JOB SEEKING SKILLS-OCSUP 103
Support package One

The Job Market

Introduction: Most of you are here in a vocational training program. So you have a pretty good idea of your vocational goal. But what do you know about the job market in that vocational area?

- What kinds of jobs are available?
- Do they offer advancement/security/a living wage?
- What will you need to keep and advance in your job?
- What part does training and technology play?
- What skills are required and do you have/or can you acquire them?

ANNUAL JOB MARKET PROJECTIONS (2006-2020)
1.4 MILLION NEW ENTRIES IN THE JOB MARKET
1.2 MILLION JOB LOSSES/SEEKING REEMPLOYMENT
11.2 SEEKING NEW JOBS/HAVE EXISTING JOBS
FOR A TOTAL OF: 13.8 MILLION SEEKING WORK

27 MILLION NEW PART TIME, FULL TIME, PERMANENT AND TEMPORARY JOBS

There is already a severe shortage of qualified workers to meet the needs of U.S. employers. Many employers have called upon foreign labor pools to fill positions in high skill/high wage jobs. Your knowledge of the job market, job seeking skills, vocational training, and work experience will help you be a competitive and competent job seeker.

THE CHANGING JOB MARKET (since 1996-2010)
4% DECREASE IN PRODUCTION RELATED JOBS
23% INCREASE IN SERVICE RELATED JOBS

14% DECREASE IN LOW SKILL JOBS
2% DECREASE IN AVERAGE SKILL JOBS
19% INCREASE IN SKILL JOBS

14% INCREASE IN WAGE EARNERS 25-55 YEARS OLD
6% DECLINE IN YOUNGER AND OLDER WORKERS

15% INCREASE IN COLLEGE EDUCATED WORKERS
69% INCREASE IN MINORITIES/WOMEN IN THE WORKFORCE
Researching the Job Market

Your first assignment is to collect research on the job market as it relates to your occupational goal. Contact the WorkSource Co-location office here on campus and obtaining printouts of the required labor marketing information. You may use other sources listed below to obtain this information, but your printed materials must include:

**LABOR MARKET RESEARCH**

**OCCUPATIONAL GOAL**
(Job Market, Job Title(s))

**OCCUPATIONAL DEMAND**
(Status- Increasing, Stable, Declining. % Numbers)

**WAGES/PROJECTIONS**
(Current average wages, wage progression)

**JOB DESCRIPTION**
(Job description- duties, equipment used, etc.)

**SKILLS REQUIRED**
(Skills required to obtain/retain employment)

**EXTRA CREDIT (5 points)**
(Include complete job description from an employer in your vocational goal)

**Suggested Sources**

- Workforce Explorer- workforceexplorer.com
- WWCC Employment Security Co-location- (Mandatory) Choices & Workforce Explorer
- Washington’s- Plan For Tomorrow Today booklet (free at the Co-location Center)
- Occupational Outlook Handbook (library)
- Internet Sites- (US Department of Labor)
- The SCAN Report- Skills and Tasks for Jobs

**QUESTIONS OR COMMENTS**
Job Search Techniques - Sources and Leads

Introduction:

- Where would you look for work
- What resources would you use?
- Which ones are the most effective?

**Job Sources and Leads**

(\% based on national statistics)

1\% PRIVATE EMPLOYMENT AGENCIES
3\% STATE/FEDERAL EMPLOYMENT AGENCIES
5\% NEWSPAPER CLASSIFIED ADS
6\% COLLEGE PLACEMENT CENTERS

FOR A TOTAL OF 15\%

44\% NETWORKING
41\% DIRECT CONTACT/DOOR TO DOOR

Most job seekers use part or all of the first four methods, but they only account for 15\% of total job placements nationally. Let’s examine why these sources are so limited and begin discussing the concept of the hidden job market- including some ideas to unearth the job opportunities, and in our next class we will discuss networking, the number #1 source for job leads and living wage jobs.

**Private Employment Agencies:** Usually work with a limited group of jobs and job seekers. Since they rely on either a percentage of your income or a fee paid for services by the employer, jobs are usually high skilled, high pay (headhunter) or short-term, piecework (temp service). (Accepting temporary work can be an excellent lead in to a permanent job. Many employers use temporary services to screen and hire permanent employees).

**State/Federal Employment Services:** Often have negative connotations for employers as they are often seen as a clearinghouse for low skilled workers, program participants, etc. They have a large base of jobseekers which means strong competition for job listings. They are a great source for labor market information, State and Federal Job Listings and Internet access to jobs nationwide.

**Newspaper Classified Ads:** Are limited to employers who don’t mind opening up a gate for both qualified and unqualified jobseekers. To you this means lots of competition for the job. Classified ads are also very cost prohibitive to employers, so often very limited information on job duties and skill requirements can be shared to help people screen themselves out.
College Placement Offices: Have had good success in placing students, especially graduates of vocational programs and academic programs that are tied to a vocation (teaching degree, engineering degree). Employers seeking trained entry-level workers utilize the services of college placement centers and referrals from vocational and academic faculty. Work Study programs and Cooperative Training Experience have also been quite successful in the school to work transition. But again, these services are limited to students of the college and employers who see the college programs as creditable for their hiring needs.

WHY DOES AND EMPLOYER HIRE ONE APPLICANT OVER ANOTHER?

1. INTEREST IN THE JOB
2. PREVIOUS WORK EXPERIENCE
3. RECOMMENDATIONS FROM PREVIOUS EMPLOYERS
4. TRAINING/EDUCATION/BACKGROUND
5. AMBITION
6. GOOD HEALTH RECORD
7. PERSONAL APPEARANCE
8. PERSONALITY
9. MATURITY (NOT NECESSARILY AGE)
10. MANNERS AND MANNERISMS

Direct Contact (door to door): To see why direct contact in job search accounts for 41% of the national placement rate, we need to examine why an employer chooses one applicant over another. (Keep this list in mind, as we will be discussing it later in the course). Over 12,000 employers throughout the United States were surveyed to see why they would choose one applicant over another. Their number one response was “Interest in the Job.” Direct contact is one of the best ways to show interest in the job (the Coca Cola story). In our next class we will discuss methods to make direct contact job search more successful.

The Hidden Labor Market

Ever wonder how that new face ended up across the counter at your local bank/fast-food restaurant? You didn’t see the position listed in the paper or see a sign on the door. This person doesn’t seem to have any special skills, in fact you are probably more qualified for the position. Do they know somebody, possibly? Or perhaps they know how to tap into the hidden labor market.

Exercise: What have you done in the past to look for work:

___ Talked to previous employers    ___ Visited other company hiring offices
___ Let people know your looking for work  ___ Checked out an employment agency
___ Read the local newspaper   ___ Read newspapers from other cities
___ Made a resume        ___ Looked in yellow pages
In our next class we will talk about pre-job search research, networking, direct contact job search, and informational interviews. Don’t forget your first assignment is due.
JOB SEEKING SKILLS-OCSUP 103
Support package One

Job Search Techniques- Networking/Job Market Research

Introduction:
As we discussed in our last class direct Contact with employers and networking are the two most effective ways to find and secure a job (85% of the placements nationwide). But in order to do either effectively you need to do your homework. You need to find out something about the employer so you can speak intelligently about the job and how your skills match the employer’s needs.

It is just as hard for an employer to find the right employee as it is for a jobseeker to find the right job. Many will agonize the prospect of interviewing applicants for a posted position for fear they will hire the wrong person. Some hold on to jobs or ideas to create new jobs until the right person comes along.

This is your chance to secure a job, maybe without having to compete with other applicants. Maybe without having all the required skills or training the employer would list in the job listing to help screen down to more qualified applicants.

Instead of sitting in waiting rooms and being on waiting lists hoping something will happen, you will take the initiative to contact employers and convince them they need to hire you, even if they don’t have a job opening.

**JOB MARKET RESEARCH**

NAME AND LOCATION OF COMPANY
PAST HISTORY AND MAJOR ACTIVITY/PRODUCTS
COMPANY SIZE/NUMBER OF EMPLOYEES
HOW DO THEY RECRUIT/WHO DOES THE HIRING
DO THEY HAVE OPENINGS NOW?/IN THE FUTURE?
DO THEY HAVE A SEASONAL HIRING PEAK
WHAT KIND OF JOBS/QUALIFICATIONS?
JOB DUTIES/MINIMUM QUALIFICATIONS
COMPETITIVE SALARY?/CHANCE FOR ADVANCEMENT

WHAT DO I THINK OF THIS COMPANY’S PRODUCTS/SERVICES?
WOULD I LIKE TO WORK FOR THIS COMPANY?

Job market research is a system of well-proven investigative techniques that will provide you with the names, addresses, and phone numbers of organizations and people within them that relate to your vocational goal. If you know this information, have a good understanding of your own skills, and can relate to the employer how your skills match their needs, you well on your way to securing a job. (handout)
Networking:

Networking is the most successful way of finding and securing a job. And, although we use it in our everyday lives (finding the right doctor, a good restaurant, etc.), most of us don’t think about using it when we look for work.

Most of your life revolves around what you do. One of the first things people will ask you when they meet you on the street is “What are you doing now”, or “How is it going”. Your first response is usually “I’m working for *** as a ***”, “I’m in school studying to be a ***”, “Great, my new job at *** is keeping me very busy”, etc.

What if you’re not working. What if you just lost your job. It’s hard to say “I’m out of work, and desperately looking, please help me” (whiner! loser!). But you know that in most cases it’s not what you know, it’s who you know when it comes to getting a job.

When someone asks you advice on where the best place to eat is, or who is a good dentist in the area, it makes you feel pretty good that they would trust you to provide this information. Seeking advice isn’t whining, it’s actually kind of cool; both people feel good about the experience. (Lion’s Club Story).

Networking is seeking advice, support and referral. It’s like have hundreds of mini employment agencies working to find you the right job.

Group Discussion: How do you build a network and who will be part of it? (handout)

**BUILDING A NETWORK-SEEKING ADVICE**

**COLLEAGUES:** People you have worked for or with (past & present)

**SCHOOL:** Classmates, Teachers, Placement Counselors

**PROFESSIONAL ACQUAINTANCES:** Lawyers, Doctors, Bankers, Insurance Agents, Real Estate, Church, Politicians

**COMMUNITY MEMBERS:** Clubs/Organizations, Officials, Suppliers, Customers, Creditors, Landlord, Family, Friends, Inlaws, Neighbors

**CONTACTS**

Chain Networking Exercise: How many of you have direct or indirect contact with the President of the United States?

(Food Commission story)- Networking when you don’t know anyone; establishing contacts in the hidden labor market.

The Informational Interview: Handout and discussion
THE INFORMATIONAL INTERVIEW

THE GOAL:
- TO GAIN INFORMATION ABOUT A COMPANY
- TO GAIN INFORMATION ABOUT THE WORK
- TO SEEK ADVICE/CRITICISM ON SKILLS/RESUME/WORK SEARCH STRATEGY
- SELL YOURSELF/YOUR SKILLS
- DEVELOPING A MENTOR

THE STRATEGY:
- STATE YOUR PURPOSE-CAREER EXPLORATION
- KNOW YOUR SKILLS/MARKET YOUR SKILLS
- KNOW THE BUSINESS/HOW YOU MATCH
- ASK FOR FEEDBACK/JOB INTERVIEW
- SOLICIT LEADS/REFERRALS/SUPPORT
- SEND A THANK YOU LETTER/FOLLOW-UP

The following pages are support documents you can use in labor market research, networking and informational interviews. They are not required to fill out for class or turn in as assignments.
WHAT IS JOB MARKET RESEARCH?

Job Market research is a system of well-proven investigative techniques that will provide you with names, addresses and phone numbers of organizations and of people within them who are related to your job target.

You take the initiative, instead of sitting in waiting rooms and being on waiting lists, hoping for something wonderful to happen.

Research the following information about the company:

1. Name and location of the company.
2. The past history and major area of activity of the company.
3. The size of the company and how many employees they have.
4. How do they recruit for positions and who does the hiring.
5. Are there any job openings now and/or will there be any openings in the future.
6. Do they have a seasonal hiring peak.
7. What kind of jobs are available with the company and do you have the qualifications for any of these jobs.
8. Description, major job duties, and minimum qualifications for the position you are applying for.
9. Are their salaries competitive with other companies? What are the possibilities for advancement?

After doing this research ask yourself:

Would I like to work for this company?
What do I think of this company? Its products and services?
LABOR MARKET RESEARCH

COMPANY NAME:

ADDRESS (MAIN OFFICE): (state) (zip)

ADDRESS (BRANCH OFFICE): (state) (zip)

CONTACT PERSON: (PHONE):

CONTACT PERSON: (PHONE):

MAJOR AREA OF ACTIVITY:

PRODUCTS & SERVICES:

SIZE & NUMBER OF EMPLOYEES:

TYPES OF JOBS:

CURRENT OPENINGS? YES NO FUTURE OPENINGS? YES NO WHEN?

SEASONAL HIRING PEAK? YES NO WHEN?

RECRUITMENT: NEWSPAPER EMPLOYMENT OFFICE PRIVATE AGENCY RESUME OTHER:

SPECIFIC DUTIES:

WAGE SURVEY: RANGE $ TO $

BENEFITS: Medical Dental Eye Care Life Insurance Retirement/Profit Sharing Holidays Vacation Sick Leave Other:

NOTES:
BUILDING THE NETWORK: Seeking Advice

Colleagues: Past
Present
Previous employers you have worked for

School: Classmates
Instructors
Placement/Program Counselors

Professional Acquaintances: Lawyers Bankers Doctors Stockbrokers
Accountants Insurance Agents Community Leaders
Real Estate Agents Church Members

- Community members in clubs and organizations of which you are acquainted or a member
- Officials in professional organizations known to you
- Participants in professional meetings you have attended or plan to attend
- Suppliers from past or present jobs you have conducted business with
- Customers from past or present jobs you have conducted business with
- Creditors, landlords, and other personal contacts in the business world
- Writers, editors of trade journals, newspapers, etc.
- Family members, in-laws, neighbors
HOW TO NETWORK

Who do you know that might be able to help you find a job? Make a list here of those people you can get in touch with. This network can help you find a job!

1. Friends: What they do:

2. Relatives: What they do:

3. People you did business with in your old job: What they do:

4. Organizations with business contacts: How they can help:

5. Others:
THE INFORMATIONAL INTERVIEW

THE GOAL: To gain information about a company, occupation or field of interest
To be remembered as a job seeker, because many jobs come up later
To be referred, because a great percentage of jobs are gained by referrals

ASSUMPTION: Most people in responsible positions are willing to talk with others about their career interests if they relate to their business and you show interest in their business.

CAREER INFORMATION: Make sure the employer understands that you are seeking career information, exploring a career change and gathering information about this career field. You are not doing a leisurely survey- you are looking for work and available, but you are not asking him/her for a job (but you will accept one if he offers!)

ADVICE & CRITICISM: You are also seeking advice in your career field and in your job search strategy:
Advice and criticism of:
1) Your Resume
2) Your Campaign Strategy
3) How your skills fit your career field (what you have/what you lack)
4) Advice on other people you can talk to

STRATEGY: - Know you strengths and make sure you let them be known
- Bring a resume and walk them through it
- Know about the company and what they do
- Sell yourself, present yourself in the best light
- Get you contact involved with your work search efforts (mentor)
- Turn the information interview into a job interview or an invitation to one
- Get leads to other information interview or job opportunities
- Get your name on the list of future hiring prospects
- Keep in touch, follow up, write a thank you letter
- If offered a job and you not sure you want to accept it don’t turn it down immediately ask for time to think about it
CHECKLIST OF QUESTIONS TO ASK AT AN INFORMATIONAL INTERVIEW

1. What do you do in a typical day in this type of position?
2. What are the most interesting aspects of the job?
3. What part of your work do you consider dull or repetitious? What percentage of time is devoted to this type of work?
4. What were the jobs you had that lead up to this type of work?
5. How long does it usually take to move from one step to the next in this career path?
6. What is the next step above in this career path?
7. What is the top job you can have in this career?
8. Are there other areas of this field to which people can transfer? What are they?
9. What are prerequisites for jobs in this field? What are the desirable qualifications?
10. Are there specific training or courses that could be taken that would be beneficial in this field?
11. What entry-level jobs/experience qualify someone for this job?
12. What types of training do companies give persons entering in this field?
13. What are the salary ranges for various levels in this field of work? What could one expect for an entry level salary? Would that include any benefits?
14. What aspects of the career/this industry do you consider particularly good? Particularly bad?
15. What advice would you give someone entering this field for the first time?
16. Is there demand for people in this field?
17. Do you view this field as a growing one? (Demand occupation with a living wage)
18. How do you see jobs changing in this field over the next ten years? What can I do to prepare myself for these changes?
19. (For occupations not traditionally held by a specific gender) Are there any special issues or problems a person must face as a non-traditional member of the industry?
20. What is the best way to obtain a position which will start me on a career in this field?
21. May I read job descriptions and specifications from some of the positions in this field?
**Education Wage & Skill Progression Plan**

“If you don’t know where you are going, just about any road you choose to take will get you there!” - Yiddish Proverb

We plan vacations, we plan weddings, we plan out in detail what we are going to do this weekend, but how often do we take time out to plan our vocational future?

Setting plans is the best first step we can take to accomplishing our goals. How many times do we say in our lives “I woulda, coulda, shoulda”. Mark Twain once said: “Twenty years from now you will be more disappointed by the things that you didn’t do than the ones you did do. So throw off the bow lines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream and Discover.”

The following pages contain a sample copy and blank form of an Education Wage & Skill Progression Plan. If you are to be successful in your job search efforts, if you want to advance and grow with your career goals, if you need to keep that competitive edge as you work your way through the ever changing labor market, you will need to develop, continually review and occasionally adjust a plan of action.

This plan of action will need to include objectives, requirements and timeframes, measurements and criteria of progress, recognition and resolution of barriers and options for revision.

In this class and the next we will discuss the components of the plan and each of you will begin to develop your own plan of action. You will share your plans with your group and help each other refine your plan criteria.

Throughout the rest of this course we will establish checkpoints to address how the work you are doing in various lessons associates with your plan.

**Assignment 2** is to gather at least three Master Course Outlines and/or syllabi from your current, previous or future classes that relate to your major. (These can be found on the college website [http://wwcc.edu/](http://wwcc.edu/) Programs of Study, Professional Technical Programs, the program you are enrolled in, Courses, then whichever three courses you choose to use.)
## Job Seeking Skills - OCSUP 103
Support package One

**Education/Wage & Skill Progression Plan**

**Long Term Vocational Goal:**

**Labor Market Information**
- Demand Occupation
- Living Wage Job
- Job Retention
- Wage Progression
- Advancement Opportunities

**Skill/Training Levels**
- High School/GED
- On-the-Job Training
- Some College/Trade School
- 2 Year Degree/Certificate
- 4 Year Degree
- Masters/PhD

### Comments:

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed vitae augue eget ligula euismod tempor.

### Objective 1:

**Requirements/Timeframes:**

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**Progress Criteria:**

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**Barriers/Issues to Address:**

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### Objective 2:

**Requirements/Timeframes:**

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**Progress Criteria:**

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**Barriers/Issues to Address:**

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### Objective 3:

**Requirements/Timeframes:**

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JOB SEEKING SKILLS-OCSUP 103
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EDUCATION/WAGE & SKILL PROGRESSION PLAN

Progress Criteria:


Barriers/Issues to Address:


Objective 4:
Requirements/Timeframes:

Progress Criteria:

Barriers/Issues to Address:

Comments/Other Criteria:

I have developed this plan as a road map for my future and I will use it as motivation for reaching my vocational goals. I understand that as I change direction, gain new knowledge and/or learn from my mistakes I may need to modify or add to it's contents. I will review my plan frequently to ensure my progression in meeting my short-range and long-range goals.

Signature ___________________________ Date ________________

Revisions/Additions:

Revisions/Additions:
EDUCATION/WAGE & SKILL PROGRESSION PLAN (sample)

Long Term Vocational Goal: Correctional Sergeant for Washington State Penitentiary

LABOR MARKET INFORMATION

<table>
<thead>
<tr>
<th>Demand Occupation</th>
<th>High School/GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Wage Job</td>
<td>On-the-Job Training</td>
</tr>
<tr>
<td>Job Retention</td>
<td>Some College/Trade School</td>
</tr>
<tr>
<td>Wage Progression</td>
<td>2 Year Degree/Certificate</td>
</tr>
<tr>
<td>Advancement Opportunities</td>
<td>4 Year Degree</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>Masters/PhD</td>
</tr>
</tbody>
</table>

Comments: Corrections Professional is one of the highest demand occupations in Walla Walla County with more than 20 new positions available each year. Advancement opportunities are abundant and entry level work can be obtained with previous training in a similar occupation or through a 2 year certificate from WWCC. Advancing past the rank of sergeant is difficult without a 4 year degree, but WSP offers training assistance. High wage job with excellent benefits

Objective 1: Complete Corrections Professional Degree - WWCC/Seek related employment

Requirements/Timeframes: Meet with Advisor Spring 03, Financial Application Spring 03, Asset test Spring 03, Enroll classes Fall 03, Complete Spring 05, obtain related employment-work experience/cooperative training/entry level corrections job no later than Fall 03

Progress Criteria: Enroll in and attend classes working toward Corrections degree maintaining at least a 3.0 grade point average; Submit application and secure work through Work Study or Coop Training at WSP, Juvenile Justice, Community Corrections or a law enforcement agency.

Barriers/Issues to Address: Need to secure funding for school, will research and apply for financial aid, loans, scholarships; Need to secure related employment will register with WorkSource/volunteer to gain experience; Need to improve writing skills-take class/obtain tutor assistance; Reliable transportation-car or do I need a bus pass? Which is cheaper?

Objective 2: Secure a Full Time Entry Level Position with Washington State Penitentiary

Requirements/Timeframes: Secure Cooperative training or volunteer position at WSP while attending school; One month from completion of degree begin resume/application process for permanent/intermittent and temporary work at the Penitentiary; Network with WWCC Corrections program instructors/WSP staff to gain referrals and enhance chances for hire

Progress Criteria: Active job search and networking while in school (at least 3 contacts per week); Seek assistance and develop strong resume outlining skills, training and experience related to corrections; Obtain Corrections testing schedule and complete required Corrections testing; Accept temporary, intermittent or permanent employment at WSP

Barriers/Issues to Address: Obtain assistance with resume and Washington State application from WWCC/WorkSource; Practice on interviewing skills; Network with appropriate individuals to obtain referral and placement assistance

Objective 3: Enroll in and complete WSP Professional Development Program through EWU

Requirements/Timeframes: Once employed research and apply for referral to WSP Professional Development Training to obtain 4 year degree; Discuss with WSP personnel process and requirements for entry into the program
EDUCATION/WAGE & SKILL PROGRESSION PLAN (sample)

Progress Criteria: To be determined

Barriers/Issues to Address: None identified at this time

Objective 4: Apply for Promotions at Washington State Penitentiary

Requirements/Timeframes: Requirements/Timeframes based on specific job announcement

Progress Criteria: To be Determined

Barriers/Issues to Address: None identified at this time

Comments/Other Criteria: Other WSP options to consider past Corrections Supervision would include Corrections Counseling and Administrative positions. I will continue to research my options in these areas as I gain further skills and knowledge through my training and experience. Other employment options in the area of law enforcement and security will also be researched as possible back up to my vocational goals.

I have developed this plan as a road map for my future and I will use it as motivation for reaching my vocational goals. I understand that as I change direction, gain new knowledge and/or learn from my mistakes I may need to modify or add to it's contents. I will review my plan frequently to ensure my progression in meeting my short-range and long-range goals.

Signature

Date

Revisions/Additions:

Date

Revisions/Additions:

Date

Revisions/Additions:

Date
We are in an ever-changing global economy where businesses that serve the world can be set up in any small remote town. Where competition for business and the labor market make businesses and job seekers more mobile.

Information technology is no longer a new toy for business and industry. It is essential to the health and growth of a business. New GED testing requirements set for the year 2001 will require computer literacy to complete the process and receive a certificate. High schools and colleges have already set rigid requirements for computer literacy and there is talk in congress that people who are not proficient in computer use may soon qualify as illiterate.

With the rapid changes in the economy and the labor market, a more fluid laborforce has emerged. Gone are the days of working with one company at the same job until you retire. The average worker will have at least 5 careers and 20 jobs in their lifetime.

One out of three workers will be either fully or partially self employed by 2020.

Middle management positions have been declining steadily as self-directed work teams take their place. More employees will be called upon to help make decisions. This means employees must understand all the aspects of the job. They must be cross-trained in a variety of duties to be effective and have value for their employer.

With the steady loss of middle management, more cross-trained/efficient staff and a declining skilled workforce, many companies have had to downsize or rightsize their organizations. Jobs and job tasks are examined continuously to ensure the greatest of efficiency, costly or time-consuming tasks are “farmed” out to subcontractors (many who work out of their homes eliminating costly benefits, equipment purchases, etc.).

Kazen- a Japanese term for continuous redesign and quality improvement has changed the old adage “If it ain’t broke, don’t fix it”, to “If it ain’t broke, take it apart and see if we can make it work better”.

Global Trends in Employment
Global Competition/Market
Information Technology
5 Careers/20 Jobs--No Gold Watch
1-3 Will Be Self-Employed by 2020
Self-Directed Work Teams
Downsizing/Right-Sizing
Kazen--The Redesign Process
(Continued Quality Improvement)
Diversity in the Workplace
Flexibility in Work Hours/Work Sites
There has been an emergence of cultural diversity in the workforce over the past two decades and it will continue in the future. The people you work for and the people you work with all come from very different culture and ethnic backgrounds. It is important that workers in the future celebrate our cultural diversity and practice mindful intercultural communications.

These last 4 years more people are working out of their homes each year that the previous twenty-five years prior to that time. The information age allows us to run businesses, make business transactions, transfer work and even conference with other staff directly out of our own homes. UPS does a booming business taking packages from remote sites as customers, workers and the world are brought closer together by our global economy.

**TEN ADVANTAGES OF WORKING IN THE TWENTY-FIRST CENTURY**
(from Career Patterns-a Kaleidoscope of Possibilities by Liz Harris-Tuck, Annette Price & Marilee Robertson)

- More career opportunities - new fields are emerging everyday
- More flexibility in how and where work is performed (home-based opportunities)
- Greater opportunities to contribute your ideas and express yourself through work
- The chance to work on innovative projects, products and services
- Greater diversity in the workplace
- The ability to go in your own direction, rather than the course set by your employer
- Greater opportunity to work on teams that break barriers of innovation
- Freedom to create situations or positions where you can fill a need in the marketplace
- More opportunities for entrepreneurs, free agents, and dependent contractors
- The flexibility to reshape your career as your values and interests change

**My Plan Checkpoint:** How will these changes in the way people are employed affect my Education Wage & Skill Progression Plan? Now? In the future? What changes might I need to make to adjust my plan?

**Research Assignment 3- Past Work History**
Using the attached format, list all of your past work experience (paid and volunteer). Include detailed job duties, training received, skills obtained, equipment used, etc.
Assignment 3

WORK EXPERIENCE - (PAID/VOLUNTEER)  NAME: __________________________

| EMPLOYER: __________________________ | JOB TITLE: __________________________ |
| JOB DUTIES: __________________________________________________________________________ |
| SKILLS OBTAINED: __________________________________________________________________________ |
| EQUIPMENT USED: __________________________________________________________________________ |
| TRAINING RECEIVED: __________________________________________________________________________ |

| EMPLOYER: __________________________ | JOB TITLE: __________________________ |
| JOB DUTIES: __________________________________________________________________________ |
| SKILLS OBTAINED: __________________________________________________________________________ |
| EQUIPMENT USED: __________________________________________________________________________ |
| TRAINING RECEIVED: __________________________________________________________________________ |

| EMPLOYER: __________________________ | JOB TITLE: __________________________ |
| JOB DUTIES: __________________________________________________________________________ |
| SKILLS OBTAINED: __________________________________________________________________________ |
| EQUIPMENT USED: __________________________________________________________________________ |
| TRAINING RECEIVED: __________________________________________________________________________ |
Recap Job Market/Job Search Techniques - Discussion

What have we learned about the job market we will face when we graduate? What changes did we see that we did not expect? How is it different from the job market of our parents?

THE JOB MARKET

MORE JOBS AVAILABLE THAT SKILLED WORKERS TO FILL THEM

THE LABORFORCE IS MOVING AWAY FROM PRODUCTION RELATED JOBS TO SERVICE RELATED JOBS

WHILE LOW AND AVERAGE SKILL JOBS HAVE STEADILY DECLINED HIGH SKILLED JOBS HAVE INCREASED

YOUNGER/OLDER WORKER DECLINES INCREASE IN WAGE EARNERS 25-55

INCREASES IN COLLEGE EDUCATED WORKERS INCREASE IN MINORITY WORKERS (69%)

What have we learned about job search techniques? Which ones are most effective? What do employers look for in employees? How do we adapt our job search methods to meet the changing needs of the labor force?

JOB SEARCH STRATEGIES

CONVENTIONAL METHODS OF JOB SEARCH ONLY ACCOUNT FOR 15% OF JOB PLACEMENTS

THERE IS A HIDDEN LABOR MARKET THAT ACCOUNTS FOR THE OTHER 85%

SHOWING INTEREST IN THE JOB CAN MEAN MORE THAN EXPERIENCE/TRAINING

GOOD JOB MARKET RESEARCH IS ESSENTIAL TO SUCCESSFUL JOB SEARCH

NETWORKING AND INFORMATIONAL INTERVIEWS ARE
SKILLS IDENTIFICATION
Being able to identify your strengths and abilities as they relate to the job market is paramount to successful work search. You have already began this process through your research assignments by examining your job duties and the skills obtained through your training.

We will further examine and identify skills and abilities by breaking them down into three categories- technical skills, transferable skills and self management or employment skills.

Technical Skills
Specific skills relevant to a profession
Usually acquired through training or experience
Skills often identified in a job title
Such as welder, soil tester, irrigator

Class Activity- using the list of technical skills on the following page, break the class into groups and have them discuss how these and other skills are used in their chosen profession.
TECHNICAL SKILLS-EXAMPLES

AUTO MECHANIC:
Auto Repair Mechanic
Engine Rebuilder
Transmission Specialist
Brake Technician
Alignment Technician
Automotive Electrician
Air Conditioning Repair
Diagnostics
High Performance Tech
Ignition/Tune-up
ASE Certified
Service Technician
Parts Manager
Shop Manager

CARPENTRY:
Rough Carpenter
Finish Carpenter
Roofing
Cabinet Maker
Framer
New Construction
Remodeling
Trades: Electrical
Plumbing
Concrete
Interior Work
Sheetrock
Door Installation
Excavation

CIVIL ENGINEER:
Surveyor
Transportation Engineer

COMPUTERS:
Computer Technician
Computer Applications
Network Specialist
Computer Programmer
Internet Specialist
Web Page Designer
Software Engineer
Desktop Publisher
Database Manager
NT Server Admin.

RAC:
Service Technician
RAC Installer
Ductwork Fabricator
Electrician
Commercial RAC
Plant Millwright
Building Maintenance
Climate Controls
Recycle/Recovery
Heating/AC Sales

CORRECTIONS:
Correctional Officer
Corrections Counselor
Unit Manager
Tower Guard
Special Tactics
Correctional Records

PRECISION MACHINE:
Machinist
Punch Operator
Set-up Person
Shear Operator
Designer
Tool & Die Maker
Blueprint Reader
Lathe Operator
Grinder Operator
Computer Programmer
Thread Cutter
Line Production Super.
Millwright

COMMUNICATIONS:
Community Corrections
Juvenile Justice
Training Officer
Property Manager
Investigator
Corrections Supervisor
Weapons Expert
Warden
Construction Supervisor  
EPA Certification Agent  
Inspector  
Air Quality Control  
**TURF:**  
Groundskeeper  
Golf Course Maintenance

**Transferable Skills - Universal Assets that Broaden Your Job Market**

Transferable skills are the skills that set you apart from other applicants. They are skills obtained through other employment, training, hobbies, etc. that transfer between job titles and different careers. They are the skills you have in your “skills toolbox” that help you show you are a valuable asset to an employer.

Cross-training skills show employers how you can be used in other areas to strengthen and grow their business. How you can assist others in their jobs or help take up some of the slack when an employer is short-handed.

Many of these skills are just the commonsense abilities that just come so natural to you that often you forget to share them with a potential employer, but they are some of the most valuable tools employers look for in potential employees.

**TRANSFERABLE SKILLS**

**UNIVERSAL SKILLS THAT APPLY TO MOST JOBS AND THAT CAN BE TRANSFERRED ACROSSED BOTH JOB TITLES AND DIFFERENT CAREERS**

**CROSS-TRAINING SKILLS THAT CAN HELP YOU BECOME MORE MARKETABLE**

**COMMONSENSE ABILITIES THAT MAKE YOU A MORE VALUABLE EMPLOYEE**

Get together in your groups again and discuss the value of transferable skills and then come up with a description of 5 to 7 transferable skills (from the list on the next two pages or on your own) that could apply to several professions. Include in your discussion what professions, how they apply, and how they could be used to enhance your job search.

Groups will make a presentation to the class. (Teamwork and problem solving are transferable skills).
<table>
<thead>
<tr>
<th>Job Seeking Skills - OCSUP 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze Data</td>
</tr>
<tr>
<td>Appraise Service</td>
</tr>
<tr>
<td>Assemble Products</td>
</tr>
<tr>
<td>Anticipate Problems</td>
</tr>
<tr>
<td>Assess Situations</td>
</tr>
<tr>
<td>Act/Perform</td>
</tr>
<tr>
<td>Advise People</td>
</tr>
<tr>
<td>Arrange Functions</td>
</tr>
<tr>
<td>Audit Records</td>
</tr>
<tr>
<td>Adapt to Situations</td>
</tr>
<tr>
<td>Budget Money</td>
</tr>
<tr>
<td>Budget Time</td>
</tr>
<tr>
<td>Buy Products/Services</td>
</tr>
<tr>
<td>Build Something</td>
</tr>
<tr>
<td>Bargain/Barter</td>
</tr>
<tr>
<td>Control People</td>
</tr>
<tr>
<td>Control Situations</td>
</tr>
<tr>
<td>Control Costs</td>
</tr>
<tr>
<td>Coordinate Activities</td>
</tr>
<tr>
<td>Create Something</td>
</tr>
<tr>
<td>Classify Information</td>
</tr>
<tr>
<td>Cost Consciousness</td>
</tr>
<tr>
<td>Calculate Numbers</td>
</tr>
<tr>
<td>Collect Money</td>
</tr>
<tr>
<td>Confront Others</td>
</tr>
<tr>
<td>Correspond with Others</td>
</tr>
<tr>
<td>Compile Statistics</td>
</tr>
<tr>
<td>Construct Buildings</td>
</tr>
<tr>
<td>Check for Accuracy</td>
</tr>
<tr>
<td>Converse with Others</td>
</tr>
<tr>
<td>Consult with Others</td>
</tr>
<tr>
<td>Contact others</td>
</tr>
<tr>
<td>Conceptualize Ideas</td>
</tr>
<tr>
<td>Cope with Deadlines</td>
</tr>
<tr>
<td>Copy Information</td>
</tr>
<tr>
<td>Chart Information</td>
</tr>
<tr>
<td>Contract with others</td>
</tr>
<tr>
<td>Cooperate with others</td>
</tr>
<tr>
<td>Conduct Meetings</td>
</tr>
<tr>
<td>Generate</td>
</tr>
<tr>
<td>Gathering Information</td>
</tr>
<tr>
<td>Handling Complaints</td>
</tr>
<tr>
<td>Handling equipment</td>
</tr>
<tr>
<td>Handling M oney</td>
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<tr>
<td>Handling materials</td>
</tr>
<tr>
<td>Informing people</td>
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<tr>
<td>Imaging solutions</td>
</tr>
<tr>
<td>Interviewing people</td>
</tr>
<tr>
<td>Implementing</td>
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<tr>
<td>Improving</td>
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<tr>
<td>Inventing</td>
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<tr>
<td>Instructing</td>
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<tr>
<td>Initiating Actions</td>
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<tr>
<td>Improvising</td>
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<tr>
<td>Improvising</td>
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<tr>
<td>Illustrating</td>
</tr>
<tr>
<td>Installing</td>
</tr>
<tr>
<td>Leading People</td>
</tr>
<tr>
<td>Listening</td>
</tr>
<tr>
<td>Learning quickly</td>
</tr>
<tr>
<td>Liaison</td>
</tr>
<tr>
<td>Locate Information</td>
</tr>
<tr>
<td>Lifting-heavy, moderate</td>
</tr>
<tr>
<td>Managing people</td>
</tr>
<tr>
<td>Memorizing Information</td>
</tr>
<tr>
<td>Measuring boundaries</td>
</tr>
<tr>
<td>Mediating problems</td>
</tr>
<tr>
<td>Monitoring progress</td>
</tr>
<tr>
<td>Mentoring others</td>
</tr>
</tbody>
</table>
JOB SEEKING SKILLS-OCSUP 103

- Moving materials
- Managing business
- Motivating others
- Meeting the public
- Maintaining
- Making/create
- Negotiating
- Nursing
- Nurturing
- Organizing
- Operating
- Operating equipment
- Ordering goods/supplies
- Obtaining
- Page 14a
- Organizing people
- Organizing tasks
- Organizing data
- Organizing equipment
- Perceiving ideas
- Policy making
- Production
- Promotion
- Preparing materials
- Protecting property
- Performing routine work
- Planning
- Painting
- Planting
- Programming
- Persuading
- Printing
- Public relations
- Precision work
- Processing materials
- Processing information
- Questioning
- Researching
- Removing
- Raising money
- Recording data
- Rehabilitating people
- Responsible for ....
- Reviewing
- Replacing
- Repairing
- Rectifying
- Reading reference books
- Recruiting
- Remembering
- Retrieving
- Running meetings
- Resolving
- Referring
- Reducing costs
- Restoring
- Reporting information
- Recommending
- Selling
- Supervising
- Sketching
- Servicing equipment
- Serving customers
- Supporting
- Speaking in public
- Signaling
- Surveying
- Studying
- Selecting
- Sewing
- Solving problems
- Scheduling
- Setting up systems
- Setting up equipment
- Sizing up situations
- Socializing
- Seeking out
- Synthesizing
- Supplying
- Sorting
- Shaping
- Sequencing
- Separating
- Setting goals
- Traveling
- Trouble shooting
- Tolerating interruptions
- Taking instructions
- Teamwork
- Treating
- Typing
- Transcribing
- Transferring
- Treating
- Training
- Thinking ahead
**Self-Management/Employment Skills**

What sets you apart from other applicants? One of the areas many job applicants forget to share with potential employers are their employment or self-management skills (often called soft skills). These are the personal traits that make them a valuable employee like honest, integrity and work ethic.

These traits are developed through attitude and values and they are difficult, if not impossible to teach. In my many years in employment and training working with employers and assisting them with job placement, I wish I had a dollar for every time I heard one of them say “just find me someone with the right attitude and I can teach them the rest”.

---

**SELF-MANAGEMENT/EMPLOYMENT SKILLS**

**PERSONAL TRAITS THAT MAKE YOU A VALUABLE EMPLOYEE**

**TRAITS THAT COME WITH AN EMPLOYEE AND ARE DIFFICULT TO TEACH**

**VALUES, CUSTOMS AND NORMS THAT ARE VALUED IN THE LABOR MARKET**

**CHARACTERISTICS OF HIGH PRODUCING, MOTIVATED EMPLOYEES**

Let’s look at the basic expectations of an employer in the information below, what their contribution/costs are in taking a chance on hiring someone and what you have to offer in return.

---

**EMPLOYER EXPECTATIONS**

**APPEARANCE:**
- THE WAY WE LOOK (DRESS, GROOMING, HYGIENE)
- THE WAY WE BEHAVE (CONFIDENT, COURTEOUS)
- THE WAY WE WRITE (NEAT, COMPLETE, ACCURATE)

**DEPENDABILITY:**
- ATTENDANCE (ACCESS ABSENCE/ILLNESS)
- PUNCTUALITY (LATE TO WORK, EXCESSIVE BREAKS)
- RELIABILITY (COMMITMENT, RESPONSIBILITY)

**SKILLS:**
- TECHNICAL, TRANSFERABLE, SELF-MANAGEMENT

---

**EMPLOYER INVESTMENT**

**WAGES/BENEFITS, TIME/EXPENSES, TRAINING/DEVELOPMENT**

---

**EMPLOYEE CONTRIBUTION**
MOTIVATION/INTEREST, TRAINING/EDUCATION, RELATED SKILLS/EXPERIENCE

Interest, motivation, attitude are the keys to successful employment. “I can teach you the daily tasks associated with a job, I can’t teach you to smile at customers, show up on time ready to work, desire to learn more, or enjoy your job, you have to bring that with you!”

The success of a business focuses on the productivity of its people (the People Powered Airline). Employers look for common characteristics that identify high producers!

Using the Profile of a Productive Employee handout, mark the characteristics that you feel make you a good employee. Then get into your groups and discuss how these traits are important to your industry. Discussion in class will follow.

Read the attached section on workplace competencies and cross-functioning self-directed work teams. We will discuss these and “What Kind of Tator Are You” in class.

Assignment 3 Due Today.
SELF MANAGEMENT/EMPLOYMENT SKILLS
PROFILE OF A PRODUCTIVE EMPLOYEE

Is Well Qualified for the Job

_____ Is intelligent and learns quickly.
_____ Is professionally and technically competent.
_____ Is creative and innovative—shows ingenuity and versatility.
_____ Works “smart”—uses common sense, organizes work efficiently, uses time efficiently, does not get bogged down.
_____ Looks for improvement, but knows when to stop perfecting.

Is Highly Motivated

_____ Is self-motivated—takes initiative and has a strong sense of commitment.
_____ Is persevering—gets the job done in spite of obstacles.
_____ Has strong will to work—keeps busy.
_____ Works effectively with little or no supervision.
_____ Sees things to be done and takes action.
_____ Likes challenge, enjoys solving problems.
_____ Has a questioning mind—demonstrates a high degree of intellectual curiosity.
_____ Displays constructive discontent—thinks improvement in everything.
_____ Has a strong sense of urgency and timing.
_____ Gets satisfaction from a job well done.
_____ Believes in a fair day’s work for a fair day’s pay.
_____ Contribute beyond what’s expected

Has a Positive Job Orientation

_____ Sets high standards.
_____ Has good work habits.
_____ Becomes engrossed in work.
_____ Is accurate, reliable and consistent.
_____ Respects and has a good rapport with management.
_____ Takes direction well—readily accepts challenges/new assignments.
_____ Is flexible and adaptive to change.

Is Mature

_____ Has high integrity.
_____ Has strong sense of responsibility.
_____ Knows his/her personal strengths and weaknesses.
_____ Is self-reliant, self-disciplined, and self-confident.
_____ Is emotionally stable and secure.
_____ Performs effectively under pressure.
_____ Learns from experience.
_____ Has health ambition—wants to grow professionally.

Interfaces Effectively

_____ Is personable—accepted by and interfaces effectively with supervisors/colleagues.
_____ Communicates effectively by expressing thoughts in a clear and concise manner—is open to suggestions, is a good listener.
_____ Exhibits a positive attitude and displays enthusiasm.
WORKPLACE COMPETENCIES AND FOUNDATION SKILLS

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

**COMPETENCIES**
- **Resources** - allocating time, money, materials, space and staff
- **Interpersonal Skills** - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
- **Information** - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information
- **Systems** - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing and improving systems.
- **Technology** - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

**THE FOUNDATION** - competence requires:
- **Basic Skills** - reading, writing, arithmetic and mathematics, speaking and listening.
- **Thinking Skills** - thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn and reason.
- **Personal Qualities** - individual responsibility, self-esteem, sociability, self-management, and integrity.

CROSS-FUNCTIONING/SELF DIRECTED WORK TEAMS

A cross-functioning/self-directed work team is a small group of individuals that cross formal department boundaries and levels of hierarchy. The group is committed to a common purpose or goal of improvement; it acts and works as a unit - communicating frequently, cooperating and providing mutual support, coordinating activities, drawing upon and exploiting the skills and capabilities of the team while considering the needs of the individual members. Besides recommending action, such teams are increasingly responsible for implementation. But, above all, cross-functioning teams are units of performance. The ideal high performance team should have:
- A common, compelling purpose - All members are committed to achieving a shared vision, the shape of which they influence;
- Shared leadership roles and role flexibility - Team share responsibility for the team processes, development and outcomes;
- Individual and mutual accountability - Individuals are accountable for their contributions and the team shares mutual accountability for the team’s collective performance.
JOB SEEKING SKILLS-OCSUP 103

- A common agreed work approach- The team discusses and decides how it will proceed and how each member will contribute to the team's efforts;
- Trust, respect, openness- Members share a mutual respect and caring, communication is open and honest, they explore various ideas and encourage an active problem-solving approach;
- Dedication to performance and implementation- The team is dedicated to enhancing the organization's performance, for example by improving productivity, quality, value to the customer and employee satisfaction;
- Measurable performance goals- The team measures its own performance by assessing collective work products and progress toward its mission; and
- Supportive organizational structures, systems and practices- Cross-functioning teams cannot meet these measures on their own; nor can they be sustained in organizations that are “unfriendly” to the team concept, or that have traditional bureaucratic cultures, systems, people management processes and practices.

In situations requiring simultaneous application of multiple skills, experience and judgment, cross-functioning teams can generally get better results than a collection of individuals operating independently within confined job roles and responsibilities.
Successful teams can: overcome limitations of hierarchical structures, improve the quality of decision-making, and increase organizational flexibility and productivity.
WHAT KIND OF TATOR ARE YOU?

No one sack of “tators” is ever the same, when closely examined you find some significant differences. Group dynamics and productive work teams require working with or around a great variety of “tators”.

The “Hesitator”– this “tator” represents the person in the group that hesitates before doing anything with the group. They are reluctant to make any decisions immediately and take a lot of time before reacting to any group process.

The “Agitator” or “Irritator”– this “tator” is always pecking, heckling, chipping and generally stirring up the group in one way or another. They don’t like things to go smoothly- it might mean they would have to work.

The “Mediator” – this “tator” has to have a lengthy amount of time to think out any problem or process. They often waste valuable time “thinking and pondering”.

The “Spectator” – this “tator” likes to watch the action but has trouble participating. They don’t volunteer, they don’t speak up and they don’t want to participate in any of the work.

The “Sweet-tator” – this “tator” is nice and fun to have around, but watch out! When the fun stops and there’s work to be done, they can not be counted on.

The “Commen-tator” or “Legis-tator”- this “tator” is the talker or politician in the group. They always have something to say about everything and everyone. They are sometimes hard to believe, slick but shifty- someone to watch out for.

The “Tator-tot” – this is the bosses kid or pet. They infiltrate a group and before you know it they are making all kinds of noise and decisions. They often do not know what they are doing, but they believe they have the right to do it, or they will run and tell “daddy”! The can kill a team spirit.

The “Mashed-Tator” – this “tator” is easily shoved aside by more dominant members of the team. They are constantly dominated by the stronger personalities of the team until they lose their own identity.

The “Imitator” or “Ro-tator” – this “tator” is always copying others and taking credit for their work. They have no creative ideas of their own.

The “Dictator” – this “tator” likes giving out orders and bossing everyone around. They will try and dominate the group and evoke their will on others with little regard for their feelings.

The “Carrot” – a want-a-be “tator”, they are not part of the group but they want to horn in, where they are not wanted.

*and finally,*

The “Facilitator” – this is the “tator” that makes things happen and the “tator” we should all aspire to be. A person with strong team traits, one we like to be with, one that gets work done, and one we would choose as a leader. One who uses their own strong traits and draws from the strengths of other team members to advance the progress of the group.

WHAT KIND OF TATOR ARE YOU?
Skills Identification- Recap

TECHNICAL SKILLS

SPECIFIC SKILLS RELEVANT TO A PROFESSION
USUALLY ACQUIRED THROUGH TRAINING/EXPERIENCE

TRANSFERABLE SKILLS

UNIVERSAL SKILLS THAT APPLY TO MOST JOBS
AND THAT CAN BE TRANSFERRED ACROSS BOTH
JOB TITLES AND DIFFERENT CAREERS

CROSS-TRAINING SKILLS THAT CAN
HELP YOU BECOME MORE MARKETABLE

COMMONSENSE ABILITIES THAT MAKE YOU
A MORE VALUABLE EMPLOYEE

SELF-MANAGEMENT/EMPLOYMENT SKILLS

PERSONAL TRAITS THAT MAKE YOU A VALUABLE EMPLOYEE

TRAITS THAT COME WITH AN EMPLOYEE AND
ARE DIFFICULT TO TEACH

VALUES, CUSTOMS AND NORMS
THAT ARE VALUED IN THE LABOR MARKET

CHARACTERISTICS OF HIGH PRODUCING,
MOTIVATED EMPLOYEES

Discussion- gives some examples of the three skill types.

The Application Process- How to Properly Complete an Application

The job application may be your first contact with the person in charge of hiring and how you fill it out will greatly influence whether or not you get an interview and ultimately, a job offer.

Remember applications serve one purpose for the employer; they are screening tools to narrow down the number of applicants to a manageable number for interviewing. Your goal is to get into the pile of “keepers”.

Here are some reasons employers reject applications:

- **APPLICATIONS EMPLOYERS REJECT**
  - ILLEGIBLE/MESSY APPLICATIONS
    - (SLOPPY, FOOD STAINED, CRUMPLED)
  - INCOMPLETE/LIMITED INFORMATION
    - (BLANK SPACES, LIMITED RESPONSES, N/A)
  - LACK OF A RELIABLE PHONE CONTACT
    - (PHONE DISCONNECT, NO ANSWER, UNSCHOOL MESSAGE #)
  - LACK OF A SPECIFIC POSITION APPLIED FOR
    - (“Mr. Any Job”)
  - FAILURE TO FOLLOW INSTRUCTIONS
    - (REVERSING WORK HISTORY, WRONG ANSWERS)
  - POOR/LIMITED JOB DESCRIPTIONS
    - (Drove Truck, Fixed Cars)
  - FAILURE TO SIGN/DATE APPLICATION
    - (What do you have to hide?)

**APPLICATIONS-The Right Way**

**PICK UP 2 APPLICATIONS- DRAFT/FINAL**

**TAKE IT HOME/TAKE TIME TO FILL IT OUT PROPERLY**

**USE A CHEAT SHEET/GENERIC APPLICATION**
- (Not cheating/efficiency)

**LOOK THE PART/FIRST IMPRESSIONS**
- (When you pick up an application)

**KEEP IT CLEAN**
- (No folding, stains, puppy paws)

**READ IT FIRST THEN FILL IT OUT**

**NEAT APPLICATION/NEAT WORKER**
- (Print in your best handwriting)

**ANSWER ALL THE QUESTIONS (N/A)**

**BRING YOUR OWN PEN**
Questions/Comments- regarding the application process.

Handout- Generic Application for Assignment 4.

Assignment 4: Using the generic application Handout, complete each section based on your past experience completing applications and what you have learned so far in class.

For the next class please read through the job description on page 20 and five applications handouts and be prepared to discuss within your groups.
EMPLOYER EXPECTATIONS - Who would you interview?
Classroom Activity: using the following job description and the attached applications get together in your groups and work as a team of personnel directors to determine the best applicant for the job.

Each group will present their conclusions at the end of the discussion. Be prepared to address:

- Who you chose to interview and why?
- Why you rejected the other applicants?
- What were your key screening factors?

JOB DESCRIPTION - Shipping and Receiving Clerk
Requirements:
- At least one year combination of training and experience in warehouse, shipping/receiving, freight handling or other related field;
- Computer data entry experience or training (preferably in a warehouse/stockroom setting)
- Ability to work any hours or shifts, willingness to work long hours/overtime;
- Ability to perform multiple tasks, prioritize and manage time;
- Willingness to work in cold, damp and dirty environment.

Desirable Qualifications:
- Background in handling hazardous materials;
- Customer service skills;
- Management experience;
- Bi-lingual English/Spanish.

Job Duties:
- Work in an industrial manufacture's warehouse responsible for shipping and receiving functions; Will maintain inventory records and record customer orders in a computer data entry system; Will fill customer orders from purchase request forms including packaging and shipment; Will prepare shipping waybills and other documentation; Will review shipments to insure they are complete and accurate; Will operate forklifts, hand trucks, palletizers and packaging machines to package and ship merchandise; Will work directly with customers, suppliers, airline and freight forwarding staff; May supervise warehouse and office staff; Will work with hazardous materials.
Draft/Formal Application- Review/Discussion
Classroom Activity: using the draft application (assignment 4) due today get together in your groups and exchange application forms. Discuss the positive and negative aspects of your draft applications (using the application check off sheet below). Take notes on possible changes you and your group have seen that might help improve your application. Use these changes and information you have learned from the last class to complete the Formal Application Assignment 5 (on the following page).

Application Check Off Sheet
Applicant Name:

<table>
<thead>
<tr>
<th>Application Neat &amp; Legible</th>
<th>Utilized Space Effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Responses</td>
<td>Seem to Fit Position Applied For</td>
</tr>
<tr>
<td>Specific Position Applied For</td>
<td>No Blank Areas/Used N/A</td>
</tr>
<tr>
<td>Detailed Job Descriptions</td>
<td>Grammar/Spelling Issues</td>
</tr>
<tr>
<td>Followed Directions</td>
<td></td>
</tr>
<tr>
<td>Gave Appropriate Answers</td>
<td></td>
</tr>
<tr>
<td>Addressed Issues/Problem Areas</td>
<td></td>
</tr>
</tbody>
</table>

Problem Areas:

Suggestions:

Would you want to interview this person based on the information provided in the application? YES  NO WHY?

My Plan Checkpoint: How does your application match up to the goals and objectives of your Education Wage and Skill Progression Plan? Are there gaps or issues in the application in relationship to your plan? What are they? How can they be addressed?
Introduction to the Resume Process

**WHAT IS A RESUME?**
A RESUME IS AN ACCOUNT OF YOUR QUALITIES, ACCOMPLISHMENTS, AND SKILLS THAT SUIT YOU FOR A POSITION OR TASK.

**RESUMES SHOULD:**
- **FOCUS ON THE NEEDS OF THE EMPLOYER**
  (List a specific objective and support it)
- **SHOW ABILITIES RATHER THAN JUST JOB DUTIES**
  (ie: Technical and Transferable Skills)
- **SHOW YOUR PERSONALITY AND CHARACTER**
  (The qualities and traits that make you a productive employee)
- **FOCUS ON SPECIFIC SKILLS AND ABILITIES**
  (Related to a specific job)
- **CREATE A FAVORABLE IMPRESSION**
  (Reflect interest in the job)
- **BE BRIEF, CONCISE AND COMPLETE**
  (Accurate)

Unlike the application, the resume is not a screening tool driven by the employer. You control the content and the way it is presented. This document should be a reflection of your best work, a showcase of your skills, qualities and accomplishments as they apply to the position you are applying for.

One of the best documents you can have to help develop a resume is the employer’s complete (2-3 page) job description of the position you are applying for. These list all of the duties required of the position (usually in order of importance). If you follow this same line of information, as the employer reads your resume he is seeing a direct connection between his requirements for the job and your skills.

There is a fine line between listing job duties from your previous jobs and listing your ability to do the job. As we have seen in our skills identification assignments, skills can come through training, life experiences, paid and volunteer work. Most employers don’t care how you got the skills, they only care that you have the ability to do the job!

Adding specifics to your resume can help you create a favorable impression, show your personality/character, show interest in your work (the number one reason people get hired). Remember employers are not looking for someone who needs a job, they want someone who can do the job.

The ability to be brief, concise and complete is not only a way to get you resume read, it is an admirable transferable skill that is looked upon favorably by most employers. A resume over a page long needs to be interesting enough to get the reader to look at the second page, and if he doesn’t what we he miss that might be important?
TEN MOST COMMON RESUME WRITING MISTAKES

- TOO LONG! (One page)
- DISORGANIZED - Scattered information/hard to follow
- POORLY TYPED/HARD TO READ - Looks unprofessional
- OVERWRITTEN - Long sentences/paragraphs (too much detail)
- TOO SPARSE - Bare essentials (not enough detail)
- NOT RESULTS ORIENTED - Fails to share accomplishments
- CONTAINS IRRELEVANT INFORMATION - Height, weight, etc.
- MISSPELLINGS, TYING ERRORS, POOR GRAMMAR
- TOO MUCH FLUFF - Fancy typeset, binders, photos, wild paper
- MISDIRECTED - No apparent connection to job applied for

Keeping a resume to one page can become difficult when you use a chronological resume format and your work history is extensive. In the next couple classes we will be studying the merits of the use of a functional resume format, a resume that is skills based and written to address employer’s specific needs.

The style in which your resume is written is just as important as the content as it is a reflection of your work, your understanding of the job and how your skills match the needs of the employer.

Disorganized information makes it hard for an employer to match up and measure your skills and how they support the position. They are also a strong reflection of your work - a disorganized resume = disorganized worker to most employers. To be successful, resumes need to be results oriented - painting a clear and organized picture of why you are best suited for this job and leaving our irrelevant information that might serve only as a screening tool against you.

Poorly typed, misspellings, poor grammar and other errors reflect a lack of pride and quality in your work. If this isn’t your thing, get a proofreader and/or typist to help you out. Again, this resume should be a reflection of your best work.

The words you use and how you say them are also an integral part of the success of the document. Long flowing sentences with too much detail take up too much space and are hard to sort through. Sparse statements with not enough detail don’t show, in the best light, a true picture of the skills you have to offer. Later in the class we will discuss the use of power phrases - statements lead by action verbs that describe your skills in detail.

Fancy paper, fonts, photos, binders and other fluff do not impress employers. They are looking for content and connection - the right person for the job! Leave your fluff for your graphics projects.
RESUME FORMATS

There are a wide variety of resume formats, and you need to choose the one that best matches your skills, training and experience.

**CHRONOLOGICAL RESUME:**
- Used to emphasize career direct and progressive growth/strengths.
- Lists jobs in order from most recent back-accenting increased responsibility/advancement in job duties and titles.
- (Does not work well when there are gaps in employment, frequent changes in jobs/careers, you are a first-time job-seeker or plan to change careers)

**FUNCTIONAL RESUME:**
- Plays down dates and highlights skills/accomplishments
- Allowing your resume to support your work objectives/career goals.
- Helps address transferable skills. Helps groups skills from multiple sources (work history, training, education)
- (Works with modification to emphasize a management and/or career growth pattern, you have a limited number of functions in your work, or you feel you need to emphasize your most recent employer)

**COMBINATION RESUME:**
- Combines both chronological/functional formats to emphasize skills, accomplishments and progressive work history in the same or similar field.
- Provides opportunity to stress specific skills and supporting them with a solid work history.
- (Does not work well if you have gaps in employment, you have changed careers, your past work history does not relate to what you are applying for or the work you have performed has a limited number of functions.)

Classroom Discussion - The following three pages show examples of chronological, functional and combination resumes. As we go through them you will learn how they were developed, what their key strengths and weaknesses are, and some background on the story behind the resume example and position applied for (as these are real examples).

As we discuss the process and content think about what format and style will work best for you.
JOHN L. WILLIAMS

123 Easy Street Walla Walla, WA 99362

(509) 555-1111

Objective: Grocery Store Manager for ABC Food Mart

Related Capabilities
Employee Supervision/Training  Sales Reports/Recordkeeping  Stock/Inventory/Ordering
Advertising/Marketing  Customer Service/Cashiering  Grocery/Produce

Work Experience

Produce Manager- Plaza Safeway  9/11/91 to Present
➢ Responsible for produce operations in a major supermarket including employee supervision, scheduling, maintaining and ordering stock.
➢ Assisted customers and promoted sales including cashiering, marketing, advertising and product display.
➢ Kept daily sales and inventory records; Studied and reviewed product lines to ascertain market trends and promote sales.

Assistant Manager- A & P Food Mart  6/4/88 to 9/8/91
➢ Supervised cashiers, stock clerks and courtesy clerks in a major grocery store chain; Produced weekly work schedules and made staff assignments.
➢ Provided new employee and ongoing staff training for all sales and support staff including cash register operations, inventory and stocking, security, health and safety training.
➢ Reviewed daily and weekly sales reports to ensure optimum use of time, staff and resources; Tracked sales and completed required sales reports.
➢ Developed and ran weekly newspaper ads for in store sales and promotions.

Cashier/lead Person- A & P Food Mart  4/13/86 to 6/4/88
➢ Provided quality customer service in a grocery store including operating a cash register, ringing up sales, handling money and reconciling cash tills to daily receipts.
➢ Served as lead stock person responsible for supervising, training, assigning and assisting stock clerks maintain and replenish merchandise.

Education
Walla Walla Community College  Business Management  Associate Degree 1986

Related Course Work

References Available Upon Request
Objective: Office Assistant for State Farm Insurance

Clerical/Bookkeeping Skills
Records Management/Filing  Forms Completion/Typing  Phone/Reception Skills
Loan/Credit Approval  10 Key/Computer Data Entry  Customer Service
Handling Money/Cashier  Cash Reconciliation/Bank Deposits  Photocopying/Collating

Computer Applications- Microsoft Word, Word Perfect, Excel

- Served as customer service representative for a financial company responsible for reviewing and approving loans/credit applications; Maintained accounts payables and receivables, processed payments, collections, late payments, set payment schedules.
- Developed and tracked loan accounts from the initial loan application and review, through the securing of insurance/collateral, payment scheduling/appointments, acceptance and recording of payments and final loan close out and title release.
- Prepared and maintained folders for account records and customer payment information; Photocopied and collated applications/records, collection information for customer files and reports; Processed and distributed advertising and marketing materials.
- Provided quality customer service as a front line customer service agent; Answered phones using a multi-line phone system responding to customer requests, transferring calls, setting appointments and referrals to other services; Accepted cash, check and credit card payments; Reconciled cash drawer with daily sales records.
- Reviewed materials and proofread documents to ensure they were complete, accurate and within company/federal policies (maintaining the strictest of confidentiality).
- Inventoried and ordered office supplies/equipment- responsible for petty cash purchases and expenditure records; Coordinated maintenance and made minor repairs on various office equipment; Processed and printed checks using data processing software.

Related Work History
US Savings & Loan  Customer Service Representative  4 Years
Prudential Real Estate  Receptionist/Office Clerk  2 Years

Education
Walla Walla Community College  Administrative Assistant  Currently Enrolled

Related Course Work
Computer Applications in Business, Word Processing, Practical Accounting, Records Management

References Available Upon Request
JOB SEEKING SKILLS-OCSUP 103

(Combination Resume)

Juan R. Garcia
222 East 1st Avenue
Walla Walla, WA 99362
(509) 555-7777

Objective:  Pipe Construction/Welder-Fitter for Pacific Gas and Transmission

Construction/Welding Experience

<table>
<thead>
<tr>
<th>Heavy Equipment Operation</th>
<th>Truck/Tanker 14,000 rated</th>
<th>Fires Suppression/Safety</th>
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<tbody>
<tr>
<td>Level/Transit/Set Grade</td>
<td>Steel Layout/Fabrication</td>
<td>Foundation/Concrete Work</td>
</tr>
<tr>
<td>Framing/Wall Construction</td>
<td>Shingle/Metal Roofing</td>
<td>Pipe Layout/Sewer Lines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pipe/Plate Welding</th>
<th>Heliarc/Wirefeed Welding</th>
<th>Stainless/Aluminum/Mild Steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horizontal Welding</td>
<td>Overhead/Vertical Welding</td>
<td>2G/5G/6G Position Pipe Welding</td>
</tr>
<tr>
<td>Blueprints/Graphics</td>
<td>Fabrication/Drafting</td>
<td>Cutting/Burning/Grinding/Brazing</td>
</tr>
</tbody>
</table>

Equipment: D-9 Caterpillar, 977 Caterpillar, 310 John Deere Backhoe, D-4 Crawler, Dump Trucks (dual & single axle), Wheat Trucks, 500 Gallon Tanker, 250 Gallon Pumper, ¾ and 1 Ton Pickups, Propane Forklift, Loaders (hydraulic & cable drive), Augers, Compactors, Chainsaws (14” to 48” bar), Press/Hand Drills, Tablesaws, Jointer/Planer, Skill/Jig Saws, Metal Milling Machines, PTO Pumps, Up to 20 HP Gas Powered Pumps, Backpack Pumps, Transit/Levels, CAD Drafting Equipment, various other hand, air and power tools.


Education
Walla Walla Community College  Welding Technology  AAAS Degree 1996

Related Course Work

Related Work Experience

<table>
<thead>
<tr>
<th>Company</th>
<th>Job Description</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillips Construction</td>
<td>Pipe Welder-Fitter</td>
<td>1/12/88 to Present</td>
</tr>
<tr>
<td>Ace Pipeline Construction</td>
<td>Pipeline Construction/Welding</td>
<td>1/16/85 to 1/5/88</td>
</tr>
<tr>
<td>US Forest Service</td>
<td>Welding/General Maintenance</td>
<td>6/15/83 to 1/9/85</td>
</tr>
<tr>
<td>City of Kennewick</td>
<td>Sewer Line Construction Laborer</td>
<td>10/4/82 to 6/7/83</td>
</tr>
</tbody>
</table>

References and College Transcripts Attached
Development and Use of a Resume:
Let’s examine (using the three examples on the previous pages) how a resume is developed and some of the common components of resumes no matter which format you choose.

COMPONENTS OF A RESUME

PERSONAL INFORMATION
(Name, Address, Phone/Massage Phone, E-mail)

OBJECTIVE
(Specific job Title/Employer)

SKILLS AND ABILITIES
(Occupation/Skill Categories with Bulleted Resume Power Phrases)

RELATED EMPLOYMENT HISTORY
(Employer, Job Title, Duration-time or dates)

EDUCATION
(Training Facility, Type of Training, Degree/Certification)

OTHER RELATED INFORMATION
(Employment-Related Skills)

All resumes need to have personal information- name, address, phone, email (if applicable). This information is not only used to contact you if you are chosen for an interview, it also helps connect a person to the skills. Notice how the name stands out in each of the three examples. This is not an accident. This helps the employer connect to you the person, rather than just a list of skills.

An objective is a mandatory component of a resume and it is used to connect the information to the specific task or position applied for. It should always include the exact title of the position and the name of the employer (reflecting interest in the job). This specific objective coupled with resume content that directly reflects the skills required for the job makes the statement “I wrote this resume just for you”.

The rest of the resume is where you support those claims by listing the skills, abilities, related employment and training and other important information that paints the picture of you as a perfect match for this job! Work history should include employer name, your job title(s) and duration time or dates of employment. Training should include the training facility, the type of training, degrees/certificates received and related educational coursework and/or business-related training.

Proper skills identification should be clear, concise and reflect the needs of the employer. As stated before skills can be listed from multiple sources- training, employment (paid or volunteer), activities and other interests that support skills applicable to the position applied for.

Classroom Activity: Break up into your groups and use the power words on the following pages to develop some bulleted resume power phrases for your vocational areas. Groups will then share their phrases on the board with the rest of the class.
### RESUME POWER PHRASES

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Replaced
Reported
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Retrieved
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Served
Serviced
Set up
Showed
Sold
Solicited
Sorted
Stocked
Stored
Straightened
Summarized
Supervised
Supplied
Tallied
Taught
Telephoned
Tested
Transferred
Transported
Tutored
Typed
Verified
DRAFT RESUME OUTLINE

Personal Information:
Name: __________________________ Phone: __________________________
Address: ______________________ Message Phone: ______________________
Email: __________________________

Objective:
Job Title: __________________________ Employer: ______________________

Skills Category:
• ______________________________________________________________
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Skills Category:
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Skills Category:
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Related Employment:
Employer: __________________________ Job Title: __________________________ Duration: __________________________
Employer: __________________________ Job Title: __________________________ Duration: __________________________
Employer: __________________________ Job Title: __________________________ Duration: __________________________
Employer: __________________________ Job Title: __________________________ Duration: __________________________
# JOB SEEKING SKILLS-OCSUP 103

## Education:

<table>
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<tr>
<th>School</th>
<th>Major</th>
<th>Degree</th>
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</tbody>
</table>

Related Course Work:

- 
- 
- 

Other: Special Skills, Hobbies, affiliations, etc.

- 
- 
- 
-
DRAFT RESUME OUTLINE SAMPLE

Personal Information:
Name: Andrew G. Bonham
Address: 1234 Wagon Rut Lane
Dayton, WA 99328
Phone: 555-555-5555

Message Phone: 555-555-1111
Email: agbonham@job.com

Objective:
Job Title: Construction Carpenter
Employer: Patit Creek Construction

Skills Category: Carpentry Skills- Exterior Construction
- Performed excavation work for new home construction- operated backhoe/frontloader
- Set footings, mixed/poured concrete for foundations, floors and basements
- Studied house plans and read blueprints for construction of residential/commercial buildings
- Trained & experienced in wall framing, installation of trusses and exterior siding application
- Installed roofing applications including metal roofing, wood/tab shingles
- Safely operated a variety of hand, air and power tools including- List
- Trained and experienced in the installation of various insulation applications- List

Skills Category: Carpentry Skills- Interior Construction
- Performed interior sheetrock taping/installation & related wall finishings
- Installed cabinetry, counters, hardware and wood trim
- Hung doors/door frames, installed windows/window frames
- Applied various floor coverings including vinyl, wood and carpet applications
- Installed ceilings and ceiling grids
- Worked with contractors in supervise installation of plumbing, electrical, HVAC applications

Skills Category: Carpentry Skills-Construction Management
- Reviewed and estimated construction costs and purchased materials
- Served as student leader responsible for project/ worker supervision
- Ensured timely completion of tasks and maintenance of production schedule
- Kept daily records of progress, assigned work tasks, track timecards
- Worked directly with the homeowner/real estate sales person to ensure customer satisfaction
- Maintained strict quality assurance standards/worked with building inspectors

Related Employment:
Employer: Walla Walla Community College
Job Title: Student Carpenter
Duration: 2 years

Employer: Bear Roofing & Siding
Job Title: Roofing Installer
Duration: 1 year

Employer: Pay & Pak Building Supply
Job Title: Sales Associate
Duration: 2 years

Employer:
Education:

School: Walla Walla Community College  Major: Carpentry  Degree: AAAS
School: Pay & Pak  Major: Customer Service  Degree: Training
School: Pay & Pak  Major: Electrical Fixtures  Degree: Training

Related Course Work: Carpentry: Advanced Work on Site; Advanced Blueprint Reading; Advanced Work Layout; On-Site Work Interior Finish; On-Site Work Exterior Finish; Carpentry: Introduction; Job Communications; Vocational Writing; Vocational Mathematics; Job Seeking Skills. Work-Related Training: First Aid/CPR - WWCC; Electrical Fixtures - Pay & Pak; Customer Service - Pay & Pak.

Other: Special Skills, Hobbies, affiliations, etc. I have help build three houses for my family including all aspects of carpentry, concrete work, plumbing, electrical and HVAC; I do woodworking as a hobby including furniture/cabinet work, woodcarving and intarsia; I have a complete set of carpentry tools including all hand tools, circular saws, reciprocal saws, jigsaws, bandsaws, tablesaw, drill press, scrollsaw, air tools- finish & roofing nailguns, saws, drills. I am a current member of the Southeastern Washington Homebuilders Association and I subscribe to a number of construction and work working magazines.
COVER LETTERS

The purpose of a cover letter is to communicate to the employer a specific, personalized message about your potential value to their organization and the position you are applying for.

Successful Cover Letters:

Help direct your information by addressing a particular person by name.
Communicate something personal that reflects your knowledge of and interest in the job.
Answer the question - Why should I see you? By helping show how your skills, abilities and characteristics match their needs.
Use employer's own words to show direct connection and understanding of the requirements of the job.
Asks for an interview - works on making and continuing that connection that will lead to a job offer.

Use your cover letter to direct your resume/application to a particular person - one who is in charge of making the decision to hire. By using a particular name you show that you have done your homework and know who the responsible person is in the hiring process and you help avoid the information getting mis-directed.

A personal (but still formal) greeting that explains why you are interested in the job, how you found out about the job and what you know about the company helps relate your strong interest in the job (the number 1 reason why employers hire one applicant over another). Your resume addresses your skills, use your cover letter to draw attention to these skills and enhance them by adding personal information that shows your character and enthusiasm related to the job.

The application/resume process is the prelude to an interview or rejection. A letter that helps explain “why the employer should see you?” is important to help introduce and formalize your qualifications for the job. Using specific examples of your success in previous work, helps relate employment skills that may not be addressed in your resume. It will also allow you to explain any employment issues - like gaps of employment and issues of dismissal and quitting jobs.

Employers love to hear information put in their own words/jargon. If you know how to use the language and what you are talking about, it helps show your knowledge and interest in the area. Share ideas and opinions about trends in the industry that show your knowledge and interest - but be careful not to come across as a know-it-all.

Always ask for an interview! Try to get a commitment to some additional time with them to discuss your skills and abilities in the light of how they might match and meet their employment needs. Let them know you are available and anxious to meet with them. Let them know you are interested with your enthusiasm and confidence. Remember, enthusiasm is a positive trait, overbearing and obnoxious is not. Don’t be too pushy, be persistent.

Classroom Activity: Attached are some examples of cover letters we will review and discuss in class. Look them over and identify their strengths and weaknesses and be prepared to share your opinions.

As an employment and training professional for over 25 years, I seldom help people write cover letters because too often they sound too canned and impersonal. Cover letters need to reflect you - your skills, your personality, your character. You are the best one to write your own cover letter.
JOB SEEKING SKILLS-OCSUP 103

Getting help with format, style, grammar, and spelling is ok and I will help in that aspect, but content is your responsibility.

Ask yourself:

What would best reflect my skills and abilities as they apply to the job?

How can I best show my strong interest in this career field and in this job?

Have I done my homework? Do I know enough about the position to address it in my cover letter and resume?

Are there areas of concern or clarification I need to address in the cover letter and how will I do that?

What can I write to insure the employer will want to follow up with my application letter? How do I ask for an interview and get one?
Debra R. Johnson
11 Washington Avenue
College Place, WA 99324
(509) 555-2222

Sam Jones, Agent
State Farm Insurance
1324 West Main Street
Touchet, WA 99360

Dear Mr. Jones,

I was excited to read in this Sunday’s Touchet Herald that you currently have an opening for an office assistant. As a native of the area, I am familiar with your business and it’s excellent reputation for quality customer service.

I too have a background in providing quality customer service in the areas of finance and real estate. While serving as a Customer Service Representative for US Savings and Loan, I received numerous honors for my work including an Outstanding Customer Service Award.

As you can see by my attached resume, I have experience in all the areas required in your position including detailed clerical support and financial tracking. While at US Savings and Loan I directed our annual audit three of the four years I was there. During that time we received consistently high marks for accuracy and program compliance.

In my past experience in both finance and real estate I have been exposed to the various aspects of insurance including automobile, homeowners and life insurance.

As part of the loan application process it was my responsibility to complete application forms and screen for applicant eligibility. This process included promotion and facilitation of required insurance policy payments.

I would very much like to meet with you to discuss how my skills might match your needs. I am available for interview at your convenience. Please feel free to call me at 555-2222.

Thank you for your consideration.

Sincerely,

Debra R. Johnson
WALLACE M. JARVIS
121 Stanton Street (509) 382-0000 Home
Dayton, WA 99328

Diana Williams, Plant Operations
Wasco Industries
Preston Industrial Park Road #44
Waitsburg, WA 99361

Dear Ms. Williams,

Thank you for allowing me the time out of your busy schedule to discuss employment options at your plant. I feel, based on your description, that I am well suited for a number of positions, as many of them mirror my past training and experience.

As per our phone conversation, I have attached a copy of my current resume and a letter of introduction from my past employer, William Beckman. (You will note that I have operated and maintained much of the equipment used at your facility while at Beckman).

I have worked at Beckman Industries as a Millwright for the past six years, but unfortunately due to economic issues, Beckman plans to close its Dayton facility the end of this month.

As you can see by the letter, I have been a valued employee. I have a reputation among my supervisors and peers as a hard-working, honest and dedicated employee. In six years of service I have only missed two days of work.

Mr. Beckman has offered to transfer me to their Spokane plant, but I would like to stay in the area if possible.

I enjoyed our conversation, and would like to meet with you to discuss future employment. I will call your office next week to see if there is a time we can get together.

If you have any questions, please feel free to call me at 382-000.

Thank you for your consideration.

Sincerely,

Wallace M. Jarvis
William Gates, CEO
Microsoft Inc.
433 Gates Lane
Bellvue, WA 98761

Dear Ms. Gates,

Microsoft Inc. is rapidly expanding in Stuttgart Germany, and I can contribute to that success!

The enclosed resume will indicate that my professional background spans both business and information technology. I currently own and operate my own computer software business, I have taught computer classes at Berlin University and I have traveled extensively marketing international business computer and telecommunication systems for German Telecom.

After 10 years in my own business, I feel I have reached a plateau in my career and I am seeking something more challenging.

I speak English and German fluently, and have conversational abilities in both French and Spanish.

As my past experience reflects, I am creative, energetic and professional. I have the ability to work independently or as a motivational team player and/or leader.

I understand that you will be traveling to Germany next week to visit the Stuttgart operation. Can we set up a time to meet?

I can be reached at the number above. Thank you for your consideration.

Sincerely,

James W. Barrett, PhD
References: Letters of Recommendation/Professional and Personal References

**LETTERS OF RECOMMENDATION**

**Who to Ask?**

- Past/Present Employers
- Past/Present Supervisors
- Past/Present Co-Workers
- Past/Present Customers
- Past/Present Instructors
- Business/Personal Associates

**What They Need to Include?**

**Work Accomplishments, Work Habits/Personal Traits**

Many employers will ask you to provide letters of recommendation or you may choose to provide these letters in support of your application, resume and interview.

Letters of recommendation serve as support documents to your claims of experience, training, work ethic and personal character.

To be effective they must be timely (no more than 1 year old), informative, positive and come from a trusted source.

Past and present employers/supervisors are the most common sources of recommendation letters. Their creditability is usually fairly easy to establish (employers seldom exaggerate on recommendation letters) and they know, first hand, about your work experience, habits and accomplishments.

Past co-workers can also serve as a source of confirming your claims of experience and character, but they do not always have the same level of creditability as an employer.

Past customers/suppliers and others with whom you have done business make excellent sources for recommendation letters as they provide a customer/business relations side to your claims of experience, skills and character.

College and trade school instructors can provide recommendations regarding your training, skills, personality, willingness to work and ability to learn. But their creditability to an employer can be limited or tainted by that employer's knowledge and opinion of the training they offer.

Business and personal associates through social and community service contacts provide insight on your character, community involvement and motivation. But often their recommendations are suspect given your personal involvement.

**REFERENCES: PROFESSIONAL & PERSONAL**

**Who to Ask?**

**Current/Former Employers**

**Current/Former Co-Workers**
JOB SEEKING SKILLS-ocsup 103

CURRENT/FORMER CUSTOMERS
BUSINESS ASSOCIATES
COMMUNITY LEADERS

PERSONAL ACQUAINTANCES

Characteristics?

PEOPLE WHO ARE POSITIVE,
SHOW GENUINE INTEREST,
RESPOND QUICKLY IN A
BUSINESSLIKE MANNER

Overhead 28

PREPARING/HELPING YOUR REFERENCES

ASK THEIR PERMISSION/NOTIFY THEM IN ADVANCE

BRIEF THEM ON YOUR SKILLS/UPDATE
SHARE YOUR RESUME
KEEP IN TOUCH/SOLICIT THEIR FEEDBACK
THANK THEM FOR THEIR HELP

QUESTIONS THEY MAY BE ASKED:

Work-Related:

HOW LONG DID HE/SHE WORK FOR/WITH YOU?

WHAT WAS THE QUALITY OF HIS/HER WORK?

HOW MUCH RESPONSIBILITY DID HE/SHE HAVE?

HOW WELL DID HE/SHE GET ALONG WITH PEOPLE?

DID HE/SHE REQUIRE CLOSE SUPERVISION?

WAS HE/SHE PROMPT IN GETTING TO WORK/COMPLETING ASSIGNMENTS?

WHY DID HE/SHE LEAVE?

IS THERE ANYTHING ABOUT HE/SHE THAT WOULD DISQUALIFY THEM FROM THE JOB WE ARE OFFERING?

DO YOU KNOW ANYONE ELSE WE COULD TALK TO?

IS THERE ANYTHING WE SHOULD KNOW ABOUT HE/SHE WE HAVEN’T ASKED?

WOULD HE/SHE BE ELIGIBLE TO REHIRE?

Personal:

TELL ME ABOUT YOU ASSOCIATION WITH ……

WHY DO YOU FEEL HE/SHE WOULD MAKE A GOOD EMPLOYEE?

IS THERE ANY REASON WHY HE/SHE WOULD NOT BE A GOOD CANDIDATE FOR THIS POSITION?
Professional and personal references are an important part of the application process as, like letters of recommendation, they help establish creditability for your claims of experience, training, achievement and character.

As like letters of recommendation, your references should be timely, positive and businesslike.

Who would serve as a good source of reference for you? Have you prepared your references? Do they know your qualifications, experience, work habits, training, etc.? Are they up to date on your qualifications? Do you use them for feedback, support, and referral? Do you share your successes/concerns with them? Do you thank them for their help?

See attached reference sheet (standard practice, if not provided with a number, is three professional references and three personal references).
Debra R. Johnson
11 Washington Avenue
College Place, WA 99324
(509) 555-2222

Professional References

Floyd R. Gibson, President
US Savings and Loan
2330 West Main Street
College Place, WA 99324
(509) 555-1211

Josephine Duff, Operations Manager
Prudential Real Estate
1012 Ash Street
Walla Walla, WA 99362
(509) 555-1919

Glen Hubbard, President
Lewis Peak Enterprises
Rt 6 Box 479 Lewis Peak Road
Walla Walla, WA 99362
(509) 555-2233

Personal References

Dr. William Faucett MD
Family Physician/Friend
Walla Walla Valley Clinic
Walla Walla, WA 99362

Danielle Purves, President
College Place Rotary Club
145 East Wilson Street
College Place, WA 99324
(509) 555-4567

Zarchary Thompson, Superintendent
East Valley Public Schools
417 East Valley Road
Touchet, WA 99360
(509) 555-1234
Draft Resume - Review and Discussion

Classroom Activity: using the draft resume (assignment 6) due today get together in your discussion groups and share resumes. Discuss the positive and negative aspects of your collective draft resumes (using the resume questionnaire sheet page 32). Take notes on possible changes you and your group found that might help improve your application. Use these changes and information you learn to complete your formal resume assignment 7.

My Plan Checkpoint: How does your resume match the goals and objectives of your Education Wage and Skills Progression Plan? Have you identified gaps and issues in your resume that you need to address as barriers in your plan? What are they? How can you address them?
RESUME QUESTIONNAIRE CHECKSHEET

1. Does the resume have a clear objective that is specific to the industry and one employer?

2. Do the skills, training and work history (technical, transferable, self-management/employment) listed support the objective?

3. Does the resume bring up any negative issues, gaps or questions that might hurt the individual’s chances for an interview?

4. Is the resume neat in appearance with proper spelling, punctuation, grammar and format (typeset, margins, etc.)? Is it complete and detailed enough?

5. Other problem areas or issues with the resume.
Recap Application/Resume Process
What have you learned about the application process? How are applications used by an employer? What are some of the key factors in developing a successful application?

What have you learned about the resume process? What are the key factors in developing a successful resume?

What are the common traits of and differences between applications and resumes?

What is the importance of a cover letter? How is it used? What are the components that help make it successful?

APPLICATIONS
• GENERALLY THE FIRST AND POSSIBLY TO ONLY CONTACT YOU WILL HAVE WITH THE EMPLOYER.
• EMPLOYER DRIVEN QUESTIONS/INFORMATION USED AS A SCREENING TOOL.
• IN ADDITION TO SHOWING YOUR EXPERIENCE AND TRAINING, APPLICATIONS ALSO REFLECT YOUR WORK HABITS AND HOW WELL YOU FOLLOW DIRECTIONS.

RESUMES
• AN ACCOUNT OF YOUR QUALIFICATIONS, ACCOMPLISHMENTS, AND SKILLS THAT YOU DEVELOP THAT SHOW YOU ARE SUITED FOR A POSITION OR TASK.
• A BRIEF AND CONCISE DOCUMENT THAT SHOWS YOUR ABILITIES AND RELATES HOW THEY MEET THE NEEDS OF THE EMPLOYER.
• CHOOSING A RESUME FORMAT THAT WORKS FOR YOU!

COMMON TRAITS OF APPLICATIONS/RESUMES
• BOTH NEED TO FOCUS ON THE NEEDS OF THE EMPLOYER AND SUPPORT THE DUTY REQUIREMENTS OF THE JOB TO LEAD TO AN INTERVIEW. (USING POWER PHRASES).
• THEY BOTH NEED TO BE WELL ORGANIZED, CONCISE AND ACCURATE. DETAILED WITHOUT BEING OVERWRITTEN OR BEING TO SPARSE.
• THEY BOTH NEED TO REFLECT YOUR PROFESSIONALISM, GOOD WORK HABITS AND INTEREST (NEATLY TYPED, NO SPELLING/GRAMMAR/PUNCTUATION ERRORS, PROPER FORMAT AND STYLE).

COVER LETTERS
• USED TO COMMUNICATE TO A SPECIFIC EMPLOYER A PERSONALIZED MESSAGE REGARDING YOUR POTENTIAL VALUE AS AN EMPLOYEE.
• FORMAT- ADDRESS TO SPECIFIC PERSON, COMMUNICATE SOMETHING THAT SHOWS YOUR INTEREST/KNOWLEDGE OF THE COMPANY, AND LET’S THEM KNOW WHY THEY SHOULD INTERVIEW YOU, USE THEIR WORDS, ASK FOR AN INTERVIEW. (ADDRESS ISSUES IF NEEDED)

Classroom Activity: Break up into groups and develop a group/team resume citing individual and team strengths and using power phrases that helps market goods or services of your proposed business. Be creative and come up with ideas that are innovative (and even a little wild!). Some of the best business ideas have been developed by this type of brainstorming (including a couple ideas that have come out past job seeking skills classes-I will share some in class).

The group will then present their ideas and information to the class.

Your next assignment (7) is to develop a one page formal resume with a one-page cover letter based on your draft resume and information/feedback from the class. Extra credit will be given if you include a copy of the complete job description you are applying for.
THE INTERVIEW PROCESS

WHAT IS AN INTERVIEW?
A CONVERSATION BETWEEN TWO PEOPLE (or more)
WHERE ONE OR BOTH PARTIES ARE
TRYING TO LEARN SOMETHING ABOUT THE OTHER.
AN ORAL (USUALLY) FACE TO FACE EXCHANGE OF
VERBAL AND NON-VERBAL MESSAGES.

WE INTERVIEW PEOPLE AND ARE
INTERVIEWED EVERYDAY IN OUR
GENERAL CONVERSATIONS. THERE ARE
SELECTION INTERVIEWS, APPRAISAL INTERVIEWS,
COUNSELING INTERVIEWS, DISCIPLINARY INTERVIEWS,
RESEARCH INTERVIEWS, SURVEY INTERVIEWS,
FOCUS INTERVIEWS, JOURNALISTIC/SPORTS
INTERVIEWS, MEDICAL INTERVIEWS.

WHY USE INTERVIEWS?
MOST PEOPLE ARE LIKELY TO SAY
MORE THAN THEY WILL WRITE.
PEOPLE ARE MOTIVATED BY THE MERE
PRESENCE OF ANOTHER INDIVIDUAL.
ORAL EXCHANGES OFFER MORE
IMMEDIATE OPPORTUNITIES FOR
PROBING, CLARIFYING ANSWERS AND
PROVIDING FEEDBACK.

For the purpose of this class we will deal only with the selection interview process used in job interviewing. In a previous class we talked about the informational interview process which falls in the category of a research interview.

Selection interviews, like many successful interview processes have two common dimensions for effectiveness—content and relationship.

Content is the key dimension in a selection interview. People conduct interviews for the main purpose of both obtaining information and giving out information—tell about the job to determine if the applicant meets the qualifications required and to provide the applicant with job information to let them determine if the job is right for them.

Relationship is the development of a interpersonal trust, a comfort zone that tells both interviewer and interviewee that they could work together effectively. It establishes a validity between the employer’s and potential employee’s expectations, values, customs and norms.
Facts you should know

Interviews can not be reduced to a formula. People are just not predictable.

The most fundamental skill in interviewing is the ability to analyze the interview while you are in it.

Interview is a special form of communication. Bring your experiences into the awareness.

Set criteria for your effectiveness in interviewing. Continuously improve.

Both interviewer and interviewee play three different roles in the interview process - planner/strategist, manager/controller, measurer/interpreter.

Learn to be flexible in the interview process. Everyone has different communication and interviewing styles. Be able to think on your feet. Identify what is working and use it. Know what to expect & plan for it; be willing to change your plans if they do not work.

When in doubt, stay with what you know. Share your skills and experience; keep to task in selling yourself. If asked “tell me about your experience operating the Sampson 39 beveled auger” and you have never heard of it - say “while I am not familiar with the Sampson 39, I have operated a number of other similar types of machinery including …………, and I have been told by my past employers/instructors that I seem to learn the operation of new equipment quickly and accurately.”

As you participate in more interviews, think about what is working and what is not. Practice the good stuff and throw out the bad. See the development of your interviewing skills as a constant improvement process. Learn from your mistakes.

An effective interviewer does some detailed planning before the interview and so should you. In our next class we will talk about preparing for an interview (probably the most important strategy to effective interviewing).

In the interview process manage and control your time. Most interviews are no longer that ½ hour, preparing concise, detailed answers allows you to share more information.

During and following the interview, measure and interpret your effectiveness in selling your skills to the employer. As the employer measures your suitability for the job, questions/concerns may arise. If you anticipate those questions/concerns and either answer them in the interview or in a follow-up letter, you will greatly increase your chances of being hired.
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THE INTERVIEW PROCESS - Preparation for an Interview

Most interview problems stem from lack of preparation. Being properly prepared you can present your skills in their best light while calming down some of the fears of the interview process. To be properly prepared for the interview you need to know:

PREPARATION - THE KEY TO AN EFFECTIVE INTERVIEW

- LABOR MARKET RESEARCH
  - WHAT DO YOU KNOW ABOUT THE COMPANY YOU ARE APPLYING WITH:
    - HISTORY/REPUTATION
    - PRODUCTS/SERVICES
    - WHAT THEY LOOK FOR IN AN EMPLOYEE
  - WHAT DO YOU KNOW ABOUT THE POSITION YOU ARE APPLYING FOR:
    - JOB DESCRIPTION/DUTIES
    - REQUIREMENTS/DESIRED QUALIFICATIONS

- PERSONAL SKILLS IDENTIFICATION
  - WHAT ARE YOUR STRENGTHS AND ABILITIES?
    - TECHNICAL SKILLS?
    - TRANSFERABLE SKILLS?
    - EMPLOYMENT SKILLS?
  - HOW DO THEY RELATE TO THE JOB?

- QUESTION PREPARATION
  - OUTLINED RESPONSES FOR ANTICIPATED QUESTIONS

We have done some labor market research in this class and we have worked on identifying skills. Although we have not work on specific company research, you have been provided the skills to seek out this information. The next two weeks we will focus on question preparation (developing and practicing responses to anticipated questions). This class we will look at 26 of the most frequently asked questions in an interview process. They are used in many variations but most narrow down to one question—“Why should I hire you?”

Next class we will look at handling problem questions. The following class we will talk about the phases of an interview, interview etiquette and projecting a positive image. Then we will have a recap of interview techniques before we will do some mock interviews.

Many of the aspects of interviewing are similar to the aspects of sales. In interviewing, your product is you—your skills, abilities and over all fitness to perform the duties of the job (attitude, interest, match). (HANDOUT - Selling Yourself to an Employer). Using and developing these traits will provide you with a distinct advantage in the interview process.

Classroom Activity: In your groups, discuss the 26 Most Frequently asked Questions (page 38b). What components would you need to cover? How can you condense the information to fit the timeframes of an interview? Share some possible answers to the questions.
ASSIGNMENT 8: Pick 10 of the 26 Most Frequently Asked Questions and prepare detailed written responses for them.

SELLING YOURSELF TO AN EMPLOYER

The Eight Qualities of a Successful Salesperson

In the interview process you are a salesperson, selling your skills, abilities and traits that make you a good employee. No matter how fantastic a product you have to offer, it will not sell if you don’t take the product to the consumer (employer). Successful sales people (job applicants) display the following characteristics:

- **Character** - a sincere belief in the quality and worth of your product and a genuine loyalty to the company for who you are selling. If you don’t believe in yourself and your skills, why should an employer?
- **Industry** - the ability to present your products over and over and over again until you have a sale. This can only be done through hard work and hours of preparation. An employer doesn’t know what you can do for them unless you tell them.
- **Planning** - a successful salesperson (job applicant) must plan their work and work their plan.
- **Product Knowledge** - know your product backwards and forwards and be able to make that knowledge available to your prospects in a clear and simple form they will understand.
- **Courage** - the conviction to continue to sell your product even in the face of set backs. When in doubt stick to what you know- your skills, abilities and interests.
- **Personality** - listen to the needs of your customer and present your products as they will best fill those needs. Show them you are the right person for the job!
- **Unlimited Enthusiasm/Energy** - display the “I’ve got what it takes” attitude!
- **TNT: Today, Not Tomorrow** - there should be an urgency in promoting your product. You may not get a second chance at a good first impression.
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MOST FREQUENTLY ASKED QUESTIONS
Assignment 8 Questions

Why do you think you might like to work for this company?
What are your future employment plans? In 5 years? 10 years?
What type of position are you most interested in?
What positions have you held in the past? Why did you leave?
What qualifications, skills and experience do you have to offer this position?
What are your future employment plans? In 5 years? 10 years?
What are your major strengths? Weakness?
What makes you of your particular field?
What motivated you to put forth your greatest effort?
What kind of boss do you prefer?
Do you work better alone or as a team member?
What qualities do you have that make you an effective team player?
How do you establish positive working relationships?
What would your previous employer/instructor say about you?
What have you learned from your past jobs?
What jobs have you enjoyed most? Least? Why?
What is the biggest problem you have encountered in a job and how did you resolve it?
Describe your last supervisor’s supervising methods.
Quality customer service is the mainstay of business. Give me your definition of quality customer service.
Tell me about yourself.
Why should I hire you?
What is your definition of success?
I have interviewed a number of applicants more qualified than you. Why should I hire you instead of them?
Describe your ideal job.

Usually the last question an employer will ask you in an interview is, “Do you have any questions?” Here are some good responses:
Do you have a training program? How does it work?
What opportunities are available for advancement?
What kinds of things do you look for in an employee?
How does this position relate to other positions/departments in your organization?
Does your company believe in and support continued education?
How did you (the interviewer) become interested/involved in this kind of work?

THE INTERVIEW PROCESS-Dealing with Problem Areas

If you have issues that might affect your chances for employment, you can be assured they will come up in the interview process. Don’t try to hide them. Be prepared to deal with them directly and honestly either during the application process or preferably in the interview where you have the opportunity to address them in detail if
needs. Many employers are willing to overlook your faults if you show the problems have been resolved and you present your skills in a positive way.

Classroom Activity: Below are some problem areas. Get into your groups and discuss what you would want to hear if you were an employer interviewing someone with one of these problems,

**PROBLEM AREAS**

**FIRED/DISCHARGED** - Don’t blame problems on previous employers, state your problem honestly and explain why it won’t happen again:

"There was nowhere to go in my last job so after a while it affected my performance and they let me go. Now I know where I want to be working as a (job) with your company."

"I was having family problems, that have since been resolved, and it affected my job. I am ready to get back to work now."

"I was let go from (company) where I worked as a (job). I took the job because I was out of work and as (job) was not my customary line of work I was not able to meet the standards of the company."

**TOO MANY SHORT TERM JOBS** - Employers spend a lot of time and money training people. They need to know if you will stay around. Calm their fears.

"I have had quite a few jobs. I wasn’t sure what I wanted to do so I took a number of different jobs to try them out (career exploration). These jobs have provided me with a variety of transferable skills (give examples). I have found that this is the kind of work I want to do, I want to make this my career."

**GAPS IN EMPLOYMENT** - Be honest and try to show the time off from work was used productively or that it was caused by something out of your control that is now resolved.

"I left the labor market (dates) to explore other career options. I took classes at the local community college to enhance my skills and research a number of job opportunities."

"I took some time off to raise my family. My youngest is in school now and I am ready to return to the workforce."

"I was recovering for knee surgery and have now been cleared to return to work by my doctor with no limitations. I feel better than I ever have and I am anxious to start working again."

**LIMITED/NOW WORK HISTORY** - Recent graduates, housewives entering the job market and younger workers all have problems of limited experience and credibility. When you address this problem, focus on skills.

"I have completed my degree at Walla Walla Community College in Auto Mechanics where I learned and had hands-on experience in (list all skills learned/experienced)."

"Although I have not had any paid experience, as a housewife, I was responsible for controlling the family budget, planning and preparation of meals (list others). I also have over 10 years volunteer experience working with the PTA, Heart Fund, (list others)."

**PRISON RECORD/CHEMICAL DEPENDENCY** - Such problems are best approached in an honest and straightforward way, conveying the problems were a past difficulty and not a present one.
"I spent 6 months in Greenway Reformatory. I was young and did some very dumb things I regret now. While in prison I did a lot of growing up. I completed my GED and received training in [list training]. I went through extensive counseling and I know I never want to go back."

"I got in with the wrong crowd of people and pretty soon I got hooked. Don’t get me wrong I’m not trying to blame them for my mistakes. I soon found that drugs/alcohol were running my life, so I asked for help. I am an active member in AA/NA and I have been clean and sober for __ months. If hired I will always give you 110% to prove I am a good worker."

**OLDER WORKER/YOUNGER WORKER**- Although age discrimination is illegal, many employers have concerns about maturity, experience and physical ability to perform the work. If these issues don’t come up, don’t say anything. If you feel they are a concern address it.

"I know I am older than most of the applicants for this job, but I am in excellent health and very active. I swim and lift weights in my spare time for fun. I have a strong work ethic and I like to keep busy. I have years of related work experience and plan to work a number of years before I retire."

"I know I am a little younger than most of your other applicants and probably don’t have as much experience. But I have a strong work ethic, I learn quickly and I would like to make [occupation] my lifelong career." (Give examples of learn quickly/work ethic)

**RECENT WORKER COMPENSATION/INJURY**- The two main concerns an employer has with worker compensation and injury are your ability to do the work and their liability if you are re-injured on the job. Address both concerns.

"I was receiving worker compensation for a back injury I received while working at [employer]. I have since been cleared by my doctor to work with no restrictions or limitations. It is very unlikely I will have any additional problems, but I still hold preferred worker status with Worker Compensation, so your company would not be liable for any additional medical costs."
Phases of an Interview:

PHASES OF AN INTERVIEW

INTRODUCTION:
- Exchange of pleasantries
- Setting prospect employee at ease
- Interviewer has lead

INTERROGATION:
- Interviewer still has lead
- Evaluation questioning
  - “What can you do for us?”
  - Look for ways to solve problems
- Brief/concise answers

SELLING:
- Applicant takes lead—“Capture attention”
- Show interest in the job
- Accomplishments/skills—Company needs
- Ask questions about company
- Demonstrate knowledge of company
- Define career goals/skills

FINALE
- Ask for the position/get commitment
- Clear idea of hiring process
- Leave on a positive note

FOLLOW UP—Send thank you letter—Thanks for interview, continued interest, address information/issues that came up in interview, solicit commitment

Discussion: (Next pages)
- Interview Attitude and Etiquette
- Interview Marketing Package
- Follow-up letter samples
INTERVIEW ETIQUETTE

- Know the time, date and location of your interview and show up early!
  - The early bird catches the job (shows interest)
  - Showing up late send a negative dependability message
  - Getting lost throws off your game plan/loses points

- Dress and act appropriately (no chewing gum, smoking, poor hygiene)
  - Dress the part/like their best employee would dress
  - Under Dressed or Over Dressed
  - Distractions, bad habits send a negative message
  - Why would I want to work with you? Issues of cleanliness and hygiene

- Know how to pronounce the interviewer’s name and use it!
  - People like to hear their name
  - They like to here it right (Mr Dumas commercial)
  - Ask for a business card (spelling, title, address for follow up letter)

- Listen carefully to the questions and think about your answer
  - Paraphrase question for understanding/clarification
  - Answer the question asked not the one you think/hoped they asked
  - Be prepared but don’t sound too prepared- jack rabbit starts make on suspect of creditability

- Be honest! Don’t criticize or put down past employers
  - Honesty is not only the best policy it is the only policy in interviews (grounds for termination if hired)
  - Market your skills but don’t hedge your bet-exaggeration will come back to haunt you
  - Problem areas are your problem! Don’t blame or put down past employers. The interviewer will wonder how long it will be before you are blaming them for something.
  - Don’t be a know it all- “Well we didn’t do it that way at my last job” won’t score you any points.

- Bring you own pen and a small note pad
  - Photographic memory? Don’t count on it!
  - Recording follow up interview process information
  - Writing down questions you want to ask later
  - Recording information for your follow up letter
  - Organizing answers to multiple part questions to ensure you don’t leave out something
  - Avoiding the “V8” head slap!
INTERVIEW MARKETING PACKET

We only have five senses: hearing, sight, feel, taste and touch. And in an interview we rely heavily on our sense of hearing. They say we only retain about 40% of what we hear so if that is the case we can only expect about a 40% return on the verbal messages we send in an interview.

In class we utilized handouts, the whiteboard and overheads to help enhance the verbal message we send and improve the retention level. It has been proven that by adding the sense of sight to the process 40% retention rate can increase to 75% retention or more.

A support packet of information provided to all members of the interview panel as well as a copy for you to use as a guide has been proven to be extremely successful in increasing your chances of employment. A two pocket folder containing information about your skills, experiences and training can: 1) assist you in organizing your presentation, 2) provide support documentation to your claims of candidacy for the position, 3) continue to sell you and your skills after the interview.

WHAT SHOULD THE FOLDER CONTAIN?

- Letter of Introduction
- Resume
- Lists of References
- Skills Lists/Equipment Used, etc. (see pg 41c)
- Awards/Certificates
- Job Application
- Letters or Recommendation
- College Transcripts
- Samples of Your Work
- Other Support Documents

THE SALE AFTER THE SALE

Leave your folders with the interviewing team as after the interview is over and the team is trying decide who they want to hire they will have your folder in front of them to remind them of you and your skills, clarify information covered with your documentation and discover information not covered in the interview but there in your packet.
SAMPLE SKILLS LIST PAGE

SKILL AREA: Computer - Word Processing/Spreadsheets

- Proficient in the operation of Microsoft Suite software including Microsoft Word, Excel, Access, Outlook, Publisher, PowerPoint and Front Page used in word processing, spreadsheets, database management, publishing, graphics and presentations (type 65 wpm/10 key 110 s

- Created, maintained and updated student and employee records utilizing word processing, spreadsheet and database systems for information that included student registrations, student transcripts and grades, special populations and programs student lists, program expenditures, employee timesheet and payroll records, business and office expenditures, sales and inventory control records.

- Composed and typed business correspondence including business letters, office memos, sales and data reports; Responsible for maintaining correspondence logs and databases in the computer; Manually and electronically distributed data and correspondence utilizing mass mailings, email and web page systems.

- Maintained and serviced office computer and business equipment and systems including cleaning keyboards, changing cartridges in printers, Fax and copiers, fixing paper jams, logging and referring equipment problems/breakdown to outside service technicians.

- Developed and published company and college club newsletters utilizing publishing and graphics software, listserv email systems, web page and network systems.

EQUIPMENT/SYSTEMS USED:

PC/Apple Computer Systems w/Microsoft Windows 98/200/NT
Printers, Fax Machines, Copiers, Modems, CD Drives
Company Network/Web Pages
Computerized Multi-line Phone System

SOURCES:

Employment
ABC Industries Administrative Assistant 2 years
WWCC Business Office Student Office Assistant 1 year

Training
Walla Walla Community College Business Multi-Media AAAS Degree

Other
Phi Theta Kappa Club Secretary 1 year
Dear Mr. Jones,

Our interview today for the Office Assistant position in your office has only confirmed my strong interest in working for State Farm Insurance and specifically your agency. I believe the duties and tasks of the position you described strongly match my skills and interests.

Throughout the interview you seemed keenly interested in my ability to work with computer database systems and client spreadsheets. I want to let you know that while my past work experience does not reflect a great deal of exposure in this area, my training at Walla Walla Community College has included both classroom and hands-on experience in the development, maintenance and updating of customer databases.

I would be more than willing to continue this training and volunteer to come in and work with and learn your system to enhance these skills.

If there is additional information or questions you would like me to address please feel free to call me at 555-2222.

Again, thank you for the opportunity to interview for you position. I look forward to your decision. May I contact your office early next week to see how things stand in your selection process?

Sincerely,

Debra R. Johnson
Dear Ms. Williams,

Since our interview yesterday I have thought long and hard about the Millwright position available at your plant and I wish to reiterate my continued strong interest in this position. I feel based on your description of the position, that I possess the qualities and skills you are looking for to fill this important slot of your team.

It was obvious to me that the overall theme of the interview was based on your self-directed work team approach to quality improvement and how I could fit into this process.

Teamwork, work ethic and continuous quality improvement have been the foundation of all my past work experience. I pride myself in being a productive team member and challenge myself to constantly improve.

I was very interested in your plans to automate your production line and felt comfortable interacting with you and your staff. I believe your operation would provide me with a positive and challenging work environment.

I am available for immediate employment and await your decision. Please feel free to call me if you need additional information.

Thank you for your consideration.

Sincerely,

Wallace M. Jarvis
Interviewing Recap
What have we learned about the interview process? What does an interview measure? How do we successfully prepare for an interview? How do we deal with problem areas in an interview? What is a presentation portfolio and how is it used in the interview process?

THE INTERVIEW PROCESS

WHAT IT IS? - CONVERSATION BETWEEN 2 OR MORE PEOPLE WHERE ONE OR BOTH PARTIES ARE TRYING TO LEARN SOMETHING ABOUT THE OTHER.

WHAT DOES IT MEASURE? - CONTENT AND RELATIONSHIP

PREPARATION IS THE KEY TO A SUCCESSFUL INTERVIEW
- KNOW ABOUT THE JOB
- KNOW/SELL YOUR SKILLS
- ANTICIPATE QUESTIONS
- THINK ON YOUR FEET

DEALING WITH PROBLEM AREAS-
- HONESTY BEST POLICY
- SHOW THAT IT IS NO LONGER A PROBLEM

PHASES OF AN INTERVIEW
- INTRODUCTION
- INTERROGATION
- SELLING
- FINALE
- FOLLOW UP

INTERVIEW ETIQUETTE AND THE MARKETING PACKET

10 QUESTIONS ASSIGNMENT 8 DUE.

MOCK INTERVIEW ASSIGNMENT 9: Today we will begin mock interviews in class.

My Plan Checkpoint: How well did the answers to my interview questions match the goals and objectives of my Education Wage and Skill Progression Plan? Did the answers identify any gaps or issues I might need to address as barriers to my plan?
PRESENTATION PORTFOLIO APPENDIX

“When you don’t know where you are going, just about any road will get you there.” Old Yiddish Proverb

“One can never be certain where our careers will lead today. Therefore, use a portfolio to keep track of where you’ve been. It just may help you get to where you’re going next.” Martin Kimeldorf, excerpt from Portfolio Power: The New Way to Showcase All Your Job Skills and Experiences

Why You Need a Presentation Portfolio

Portfolios are fast becoming the universal tool for employment screening as measurement tools like degrees, credentials, job titles and employment longevity are being replaced by skills sets and examples of your work.

Employers are hiring people who know what performance is all about. “People who know that doing a job is more important than holding one.” In a time when the way we work and find work has drastically changed, the only job security you can count on is the transportability of your own skills.

Preparing a Presentation Portfolio

Gathering materials for a portfolio is the first step in presentation portfolio development, but it is not the only step! Many people make the mistake of providing an employer with too much material to review. Presentation portfolios need to be customized to meet the needs of the employer.

Establishing an Archive

There are many methods of gathering materials for a portfolio, one of the best is looking at your portfolio as an archive of work samples and artifacts that support skills sets gain through employment, education and life experiences.

These skills sets include technical skills, transferable skills and employment skills that make you a valuable employee. They can also be view through the idea of how your experiences dealt with people, data and things.

The collection of archive materials should be a continuous process that identifies your progress in lifelong learning.

Using a combination of these processes, your portfolio archive could include:

Education/Training (formal & informal)

- Syllabus/course descriptions
- Class work samples (reports, projects, papers, computer work)
- Tests and competency mastery lists
- Instructor Evaluations
- Transcripts, Certificates/Degrees, Licenses
- Scholarships/Awards
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- Workshop/Training Event Brochures
- Evidence of participation in vocational competitions

**Work Performance (paid & volunteer)**
- Job descriptions/skills based (functional) resumes
- Work samples/projects/accomplishments
- Employer evaluations/Performance reviews
- Thank you letters, product samples, proposals that show your work
- Letters of reference
- Professional/personal reference contact lists
- Military records/awards/badges
- Community service projects/affiliations
- Documents of volume of work, sales, performance records
- Examples of problem solving, teamwork, management/supervision
- Newspaper articles/media supporting accomplishments

**Data Skills (written/verbal communications)**
- Samples of writing skills (school reports/business communications)
- Evidence of public speaking (classroom presentations, speeches)
- Data development skills (charts, graphs, spreadsheets, blueprints)
- Computer applications/competencies (including samples)
- Technical documents (grant applications, technical manuals, etc.)
- Display/Performance materials (art, posters, illustrations, etc.)

**People Skills (customer service, peer relations and leadership qualities)**
- Samples/evidence of providing quality customer service
- Samples/evidence of teamwork, peer mentoring, group affiliations
- Project leadership and supervision samples (paid or volunteer work)
- Evidence of school or community leadership roles
- Group quality improvement/problem solving roles (safety team, etc.)
- Experience in provision of employee/peer training

**Working with Things (tools, equipment, systems, processes)**
- Lists/descriptions of equipment you have operated and/or maintained
- Evidence of proficiency in the use of tools related to your field
- Demonstrated knowledge of work processes/systems
- Photos of equipment, processes, work operations
- Technical skills- manuals, procedure sheets, blueprints/illustrations
- Performance logs showing hours of operation
- Certifications for operation of equipment, tools, systems, processes
Other Documents of Support
- Job applications
- Skills lists
- Newspaper articles
- Trade journal articles
- Faculty recommendations
- Focus group participation
- Personal studies (notebooks, binders, products)
- Self employment records
- Invitations to speak or train on a subject

Developing a Job Specific Presentation Portfolio
The best document you can obtain in developing a job specific Presentation Portfolio is the complete (several page) job description of the position you are applying for. If this information is limited or not available use your resources to find out about the position specifically or if that is not available, the industry standards for the position.

You should also do as much job market research on the company as possible- it’s products/services, mission/goals, philosophy and ethic toward the work they do, and incorporate that philosophy in your portfolio.

Take the information you gather about the company and position and compare it to your portfolio archives. Ask yourself, which of your artifacts reflect skills and traits needed to be successful in this line of work and add them to your presentation portfolio.

Do not forget to reflect your workplace competencies and foundation skills. Teaming, flexibility in work assignments, ability to perform multiple tasks/prioritize, adapt to change and continuous quality improvement are examples and standards that are highly valued in all work, as our math, writing and computer skills (in most professions).

Once you have gathered the matching skills and traits, sort and compile the information in the order of importance to the job and industry. Tie the information together in a folder and lead it off with a cover letter and resume specific to the position applied for.

Sharing this folder through the job search process (application and interview) will help the employer better identify your skills and match them to his needs, help you remember and better present your skills, and continue to market your skills after the interview.

How to Use Your Presentation Portfolio
There are a number of effective uses for your presentation portfolio both in your job search efforts and in other employment and training venues. Ways you can use your presentation portfolio include:
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- In support of the interview process to help you remember information
- To demonstrate and support claims of skills and experience
- To identify transferable skills, aptitude, interest for career change
- Job retention/promotions/wage progression
- College credit (many colleges now give credit for past experience)
- Support for loan applications to start your own business

Where Can I Find More Information

Portfolio Power: The New Way to Showcase All Your Job Skills and Experiences by Martin Kimeldorf
Creating Portfolios for Success in School, Work and Life by Martin Kimeldorf
Portfolio Portraits by Donald H. Graves and Bonnie S. Sunstein
How to Prepare Your Portfolio by Ed Marquand
The Age of Unreason by Charles Hardy
Job Shift by William Bridges