



Career Services Manual for Trainers

PiPES Community, Career Center.

January, 2018

Supported by Appalachian Regional Commission (ARC)

Introduction	2
Job Seeking Strategies	3
Networking	4
Jobs4TN	5
Tennessee Electronic Library (TEL) at tnel.tnsos.org	5
Exploring Careers Jobs with TEL	6
Exploring Careers and Jobs with O*NET Online	8
Holland Code Inventory	11
How to Fit Your Values in Your Career and Job Search	13
Interview Guide and Strategies	14
Identifying your Strengths: Dependable Strengths Activity	16
My Strengths	17
Writing a Cover letter	18
Building a Resume	19
Transferable skills	21
What to Do After High School	23
Financial Aid Information and Scholarships	24
Drive to 55	26
Tennessee Reconnect	27
Applying for Unemployment	28
Handouts	29
Cover Letter Sample	30
Resume Template	31
Resume Samples	32
List of Action Verbs for Resumes	34
Holland Code Descriptions	36
My Strengths	37
My Values	38
Tennessee Reconnect Scholarship	39
Materials for Workshops	40
Career Exploration	41
Job Seeking and Networking	44
Successful Interviewing	51
Writing Resumes and Cover Letters	58
References and Resources	65

Introduction

This manual has been created by the PiPES Community team and your local library staff to assist you in the training of students and adults in your community 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.

This version of the manual includes all of the materials that community members have access to with added instructional tools, including powerpoint presentations and helpful tips that have been used by career services providers.

We have put together a comprehensive list of resources that are useful for job seeking and career exploration. 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 finding what you need to train and assist your community.

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.

TO CITE THIS MANUAL:

Graham, D., Farrell, I., Hardin, E. E., & Gibbons, M. (2018). Career Services Manual for Trainers. Supported by a grant from the Appalachian Regional Commission (ARC), East Tennessee Development District Subaward TN-18571-16.

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 source 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.

The screenshot shows the CareerTransitions TEL homepage. At the top, there's a navigation bar with the logo and a link to 'sign in or create an account'. Below this is a 'GET A NEW JOB' section with a search bar for 'Job Title' and 'City, State, or Zip Code', and a 'Search' button. There are also links for 'Take a tour of Career Transitions', 'WRITE A RESUME', 'WRITE A COVER LETTER', 'TIPS & ADVICE', and 'INTERVIEW SIMULATION'. A 'DISCOVER A NEW CAREER' section includes links for 'ASSESS YOUR CAREER INTERESTS', 'BROWSE CAREER PATHS', 'MATCH EXPERIENCE TO NEW CAREERS', and 'Find Schools & Programs'. At the bottom, there's a 'FEATURED VIDEOS' section and the 'The Daily Leap' logo.

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.

The screenshot shows the 'CAREER ASSESSMENT RESULTS' page. It indicates that the user is most interested in a 'Social' career. A description of 'Social' careers is provided, along with a link to 'Erase My Results and Start Over'. Below this, there's a 'Filter Results by' section with dropdowns for 'Career Interest' (set to 'Social') and 'Education/Training' (set to 'Medium'). A table of results is shown with columns for 'Career', 'Salary', 'Growth', and 'Education/Training'.

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 displays the Career Transitions website interface. At the top, there's a navigation bar with links for Home, Get a Job, Explore Careers, and Tips & Advice. Below this, a section titled 'Assess Your Career Interests' features a list of career titles, with 'SECRETARIES AND ADMINISTRATIVE ASSISTANTS, EXCEPT LEGAL, MEDICAL, AND EXECUTIVE' selected. An 'Overview' section includes a photo of a woman working at a computer and a description of their duties: 'Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, organizing and maintaining paper and electronic files, or providing information to callers.' To the right, a yellow box highlights key statistics: '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. At the bottom left, a 'Typical Activities' section lists three tasks: operating office equipment, answering telephones, and greeting visitors.

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

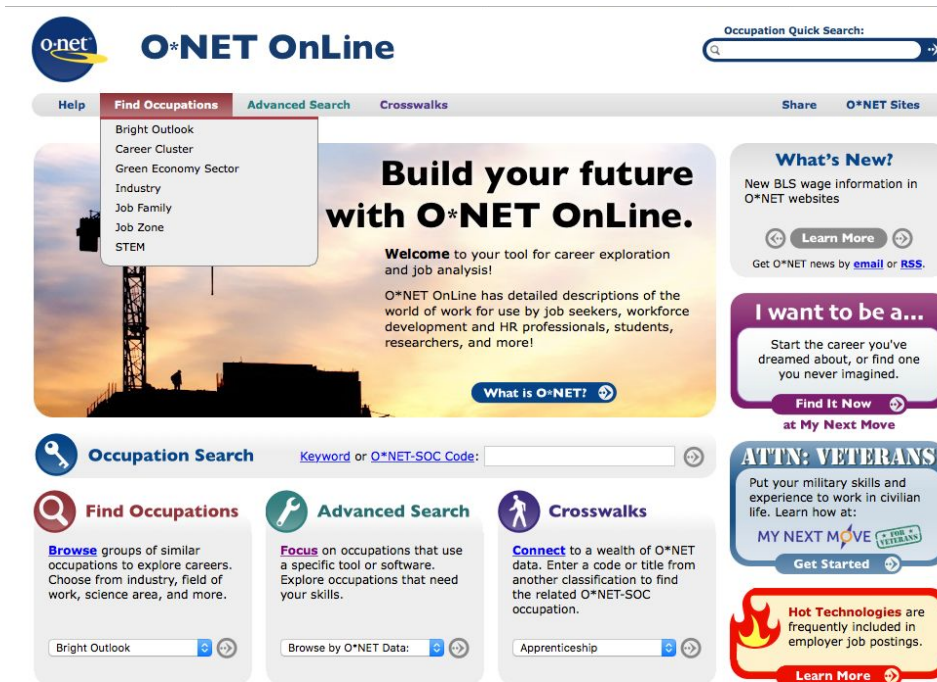
Wages and Employment Trends: The average salary and predictions about jobs available in that occupation.

*[This page includes information from O*NET OnLine by the U.S. Department of Labor, Employment and Training Administration \(USDOL/ETA\). Used under the CC BY 4.0 license. O*NET® is a trademark of USDOL/ETA. PiPES Community has modified all or some of this information. USDOL/ETA has not approved, endorsed, or tested these modifications.](#)*

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)

*This page includes information from O*NET OnLine by the U.S. Department of Labor, Employment and Training Administration (USDOL/ETA). Used under the CC BY 4.0 license. O*NET® is a trademark of USDOL/ETA. PiPES Community has modified all or some of this information. USDOL/ETA has not approved, endorsed, or tested these modifications.*

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>

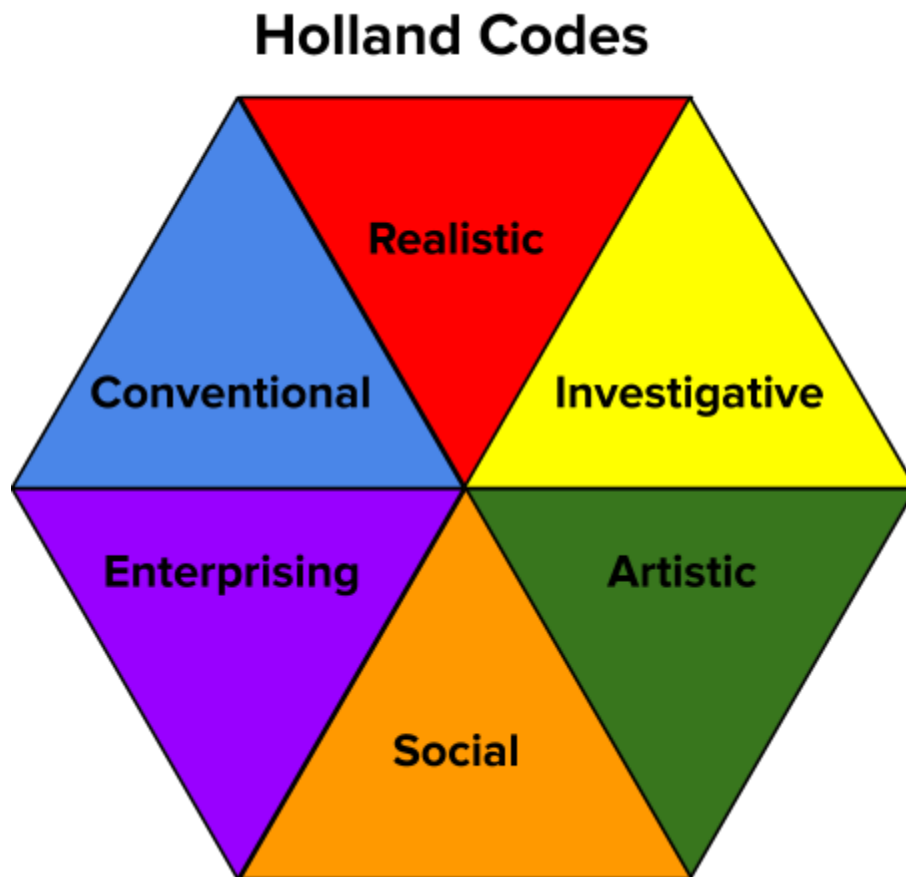
TEL Job Transitions uses the same quiz in the “assess your interests” tab.

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.”



*This page includes information from O*NET OnLine by the U.S. Department of Labor, Employment and Training Administration (USDOL/ETA). Used under the CC BY 4.0 license. O*NET® is a trademark of USDOL/ETA. PiPES Community has modified all or some of this information. USDOL/ETA has not approved, endorsed, or tested these modifications.*

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.

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.)

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.

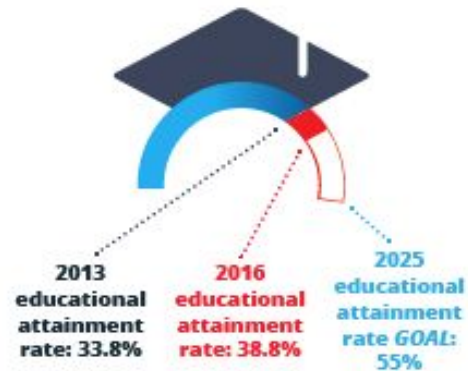
To be eligible for **Tennessee Reconnect** adults must:

- 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.

Handouts

Cover Letter Sample

221 Main Street
Knoxville, TN 37916
May 17, 19__

Mr. Fred Isenhower
Vice President of National Sales
Drexel Heritage Furnishings
1515 Industrial Park Drive
Drexel, NC 28619

Dear Mr. Isenhower:

First Paragraph. In the initial paragraph, state the reason for writing the letter, specify the position or type of work for which you are applying and indicate from which resource (friend, employment service, news media, placement center) you learned of the opening or received his/her/their name.

Second Paragraph. State why you are interested in the position, the company, its products or services, and, above all, indicate what you can do for the employer. If you are completing a degree or are a recent graduate, explain how your academic background qualifies you for the position. If you have had some practical work experience, point out specific achievements or unique qualifications. Highlight your strengths and achievements and state how they suit you for the position. Provide details and explanations that are not found on your resume. Indicate what you can do for the organization: do not inquire about what the organization can offer you.

Third Paragraph. Refer the reader to the enclosed resume or employment application that summarizes your qualifications, training, experiences, and the like. Assure the employer that you are the person for the job.

Concluding Paragraph. Initiate the next follow-up whenever possible, i.e., "I will call you...", "I will be in your city on a certain date and would like to meet...", "Are you recruiting at a school in my area...". Exceptions are newspaper or other ads where you cannot identify the person. Indicate your flexibility, repeat a phone number (or add a different number where you can be reached during certain hours, if appropriate), and offer any assistance necessary to help obtain a speedy response.

Sincerely yours,

(sign your name)

Jane H. Smith

Enclosure

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

SAMPLE CHRONOLOGICAL RESUME

JANE SMITH

7982 Central Park Avenue, Apt. 8
Phoenix, AZ 85018

Phone: 602-555-5050

E-mail: janesmith@syntax.com

SUMMARY OF QUALIFICATIONS

- 10+ years experience in administrative and clerical work
- Ability to work independently or in a team setting
- Proficient in Microsoft WindowsXP, including MS Word, Excel and Outlook
- Excellent telephone, customer service and people skills
- Transcription experience with typing skills of 70 wpm

PROFESSIONAL EXPERIENCE

Administrative Assistant, Blackwood Systems, Inc., Scottsdale, AZ 12/02-12/07

- Oversaw \$600+ expense budget and used funds for purchasing supplies
- Stocked and maintained office supplies in order to provide a neat and organized workplace
- Maintained front desk and served as company gatekeeper to ensure that employees could work without being disturbed
- Accurately and efficiently inventoried, documented and transported confidential information to an off-site storage facility

Consultant Assistant, McDougal Littell, Phoenix, AZ 09/00-12/02

- Used professional phone skills to listen to customers' needs and determine the necessary action
- Reviewed and processed expense reports to ensure accuracy before submitting to corporate headquarters
- Assisted with the planning and coordination of regional sales meetings
- Assisted Consultant Manager by compiling and preparing a detailed monthly report of the attendance records of 23 sales consultants categorized by individual, regional and national spreadsheets

Sales Assistant, The Trane Company, Phoenix, AZ 04/98-07/00

- Supported sales engineers by ordering, tracking and scheduling deliveries of heating and air conditioning equipment in a precise manner
- Prepared literature and submitted proposals to customers to describe the equipment and its cost
- Determined installation sites for equipment by reading and interpreting plans and blueprints

Administrative Assistant, Professional Career Consultants, Scottsdale, AZ 06/96-04/98

- Greeted customers and referred them to their consultant by answered incoming calls
- Handled all customer correspondence for 4 recruiters in a busy office setting
- Entered 30+ candidates into database daily, submitting qualified candidates to national recruiting network and retying resumes when necessary. Prepared and sent invoices to companies that hired our candidates

EDUCATION

Mesa Community College, Mesa Arizona
Associate of Applied Science/ Business

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>

Holland Code Descriptions

<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

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

My Values

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



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

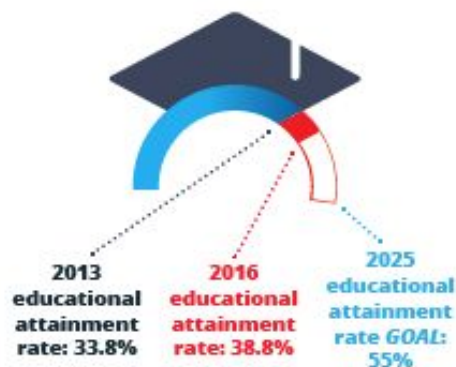
To be eligible for Tennessee Reconnect adults must:

- 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.

Materials for Workshops

Lesson plan: Career Exploration

Objectives:

By the end of this training, you will learn how to:

- Apply knowledge of personal abilities, interests, and values to career choices.
- Demonstrate an understanding of how personal characteristics relate to career choice.
- Access, interpret, and evaluate career information using technology and other resources.
- Acquire knowledge to make decisions, set goals, and develop plans for the future.

0-5 min: Introductions: Ask participants to share their names and one thing they are hoping to learn. You might ask them to share if they have ever completed a vocational test.

5-10 min: Introduction to career and self exploration. (Cover up to slide 3)

The overarching goal of the current presentation is for participants to understand how knowledge of themselves can help them improve the effectiveness of career exploration. This process is not only useful for expanding career possibilities, it also allows people to choose the best options among those available and to fit themselves into existing options. This allows them to sell themselves better when applying and prepare themselves for the positions. This can also help people work within limitations to job options, such as limited local employers and job openings.

10-20 min: Strengths and Dependable Strengths exercise (Slides 4 and 5)

(Slide 4) Talking about strengths: The goal is to identify strengths and concrete words for them. This helps people determine what they are good at, what they have to offer, and whether they meet certain qualifications. This allows people to understand their potential to succeed in certain jobs and how to sell themselves to the potential employers. Some of these will transfer to job applications, resumes, and cover letters.

(Slide 5) Dependable Strengths exercise:

1) Have participants think about and describe an event/memory that demonstrates one of the following: Something they enjoyed, something they were/are good at, or something that challenged them.

The following are a couple examples people might use: A memory of playing a game or sport, a memory with family/friends, or completing a project at school/work.

2) Have participants take turns sharing their memory with a partner. While they do so, the person listening will go through and circle strengths they hear in the story using the “My Strengths” handout.

For the previous examples: A game/sport memory might show teamwork, dedication or perseverance. A memory with family might show loyalty, compassion, or sociability. A memory about a work project might show leadership, time management, creativity, or independence.

Have them share their responses and reflect on the strengths identified.

20-25 min: Explanation of values and the related activity (*Slide 6*)

Activity: Pass out a printed copy of “My Values” handout to each participant and ask them to circle 8 values that are most important to them. Explain that this activity reflects the process of determining what is most important to each person when considering possible jobs. For example: if spending time with one’s family is a core value, one might not be a good fit for a job that requires lots of travel.

25-35 min: Discussion of interests and Holland code system (*Slides 7-9*)

The Holland Codes are broad and based upon an average/typical version of a job/career area. It is also good to note that people do not always work in jobs that match their codes, and that’s OK! It’s important to note that jobs can look different across situations.

Note for presenters: It is not necessary to understand the theory in depth, but instead the goal is to be able to emphasize how one’s interests and personal style can relate to categories of jobs. It may be helpful for you to share interests that relate to your own career choices.

35-45 min: activity: Determining your Holland Code (*Slide 10*). Depending on resources, have participants do one of the following:

Option 1) Have participants look over the Holland Code descriptions and select/rank the 2 or 3 that sound most appealing/fitting for them, personally. Once they have done this, ask them to share their choices. You can also have them share how these interests relate to any past work experiences or other chosen activities (sports, clubs, etc.)

Option 2 on slide 11-12) You can have participants access the interest quiz on TEL to determine their top interests. This will also give them the opportunity to see this resource and continue using it for the remainder of this presentation.

This would be a good time to share again that they may find jobs that do not match their codes, especially jobs that include all 2 or 3 of their code letters.

45-55 min: using TEL to assess interests and explore related careers (*Slides 11-13*)

Slide 11 and 12 show the steps to take an interests quiz

Slide 13: Overall discussion about using interests to direct exploration on TEL

Slides 14-16 include screenshots of the TEL website as you would go through a search by interests. This would be a good time to go to the TEL website (if resources allow) and demonstrate the process. If participants are at computers, they can follow along.

Presenter tips: The TEL page that follows the assessment creates a list based on one code letter at a time. The list defaults to “medium” education/training and sorts the jobs in order by salary (highest to lowest). If you select the “?” next to “education,” the site provides what is meant by each category. You can use your knowledge of participants to guide the search.

*For many individuals, TEL will provide the information desired. Depending on your participants and time allowed, you can take them through O*NET, which provides more detailed information that maps onto the the areas of self exploration discussed (remaining slides refer to O*NET Online).

55-60 min: Wrap up and reflect on what participants learned about themselves and possible job options. Did they realize a new strength, value or interest? Did anyone discover a new job option, etc.

Option for a 30 minute workshop:

0-5 minutes: Introductions and introduction to career and self exploration

5-10: Discussion of strengths and have students spend 60 seconds circling strengths of their own (from list provided in manual)

10-15 minutes: Discussion of values and have students spend 60 seconds circling their 8 most important values (from list provided in manual)

15-20: Discussion of interests and Holland Codes

20-30 min: Option 1) Briefly take participants through screenshots in powerpoint to highlight some of the important features of O*NET and/or TEL that relate to the self exploration (You would likely need to select one of the two websites)

Option 2) Select either O*NET or TEL and demonstrate how to go through a search by interests (using 1, 2 letters, or 3 letters)

Additional option for a 30 minute workshop:

Omit the self exploration and shorten introductions and wrap-up to about a minute each, start on slide 7 and emphasize using one or both of the career exploration websites. You could use the screenshots or take them through the actual website(s).

Self and Career Exploration

Objectives

- Apply knowledge of personal abilities, interests, and values to career choices.
- Demonstrate an understanding of how personal characteristics relate to career choice.
- Access, interpret, and evaluate career information using technology and other resources.
- Acquire knowledge to make decisions, set goals, and develop plans for the future.

Self Exploration and Career

- Learning more about yourself can help you find careers that you will be good at and enjoy
- This comes from the general idea of "fit" between a person and the environment (in this case, the workplace)
- Areas to explore include your *strengths*, *values*, and *interests*
- You can then search careers that fit with these characteristics



Your Strengths

- Identifying your strengths helps determine jobs you might be good at
 - This is useful for exploring possible jobs and also for showing that you are qualified when you apply for jobs
- These qualities may be used to answer the question:
 - What do you bring as an employee?
 - What sets you apart?
 - How are you qualified for the job?



Dependable Strengths Exercise

1. Write down a brief description of a past experience that includes something you: enjoyed, were proud of, or were challenged by
2. Share this with a partner and have that person identify strengths they hear in your story and circle them on the list provided

Your Values

- Outlining your values helps you determine what it is important to you and the work environments/positions that will best honor these values
 - Sometimes we need to make difficult decisions when it comes to our values
- Ask yourself:
 - What is important to me?
 - What makes some values more important than others?
 - How do I uphold my values?
 - Do any of my values conflict with each other?



Your Interests

- Your interests can help guide you to jobs that you will enjoy
 - They fit "your style"
- Activities that people prefer in childhood are often related to chosen careers
- Jobs may be grouped by the general areas of interests that relate to them
 - Many suggest that people will like careers that match their general areas of interest of "personality styles"
- This can be really helpful when you don't know where to begin searching for jobs



Your Interests: The Holland Code System

- One grouping system is the Holland Code system
 - John Holland was a career counseling researcher
 - Six types of personal styles (areas of interests) related to careers
 - Realistic
 - Investigative
 - Artistic
 - Social
 - Enterprising
 - Conventional
 - People receive a two or three letter code based upon the areas of interest that are of most interest to them
 - For example: SA would represent a person who enjoys working with others (Social) and likes to be creative (Artistic)

Holland Codes: RIASEC

Realistic: Sometimes called "doers"; like "things" over ideas; like to work with hands or be outdoors

Investigative: Sometimes called "thinkers"; like to work with "ideas"; like to observe, investigate, analyze; solve problems

Artistic: Creative and innovative; prefer unstructured settings

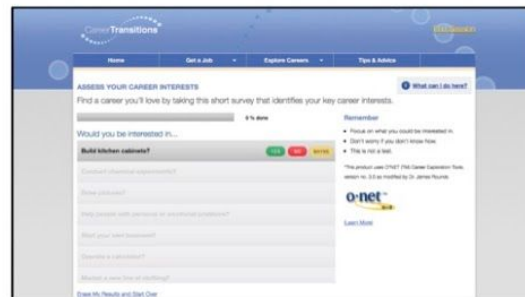
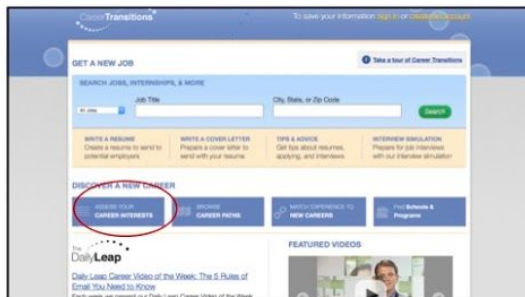
Social: Like to work with people, including helping, teaching, and curing; solve problems with discussion

Enterprising: Like to work with people, including persuading, influencing, leading; like to manage others to increase economic gain or performance of organization

Conventional: Like to work with data; prefer structure and organization

Determining Your Holland Code

- There are several ways to determine a code for yourself- they are ordered least to most formal
- You can look over the code letters and their descriptions and pick the top two or three that you believe most interest and/or describe you
- You might also take an online quiz (like the one found on TEL) that will help determine the code letters that best fit you



Lesson Plan: Job Seeking and Networking

Objectives:

By the end of this training, you will learn how to:

- Apply knowledge of personal abilities, skills, interests, and values to career choices.
- Access, interpret, and evaluate career and employment information using technology and other resources.
- Identify employment options consistent with interests, achievement, aptitude, and abilities.
- Identify the requirements necessary for specific employment
- Identify personal resources and networking opportunities for job seeking purposes

0-5 min: Introductions: Ask participants to share their names and one thing they are wanting to take away from this lesson (You might ask participants to share a job they would like to learn more about and find)

5-10 min: Briefly discuss the value of getting to know oneself (slide 3) and have participants write down 3 types of jobs they would like to find
(You can share resources from the career exploration section of manual or presentation)

10-25 min:

Start with *Slide 4 on where to look for jobs*. Ask participants to raise their hands how many have used any of the resources listed and suggest new ones they have used.

(Slide 5) Talking about strengths and qualifications: Prior to looking for a job, you need to assess your strengths and qualifications. What can you be good at? Think both strengths and interests. What do you bring as an employee? What sets you apart? They could be many people applying for the job, think back to your strengths and qualifications, how does it compare to others? And lastly, how are you qualified for the job? Think about your education, prior work experience, and specific strengths.

Ask the participants: if my strengths are communication and computer skills, what kind of jobs could I be best at?

(Slide 6) Talking about Job Descriptions: Give the participants a sample of a job description and asked them to read the job description thoroughly. Ask them to identify the qualifications for education and experience. Let students/participants know that a good place to look for types of jobs is O*NET Online and consider qualifications/experiences they might have that are similar to those listed.

(Slide 7) Using the job description, ask participants to identify desired skills, duties, and request listed in the job description. Finish this slide by asking them to look for any specific directions, such as:

- how to submit your application
- whether or not you can/should contact them, etc.

25-35 min: Using Jobs4TN: What it can be used for, how to navigate it, and helpful tools (*Slides 7-10*). Let students/participants know Jobs4TN provides career and job information specific to the job market in Tennessee. Jobs4TN is great for exploring and targeting opportunities and job openings in your local area. Keep in mind that opportunities are limited to those employers and organizations that are registered to be included on the website.

Slide 11 Talking about tools of Jobs4TN: Let students/participants know that saving a personal profile allows them to save their resumes, cover letters, and applications. Career services allows them to identify job skill sets and personal skill sets, and/or determine jobs that match your skill sets. They can upload and build your resume and cover letter and save them to their profile. If time and resources allow, have participants create a Jobs4TN account

35-45 min: Networking (*Slides 11-14*). Networking is an important process by which people get connected with others, specifically with the purpose of increasing job opportunities. 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!

Option for a 30 minute workshop:

0-5 minutes: Introductions

5-10: Discussion of strengths and qualifications

10-25 minutes: Discussion of job descriptions (Slides 4-7)

25-30 min: Option 1: Networking. Option 2: Jobs4TN.

Job Seeking Strategies

Objectives

By the end of this training, you will learn how to:

- Apply knowledge of personal abilities, skills, interests, and values to career choices.
- Access, interpret, and evaluate career and employment information using technology and other resources.
- Identify employment options consistent with interests, achievement, aptitude, and abilities.
- Identify the requirements necessary for specific employment
- Identify personal resources and networking opportunities for job seeking purposes

Learn about yourself

- Know what jobs you might want and why
- Explore and determine your own basic qualifications, strengths, skills, and experiences.
 - Some recommend creating a basic resume.
 - Think about your values and interests- what type of workplace or duties do you want?
- Determine 3 types of jobs you might want to search for

Where to Look for Jobs?

- Online at job/career websites
 - **JOBS4TN.GOV**
 - **Indeed.com**
 - **Monster.com**
 - **Glassdoor.com**
 - **Careerbuilder.com**
 - **SimplyHired.com**
- Ads in the paper
- Postings at local businesses (bulletin boards, etc.)
- Networking: In person and online

Identifying Strengths and Qualifications

- Identifying your strengths helps determine jobs you might be good at
- This is useful for exploring possible jobs and also for showing that you are qualified when you apply for jobs
- These qualities may be used to answer the question:
 - What do you bring as an employee?
 - What sets you apart?
 - How are you qualified for the job?

Reading Job Descriptions

- Read the job description fully!
- Determine if you meet the qualifications:
 - Education
 - Experience
- Some guidelines:
 - Required: fairly strict
 - Preferred: more lenient

What does the Employer Want?

- Look over the desired skills and duties and consider if you can and want to do the job.
- Look for any questions or specific requests in the job description: sometimes employers look to see if you are paying attention
- Look for any specific directions:
 - how to submit your application
 - whether or not you can/should contact them, etc.

Research the company

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
- Helps you catch job scams...

Using 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

How to Navigate Jobs4TN

Once you **register** and log in, Jobs4TN becomes personalized to you.

- You can save your information and activities and they will be there whenever and wherever you log back in.
- You can save a job search and rerun it with one click.
- You can also save application materials, so you're ready for that next job opening.

Useful Options on Jobs4TN.gov

- Save a personal profile with materials in progress or ready to go!
- Search for job openings by
 - a. Location
 - b. Employer
 - c. Education
 - d. Skills
- Career services
- Upload and build your resume and cover letter

Networking

Networking connects you with others with the purpose of increasing job opportunities.

- A goal is to make yourself known and open up opportunities.

- 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
 - Ask if that business is hiring.
 - 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.

Other ways to meet people

- Events in your community
- Helpful organizations in your community
 - Chamber of Commerce
 - Public Library
 - Public Schools
- You can also network online
 - LinkedIn
 - Google+
 - Facebook

Lesson Name: Successful Interviewing

Objectives:

By the end of this training, you will learn how to:

- Know how to present yourself in a professional manner
- Understand how your personal characteristics apply to potential jobs
- Apply communication skills to clearly indicate your qualifications for a job
- Apply interpersonal skills to appropriately engage with a potential employer

0-5 min - Introductions: Ask participants to share their names and one job interest.

5-10 min- Introduction of a interviewing: Ask for a show of hands of people who have had a recent interview. Ask participants to share their experiences interviewing (a way to assess the knowledge of participants).

10-25 min- Overview of interviewing basics

(Slide 3) Talking about the 4 Ps of Interviewing: Preparation, Personal presentation, Pertinent questions and Practice are the key component to being successful at a job interview. We will cover each “P” as we go through this workshop.

(Slide 4) Talking about Preparation: Before your interview, make sure you research the company. Identify 2-3 things that make the company and/or job unique. This will help you answer the “so why this job/company?” question. Also, be prepared to talk about yourself, identify areas of strengths and growth with examples. Connect your responses with them (company, interviewers, etc.) if possible.

(Slide 5-6) Talking about Personal Presentation: Cover information on slide 6, and Ask participants to shake hands and introduce themselves to each other. Depending on how many people are in attendance, they can do so with everyone or select 5 people. Once the introduction are completed, ask them to share their experience with this activity (What was that like?)

25-30 min- Overview of “the look”: *Slide 6.* Ask participants for examples of jobs where a suit, or other elements of the look may not be adequate

30-45 min- Overview of how to ruin “the look”: Cover slides 7-10. Ruining the look can go back to first impressions.

Activity: Have participants write down work experiences, memories, events, etc. that would be appropriate to share with an employer that could apply across various questions. Some themes of questions include: talking about strengths, weakness, something that challenged you, that you enjoyed, that you’re proud of. These will be important to have in mind when going into interviews.

- 45-55 Slide 10-23 Talking about Types of Questions: Hand out a job description of your choosing to the participants. Cover the information on each slide, after each slide, ask the participants to identify what type of questions would the employer ask. For example, after covering “behavioral questions”, ask the participants to identify what type of behavioral questions would the employer ask. If you are short on time, you can adjust what slides to process with the participants.
- 55-60 Slide 25-26 Talking about next steps: end the training with a discussion of what happens after the interview. Following up is crucial after a interview! It is normal that employers don't not respond to a thank you letter or email. However, if you do not hear from them within their quoted timeline give them a call.

Option for a 30 minute workshop:

0-5 min - Introductions: Ask participants to share their names and one job interest.

5-15 min- Overview of interviewing basics

(Slide 3) Talking about the 4 P's of Interviewing

(Slide 4) Talking about Preparation

(Slide 5-6) Talking about Personal Presentation

15-20 min- Overview of “the look” and how to ruin “the look”: Slide 6-10.

20-25 Slide 10-23 Talking about Types of Questions: Do not include job description activity.

You can go over the types of questions for information purposes.

25-30 Slide 25-26 Talking about next steps

*** TEL provides a manual for interview preparation. In case you only have 30 minutes, you can direct participants to the TEL manual for additional support.

Successful Interviewing

Objectives

By the end of this training, you will learn how to:

- Know how to present yourself in a professional manner
- Understand how your personal characteristics apply to potential jobs
- Apply communication skills to clearly indicate your qualifications for a job
- Apply interpersonal skills to appropriately engage with a potential employer

4 P's Of Interviewing

- Preparation
- Personal presentation
- Pertinent questions
- Practice

Preparation

- Research the company before your interview
- Be prepared to talk about yourself
- Connect your responses with them (company, interviewers, etc.) if possible
- Identify your strengths and be prepared to back them up with examples

Personal presentation

First Impressions

- You never get a second chance to make a first impression
- Employers form a first impression of the candidate in less than a minute
- The first impression affects the rest of the interview

Making The Most Of The Introduction

- Be punctual
 - Be there 10 to 15 minutes early!
- Look the part
 - Business suit with jacket
- Firm handshake and smile
- Eye contact
- Confident voice
- Carry on informal conversation
- Smile and show enthusiasm

The Interview “Look”

- Men
 - Suit (with jacket)
 - Tie
 - Shined shoes
 - Trouser socks
 - Belt (match shoes)
 - No or little cologne
 - Small briefcase or portfolio
 - Clean-shaven
 - Unwrinkled
- Women
 - Suit (pants or skirt)
 - Button-up blouse
 - Shined, close-toed pumps
 - Small jewelry
 - No or little perfume
 - trouser socks or pantyhose
 - Portfolio or small briefcase
 - Unwrinkled
 - One set of earrings

What Not To Wear

- Anything too tight or revealing
- Shorts or jeans
- Flip-flops or strappy sandals
- Tennis shoes
- T-shirts
- Funky ties
- Big jewelry
- Nose ring or other piercings
- Hats
- Wild hair style or color
- Wrinkled clothing
- Too much perfume or cologne

Common Ways To Ruin “The Look”

- Non-verbal
 - Slouching
 - Poor eye contact
 - Fidgety hands
 - Lack of expression
 - Twitches
- Verbal
 - Um, like, you know
 - Tsk
 - Awkward pauses
 - Nervous laughter

Pertinent questions

Types Of Interview Questions

- Traditional
- Behavioral
- Technical
- Case-study
- Brainteaser
- Illegal

Traditional Questions

- 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 career/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 past employment?

Talking About Your Weaknesses

- Talk about
 - A weakness that, under the right circumstances, can prove to be an asset
 - A corrected weakness
 - A lesson learned
 - A learning objective

Behavioral Questions

- Questions ask for an example
 - Tell me about a time....
 - Give me an example....
 - Describe a situation....
- Why do recruiters use behavioral questions?
 - Past experiences determine future performance
 - Focus on specific job-related skills and abilities
 - Avoid legal issues
 - Good way to evaluate candidates with little or no relevant experience

Answering Behavioral Questions

- Talk about a specific situation
- Vary your examples
 - Work
 - Extracurricular/Community activities
 - Classes/group projects
 - Personal
- Use fairly recent examples
- Stay positive

Common Behavioral Topics

- Leadership
 - Tell me about a time when you showed initiative and took the lead.
 - Tell me about a time when you delegated a project effectively.
- Teamwork
 - Describe a situation in which you had to work with someone you did not get along with.
- Work ethic
 - Tell me about a time when you went above and beyond the call of duty.

Common Behavioral Topics

- Critical thinking
 - Give an example of a time when you used good judgment and logic in solving a problem
- Technical/Professional Skills
 - Describe an important document that you created recently.
- Integrity
 - Tell me about a time when you were faced with an ethical dilemma.
- Adaptability
 - Describe a time you were faced with something outside of your comfort zone and how you reacted.

Other Types Of Questions

- Technical
 - What's the difference between JAVA and HTML?
- Case-study
 - Here is a situation someone in the job might face. How would you handle it?
- Brainteaser
 - Are there an even or odd amount of stop signs in the United States?
- Other
 - What was the last book you read?

Illegal Questions

- Illegal questions:
 - Are you married?
 - Do you plan to start a family soon?
 - Do you have any handicaps?
 - What is your country of origin?
 - What religion are you?
- How to deal with these:
 - Put the focus back on your qualifications
 - Answer a related, but not illegal, question
 - Answer, then offer solutions

Asking Questions

- Always have 3-6 thoughtful questions to ask.
- Prepare more in case some get answered during the interview
- Write them down and bring them with you
- Tailor them to company and position
- Purpose of asking questions
 - 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

Types Of Questions To Ask

- The position
 - Describe a typical week. Why is this position open?
- The company
 - What makes you different from your competitors? Turnover rate?
- Education & training
 - How does the company support professional development?
- Interviewer
 - Why did you choose company? What in your opinion is the biggest strength and weakness of the company?
- Timeline
 - When can I expect to hear from you next?
- Closing
 - Always thank them and state that you want the job (if you do) at the end of every interview.

Types Of Questions Not To Ask

- Never ask a question
 - About salary or benefits
 - About how soon you can expect a promotion/raise
 - Anything that can be answered by the job description, the company's website, or basic research

Practice

Follow-up

- Always send a thank you to each interviewer
 - Handwritten, email or both
- Send with 24 hours
- Include something from the interview if possible
- Reaffirm your interest in the position
- Make sure it conveys a professional tone
 - Only needs to be 3 or 4 sentences.
- If you do not hear from them within their quoted timeline give them a call

Reflect

- Learn from each interview
 - What went well?
 - What needs work?
 - How can you improve for the next interview?

Lesson Name: Writing Resumes and Cover Letters

Objectives:

By the end of this training, you will learn how to:

- Evaluate how interests, abilities and achievement relate to attaining career and employment goals.
- Understand the purpose of a resume
- Apply job readiness skills of writing application materials
- Identify skills that are transferable from one occupation to another.
- Employ academic and job readiness skills to select post-secondary career options.
- Identify academic strengths and relate to career achievement.
- Use technology and other resources for the acquisition of new knowledge and skills.

0-5 min - Introductions: Ask participants to share their names and one job interest

You might also have them share a past work or volunteer experience (this will inform later activities and provide an example of an activity they might include in their resume or cover letter).

5-10 min- Introduction of a resume (slides 4-6): Ask for a show of hands of people who have written a resume. Ask participants to share what they know about resumes (a way to assess the knowledge of participants).

Slide 4: The overall message is to understand how knowledge of ourselves informs the creation of a resume. Taking a moment to think about some of your personal characteristics, such as strengths and skills can be helpful to get the process started. This will be something to keep coming back to throughout the processes of writing resumes and cover letters.

Slide 5: We want people to understand the importance of a resume and that it is an opportunity to put one's best self forward and to get an interview. A resume is a document that highlights your experiences and qualifications. It can be useful to think of it as an advertisement of one's self. You are selling YOU.

Slide 6: A large goal of a resume is to communicate what is most important for a position in as few words as possible. Resumes require a different type of writing: they do *not* include full sentences or paragraphs.

It can be tempting to include the same resume for all jobs applications, but there is a lot of benefit in making it unique to each position, even with the smallest changes.

10-20 min- Overview of a resume and its components: Cover slides 7-9

This is a good place to have participants reference "Building a Resume" in the manual.

Slide 7: This slide includes the general sections of a resume. The resume guide provides more detail for each and this presentation will go more in depth in later slides.

Slide 8: It is important that you include up-to-date contact information. Remember, this is how an employer will reach out to you. Helpful tip: you'll want to have a professional email address and voicemail recording.

Slide 9: You might think of an objective as the "introduction" to the resume. It clearly communicates the type of position you are looking for and how you will help meet the organization's goals. This part of a resume changes frequently because it needs to match the job for which you are applying.

Tip: An objective can be especially useful for changing careers to show how your past experiences in another field contribute to the current position.

Examples:

"Former childcare employee seeking a full-time supervisor position where I can apply my time management and communication skills."

"Seeking a full-time position on a sales team where I can use my skills in leadership and teamwork."

20-25 min- Activity: Ask participants to write an objective for their desired job and ask them to share with the group. An additional option is to select a job that everyone can write an objective for and compare their responses. For example, you might use the job "administrative assistant," which has been included in the powerpoint for this presentation and as an example elsewhere in materials provided.

Example: Seeking a full-time position as an administrative assistant where I can apply my organizational and communication skills to contribute to efficient office functioning.

25-35 min- Overview of Skills and Activity: Cover *slides 10-12*

The general aim is to introduce skills as important components of a resume and explain that they come from many different places (experiences, personal characteristics, etc.)

Activity: Ask participants to write down as many of their skills as they can think of in 60 seconds. Once time is up, encourage participants to share some skills on their list.

35-40 min- Education and experience: cover *slides 13-17*

The purpose of these slide is for participants to understand the process of writing effective statements about their previous experiences. It is important to write statements that write clear statements that communicate "action."

You might pass out the "list of action verbs" from the manual handouts.

40-45 min- Activity: Providing an opportunity to practice making action statements to communicate skills.

1. Have participants use the "list of action verbs" and write a set of 3 action statements to describe an experience as a cashier. Have participants share their answers. Depending on

the responses and your comfort, you can encourage participants to provide feedback/suggestions to each other or do so yourself.

2. Using a job posting for an administrative assistant (included on *slide 19*), have participants look at the action statements they have created and make any changes to better match that potential position.

*Some possible changes that you might see: emphasizing people and communication skills if they haven't already done so.

*Additional options for this activity: You might have participants use a past experience of their own and/or find a current job posting on JOBS4TN or Indeed to use.

45-50- Overview of other sections and present TEL resources for further information about Resumes. Cover slides *20-21*

If time and resources allow, you might direct participants to create a TEL account and/or explore the relevant resources.

50-60 min - Overview of cover letter information: cover *slides 22-25*.

Cover letters may not be relevant for all participants because not all jobs require one, but it is important to be familiar with them.

A couple overarching points to communicate to participant: cover letters are meant to communicate that is beyond that included in your resume. This is meant to express your specific interest in the organization and position. You might elaborate on some of your experiences or skills that are particularly important. Cover letters are a good place to explain/clarify gaps in employment, reasons for changing careers, etc.

Optional: If time allows, present TEL resources for further information about cover letters

*** for a 45 minute training, activities can be omitted.

*** You may be interested in only presenting information on resumes if cover letters are not relevant for the participants or they will be discussed at a later time. In this case, you can wrap up after the action statement activity and make mention of the TEL resources.

***If participants haven't done so already, the "dependable strengths activity" in the manual and in the career exploration presentation materials can be useful for coming up with concrete words referring to their abilities that can be communicated in various parts of resumes or cover letters, such as the objective statement or past experiences.

Writing Resumes and Cover Letters

Objectives

By the end of this training, you will learn how to:

- Evaluate how interests, abilities and achievement relate to attaining career and employment goals.
- Understand the purpose of a resume
- Apply job readiness skills of writing application materials
- Identify skills that are transferable from one occupation to another.
- Employ academic and job readiness skills to select post-secondary career options.
- Identify academic strengths and relate to career achievement.
- Use technology and other resources for the acquisition of new knowledge and skills.

Resumes

Preparation

- Assess your interests, skills, abilities, experience and personal characteristics
- Compile an accomplishment history of
 - Jobs, internships, volunteer and educational experiences
- Envision what the employer wants
- Consider the interest, skills, abilities, experiences and personal characteristics that the employer would be impressed by

Purpose of a Resume

- Marketing Document
- First Impression
- Provide information
- Focus on the needs of the employer
- Get an interview

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 job

What should it include?

Almost every resume should include the following sections:

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

Contact Information

- Name
- Address
- Phone number and/or e-mail address.

Resume Objective

Good objectives are:

- Customized for each specific job.
- State the organization's name and the specific position title.
- Briefly outlines how you will help the organization achieve its goal.
- One or two short simple phrases, no personal pronouns

Skills

- Any special abilities or knowledge they possess, such as being multilingual or having expertise with a particular software program.
- Relevant work skills are always worth listing on your resume. They can help make a great first impression and separates them from another job candidate.

Skills Employers Seek (NACE Report 2015)

- | | |
|-----------------------------------|---|
| 1. Leadership | 11. Flexibility/adaptability |
| 2. Ability to work in a team | 12. Interpersonal skills (relates well to others) |
| 3. Communication skills (written) | 13. Detail-oriented |
| 4. Problem-solving skills | 14. Organizational ability |
| 5. Strong work ethic | 15. Strategic planning skills |
| 6. Analytical/quantitative skills | 16. Friendly/outgoing personality |
| 7. Technical Skills | 17. Entrepreneurial skills/initiator |
| 8. Communication skills (verbal) | 18. Teamwork |
| 9. Initiative | 19. Creativity |
| 10. Computer skills | |

Transferable skills

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.
 - Communication Skills
 - Research and Planning Skills
 - Interpersonal & Teamwork
 - Organization Management and Leadership Skills
 - Work Ethic Skills

Skills Sprint

Write down as many of your skills as you can think of in the next 60 seconds

Education

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)

Example:

McGavock High School, Nashville, TN
May 2006, High School Diploma

Experience

- Reverse chronological order
- Omit personal pronouns (I) and abbreviations
- Use consistent tense and punctuation
- Indicate
 - Employer and job title
 - City, state
 - Dates of employment
 - Accomplishments, phrases starting with descriptive action verbs

Experience Continued

Create action statements to describe your previous experiences

Example:

• *Worked as a waitress at Chili's*

• *Present menus and daily specials, answer questions about menu items and make recommendations for up to 30 tables per shift*

Examples Continued

- *Take care of two children*
- *Organize and lead age-appropriate activities, including games, crafts, walks and play dates, for two children ages five and seven*
- *Mow grass in the summer*
- *Maintain ten established lawns by regularly mowing, mulching, weeding, and trimming*

Activity

Other Sections

- Activities
 - clubs or organizations
 - Focus on leadership roles!
- Honors & Awards (Honors, awards and scholarships)
- Community Service/Volunteer Experience
- Computer Skills
 - Proficient in...Working knowledge of... Familiar with...
- Athletics
- Additional Information
 - Languages, certifications, significant travel
- Professional memberships

Cover Letters

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

- It should communicate something personal about yourself and information that is specific for organization you are applying
- Do not repeat your resume
- State explicitly how your background relates to the specific job
- Cover letters should never be duplicated.
- 1 page in length and addressed to a specific individual in charge of the department you are applying to or to the human resources department.

References and Resources

- Bolles, R. (2017). *What Color Is Your Parachute? 2017: A Practical Manual for Job-Hunters and Career-Changers*. Ten Speed Press. New York, NY: Ten Speed Press
- National Association of Colleges and Employers (NACE) (2016). Job outlook 2016: the attributes employers want to see on new college graduates' resumes. Retrieved 2 August 2017, from <http://www.nacweb.org/career-development/trends-and-predictions/job-outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes/>
- Tennessee Higher Education Commission. (2017). Tn.gov. Retrieved 21 November, 2017, from <https://www.Tn.gov/thec>
- Tennessee Labor and Workforce Development. (2017). Retrieved 21 November, 2017, from <https://www.Tn.gov/workforce>
- Tennessee Reconnect - TN.Gov. (2017). Tn.gov. Retrieved 2 August 2017, from <https://www.tn.gov/nexttennessee/section/nt-tennessee-reconnect>
- O*NET OnLine. (2017). Onetonline.org. Retrieved 2 August 2017, from <https://www.onetonline.org/>
- University of Tennessee, Knoxville, Center for Career Development (2017). Resumes and cover letters. Retrieved 2 August 2017, from <http://career.utk.edu/students/resumes-interviewing/cover-letters/>
- Wake Forest University (2017). Action verbs for resumes. Retrieved 2 August 2017, from <http://career.opcd.wfu.edu/files/2011/05/Action-Verbs-for-Resumes.pdf>