resume is to get an interview

When applying to a job, your resume should be tailored specifically to that employer and position. It is helpful to have a template resume but you will want to modify it when applying for different jobs. Many parts may remain the same, but it is important to emphasize and order things to match the job requirements and tasks to be performed. For example, you may include more about social skills when applying to a retail position and organizational skills when applying for a bookkeeping position.

This is a good time to determine and communicate “transferable” skills (see the next section in this manual). These types of skills can link previous experiences to potential jobs. Ask yourself “how can I relate my past experiences to the current job?” Maybe while volunteering for a local food drive, you developed skills in organization or task coordination.

What should it look like?

A resume should be:

- Short (1-2 pages)
- Concise, using bulleted lists
- Designed to be looked at quickly
- Custom fit to each particular job

A resume should NOT be:

- An essay or letter
- Written in paragraphs or complex sentences

What should it include?

Almost every resume should include the following sections:

- Objective
- Education
- Work/Related Experience
- Contact information

Objective: A good objective should:

- Be customized for each specific job
- State the organization's name and the specific position title
- Briefly outline how the applicant will help the organization achieve its goal

Education: In the education section, state the highest education level you have earned and provide the following details:

- Institution where the degree was granted
- Date of graduation
- Level of degree (GED, Diploma, B.A., M.A., etc.) and field (Electrical Engineering)

Work Experience: The section on work experience is usually broken down by position. For each position, include the following information:

- Name and address of the organization
- Dates of employment
- Position title
- Responsibilities: include those that are most applicable to the position you are applying to.

(If the previous job has little or nothing to do with the position for which you are applying, you may also want to include any relevant skills learned—try to connect your experience with your current job interest.)

Note: responsibilities are written in bulleted statements (not full sentences). You will find a template, samples, and a list of “action verbs” at the end of this manual to help this process.

Contact Information: The contact information section is where you detail how potential employers can get in touch with you. You should, at minimum, include:

- Your name
- Your address
- Your phone number and/or e-mail address.

Optional Sections: If you have any extra skills that are relevant to the job that do not fall within the categories above, you can also include those. These include (but are not limited to):

- Computer skills
- Honors and awards
- Languages
- Certifications
- Volunteer experience
- Hobbies and interests
- Community/Volunteer Service
- Professional memberships

Skills Employers Are Looking For (NACE Report, 2016)

- | | |
|----------------------------------|---------------------------------|
| • Leadership | • Flexibility/adaptability |
| • Ability to work in a team | • Interpersonal skills |
| • Communication skills (written) | • Detail-oriented |
| • Problem-solving skills | • Organizational ability |
| • Strong work ethic | • Strategic planning skills |
| • Analytical/quantitative skills | • Friendly/outgoing personality |
| • Technical Skills | • Entrepreneurial skills |
| • Communication skills (verbal) | • Politeness |
| • Initiative | • Creativity |
| • Computer skills | |

You can find examples of resumes for various types of jobs and written from many perspectives on TEL Career Transitions in the “writing a resume” tab. Once you are ready to build a resume, you can do so on the TEL website and save it to your profile. You can also write and save one on Jobs4TN.

Transferable skills

Writing skills on your resume or presenting your skills during an interview can be hard. However, you have more skills that you realize.

- Actually, you have been busy! Home, school, work, volunteer or extracurricular activities, all provide a lot of skills you may not know about.
- Transferable skills are areas of development that will transfer from all the activities that you are already doing, to your potential job.
- According to Richard Bolles' book *What Color Is Your Parachute?*, there are five types of transferable skills, which are listed below.
- As you read through the skills below, think to yourself "*Where have I learned this skill?*". Consider any home, school, work, volunteer or extracurricular activity that might apply.

Communication Skills: expression, transmission, and interpretation of knowledge and ideas.

<i>Speaking effectively</i>	<i>Providing appropriate feedback</i>	<i>Reporting information</i>
<i>Writing concisely</i>		<i>Describing feelings</i>
<i>Listening attentively</i>	<i>Negotiating</i>	<i>Interviewing</i>
<i>Expressing ideas</i>	<i>Perceiving nonverbal messages</i>	<i>Editing</i>
<i>Facilitating group discussion</i>	<i>Persuading</i>	

Research and Planning Skills: the search for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs.

<i>Forecasting predicting</i>	<i>Gathering information</i>	<i>Defining needs</i>
<i>Creating ideas</i>	<i>Solving problems</i>	<i>Analyzing</i>
<i>Identifying problems</i>	<i>Setting goals</i>	<i>Developing evaluation strategies</i>
<i>Imagining alternatives</i>	<i>Extracting important information</i>	
<i>Identifying resources</i>		

Interpersonal and Teamwork: skills for resolving conflict, relating to, and helping people.

<i>Developing rapport</i>	<i>Providing support for others</i>	<i>Cooperating</i>
<i>Being Sensitive</i>		<i>Delegating with respect</i>
<i>Listening</i>	<i>Motivating</i>	<i>Representing others</i>
<i>Conveying feelings</i>	<i>Sharing credit</i>	<i>Perceiving feelings situations</i>
<i>Asserting</i>	<i>Counseling</i>	

Organization Management and Leadership Skills: the ability to supervise direct and guide individuals and groups in the completion of tasks and fulfillment of goals.

<i>Initiating new ideas</i>	<i>Teaching</i>	<i>Decision making with others</i>
<i>Handling details</i>	<i>Coaching</i>	
<i>Coordinating tasks</i>	<i>Counseling</i>	<i>Managing conflict</i>
<i>Managing groups</i>	<i>Promoting change</i>	
<i>Delegating responsibility</i>	<i>Selling ideas or products</i>	

Work Ethic Skills: day-to-day skills that promote effective production and work satisfaction.

<i>Implementing decisions</i>	<i>Attending to detail</i>	<i>Setting and meeting deadlines</i>
<i>Cooperating</i>	<i>Meeting goals</i>	
<i>Enforcing policies</i>	<i>Enlisting help</i>	<i>Organizing</i>
<i>Being punctual</i>	<i>Accepting responsibility</i>	<i>Making decisions</i>
<i>Managing time</i>		

What to Do After High School

OPTION	INFORMATION	LOCAL OPTIONS
Two-Year College	<ul style="list-style-type: none"> -Offer Associate's degrees and diplomas -Can be public or private -Train students for immediate entry into job market OR -Prepare students to transfer to a four-year university 	<ul style="list-style-type: none"> -Roane State -Walters State -Pellissippi State
Four-Year College	<ul style="list-style-type: none"> -Offer Bachelor's degrees -Students take courses in general education plus specialized areas -Can be public or private 	<p><i>Public:</i></p> <ul style="list-style-type: none"> -University of Tennessee -East Tennessee State University -Tennessee Tech University -University of Tennessee at Chattanooga -Middle Tennessee State University <p><i>Private:</i></p> <ul style="list-style-type: none"> -Lee University -Maryville College -Johnson University -Carson-Newman University -Lincoln Memorial University
Career/Technical School	<ul style="list-style-type: none"> -Provide courses that allow students to start a career in a specific field -Offer a variety of programs -Often provide a path to licensure or certification for a career 	<ul style="list-style-type: none"> -Tennessee College of Applied Technology
Apprenticeships	<ul style="list-style-type: none"> -Offer education and training specifically targeted to a career -Typically involves on-the-job training 	<ul style="list-style-type: none"> -Varied
Military	<ul style="list-style-type: none"> -Entering one of the military branches -often includes job training and/or college courses 	<ul style="list-style-type: none"> -Army, Navy, Marine Corps, Coast Guard, Air Force

Financial Aid Information and Scholarships

- **What is the FAFSA?**
 - Free Application for Federal Student Aid
 - Required for all federal and state financial aid (including TN Hope and TN Promise)
 - Must have federal tax forms for previous year
 - Typically based on parent income
 - Who is the student's parent for FAFSA
 - If parents are married – report information for both
 - If parents live together – report information for both (regardless of marital status)
 - If student has lived with one parent more than the other over the past 12 months – report information on parent lived with more
 - If that parent is remarried – must also report information from stepparent
 - If lived equally with both parents over past 12 months – report information for parent who has provided more financial support
 - Not parents unless legally adopted student: widowed stepparent, grandparents, foster parents, legal guardians, older siblings, aunts and uncles
- **What is financial need?**
 - Cost of attendance minus expected family contribution
 - May not be what you believe you can afford; based on a formula
- **What is cost of attendance?**
 - Total amount it will cost to attend a school (includes tuition, fees, housing, food, books, supplies, transportation, and other expenses)
- **What is a grant?** Provided by the government; funds for college that do not need to be repaid
 - Federal Pell Grant
 - Strong financial need
 - Up to \$5,730 per year
- **What is a loan?** Federal or private; federal loans are borrowed at lower interest rates with flexible repayment terms
 - Federal Perkins Loan
 - 5% interest rate; college is lender
 - Up to \$5,500 per year
 - Direct Subsidized Loan
 - 4.66% interest rate; US Department of Education is lender
 - \$3,500-5,500 per year
 - Direct Unsubsidized Loan
 - 4.66% interest rate; US Department of Education is lender
 - Must start repayment immediately (no deferment while in school)
 - \$5,500 and up yearly

- **What is a scholarship?** Awarded money that does not need to be repaid; based on merit, need and/or special skills
 - Tennessee Hope Scholarship
 - TN residents who enroll in a TN college
 - ACT of 21 or higher
 - GPA of 3.0 or higher
 - \$1,750 per semester for four-year colleges
 - \$1,500 per semester for two-year colleges
 - Tennessee Aspire Award
 - Up to \$750 (4-year) or \$250 (2-year) per semester to supplement the TN Hope scholarship
 - Must meet Hope Scholarship requirements, plus
 - Parent's' adjusted gross income must be less than \$36,000
 - Tennessee Promise Scholarship
 - TN residents attending community or technical college
 - Last-dollar scholarship (covers costs not met from Pell, HOPE, or other awards)
 - Attend two local meetings
 - Complete 8 hours of community service every semester
 - Tennessee Reconnect
 - Last-dollar scholarship for adult learners starting OR returning to college
 - Other scholarships
 - www.fastweb.com
 - <https://bigfuture.collegeboard.org/scholarship-search>
 - www.careerinfonet.org/scholarshipsearch
 - <https://collegescorecard.ed.gov>
- **Where can I find out more?**
 - www.fafsa.ed.gov
 - www.tnpromise.gov
 - www.pipes.utk.edu
 - <http://studentaid.ed.gov/>
 - <https://www.tnreconnect.gov>
 - Talk to your local Tennessee Reconnect Advisor (<http://smokymtnreconnect.org/>)
 - Talk to your school counselor
 - Talk to your GearUp Counselor
 - Talk to someone with PiPES

Drive to 55

According to the Tennessee Higher Education Commission (THEC) the Drive to 55 initiative is aimed to offer opportunities for a postsecondary degree or credential to 55% of the TN population by 2025. Drive to 55 includes three initiatives: Tennessee Promise, Tennessee Reconnect, and Tennessee LEAP. For Drive to 55 friendly colleges and college portaits, visit: <http://www.tnreconnect.gov/Student/SearchforCollegeProfiles/tabid/4629/Default.aspx>



Tennessee Promise offers two years of tuition-free community or technical college to Tennessee high school graduates beginning with the Class of 2015. Tennessee Promise is a last-dollar scholarship, meaning it will cover college costs not met from Pell, HOPE, or TSAA. As part of the program, students are provided with a mentor who will support them during the college application process (Tennessee Higher Education Commission, 2017).

For more information including student checklist, resources, and mentoring information go to: <http://tnpromise.gov/about.shtml>

Tennessee LEAP will help ensure that our postsecondary institutions are producing the skills and credentials that Tennessee employers actually need.

The objective of Tennessee LEAP (**Labor Education Alignment Program**) is to eliminate skills gaps across the state in a proactive, data-driven, and coordinated manner by encouraging collaboration across education and industry and by utilizing regional workforce data to identify and then fill skills gaps across the state.



For more information go to: <http://driveto55.org/initiatives/tennessee-leap/>



TENNESSEE Reconnect

Tennessee Reconnect is a last-dollar scholarship for adults to attend a community college tuition-free.

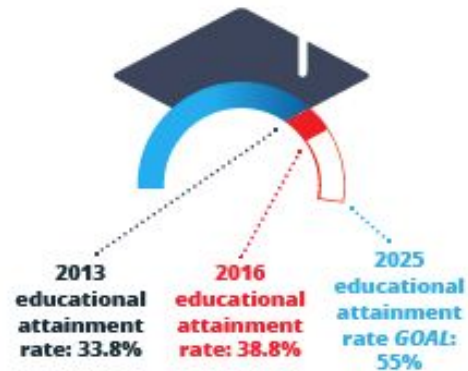
To be eligible for **Tennessee Reconnect** adults must:

- Not already have an associate or bachelor degree.
- Have been a Tennessee resident for at least one year.
- Complete the FAFSA and be determined as an independent student.
- Be admitted to an eligible institution, enroll in a degree or certificate program, and attend at least part-time.
- Participate in a partnering advising program.

Through Tennessee Reconnect, all Tennesseans will now have access to a postsecondary degree or certificate, tuition-free.

Program	Students Served	Use at TCAT	Use at Community College
Tennessee Promise	Recent high school graduates	✓	✓
Tennessee Reconnect	Adult learners	✓	✓

Why Tennessee Reconnect?



Tennessee needs **871,000 degrees** to reach the goal of 55% by 2025.



645,000 high school students in Tennessee are expected to graduate between 2014 and 2022.



In Tennessee, **900,000 adults have some college but no degree** and are considered prospective adult learners.



Without reaching adults, Tennessee won't meet the goals of the Drive to 55.

The above information was accessed on 7/11/2017 at <https://www.tn.gov/nexttennessee/section/nt-tennessee-reconnect>

Applying for Unemployment

According to the Labor and Workforce Development (2017), unemployment applicants can receive up to \$275 a week in benefits for up to 26 weeks.

In order to qualify, a person must:

1. Have lost their job by no fault of their own
2. Must have qualifying base period wages (earn at least \$780.01 in each of 2 quarters, a quarter is three months of either January - March, April - June, July - September or October - December)
3. Must be physically able to work
4. Must be available to work and document work-search activities each week, including at least three job applications per week.

What can disqualify you from receiving unemployment?

1. If you voluntarily quit
2. If you were fired for a work-related misconduct
3. If you are participating in a labor dispute
4. If you fail to seek or accept suitable work

What does the unemployment office needs from you?

1. Social Security Number
2. Driver's License Number
3. Address
4. Telephone Number
5. Valid email address
6. Last 18 months of Employment
7. Reason for Separation (e.g., quit, fired, lack of work, laid off or job eliminated, etc.)
8. Employer Info (name, address, phone number)

You can apply online at: <https://www.tn.gov/workforce/topic/unemployment-online-application>

You can also apply by contacting the UI Claim Center at 1-877-813-0950.

Cover Letter Sample

University of Tennessee, Knoxville, Center for Career Development

Resume Template

REVERSE CHRONOLOGICAL RESUME TEMPLATE

Full Name

Street address • City, State Zip Code
Phone: (000) 000-0000 • E-mail address

Objective

The objective should be one or two brief sentences that let your employer know why you have sent them this resume. It should be targeted specific toward the job you are seeking.

(Optional) Summary of Skills and Qualifications

This optional section can highlight and summarize the specific skills, abilities, and experiences that are directly related to the job you are seeking

Professional Experience

Most Recent Job Position, Institution or Organization, Time at Job (i.e. 2014-2016 or 2015-present)

- List primary duties and responsibilities with words and phrases that highlight your skills (action verbs)
- It is important to try to be specific in writing about these duties

Second Most Recent Job Position, Institution or Organization, Time at Job

- Repeat

(Optional) Summary of Skills and Qualifications

- If you choose not to use a summary of your qualifications at the beginning of the resume, you can include important skills here
- Put the information that you think is most important first in your resume. If your professional experience is most relevant, list that first. If your work experience is not as related to the job you are seeking, consider beginning with a summary of your skills and qualifications

Education

Most Recent School Attended, City, State, Years Attended

- Degree, Certification, or Other Recognition – Major or Field of Study, Year graduated
- Grade Point Average, if applicable
- Any significant awards or honors can also be listed here

Second Most Recent School Attended Southern Illinois University Carbondale, Carbondale, IL, 2011-2014

- Repeat

Carol Pilson
000 Victoria Street
San Francisco, CA 00000
(415) 555-4483
pilsoncarol@unknown.com

OBJECTIVE

A Sales/ Customer Service position

PROFESSIONAL PROFILE

- Motivated and self-driven professional with 12 years of sales success; winner of several awards.
- Genuinely enjoy helping people through consultative sales.
- Known for ability to build relationships and educate customers, resulting in customer satisfaction, retention, and increased sales.

RELEVANT SKILLS & ACCOMPLISHMENTS

Family Management, San Francisco, CA	2009-present
Customer Service Rep, Wells Fargo Bank, San Francisco, CA	1997-2009

SALES

- Consistently exceeded personal monthly quotas by as much as 50%.
- Won "Salesperson of the Quarter" for opening most new accounts.
- Earned reputation as key player in branch sales team that always won quarterly company sales awards.
- Built a loyal customer base by using a consultative sales approach.

CUSTOMER SERVICE

- Provided friendly advice to a diverse clientele, promoting Wells Fargo's customer-oriented image.
- Helped customers and merchants identify services/products that best suited their needs.
- Educated customers on how to fill out forms and how to use banking services.

ADMINISTRATIVE

- Authorized to open and close the vault.
- Balanced up to \$40,000 in personal daily transactions.

EDUCATION

A.A., Psychology, Diablo Valley College, Pleasant Hill, CA
Coursework toward B.A. in Psychology, University of California, Davis, CA

List of Action Verbs for Resumes

List of Action Verbs for Resumes & Professional Profiles

Management/ Leadership Skills

administered
analyzed
appointed
approved
assigned
attained
authorized
chaired
considered
consolidated
contracted
controlled
converted
coordinated
decided
delegated
developed
directed
eliminated
emphasized
enforced
enhanced
established
executed
generated
handled
headed
hired
hosted
improved
incorporated
increased
initiated
inspected
instituted
led
managed
merged
motivated
organized
originated
overhauled
oversaw
planned
presided
prioritized
produced
recommended
reorganized
replaced
restored
reviewed
scheduled streamlined
strengthened

supervised
terminated

Communication/ People Skills

addressed
advertised
arbitrated
arranged
articulated
authored
clarified
collaborated
communicated
composed
condensed
conferred
consulted
contacted
conveyed
convinced
corresponded
debated
defined
described
developed
directed
discussed
drafted
edited
elicited
enlisted
explained
expressed
formulated
furnished
incorporated
influenced
interacted
interpreted
interviewed
involved
joined
judged
lectured
listened
marketed
mediated
moderated
negotiated
observed
outlined
participated
persuaded
presented
promoted

proposed
publicized
reconciled
recruited
referred
reinforced
reported
resolved
responded
solicited
specified
spoke
suggested
summarized
synthesized
translated
wrote

Research Skills

analyzed
clarified
collected compared
conducted
critiqued
detected
determined
diagnosed
evaluated
examined
experimented
explored
extracted
formulated
gathered
identified
inspected
interpreted
interviewed
invented
investigated
located
measured
organized
researched
searched
solved
summarized
surveyed
systematized
tested

Technical Skills

adapted
assembled
built
calculated

computed
conserved
constructed
converted
debugged
designed
determined
developed
engineered
fabricated
fortified
installed
maintained
operated
overhauled
printed
programmed
rectified
regulated
remodeled
repaired
replaced
restored
solved
specialized
standardized
studied
upgraded
utilized

Teaching Skills

adapted
advised
clarified
coached
communicated
conducted
coordinated
critiqued
developed
enabled
encouraged
evaluated
explained
facilitated
focused
guided
individualized
informed
instilled
instructed
motivated
persuaded
set goals
simulated
stimulated

List of Action Verbs for Resumes & Professional Profiles

taught	developed	ensured	organized
tested	directed	expedited	prepared
trained	displayed	facilitated	processed
transmitted	drew	familiarize	provided
tutored	entertained	furthered	purchased
	established	guided	recorded
Financial/ Data Skills	fashioned	helped	registered
administered	formulated	insured	reserved
adjusted	founded	intervened	responded
allocated	illustrated	motivated	reviewed
analyzed	initiated	provided	routed
appraised	instituted	referred	scheduled
assessed	integrated	rehabilitated	screened
audited	introduced	presented	set up
balanced	invented	resolved	submitted
calculated	modeled	simplified	supplied
computed	modified	supplied	standardized
conserved	originated	supported	systematized
corrected	performed	volunteered	updated
determined	photographed		validated
developed	planned	Organization/ Detail Skills	verified
estimated	revised	approved	More verbs for Accomplishments
forecasted	revitalized	arranged	achieved
managed	shaped	cataloged	completed
marketed	solved	categorized	expanded
measured	Helping skills	charted	exceeded
planned	adapted	classified	improved
programmed	advocated	coded	pioneered
projected	aided	collected	reduced (losses)
reconciled	answered	compiled	resolved (issues)
reduced	arranged	corresponded	restored
researched	assessed	distributed	spearheaded
retrieved	assisted	executed	succeeded
	cared for	filed	surpassed
creative skills	clarified	generated	transformed
acted	coached	implemented	won
adapted	collaborated	incorporated	
began	contributed	inspected	
combined	cooperated	logged	
conceptualized	counseled	maintained	
condensed	demonstrated	monitored	
created	diagnosed	obtained	
customized	educated	operated	
designed	encouraged	ordered	

Wake Forest University, Center for Career Development, accessed at:
<http://career.opcd.wfu.edu/files/2011/04/Action-Verbs-for-Resumes.pdf>

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