# TABLE OF CONTENTS

## Career Planning Services

- Career Planning Process ................................................. 5
- Career Counseling....................................................... 6
- Computer-Assisted Career Information .......................... 6
- Career Library.............................................................. 6
- Workshops .................................................................. 6
- Career Days ................................................................. 7
- Student Employment ................................................... 7

## Recruitment Services

- Registration Requirements............................................. 8
- On-Campus Interviewing .............................................. 8
- Procedures and Policies ............................................... 8
- Co-Op and Internship Programs .................................. 8
- Federal Government Opportunities .............................. 9
- Credentials File ......................................................... 9
- Transcript Policy ....................................................... 9

## Job Search Strategies

- Career Decision Making ............................................. 10
- Business Letters......................................................... 11
- Creating Your Career Journal ................................. 16
- Resume Writing ......................................................... 16
- Reference Page ........................................................ 20
- Interviewing Strategies ........................................... 30
- The Tough Questions ................................................ 31
- Behavioral Style Interviews .................................... 33
- Questions You May Want to Ask .............................. 34
- Ten Common Pitfalls of an Interview .......................... 34
- Legal Aspects of Interviewing ................................... 37
- Building Your Professional Wardrobe ........................ 37
- Proper Etiquette ......................................................... 38
- Negotiating Salary and Benefits ................................ 41

## Index of Advertisers ..................................................... 42

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Pursuant to Title IX, Part 86, Title VI, Title VII and Section 504 of the Rehabilitation Act of 1973, no person in the United States shall, on the basis of race, sex, color, religion, national origin, age, handicap or veteran status, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity administered by Clark Atlanta University; or in any term, condition or privilege of employment.
Dear Clark Atlanta University Students:

The Career Planning and Placement Center (CPPC) cares about you and wants to assist you in making the right choices concerning your career development. We invite you to capitalize on the opportunities available through the CPPC and to expand and explore your career path through the activities we sponsor. The philosophy driving the programs maintains that both realistic career planning and workforce readiness are essential elements in each student’s achievements. Therefore, the overall primary goals of the CPPC are:

• To provide an extensive career development program that assists students with the selection of an appropriate and achievable major/career;

• To teach students job seeking skills that will position them for competitive interviewing, placement and success in the workforce;

• To create relationships with employers that will increase career opportunities for CAU students and enhance the scholarship and partnership activity at the institution;

• To place students into work positions that are meaningful and congruent with training and career aspirations.

Whether you are an undergraduate freshman or graduate-level candidate, career opportunities are available to meet your needs. Corporations are always looking for new achievers who are self-motivated, involved in volunteer activities and willing to accept the challenges that new career opportunities provide.

This Career Handbook has been designed to introduce you to our services and to provide useful career exploration and placement information. We encourage you to use this handbook and all the services available to you. We look forward to working with you during your matriculation through Clark Atlanta University.
CLARK ATLANTA UNIVERSITY
THE CAREER PLANNING AND PLACEMENT CENTER

RESOURCE MECCA OF THE ATLANTA UNIVERSITY CENTER

The Career Planning and Placement Center (CPPC) provides services to assist students in exploring and pursuing job opportunities, co-op/internship placements and graduate studies.

Think of the CPPC as your resource network in your career search at Clark Atlanta University. Take advantage of the career workshops, co-op/internship programs, on-campus recruitment, career library, and other services provided. Visit the CPPC to pick up schedules for workshops, internships, and on-campus and AUC recruitment. Many activities are sponsored/provided by representatives from the corporate community to allow students to interface directly with professionals in the workforce.

Individual assistance is provided for students undecided about a major or students needing career counseling. We welcome you to visit the CPPC, browse through materials and keep abreast of employment opportunities. The CPPC assists students seeking part-time and summer employment, assists graduating students in seeking full-time employment or preparing for graduate and professional schools.

The Career Planning and Placement Center is located in the President’s Parking Lot on Clark Atlanta University’s campus and is open 9:00 a.m. - 5:00 p.m., Monday through Friday.

CAREER PLANNING & PLACEMENT SERVICES (CPPC)

Career Planning is an ongoing process of matching your values, abilities, skills and interests with appropriate work opportunities. Your success in both college and the world depends largely on selecting a major/job that closely relates to who you are and what you want your life to be molded into. Effective Career Planning starts in your freshman year and continues on throughout your career with constant reassessing of your dreams and abilities. Particularly in the current competitive job market, college graduates need to have a clear understanding of their goals and the talents they bring to the workplace. In addition, students must have work experiences that complement their academic study and demonstrate to the employer their potential.

CAREER PLANNING PROCESS

The “Career Planning Process” is a guide designed to help students make effective use of The Career Planning and Placement Center at Clark Atlanta University. The guide outlines a year-by-year plan of action and steps a student should take in order to (1) develop a strategic career plan (2) prepare themselves for the ever-changing job market and (3) prepare for graduate and professional school. By following the simple steps outlined and with the assistance of the Center’s staff, students should matriculate not only with a college degree, but also with a sense of purpose and defined goals.
IS RECEIVING A PERMANENT JOB UPON GRADUATION
A PART OF YOUR 4 YEAR PLAN?!!!

IF SO...THEN YOU SHOULD VISIT

The Career Planning and Placement Center (CPPC)
Clark Atlanta University
(Housed in the President’s Parking Lot, diagonally across from the
Bishop Cornelius L. Henderson Student Center)
Hours: Monday-Friday, 9AM-5PM

SERVICES RENDERED

• **CPPC Registration** – The CPPC along with the AUC Career Services Center is now utilizing an on-line registration process. In efforts to register with the CPPC visit [http://cau.experience.com](http://cau.experience.com), and follow directions provided on the “Welcome” page to enter your information. The token required is - cppc2001. If this is your first time registering or you have not had your resume approved you will only have a “browse status” (call to schedule an appointment). Upon receiving resume approval, your status will be changed to “full registration” which will provide you access to download your resume and sign up for interview schedules.

• **Individualized Counseling** – An appointment will be scheduled to provide you with a one-on-one counseling session to aid you in achieving your academic and professional work goals and to assess your skills/abilities as it relates to the work world.

• **Resume Writing Assistance** – Assistance will be available to critique and provide guidance in the resume writing process. Computers are available for producing a professional resume and cover letters.

• **Career Library** – The library contains literature for graduate/professional schools throughout the United States; company literature/DVD’s; an array of career resources, and career magazines/periodicals, i.e., *Black Collegian, Employment Weekly, Atlanta Business Chronicle, College Placement Council (CPC) Annual, Occupational Outlook Handbook, Peterson’s Guide to Graduate/Professional Programs*, etc.

Also, as a part of the **CPPC Library** you have the opportunity to practice and develop your interviewing skills with the use of **Perfect Interview**. **Perfect Interview** creates a “Simulated interview” by asking you realistic and challenging interview questions tailored specifically to your level of expertise, education and qualifications. **Perfect Interview** allows you to view your interview in full screen mode and save the interview on a CD Rom or flash memory device.

• **Career Tools** – All CAU students may visit the CAU website and link onto the CPPC site to gain access to **Career Beam** – a comprehensive, user-friendly program that provides you ten (10) career assessments that are compiled into a career report which allows you to determine your academic pursuits that correlate with your career paths. Through **Career Beam** students have the ability to conduct research on 17 million organizations; have access to 20 million industry contacts; gain in-depth industry profiles and detailed occupational intelligence with companies in over 70 countries.

• **Workshops** – The CPPC sponsors workshops throughout each semester, to enhance students’ awareness on issues such as **Interviewing Techniques, Effective Resume and Cover Letter Writing, Dressing for Success, Expectations of African Americans in Corporate America, Life After College Seminar, Business and Dining Etiquette**, etc.

• **Internships** – All classifications of students may intern. This is an alternate method of gaining practical work experience related to your major of study. Internships can be paid or non-paid depending on the sponsoring agency.

• **Career Fairs** – The CPPC hosts an on-campus **CAU Career Fair** (Spring Semester) in efforts to defray educational expenses and provide career opportunities to enhance theoretical practices learned in the classroom. The CPPC also co-hosts the **Annual Career Fair and Graduate & Professional Schools’ Day** (Fall Semester) in collaboration with the AUC Career Center.
CAREER PLANNING PROCESS

FRESHMAN YEAR – SELF & CAREER AWARENESS

• Attend New Student Orientation Class
• Visit the Career Planning and Placement Center (CPPC) to set up a student file, and consistently visit throughout the year
• Use a computer-based career planning program to explore self (interests, values, experiences, abilities and career options) in the CPPC
• Talk to Academic Advisors and Career Counselor to explore realistic majors/career choices
• Develop a four or five year plan of action in order to make the most of college years, in terms of career goals
• Attend the Annual AUC Career Fair and Graduate & Professional Schools’ Day
• Explore career related summer employment opportunities (Co-Op and Internships)
• Participate in Community Service Activities and Academic Professional Organizations

SOPHOMORE YEAR – ASSESSMENT & EXPLORATION

• Participate in the Annual AUC Career Fair and Graduate & Professional Schools’ Day
• Undecided majors should schedule to take the Strong Interest Inventory Assessment (Undergraduate Assessment Center) or utilize the computer-based career-planning program (CPPC). (Also recommended for students who have begun to question their choice of major)
• Update and revise your file with the Career Planning and Placement Center
• Participate in mock interview workshops, job search technique workshops sponsored by CPPC, Leadership and Professional Development Office and Student Affairs Leadership Conferences, etc.
• Explore part-time, internship, Co-Op employment opportunities that relate to your major area of study
• Participate in Community Service Activities and Academic Professional Organizations

JUNIOR YEAR – EVALUATION OF CAREER OPTIONS

• Participate in Internship/Cooperative Education Program
• Update and revise file at the CPPC and start file with the AUC Career Center
• Attend as many career related workshops as possible. These will be sponsored by the CPPC, Leadership and Professional Development Office, Student Affairs Leadership Conferences, etc.
• Start targeting potential employers through networking at various career affairs, social affairs, community organizations, etc.
• Attend Annual AUC Career Fair and Graduate & Professional Schools’ Day
• Conduct informational interviews with faculty, academic advisors, alumni, representatives from corporate, private and governmental agencies to gather information regarding career interest
• Start your search for the appropriate graduate/professional school in your area of interest
• Start preparing for graduate/professional school placement tests (GMAT, LSAT, GRE, MCAT, DSAT, etc.)
• Seek membership in professional organizations and subscribe to magazines/journals related to your career
• Participate in Community Service Activities and Academic Professional Organizations

SENIOR YEAR – MAKING DECISIONS

• Complete Internship/Cooperative Education Program
• Update and revise file at the CPPC and start file with the AUC Career Center
• Attend Annual AUC Career Fair and Graduate & Professional Schools’ Day
• Attend workshops related to your major and Company Information Sessions. Also, attend workshops sponsored by CPPC, Leadership and Professional Development Office, Student Affairs Leadership Conferences, etc.
• Obtain letters of recommendation from all relevant parties (Advisors, Faculty, Employers, etc.)
• Schedule and complete interviews at the CPPC and the AUC Career Center
• Research organizations, companies, potential employers (especially prior to an interview)
• Practice interviewing techniques
• Apply to Graduate/Professional school(s) during Fall Semester
• Ensure all is in place for graduation (financial obligations, courses, etc.)
CAREER COUNSELING

Individualized counseling is available to students seeking assistance in defining career goals or exploring employment opportunities. At Clark Atlanta University, each student is entitled to participate in individual counseling sessions with the trained professionals. Counselors work with students to plan goals and objectives that are realistic and will insure that the student maps out a course of action while in college to achieve his/her goals. Group counseling sessions are also available.

COMPUTER–ASSISTED CAREER INFORMATION

The Center offers computer technology to assist students in career exploration, planning, and placement. The services currently available include:

• **US Immigration H1Visa Employment Center** – provides international students the opportunity to explore companies that are hiring and providing sponsorships.

• **Career Beam** – a comprehensive, user-friendly program that provides you ten (10) career assessments that are compiled into a career report which allows you to determine your academic pursuits that correlate with your career paths.

• **eRecruiting** – is an electronic process to establish and implement college recruiting on our campus. The recruiter will have faster and easier access to implementing schedules, viewing student resumes and acquiring finalized schedules. For the student, the online method of securing interview slots, job searches, etc. will be greatly improved.

• **MonsterTRAK** – is the leading company in the college job listing and resume market. Students have the ability to search on-line for employment opportunities.

• **Videos** – The library contains several company videos as well as some related to career planning, interviewing, and other related topics.

• **DVD’s** – The library contains several company and graduate school DVD’s and other career related topics.

• **Perfect Interview** – Creates a “simulated interview” by asking you realistic and challenging interview questions tailored specifically to your level of expertise, education and qualifications. **Perfect Interview** allows you to view your interview in full screen mode and save the interview on a CD Rom or flash memory device.

CAREER LIBRARY

The Career Library is located in the Career Service Center. Our library has a variety of articles and books on file encompassing many aspects of job search, resumes, and interviewing skills. (Dual Careers, Networking, Time Management). Some of the materials you will find in the library are:

• **Subscriptions** – We receive the Atlanta Business Chronicle, Black Collegian, U.S. News & World Report, NACE Job Choices, etc.

WORKSHOPS

Informative workshops are conducted throughout the fall and spring semesters. To enable students to meet the demands of the workforce, Career Planning and Placement Center provides extensive workshops. A schedule of workshops is available in the Center. Below are a few of the extensive workshops we offer:

• **Career Exploration**: Assist students in identifying interests, values, and skills through a variety of career assessments. Develop individualized career planning and life strategies.
• **Resume Writing**: Developing effective resumes and letters that portray positive written representation of students’ education, experiences and skills.

• **Interviewing Workshop**: Provide students with strategies for the job interview utilizing a variety of techniques.

• **Marketing Yourself**: Provide helpful hints so that students can exhibit confidence and poise as they face the challenges of today’s job market.

• **Dressing For Success**: Provide information to students in developing proper business attire for job interviews.

• **Business Etiquette**: Provide helpful tips to reduce the anxiety of networking and mingling in a number of settings.

• **Graduate/Professional School**: Provide information to students regarding graduate and professional school opportunities.

**CAREER DAYS**

The Clark Atlanta University Career Planning and Placement Center and the Atlanta University Center provide many opportunities for students to meet employers from business, government, non-profit agencies and educational institutions regarding career opportunities.

**Atlanta University Center**
Provides Employment and Graduate/Professional School Career Fairs to acquaint students with a broad range of employment and educational opportunities.

**Annual Career Day**
Designed to acquaint students with a broad range of employers from both the private and public sectors in order to gain information about the kinds of career opportunities available in the various industries. This event is usually held the last Friday of September.

**Graduate/Professional Career Day**
Provides information to students regarding graduate and professional school programs, application procedures, admissions requirements, financial aid, etc. This event is held the Second Tuesday in October.

**STUDENT EMPLOYMENT**

Full-time, part-time, and summer job announcements are maintained through the Career Planning and Placement Center. Internship information is also available. Many jobs are posted on the bulletin boards in the Career Library. A national job search can be conducted on MonsterTRAK.
RECRUITMENT SERVICES

ELIGIBILITY FOR SERVICES

Policies and Procedures

The Career Planning and Placement Center maintains an open door policy, providing access to personal and intellectual development for all students. Services of the Center are available to students currently enrolled at Clark Atlanta University.

REGISTRATION REQUIREMENTS

Students interested in utilizing the services of the Career Planning and Placement Center must register with the Center, and attend a resume-writing workshop. Individuals interested in the Co-Op/Internship program should schedule an appointment with a career counselor for additional information.

ON-CAMPUS INTERVIEWING

Individuals interested in interviewing with employers must follow two steps:

1. Have full registration status on eRecruiting with an updated resume downloaded. 
   The Center reserves the right to remove students from schedules who fail to meet employment requirements.

2. Check the recruitment schedule for visitation date(s), time, classifications and major, to ascertain what the employer is seeking.

PROCEDURES AND POLICIES

• A list of companies recruiting on-campus and at the Atlanta University Placement Center (AUC) is available in the CPPC and posted on eRecruiting. Check listings weekly.

• If you need to cancel an interview, you MUST notify the CPPC at least twenty-four (24) hours in advance of your appointment by calling (404) 880-6791.

• Students who fail to keep two (2) scheduled appointments WITHOUT prior notification to the Center, WILL BE TAKEN OFF ALL INTERVIEW SCHEDULES AND DENIED FURTHER RECRUITING PRIVILEGES FOR THE SEMESTER. Any exceptions must be authorized by the Director.

• If you fail to keep an appointment, you MUST write an apology letter to the Recruiter and bring a copy to the Director, within two days after the missed interview.

• It is the policy of the CAU Career Planning and Placement Center to create opportunities for students to interview on-campus and in the AUC placement office, however the ultimate responsibility lies within the student to take advantage of these opportunities.

CO-OP/INTERNSHIP PROGRAM

Co-Op & Internship experiences are designed to complement the student’s academic experience while providing practical, hands-on knowledge. While the Cooperative Education experience may be very similar to the Internship experience, there may also be very significant differences to consider.

Cooperative Education (Co-Op)

Co-Op at CAU is coordinated by the The Leadership and Professional Development (LPD) office in conjunction with Academic Affairs because it offers a real world educational experience for students but is a part of the Academic Division. Earning academic credit for Cooperative Education is at the discretion of academic disciplines. It is a chance to apply theoretical concepts learned in college in a paid, professional work environment.

There are two types of Co-Op experiences:

• **Alternating Program:** Students alternate a semester of college study with a semester of work.

• **Parallel Program:** Students are in college taking courses part-time and working part-time (usually 20 hours a week).

To apply for the Clark Atlanta University Co-Op Program, students must follow three easy steps:

1. Complete the CAU Co-Op application
2. Prepare a professional resume
3. Meet with the Co-Op counselor
During the meeting with a Counselor, eligibility will be determined as well as preferences for employers, work experience, and geographic location. The Co-Op experience helps students identify career goals, relate them to academic achievement and develop professional skills and confidence.

In this competitive and changing workforce, Co-Op students have the edge in securing careers of their choice.

To qualify students must meet the six requirements listed below:

- Students who have completed 30 hours of credit.
- Students in any major.
- Students with a 2.0 GPA or better; company requirements for GPA may be higher.
- Students who have submitted a Co-Op application and resume.
- International students with the appropriate work permission.
- Students who want to be on the cutting edge of tomorrow.

Internships

An internship is a one-time work experience with potential academic credit being awarded. Internships may be salaried, volunteer, or stipend. Academic advisement and approval must be obtained from your department before serving an internship to earn academic credit. Like Co-Op, the internship provides practical hands-on knowledge.

To be eligible for an internship, students should be enrolled full-time at the institution, registered with the Career Center, and have a minimum GPA of 2.0. Opportunities are available for students in all majors as well as all levels of education – freshmen through seniors.

To be eligible for a position with the Federal Government, you must be a U.S. citizen and meet qualification requirements for the position(s) to which you are applying.

The Federal Government offers Cooperative Education Programs, Internships, and Stay-In-School Programs.

PROFESSIONAL CREDENTIALS FILE

In some instances, students will want to maintain a Professional Credentials File with the Career Services Office. You may wish to have letters of recommendation as well as a copy of your college transcript in your file. Upon your request, this file can be forwarded to potential employers.

All students should have a current resume on file with the Center. The Credentials file includes information beyond your resume and is especially useful to Education majors.

Please note that, according to the law, no Credentials files may be sent to employment agencies or third-party recruiters.

There is no cost for this service at Clark Atlanta University.

TRANSCRIPT POLICY

The Career Services Center does not have the authority to obtain or release official college transcripts. Students desiring to send a copy of their academic record to employers should contact the Office of the University Registrar directly.

OPPORTUNITIES WITH THE FEDERAL GOVERNMENT

Almost any job available in the private sector also exists in the Federal Government from Accountants to Zoologists. The Federal Employment system is based upon merit; the best-qualified candidate is selected for each position.
CAREER DECISION MAKING

Making the best possible decisions about one’s career has significant impact upon the nature and quality of the decider’s future. The process of deciding is complex and time consuming. In the career decision making process there are four areas of focus:

1. The development of self-awareness and understanding.
2. The accumulation of information relative to vocations and their respective training and/or educational pre-requisites.
3. The synthesizing of self and vocational information leading to the choice of a career path.
4. The evolution of a plan for effectively achieving one’s goals.

Step 1
Self Awareness and Understanding

The development of a heightened awareness and understanding of one’s self involves a thorough investigation of one’s beliefs, interests, values, feelings, abilities, needs, ambitions, successes, lifestyle, etc. From such an investigation a person will be more able to answer questions about him/herself like: How important is job security to me? Do I prefer to work alone? Do I prefer to play it safe or take risks? Do I enjoy having leadership opportunities? How do I cope with stress and pressure? Am I assertive in getting what I want? Do I thrive on challenging situations? How do I relate to authority figures? Do I function best in a highly structured situation? Do I prefer superficial or close relationships with people? Am I willing to be flexible in terms of the geographic location of my job? What are my most basic beliefs and conditions and how do they relate to my choice of course of study and careers? Do I prefer a relaxed and casual work situation? What abilities and aptitudes do I have?

Step 2
Knowledge of Fields of Study and Careers

The second major step in the career decision-making process involves an extensive investigation of the world of work and of the means by which an individual qualifies himself/herself for specific careers. This knowledge can be gained through a variety of sources including face-to-face contact with people already employed in specific vocations; research of career opportunities with mentors, placement offices and/or vocational counselors; viewing of media presentations regarding careers, etc.

Occupational information presentations typically describe work responsibilities, tasks and required skills; the advantages and disadvantages of the particular career area; the work environment; required training and/or education; economic rewards; expected personal traits and characteristics; opportunities for employment and so forth. This kind of information is obviously of greatest use if it is current, unbiased, comprehensive, and easily understood.

Step 3
Synthesizing and Choosing

A third major step in the process of responsible career decision making is the synthesizing of all of the data which the individual has accumulated about himself/herself and the world of careers and the choice of a direction. The weighing of alternatives and options is frequently accompanied by anxieties, doubts and questions such as: How can I be sure this is best for me? How will I be able to explain this choice to my parents since it is not what they want for me? Am I really capable of being successful in this area?

These are but a sampling of a host of questions, which need to be answered by the individual as he/she seeks to develop a clearer self-picture. Each question of this nature answered honestly will help move the individual along the path toward an informed and responsible career decision. It is in this area of self-assessment that individuals often find the services of a professional counselor to be of value.
Step 4
Planning an Effective Way to Achieve One’s Goal

The fourth and final step in the career decision-making process involves the development of a plan or strategy for achieving the career goals which the individual has developed. To the student embarking on a career path, this means becoming aware of the options in the curriculum which result in the achievement of entry educational requirements for his/her chosen career area.

For the student who is about to fulfill his/her entry educational requirements for his/her chosen career, the final step of the process involves the initiation of a well planned and vigorous job acquisition campaign. His/her approach should involve the discovery and investigation of organizations that have jobs related to his or her career choice or that represent ideals important to him/her.

GUIDELINES FOR WRITING BUSINESS LETTERS

- Type each letter individually. Use the same quality paper as your resume. Matching paper and envelopes make the best business impression and are well worth the financial investment.
- Address the company/agency official by name and title. Verify your information. Be sure to double-check your spelling. If you are not able to secure the correct name for a letter of inquiry, address your letter to “Dear Prospective Employer.”
- Capture the employer’s attention by opening your letter with a strong statement. Since an employer receives hundreds of letters each month, you want to make yours stand out.
- Keep your letters short; no more than one page. Brevity will hold the employer’s interest.
- Use the middle of your letter to stir the reader’s curiosity by stating brief facts about your experience and accomplishments, which relate to the employer’s needs. Do not repeat the job description from your resume.
- Include a challenging thought, if possible, which will help the employer believe that meeting you would be a worthwhile investment, even if there is no present job opening.
- Be direct in requesting an interview, or state that you will call at a certain time to arrange a meeting.
- If you receive a letter stating that there are no openings at the present time, write a brief letter asking that your resume be kept in an active file for review when similar positions become available.

Declining a Job Offer

If you are offered a position, which you choose not to accept, decline the offer in writing. Be tactful. You may want to consider employment with this organization in the future.

In a short letter you should advise the person who made the offer to you of your decision. Sometimes, you may wish to include the reason you are declining the offer. Always express your sincere appreciation for their consideration and the position offered.
COVER LETTER FORMAT

NAME
Address, City, State Zip Code, (AC) Phone #, email: name@cau.edu

Date of Writing

Mrs. Needa Job
Job Title
Company
Mailing Address
City, State Zip Code

Dear Mrs. Job:

1st paragraph: Tell the purpose for your writing; name of position, or field, or general vocational area in which you are applying; tell how you heard of the position or organization.

2nd paragraph: Mention one or two qualifications you think would be of greatest interest to the employer; tell why you are particularly interested in this company, location, or type of work; be sure to indicate any related experience, educational background, or specialized training that might increase your employability.

3rd paragraph: Refer the reader to the enclosed resume. Make a positive statement about your skills and abilities; if applicable, indicate willingness to relocate. Also indicate institution where your transcripts, credentials, or references may be obtained.

4th paragraph: Close by making a specific request for an interview; give an approximate time period in which you will re-contact the company to further discuss employment opportunities.

Sincerely,

(Your handwritten signature in black ink)
Type your name

****NOTE****
A cover letter should always be typed and accompany your resume, if you are not hand delivering the resume. The cover letter serves as an introduction of you and provides the recruiter with a purpose of your submission. The cover letter should be coordinated with the resume, having the same heading and on the same quality paper. It should be forwarded in the matching stationary envelope.
COVER LETTER EXAMPLE

WANNA WORK
20 Career Lane
Atlanta, Georgia 30314
(404) 880-xxxx  email: wanna_work@jobs.com

October 7, 20xx

Mrs. Margarite Beer
District Manager
Anheuser-Busch Companies
One Busch Place
Suite 432
St. Louis, MO 63118

Dear Mrs. Beer:

This letter is in reference to the position available on the Programming Staff of your Eagle Snack Foods Division. I believe with my educational background and experience I will prove to be an asset to your organization.

Currently, I am a senior, majoring in Computer Science at Clark Atlanta University. My experience as a Computer Programmer has provided me with an excellent background in many areas of programming. During my tenure at the institution, I have worked three cooperative education rotations with Conoco Oil, Inc. and received excellent evaluations on my programming projects. The work was completed in an IBM environment very similar to that of the Eagle Snack Foods Division. In addition, the work experiences have developed my communication and management skills. My goal is to continue learning and growing while making significant contributions to the company as part of the computer programming team.

Enclosed is my resume and application, which provide full details of my qualifications. An interview at your earliest convenience would be greatly appreciated. I may be reached at the aforementioned listings.

Thank you for your time and consideration.

Sincerely,

Wanna Work

Enclosure
THANK YOU LETTER

WANNA WORK
20 Career Lane
Atlanta, Georgia 30314
(404) 880-xxxx  email: wanna_work@jobs.com

March 20, 201x

Ms. Jenie Flyte
Manager
The Boeing Company
Corporate Relations
7755 East Marginal Way
Seattle, Washington 98108

Dear Ms. Flyte:

After interviewing with you on Monday, March 15, 201x, the prospect of working with the Boeing Company as an Accountant is exciting and brings me one step closer to the fulfillment of my career goals. Thank you for the time you afforded my interview.

I found the interview to be most informative and valuable. As you mentioned, my course work and co-op assignments with the Internal Revenue Service will prove to be useful in a career with your firm. The Boeing Company offers the type of career opportunity that I am most anxious to pursue. It was also very impressive to tour the facilities and to find everyone as friendly as they were to me.

I look forward to hearing from you in the near future. Please feel free to contact me at the above-mentioned listings.

Sincerely,

Wanna Work

Wanna Work
ACCEPTANCE LETTER

WANNA WORK
20 Career Lane
Atlanta, Georgia 30314
(404) 880-xxxx  email: wanna_work@jobs.com

May 15, 201x

Mrs. Dixie Maid
District Manager
Marriott Corporation
100 Marriott Drive
Washington, DC 20058

Dear Mrs. Maid:

Thank you for your offer of employment at the Marriott Corporation. I am pleased to accept your offer to join your company as a Front Desk Manager with the salary and benefit terms described in your letter of May 12, 201x.

I will report for work on June 7, 201x at 9:00 AM. I look forward to working with you and the many other exciting professionals that I met during the interview process.

Again, I appreciate this career opportunity with the Marriott Corporation.

Sincerely,

Wanna Work

Wanna Work
CREATE YOUR CAREER JOURNAL

During your matriculation at Clark Atlanta University you will have the opportunity to network, interview and work with representatives of various corporations/government or non-profit agencies. Therefore it is imperative that you begin a Career Journal – this document will assist you in journaling your career history. After networking with potential contacts from various career functions, social engagements, etc. place all business cards in your Career Journal and catalog the date, time and place where you met this contact.

Keep also in your Career Journal all of your places of employment – inclusive of the company’s name, mailing address and telephone number; supervisor’s complete name, starting/ending dates (month, day, year) of employment and starting/ending salary. As you progress through your career history this detailed information will become vague, therefore cataloging this information will be vital to you in completing employment applications (especially federal government applications).

Lastly, catalog in your Career Journal the corporations/recruiters that you interview with – the date, time, location and the position that you interviewed for. This will assist you in conducting follow-up/thank-you letters and calls to the recruiter in reference to your potential placement with the organization. Remember, you should write a letter of thanks for the interview within a week’s time after the interview.

REFLECTIONS AFTER THE INTERVIEW

Immediately after each of your interviews you should find a moment to reflect on the interview. Conduct an immediate review of the interview by writing down the questions that were asked of you and your response. (These notes should be written in your Career Journal). Later on that same day review your written notes of the questions/answers and critique them to ensure that you actually gave the best answers possible. If the answers could have been expounded upon with more detailed information or clarity – write that information down with that question.

In preparation for future interviews you will need to review your post interview notes – what you will find is that most interview questions are relatively the same – seeking information on your leadership, teamwork, analytical, organizational, etc. abilities. Therefore if you study your post – interview notes for each interview as well as study the company literature you will improve your interview skills.

WRITING YOUR RESUME

A good resume takes time to put together. Mapping out a plan of attack can make the task a little bit easier. When you start your resume approach it by breaking it down into sections. Think about each part by itself.... Career Objective, Education, Experience, etc. Use a separate sheet of paper for each section. Write down everything that you think is important regarding your education, (Major, GPA, important classes, percent of college expenses earned, and academic scholarships). When you reach experience, write down all of your jobs and on-campus activities paid or unpaid. Write down all of your experiences so that you can choose the best skills that sell you. You do not have to use everything you write down. Actually, you probably do not need to. You want quality, not quantity. As you re-write your resume, tailoring it to fit the position for which you are applying, you will continually refine your ideas and present a quality document.

Introduction

Webster’s New Collegiate Dictionary defines resume as “a short account of one’s career and qualifications prepared typically by an applicant for a position.” Others have called it a personal advertisement, a condensed self-analysis, a qualification brief, a ledger of accomplishments, an ability synopsis, and so on. No matter what definition you give to it, the resume has generally come to be the accepted starting point for serious job-hunting today. As such, your resume is one of the first things you should get in order when you decide to look for a job. Having copies of your resume available for job interviews, to include with letters to employers or to give to contacts helping with your job search shows that you have taken time to get your act together, to establish some goals and priorities in your life, and that you are serious about finding a job.

It is important to understand what a resume can and cannot do for you. A resume cannot get you the job you want all by itself, no matter how well it is written. It can get you an interview, which leads to a job. No employer worth his salt is going to hire you without first talking to you personally. Do not deceive yourself into thinking that once you have developed and circulated a good resume, you can sit back and wait for the job offers to come pouring in. Job offers usually come only after one or two personal interviews with the same employer.
You should attempt to keep your resume to one full page, easily readable, and tightly written. It is permissible to have more than one page, but it should be that you genuinely need the additional space to complete the resume, not because you are trying to make it look as if you have done more. One page should be the limit for a recent college graduate. It is equally important that you not make your resume too short. A half page resume is even worse than one that is too long, for it appears that you have not done anything.

Work to develop your own format and writing style for the resume. It should summarize your background and abilities, and only you can do that in an original way. Employers are keen on identifying professionally written resumes crafted by the many resume-writing companies that currently exist, and if they do not feel the resume is genuine and unique to you they will often reject it. This is your chance to communicate to prospective employers what you are interested in doing, what unique abilities or combination of abilities you have, and what accomplishments/extracurricular activities you are involved in. No one else can really do that for you!

Parts of a Resume

IDENTIFICATION – The most prominent feature on the resume should be your name. Put it at the top of the page, either in the center or to the side and consider typing it in all capital letters. Make certain that a prospective employer has no trouble identifying whose resume is being read. Use your name as the title rather than the word “resume”. Include your permanent address and phone number and email (a derivative of your name or professional address) at the top.

CAREER OBJECTIVE – This is an important part of the resume because it is the initial focus for the reader and the remaining parts of the resume are designed to support the objective. It sets the stage for the resume and ties the other parts together. It shows that you have done some constructive career thinking and that you know something about what work you are seeking and what you want to do in life. It should be specific enough to show that you have some direction, but not so much that it rules you out of related jobs. If you are considering several different types of jobs that are not related, you will need to consider using different career objective statements. Your resume in today's job market will be much more effective if it helps match you to a specific job area rather than being left too general or open concerning what you want.

The Career Objective begins this matching process, and the closer you can match yourself to a specific job area, the better your chances of getting that job. The career objective should include two important items:

1) The kind of work you are seeking and 2) A summary of your strongest skills for the type of work you can do for the employer. Employers are looking for people who want to do the kind of work they have to offer and who have the potential ability to do the work well. By stating what you are seeking and suggesting ways you can contribute to the employer you are taking an active role in the matching process and not leaving it to chance or placing all responsibility on the employer to make the match. By stating your objective in terms of the employer's interest, you suggest that you are offering the employer exactly what he/she is wanting.

Examples of Career Objectives:

To obtain a teaching position within Middle or Secondary Education in the public or private school system where a strong mathematics and computer background, excellent communication skills, and a desire to work with young children would be strong assets.

Desire a stimulating and thorough introduction into the management and analysis of securities and financing alternatives with diversified corporate finance department.

To pursue a career with a firm in the textile industry, where experience within Business Administration can be utilized for a responsible and productive position.

RELATED EXPERIENCE – This is an optional area. However, if you have previous paid or non-paid intern, employment or voluntary experience that is relevant to the career that you are pursuing, this information should be highlighted in this subheading. The layout of information in this area should be consistent with the layout of information in the work experience section.

EDUCATION – This section normally follows the Career Objective unless you have pertinent work experience relative to your objective, in which case the Related Experience subheading would be prior to this section. If your work experience is not that related or if you have very little work experience, begin with education, which is often the most related qualifying experience for a college student/recent graduate.

Start with the highest degree level currently being pursued first, then state reverse collegiate educational history (in the event you may be a transfer student or have received a two year/four year degree). Include the name of the college, the degree program, major subject and date of graduation, followed by a summary of your course work including subject concentrations within the major or outside the major, especially if they relate in any way to the Career Objective. Let a prospective employer know the range of subjects you have studied. Do not assume he/she will automatically know this simply by
EXPERIENCE – This is the heart of the resume, because it is in this section that you further identify your strongest skill areas or abilities and show how they can benefit your prospective employer. Most resumes start with the most recent work experience and work backwards in chronological order, but the most important information in this section should be what you have accomplished with the job, rather than when you performed the task. Consequently, organize your work experience in order of importance or relatedness to your objective and do not worry if it is not in chronological order (this format is considered to be a functional resume layout). Describe the basic functions or duties that you performed in a particular job using action verbs to begin each sentence. Action verbs represent transferable skills, so by including action verbs in your description you are informing the employer more fully of your skill sets. (See Action Verb Sheet.)

The purpose of this section is to identify your skill sets based on your experience that will transfer to the type of job the prospective employer has for you. The employer needs to know how your previous work experience can benefit him/her in the future. You provide this information to him/her when you are able to identify your strong adaptive and functional skills as related to your objective. Employers want to see results. If you can use numbers and/or dollar amounts as reference points, you will be more likely to catch their attention, (i.e. Maintained $250,000 inventory for retail shop. Named Sales Associate of the Quarter for Sales Volume in excess of $20K).

Organize this section of your resume by listing employer, city/state of employer, occupational title, dates (month/year) of employment and then clarifying the experience in functional terms.

AWARDS/SCHOLARSHIPS – Include all academic honors or scholarships in this section. List these awards in academic, athletic, community oriented and social organization sequence. Indicate the year of the award.

COMMUNITY SERVICE/CAMPUS ACTIVITIES - These sections can be presented under one joint heading or as separate entries. These two categories reveal much about what you value, what your concerns are, and what abilities you have developed to lead and command respect within your peer groups. List all community service affiliations, the type of service you rendered to the agency and the length of time you volunteered (information should be listed by reverse chronological order). Professional affiliations and campus activities should be listed in preference of academic to social order. This section should also identify any leadership office held within the organization.

SUMMARY OF QUALIFICATIONS – This section should provide the employer with a summary of your overall skills/abilities, personal attributes and technological strengths.

REFERENCES – Finally, there needs to be some mention of the fact that you have personal letters of recommendation or references available for the employer. It is permissible to list reference names and addresses at the bottom of the page, but most resume experts recommend that names of references be left off the resume and that you simply indicate that “references will be furnished upon request” or that “references will be furnished by contacting Clark Atlanta University’s Career Planning And Placement Center” if you are keeping your references on file with us. By not including all names and addresses of references at the end of the resume, you can pick and choose the references that best speak about the job for which you are applying.
COMMON EMPLOYER CRITICISMS OF RESUMES

- Misspellings, bad grammar and wordiness
- Too long, short or condensed
- Poor layout and physical appearance
- Poor punctuation
- Lengthy phrases, sentences, and paragraphs
- Too slick, amateurish and “gimmicky”
- Too boastful or dishonest
- Poorly typed and reproduced
- Irrelevant information
- Critical categories missing (i.e. Objective)
- Hard to understand or requires too much interpretation
- Does not convey accomplishments
- Text does not support objective
- Unclear objective
- Too much jargon

(Source: “High Impact Resumes and Letters” by Ronald L. Krannich & William J. Banis)

ACTION WORDS AND PHRASES

Following is a list of effective words and phrases to use in your resume. These words are action-oriented and represent skill areas you have that would be beneficial to the prospective employer. Use these action words to begin good resume phrases.

- accelerated
- accomplished
- achieved
- activated
- adapted
- administered
- analyzed
- appraised
- arranged
- assembled
- assisted
- bargained
- budgeted
- built
- calculated
- charted
- classified
- coached
- collected
- completed
- composed
- conceived
- conducted
- conserved
- consolidated
- constructed
- consulted
- controlled
- coordinated
- counseled
- created
- delegated
- delivered
- demonstrated
- designed
- diagnosed
- directed
- discovered
- dispensed
- displayed
- distributed
- dramatized
- earned
- edited
- eliminated
- enlarged
- entertained
- established
- estimated
- evaluated
- examined
- exhibited
- expanded
- expedited
- explained
- explored
- facilitated
- formulated
- fostered
- founded
- generated
- governed
- handled
- improved
- increased
- indexed
- initiated
- inspected
- installed
- instituted
- instructed
- interpreted
- intervened
- interviewed
- invented
- judged
- launched
- lectured
- listened
- logged
- maintained
- managed
- mastered
- measured
- mediated
- moderated
- monitored
- motivated
- negotiated
- observed
- obtained
- operated
- organized
- originated
- participated
- performed
- persuaded
- pioneered
- planned
- predicted
- prescribed
- presented
- presided
- processed
- produced
- proficient at
- promoted
- proposed
- received
- recommended
- recruited
- reduced
- reinforced
- reorganized
- repaired
- reseached
- responsible for
- reviewed
- revised
- scheduled
- simplified
- solved
- spoke
- strengthened
- taught
- tested
- trained
- translated
- updated
- wrote
WORDS AND PHRASES (Continued)

Examples of short, already written phrases using action words:

- Reorganized the entire workflow of the office, increasing output significantly.
- Maintaining all department sales records and performance targets.
- Handled finances, organized meetings, and directed activities of 50 men and women.
- Designed and implemented innovative inventory system.
- Created a new product image and sold this concept to the marketing committee.
- Wrote four publications in the field.
- Developed new procedures to.............
- Oversaw maintenance of $3 million worth of equipment.
- Cut production time by 20 percent.
- Prepared bibliography on environmental hazards.
- Taught two undergraduate courses while completing Ph.D. work.

SELF DESCRIPTIVE WORDS

These words can be used throughout the resume to describe yourself.

active
adaptable>alert
ambitious
analytical
assertive
attentive
broad-minded
conscientious
consistent
constructive
creative
dependable
determined
diplomatic
disciplined
discrete
economical
efficient
energetic
enterprising
enthusiastic
extroverted
fair
forceful
imaginative
independent
logical
loyal
mature
methodical
objective
optimistic
perceptive
personable
pleasant
positive
practical
productive
proficient
realistic
reliable
resourceful
self-reliant
sense of humor
sincere
sophisticated
systematic
talented
will relocate
will travel

guidelines for constructing a reference page

Your Reference Page is a part of your resume package that you will forward to recruiters during your employment search. Therefore the reference page should be typed and submitted to the recruiter on the same matching resume quality paper that your resume is printed on.

The following guidelines should be adhered to in the constructing of your reference page:
1. The heading for your Reference Page should be the same heading as your resume – remember you are striving for consistency throughout your resume package. However the only difference will be that you will type REFERENCES FOR above your name.

2. Identify and ask four to five (4-5) individuals to be your references – these individuals should be people that you believe will provide you with strong letters of recommendation. These individuals should be:

   • An Advisor and/or Professor within your collegiate academic discipline – who will vouch for your academic strengths

   • A recent or past Employer – who can attest to your work ethics, leadership, team spirit, punctuality and dependability. Remember – never burn your bridges when leaving an employment opportunity

   • A Community Service Representative – who can share your level of commitment and involvement with community oriented work

   • A Neighbor, Church or Social Organization Member – who can account for your moral integrity and overall development as a person

Information that you will need to gather from your references:

   • Complete name

   • Professional title

   • Business title, including department name

   • Mailing address, including suite number if applicable

   • City, state and zip code

   • Area code and telephone number

   • Email address

3. As you submit your resume package and interview – please keep your references abreast of the corporations and positions for which you are interviewing. Therefore, when an interviewer calls your reference – the reference will be better prepared and knowledgeable of whom the caller will be.

   Example:

   REFERENCES FOR
   NEED A. JOB
   123 Employee Lane, Jobsville, Georgia 30314
   (404) 880-9999 email: need_a_job@cau.edu

   Dr., Mr., Mrs., Ms. First Last Name
   Professional Job Title
   Name of the Company
   Street Address
   Suite #
   City, State Zip Code
   (AC) Phone Number
   Email
Ashley N. Planks
2008 Martin Luther King, SW #4301 Atlanta, GA 30314 (481) 385-9999 aplanks08@msn.com

OBJECTIVE
To obtain a position where acquired academic and professional skills may be utilized for the benefit of the organization.

RELATED PUBLIC RELATIONS EXPERIENCE
President, Admissions Ambassadors January 2006-Present
Clark Atlanta University Atlanta, Georgia
• Meet, greet, and provide campus tours to prospective students, families, and campus visitors, highlighting historical information, current events, and reasons to attend Clark Atlanta University
• Manage, train, and create schedules for thirteen (13) Ambassadors
• Organize and facilitate bi-monthly meetings with Ambassadors to provide current updates for public relations issues relative to the institution
• Demonstrate in-depth knowledge of CAU, history, goals, and missions during tours which increased the number of admission applicants by 10%

Promotions Intern August 2002-May 2003
Power 98.3 FM Radio Phoenix, Arizona
Planned, organized, and implemented community events for the radio station and clients
• Managed and coordinated the logistics of the transport and set-up of radio equipment, prizes, and banners for each promotional event
• Talent escort during concerts, speaking engagements, special appearances, and station visits

EDUCATION
Clark Atlanta University, Atlanta, Georgia Arizona State University, Tempe, Arizona
Bachelor of Arts degree in Mass Media Arts, May 201X Pursued a Bachelor of Arts in Public Relations,
Concentration: Public Relations GPA: 3.85 2003-2005 GPA: 3.0

PUBLIC RELATIONS PROJECTS
Public Relations Campaigns Fall 2007
• Create a Public Relations plan to be implemented Spring 2008; includes identification of core problem/opportunity, goals, objectives, strategies, tactics, calendar, and budget
Media Advertising & Sales Fall 2007
• Serve as account supervisor to mock ad agency for Tyson Foods; lead team of account executives creating a marketing plan, advertising plan, media plan, budget, website design and layout, print ad, radio commercial, and television commercial; use of Adobe Photoshop and Final Cut Pro
Media Development & Copy Editing Spring 2007
• Created a press kit for the Sickle Cell Foundation of Georgia; including pitch letter, fact sheet, press release, media advisory, talking points, photo captions, and compiled a media directory for distribution
Public Relations Principles, Practices, and Theories Fall 2006
• Developed a Public Relations proposal for the Arizona Silent Witness Program; identification of core problem/opportunity, goals, objectives, strategies, tactics, calendar, and budget

HONORS, ACTIVITIES, & COMMUNITY SERVICE
• Golden Key International Honour Society, Public Relations Director, 2007
• CAU Dean’s List, 2005-Present
• Public Relations Student Society of America, 2003-Present
• Lambda Pi Eta Communications Honor Society, 2007 – Present
• Campus Activities Board, 2007
• National Academy of Recording Arts & Sciences, Grammy University Network
• Elizabeth Baptist Church College Preparation Program, Co-Coordinator, 2007
• Atlanta University Center Community Trick-or-Treat, Co-Coordinator, 2007
• Sun Devil Star Award, 2004

PROFESSIONAL ATTRIBUTES
• Effective oral and written communication, emphasizing Associated Press Style
• Keen leadership, organizational, analytical and strategic planning abilities, focusing on research, action, communication, and evaluation; includes proficient use of Adobe Photoshop & Final Cut Pro
SCOTT S. FRAZIER

1991 Delowe Drive  
Apartment E8  
Atlanta, Georgia 30311  
(404) 219-4444  
sfrazier1@yahoo.com

CAREER OBJECTIVE
To build professional skills in the communications industry with a company that accepts nothing but top quality performance.

RELATED WORK EXPERIENCE

PeopleTV, Incorporated  
Atlanta, Georgia
Television Show Host  
August 2007-Present
- Produce and host a one-hour television program taped live in front of a studio audience
- Manage, train and provide daily assignments for a production crew of 10-15 members
- Edit field productions for use as segments to air on the show

PeopleTV, Incorporated  
Atlanta, Georgia
Production Specialist  
July 2007-Present
- Organize a daily playback log of all programming to go on air
- Monitor live program feeds from producers to ensure broadcast quality footage
- Train new employees on control room technology, interaction with producers, and daily procedures concerning logging of daily programming

Clear Channel Communications  
Atlanta, Georgia
Audio Editor  
August 2006-July 2007
- Edited field reports from journalists across the state for on-air broadcast
- Contacted newsrooms across the state to confirm information received from outside sources
- Monitored quality of broadcast to ensure that the program retains the title as the best radio program in the state

College Park Recreation Department  
College Park, Georgia
Public Address Announcer  
August 2005-August 2006
- Controlled press room operations to enhance the quality of game day broadcasts
- Effectively conveyed the intentions of recreation department management and maintain a high level of enjoyment for the audience
- Hosted all special events coordinated by the recreation department

EDUCATION

Clark Atlanta University, Atlanta, Georgia
Bachelor of Arts in Mass Media Arts, May 201x
Concentration: Radio/Television/Film

Howard University, Washington, DC
Pursued a Bachelor of Science degree in Pre-Physical Therapy, August 2004 to May 2005
- Played varsity baseball at the Division IA level (MEAC)

OTHER WORK EXPERIENCE

Pool Manager; College Park Recreation Department, College Park, Georgia, Month, Year-Month, Year
Boys’ Baseball and Girls’ Softball Coach; Jones High School, Decatur, Georgia, Month, Year-Month, Year
School Assistant; Fulton County Board of Education, East Point, Georgia, Month, Year-Month, Year
Sales Associate; Champs Sports- Greenbriar Mall, East Point, Georgia, Month, Year-Month, Year

SKILLS
- Non-linear audio editing (Shortcut, VoxPro, Cool Edit Pro, Audicy), non-linear video editing (Sony ES-3, Final Cut Pro, Avid), Microsoft Applications (Word, Excel, Access, PowerPoint), and basic navigation of Internet browsers

ACCOLADES
- Tom Joyner Scholarship, 2007-2008
- Co-hosted major production with Fox5 News Anchor, Lisa Rayam, 2007
- Founded Commotion Communications, a Media/Event Productions Company, 2005-Present
- Responsible for clearing $4500 gross profit on Commotion’s first public event, May 2007
- Chosen to direct and produce video documentary for Try Life Enterprises, a pharmaceutical company, 2006
- Produced thirty second commercial for V103/100 Black Men of America which has aired annually since 2000 during the Atlanta Classic played between Tennessee State and Florida A&M, 2004

References available upon request
IMANI NILE RICHARDSON
3086 Oakvale Drive, Decatur, Georgia 30034 (404) 555-1212, inrichardson@hotmail.com

OBJECTIVE
To pursue a career in Early Childhood Education within the public school system.

EDUCATIONAL EXPERIENCE

STUDENT TEACHER
Oglethorpe Elementary
Fall 2007
Atlanta, Georgia

Prepared daily plans and taught kindergarten students in all curriculum areas; gave and graded daily assignments and provided individual guidance; designed curriculum/seasonal bulletin boards; attended faculty and parent/teacher conferences; monitored students' behavior and provided appropriate disciplinary actions and conducted other daily functions of an instructor. Also, served as an Assistant/Mentor for the Oglethorpe Drama and Dance Troop.

PRACTICUM TEACHER
Bethune Elementary
Spring 2007
Atlanta, Georgia

Centennial Elementary
Fall 2006
Atlanta, Georgia

Oglethorpe Elementary
Spring 2006

Assisted teacher in all curriculum areas; maintained the organization of the classroom; provided students with individual/group guidance in all subjects; designed seasonal/curriculum oriented bulletin boards. Demonstrated initiative in aiding the fourth grade classes with the set-up and implementation of the Annual Science Fair.

EDUCATION
CLARK ATLANTA UNIVERSITY, Atlanta, Georgia
Bachelor of Arts degree in Early Childhood Education May 201x
Major GPA: 3.5/4.0

OTHER EMPLOYMENT EXPERIENCE

DAYCARE ASSISTANT
Phyllis Wheatley YWCA
August 2006-Present
Atlanta, Georgia

Supervise, prepare lessons and age oriented activities for fifteen (15) Pre-K through fifth grade students; provide nurturing for six (6) three months to two year olds; prepare nutritional snacks and monitor behavioral problems.

TEACHER
Archer Summer Enrichment Program
Atlanta, Georgia

Planned and conducted a daily schedule; prepared students for academic, social and cultural field trips; prepared bulletin boards for summer activities and demonstrated creativity in the design of Parental newsletters of weekly activities.

HONORS AND ACTIVITIES
* Golden Key National Honor Society, 2005-Present; President, 2006-2007
* Clark Atlanta University Academic Scholarship, 2004-Present
* Student Georgia Association for Educators, 2003-Present
* Alpha Kappa Alpha Sorority, Inc., 2005-Present; Anti-Basileus, 2006-2007

VOLUNTEER EXPERIENCE
* Fickett Elementary School, Atlanta, Georgia, Tutor/Mentor, 2005-Present
* Hosea Williams Feed the Hungry, Atlanta, Georgia Volunteer, 2004-Present

PROFESSIONAL ATTRIBUTES
* Sincere interest in enhancing the overall development of children
* Effective teaching method with the ability to form a strong rapport with students
* Keen leader as well as team player for the betterment of the department
* Strong organizational, analytical, creative abilities
* Polished writing and oral communication abilities in Spanish and French
* Computer Literate: Microsoft Office
TRISHIA L. JOHNSON

Permanent Address
941 East Barber Avenue
Woodbury, New Jersey 08096
(856) 848-9999

Email: tljohnson985@hotmail.com

Present Address
550 Winchester Trails
Smyrna, Georgia 30314
(404) 964-8888

OBJECTIVE
To pursue a career in pharmaceutical sales with a major pharmaceutical organization

RELEVANT WORK HISTORY

Anesthesia Technical Assistant
Grady Memorial Hospital
Atlanta, Georgia
August 2006-Present

Anesthesia/OR Technician

Cooper Hospital University Medical Center
Camden, New Jersey

Level 1 Trauma Center & Children’s Hospital

* Prepped operating room and anesthesia machines for adult and pediatric cases
* Organized and set up surgical trays and anesthesia carts
* Assisted anesthesiologists and nurses during the procedure
* Provided the patient with pre and post-operative transportation and instruction

RELATED SKILLS
CPR certified, Calibration of Glucose Monitor and Hemoglobin machines, Priming of Arterial and Swan IV, Priming IV medications for open heart surgery, Level One Trauma Set up

EDUCATION

Clark Atlanta University, Atlanta, Georgia
Bachelor of Science degree in Biology, December 201x
Cumulative G.P.A.: 3.33

University of Maryland Eastern Shore, Princess Anne, Maryland
Pursued a Bachelor of Arts degree in Education, August 2004 – May 2005

EMPLOYMENT HISTORY

Camp Counselor
Greenwich Therapeutic Recreation
Greenwich, New Jersey
May 2003 - August 2003

* Served as a counselor/mentor for twenty five (25) children ages 3-12 with physical and mental disabilities
* Coordinated educational and recreational activities to increase social and mental development
* Demonstrated the ability to work patiently with children in a multi-tasks environment

Sales Associate
The Gap, Inc.
Newark, New Jersey
July 2001 - August 2002

* Developed strong customer service abilities by assisting customers on clothing selections to ensure 100% satisfaction
* Performed opening/closing procedures, operated cash drawers to ensure an accurate balance
* Generated an estimated $15K per day
* Awarded Top Salesperson, December 2001

HONORS AND ACTIVITIES

All-Academic Team, Arthur Ashe Academic Athlete Award, Clark Atlanta University Women’s Basketball, University of Maryland Eastern Shore Woman’s Basketball, Co-Captain, Dean’s List, Delta Sigma Theta Sorority, Inc., Two Year Division I Full-Athletic Scholarship, Two year Division II Full-Scholarship, Recipient, MEAC Commissioner Award, Miss Kappa Alpha Psi Fraternity, Inc. Miss Omega Psi Phi Fraternity, Inc., Student-Athlete Advisory Committee

PERSONAL ATTRIBUTES

* Excellent leadership skills and effective teamwork abilities
* Multi-task oriented with strong organizational skills
* Hard working with intensive self motivation and energy
* Dedicated and productive in all tasks embarked upon
A. Philanda Karee Moore III

**Campus Address:** 15 James P. Brawley Drive, Atlanta, GA 30314

**Permanent Address:** 835 Carlin Avenue, Sacramento, CA 95823

Apmoore89@cau.edu (986) 725-1100

**Objective:**
To secure an internship with emphasis in Supply Chain Management to enhance personal and professional growth.

**Education:**
Clark Atlanta University  
Atlanta, GA  
Bachelor of Arts in Business Administration: Supply Chain Management/Finance  
May 2010  
GPA: 3.62/4.00

**Experience:**
Clark Atlanta University; Orientation Guide Corps  
Atlanta, GA  
May 2007 – August 2007

Orientation Guide
- Guided campus tours and coordinated group activities for fifty prospective students per group during four orientations and CAU Experience
- Served as a liaison between administration and students, assisted with registration check-in for incoming freshmen
- Contacted parents for clarification of information, and organized student files
- Assisted with orientation mailings and maintained computer statistical data listing

API & More - Southeastern Territory  
Sacramento, CA  
June 2002 – May 2008

Garment Salesman/ Graphic Designer
- Created designs for various organizations and events
- Maintained stock levels, distributed merchandise, and contributed to inventory control
- Increased store sales in the Southeastern territory by 120% in the first twelve months

CA Technology, Trade, and Commerce Agency  
Sacramento, CA  
June 2003 – August 2003

(Subcontractor Shelton Communications)  
Inventory Control/ Logistics
- Conducted inventory of over 400 surplus computers and storage devices with only four (4) team members
- Coordinated re-distribution of the 400 computers to other state agencies and school districts in northern California
- Reviewed surplus bills for final disposition of all equipment and resolved discrepancies with original inventories
- Ensured proper application of government rules and regulations regarding surplus items

**Technical Services/ Data Entry**
- Purged all data records from each personal computer prior to redistribution
- Removed and relabeled all equipment, furniture and supplies
- Entered all inventory items into the databases and spreadsheets

**Skills:**
Highly organized and efficient, Extremely capable leader, Master motivator, Proficient in all phases of organizing, coordinating, and meeting project deadlines, Proficient in Microsoft Office Suite, and some knowledge of Spanish.

**Leadership:**
- Omega Psi Phi Fraternity, Inc Beta Psi Chapter,  **Keeper of Record and Seals**  
  2008 – Present
- St. Jude “Up Til’ Dawn” Campaign,  **Assistant Executive Director**  
  2007 – Present
- Clark Atlanta University Spirit Boosters,  **Treasurer**  
  2006 – Present
- Student Government Association,  **Class Treasurer**  
  2006 – 2008
- Clark Atlanta University California Club,  **Treasurer**  
  2006 – 2007

**Honors & Awards/Activities:**
- Omega Psi Phi Fraternity, Inc. Beta Psi Chapter  
  Atlanta, GA  
  2008 – Present
- Clark Atlanta University Dean’s List  
  Atlanta, GA  
  2006 – Present
- Honda Campus All Star Challenge Quiz Bowl Team Member  
  Orlando, FL  
  2006 – Present
- Clark Atlanta University California Club  **Mr. Golden State**  
  Atlanta, GA  
  2007 – Present
- Diversity Leadership Program  
  San Francisco, CA  
  2007
- St. Jude’s Collegiate Leadership Seminar  
  Memphis, TN  
  2007
- New D.E.A.L. (Dean’s Excellence and Leadership Program)  
  Atlanta, GA  
  2006
JOEY BRANTLEY LAMAR

Current Address: 360 Utoy Place Atlanta, Georgia 30331, 678-789-5678 (Cellular) Joey.brantley@gmail.com
Permanent Address: 3789 Crossdale Road, Lithonia, Georgia 30038 770-599-8208 (Home)

EDUCATION
Clark Atlanta University, Atlanta, Georgia
Dual Degree Program: Bachelor and Master of Arts Degrees in Accounting May 2010 Cumulative Grade Point Average: 3.8/4.0

University of the Virgin Islands, St. Thomas, United States Virgin Islands Study Abroad, May 2007

RELATED EXPERIENCE
Georgia Power Company A Southern Company
Internal Controls Intern
August 2009 – Present
- Testing 123 internal controls verifying their operation output matches their design intention, noting 114 or 93% are in compliance
- Validating four (4) liability account reconciliations by checking adequate support to justify changes in these account balances
- Generating two (2) General Accounting Procedures (GAP) for internal company use, to provide management’s policy on the accounting topic

Ernst and Young, LLP
Financial Services Operations Advisory
Manhattan, New York
June 2009 – August 2009
- Consulted with client on 3 (three) information technology (IT) action steps they needed to employ to operate more effectively and efficiently with 2 (two) or 67% success rate
- Evaluated client's information technology (IT) system to evaluate its ability to correctly gather ten (10) key data points from an outside database and placed it in client’s database
- Investigated 600 investment funds highlighting the twenty-five (25) or top 10% and bottom 10% best and worst funds to continue or cease investing

Financial Services Operations Assurance
June 2008 – August 2008
- Examined one (1) Hedge Fund Client’s existence testing controls, by performing position reconciliation on the holdings portfolio and securities portfolio with 100% success rate
- Reviewed one (1) Hedge Fund Client’s year end gains and losses so it could be reported for proper tax treatment
- Recalculated dividends for 125 equity and Contract for Difference (CFD) securities, including interest for fixed income securities (i.e. corporate bonds) and single swaps

Financial Services Operations Tax Accounting Risk Advisory Services
June 2007 – August 2007
- Critiqued six (6) companies’ financial statements to determine the probability of Ernst and Young providing services with three (3) or 50% deciding to acquire services
- Expedited transition of Ernst and Young’s client service status application from local version to accessible internet version, helping clients monitor current engagement status
- Advised three (3) potential clients on the short and long term benefits of acquiring Ernst and Young services

Norfolk Southern Railway
Atlanta, Georgia
Revenue Accountant Representative
May 2006 – August 2006
- Contacted accountholders to reconcile past due invoices greater than thirty (30) days which generated $30K of monthly revenue
- Investigated and quickly resolved twenty-seven (27) or 75% customer account discrepancies that were 180 days past due
- Distributed thirty-three (33) customer invoices for payment with 94% collected without discrepancy

OTHER WORK EXPERIENCE
Clark Atlanta University, Residential Life, Atlanta, Georgia, Residential Assistant
August 2006 – May 2007

LEADERSHIP EXPERIENCE AND COMMUNITY SERVICE
- Winner of Deloitte Consulting Case Competition, Captain, May 2009
- Ernst and Young Campus Ambassador, Lead Ambassador, August 2008 – Present
- Beta Gamma Sigma, International Business Honor Society, May 2008 – Present
- Deloitte Audit Case Competition, Captain, October 2007 – November 2007
- Ernst and Young’s Inaugural Discover Tax Program, January 2007
- Clark Atlanta University Baseball Team, Captain, August 2005 – May 2009
- Reviving Baseball in Inner Cities (RBI) Baseball Coach, May 2009 – Present
- Volunteer Income Tax Assistant (VITA) Program, February 2008 – Present
- Junior Achievement High School Outreach Program, July 2007 – Present
- Hands on Atlanta, August 2005 – Present
- Habitat for Humanity Housing Project, Volunteer, August 2005 – Present
- Flipper Temple AME Church Feed the Hungary Project, August 2005 – Present
FRESHMAN SAMPLE RESUME

NAME
Street Address, City, State, Zip Code
(AC) Phone Number Email address: xxxx@hotmail.com

CAREER OBJECTIVE
To pursue an internship with emphasis in finance with a major corporation. (Do not use any personal pronouns i.e, I, me, they, we etc.)

EDUCATION
(Information on resume to be placed in reverse chronological order – most recent to past).
Name of College, City, State
Bachelor of Arts degree in Business Administration May, 200x
Concentration: Finance Cumulative GPA: 3.2/4.0 scale
Or
Bachelor of Arts degree in Mass Media Arts, May, 2000x
Concentration: Television, Radio and Film Cumulative GPA: 3.0/4.0 scale

Or – If you transferred from another 2 year (Associate of Arts) or 4 year (Bachelor of Arts college this statement will be used after CAU information)
Pursued an Associate or a Bachelor of Arts degree in Business Administration, 2005-2007

Or - High School information is only placed on a Freshman resume.
Washington Carver High School, City, State
Diploma, May 2000x

WORK EXPERIENCE
(You can list up to 5 jobs on a resume – all should be listed in the same formatted style)
Job Title Name of Company
Month, Year-Month, Year City, State

• Write job description using action words. Place emphasis on leadership, team work and communication skills.
• Example: Coordinated and implemented workshop for a five (5) member team on stress management skills.
• Trained new hires on customer service policies/procedures.
• Conducted nightly inventory of merchandise and generated reports for management.

ACTIVITIES AND COMMUNITY SERVICE
• Name of Organization, President, 2002-Present
• Name of Community Service Organization, Mentor, 2001- Present

PERSONAL ATTRIBUTES
• Effective Leader and Team Player
• Strong Written and Oral Communication Abilities
• Keen attention to details, self-initiator, punctual and dependable
• Conversational Spanish
• Computer Skills: Microsoft Office Suites, Excel, PowerPoint, etc.

REFERENCES AVAILABLE UPON REQUEST
MORGAN E. McGHEE  
morgan_mcghee@hotmail.com

Permanent Address  
2121 N. Lobdell Boulevard Apt 1011  
Baton Rouge, Louisiana 70806  
(225) 333-2013

Current Address  
128 Mildred Street SW  
Atlanta, Georgia 30314  
(404) 880-2013

OBJECTIVE
To pursue an internship with an emphasis in accounting with a major corporation.

EDUCATION
Clark Atlanta University, Atlanta, Georgia  
Bachelor of Arts degree in Accounting, May 2013

Woodlawn High School, Baton Rouge, Louisiana  
Diploma May 2009  
Cumulative GPA: 3.2/4.0 scale

WORK EXPERIENCE
Sales Support  
The Formal Place  
Baton Rouge, Louisiana  
January 2009 – May 2009

• Assisted customers with the selection and purchase of formal wear
• Supervised and monitored the dressing rooms and sales floor in efforts to maintain organization
• Conducted weekly inventory
• Trained new employees on cashiering and sales floor policies and procedures

Sales Assistant (Seasonal Hire)  
Party Time  
Baton Rouge, Louisiana  
October 2008 – December 2008

• Assisted customers in the location, selection and purchase of merchandise
• Supervised dressing rooms during seasonal promotions to deter theft and maintain organization
• Performed nightly clean up and inventory of merchandise and produced reports for management

Cashier/Party Hostess  
Chuck E. Cheeses  
Baton Rouge, Louisiana  
March 2008 – October 2008

• Managed cash register and conducted shift reports for management
• Conducted daily inventory of paper/food products and game prizes
• Demonstrated the ability of time management and multi-tasking abilities while hosting birthday parties throughout the day while ensuring guest satisfaction.

ACTIVITIES AND COMMUNITY SERVICE
• St. Jude “Up Til’ Dawn” Fundraising Campaign, August 2009
• DECA, August 2009 – May 2009
• Diversity Dance Productions, Captain, 2007 – 2009
• North Baton Rouge Community Center Summer Camp, Volunteer Mentor, 2007 – 2009

PERSONAL ATTRIBUTES
Strong team leader and effective team player
Strong vocal and oral communication skills
Computer skills: Microsoft Word, Excel, PowerPoint, Publisher, Photoshop etc.
INTERVIEWING STRATEGIES

To have a successful interview, there are several steps you need to take before going to the interview. These are:
1) Conduct a self-evaluation; 2) Prepare your Resume; 3) Research the Company; and 4) Select appropriate attire. Each step is briefly discussed below.

Self Evaluation

Before you can sell yourself to any corporation you must know YOURSELF!!! Only YOU can sell YOU. Just as you evaluated yourself to decide on your major, you must also evaluate exactly what you are looking for in a career. You must think about who you are as a professional person.

ASK YOURSELF THESE QUESTIONS:

- What type of personality do I have? Am I people oriented, technically inclined, or interested in the outdoors. The answers to these questions will determine the type of position you seek.
- What salary ranges are acceptable?
- What are my short-term and long-term objectives?
- Where do I see myself in the next ten years?
- How do I perceive myself? Am I a leader/follower? Do I work well with others? Am I aggressive, well organized, dependable, etc.?
- How do others perceive me?
- What time of the day is best for me? Do I need a career that has time constraints or one that is flexible? Do I want a career that has a workweek of Monday – Friday or various days of the week?
- What skills do I have to offer to a corporation or agency?
- What attributes do I possess that would make me an ideal candidate? Identify three solid attribute examples regarding leadership, teamwork, customer service, communication, analytical and organizational abilities. Write in your Career Journal your answers – using the STAR Behavioral Based Interview method. Before your interview review your notes and this will enable you to articulate your answers in a more confident manner.

These are just a few questions that you need to have answers for before you enter into an interview. Your answer to these questions can determine the type of position you will seek and the effectiveness of how you respond to the interviewer’s questions.

Preparing Your Resume

Once you know who you are, it will make it much easier for you to construct a dynamic resume. If prepared effectively your resume will be your tool to get you an invitation to an interview. Your resume is to be used only as a tool to get you an invitation to an interview. Knowing yourself and your ability to sell your capabilities will win you the JOB.

Before your interview you need to familiarize yourself with your resume, with the dates of employment, dates of receiving awards, titles of various positions held (employment and organizational offices), and various skills. Most IMPORTANTLY, be able to explain and expound upon your job descriptions. However, you never want to tell untruths of your responsibilities and capabilities because it may come back to haunt you.

For help writing your resume, please see the Resume Writing section of this handbook.

Researching The Company

Just as you need to know yourself and the skills you have to offer the corporation, you need to know the corporation and what it might have to offer you. Will it satisfy some of your needs for a career, i.e. meeting your long-term objective? You may impress the recruiter in selling yourself, but nothing impresses the recruiter more than your knowledge of the corporation.

When you research a company you need to inquire about their history, products and/or services, sales and profit, growth record and clientele. There are a variety of places where you may research a corporation:

1. Career Planning and Placement Center
2. Campus and/or community libraries
3. Informational interview with an employee of the corporation
4. Information Sessions the night prior to your on-campus interview
5. Annual Reports and Corporation literature
6. Chamber of Commerce
7. Internet
Selection of Wardrobe

As a student, **NOW** is the time to start selecting your interviewing wardrobe. During your winter and summer breaks, save enough money to purchase at least one appropriate outfit. Men should consider one conservative suit and/or blazer; dress slacks and a white or blue dress shirt and wing tip shoes. Women should pick a conservative suit, dress shirt or blouse with a blazer. These items may be color coordinated so that they can be mixed and matched to form a variety of combinations.

“Dressing for Success” is discussed in greater detail in a later section of this handbook.

The Interview

Arrive for your interview at least ten to fifteen minutes prior to your scheduled interview. BE ADVISED, the minute you walk on the premises of a corporation you are being evaluated and judged. Cordially introduce yourself to the receptionist/secretary, informing her of your name, who you are there to see and at what time. Have a seat in the reception area and gather your thoughts and review your information on the corporation.

INTRODUCTION

When the interviewer comes to greet you, **stand first**, extend your hand for a firm handshake, maintaining eye-to-eye contact. During this time there will be some small talk while you walk to your interview room destination. **DO NOT HAVE A SEAT UNTIL THE INTERVIEWER ASKS YOU TO BE SEATED**; however, if the interviewer forgets, ask, “**May I be seated?**”

COMPANY INFORMATION

During a standard interview, the potential employer discusses the position, programs and other relevant information regarding the company. It is your opportunity to listen and gather important information. Make a mental note of any questions you might have from the information that is provided.

CANDIDATE SELLING ABILITY

During this time you want to utilize all the information you have gathered during your self-evaluation. Tell yourself, “**IT’S NOW OR NEVER**,” and give your best selling spill. This is the opportunity for you to highlight the following skills:

- Relevance of course work and/or work/volunteer experience to career interests
- Relationship between ability and achievements
- Ability to cope with problems
- Leadership ability
- General world knowledge
- Knowledge of the company
- Interest in the company

Try to use examples that illustrate your statements of ability. Examples give life to your comments and are likely to make a very favorable impression. One example of this could be as follows:

“I am an entrepreneur by nature. Last year, I started XYZ Marketing Company in our Business Department and created a brochure that highlighted our services. I marketed our “company” around the campus and community and we generated tremendous business. By the end of the academic year, we had raised over $2,500 for the department.”

Conclusion

You will know when the interview is concluding by paying attention to the verbal and non-verbal cues from the interviewer. You should never take the initiative to conclude the interview. Before leaving make sure you have the correct spelling of the interviewer’s name, title and mailing address. Most often this is accomplished by requesting a business card. Be sure you sum up your qualifications and interest in the company. Naturally, you will **thank** the person for their time and interest in your application.

REMINDER!!! **Always send a thank-you letter immediately following the interview, within a week’s timeframe.** Examples are found in the letter writing section of this handbook.

THE TOUGH QUESTIONS AND SOME POSSIBLE ANSWERS

Tell me about yourself.

*** Cover your education (why you chose your major, scholarship, etc.), work experience, extra-curricular activities, volunteer history and what’s been going on recently. Keep your answer to not more than 2 or 3 minutes - don’t ramble or elaborate.

What can you offer us?

*** Be sure you know something about the position
before you answer this (research the company prior to the interview). Then you can relate some of your past experiences in which you have succeeded in solving problems similar to those you may encounter.

**What are your strengths?**

*** Respond with a strength, which if over-done, can get in your way and become a weakness. “My desire to get the job done sometimes causes me to press a little too hard on my organization. I am aware of this problem and believe that I have it under control.”

*** Deal with your need for further training in some area relating to the job.

**How much are you worth?**

*** Try to delay answering this until you have learned a lot about the job and explore beforehand the typical ranges they are accustomed to paying. You may ask what is the typical range for similar jobs in their company? However, through researching the company this information should have also been gathered. If salaries are not provided in the literature, you may also go on Salary.com and give the range that you had in mind, but qualify it by saying you hope to learn more about the job responsibilities and scope.

**What are your ambitions for the future?**

*** Indicate your desire to concentrate on doing the immediate job well – and your confidence that the future will then take care of itself.

**What do you know about our company?**

*** If you are prepared, you can honestly state that you have studied the information that is publicly available and are aware of quite a bit of the published facts. However, you might also state that you would like to know more – and then be ready to ask some intelligent questions. Don’t relate all the things you have learned, but merely let your knowledge show through the informed way you handle the interview.

**Why do you want to work for us?**

*** Indicate that from your study of the company, many of the activities and problems are the sort that would give you a clear chance to contribute to the company through your past experience, education and skills. If you can honestly say so, explain your admiration for the company and what it is that appeals to you.

**Please give your definition of a …… (the position for which you are being interviewed).**

*** Keep your answer brief and task-oriented. Deal with responsibilities and accountabilities.

**How long would it take you to make a meaningful contribution?**

*** Be realistic and speak in terms of six months to a year.

**Why do you feel you have the potential to be a good manager?**

*** Orient your answer toward your past achievements and the task to be done. Explain how you go about getting work done – either by yourself or through your organization.

**What important trends do you see coming in our industry?**

*** Pick out two or three things that you see coming down the road. This is your chance to show that you have thought about the future, the economics, the markets and the technology of your industry – and that you have kept informed through journals, newspapers and magazines.

**Describe what you believe would be an ideal working environment.**

*** This is a place where you can bring in some of the “satisfiers” and “ideal job preferences”- but don’t make it sound too sublime or impractical.

**How do you think your subordinates perceive you?**

*** Be as positive as you can, but remember to be honest, too.

**What did you like most, and least in your last position?**

*** Be careful on this one. Emphasize the positive and don’t carry on at length about the negatives.

**Describe a situation in which your work was criticized.**

*** Be specific and brief. Avoid getting emotional or defensive.

**Are you a leader?**

*** Yes. Give examples.

**WHAT QUALITIES DO EMPLOYERS SEEK?**

The College Placement Council, in a booklet entitled, “So You’re Looking for a Job?” describes the following sixteen traits employers frequently seek in candidates:
1. **Ability to Communicate.** Do you have the ability to organize your thoughts and ideas effectively? Can you express them clearly when speaking or writing? Can you present your ideas to others persuasively?

2. **Intelligence.** Do you have the ability to understand the job assignment? Learn the details of operation? Contribute original ideas to your growth?

3. **Self-Confidence.** Do you demonstrate a sense of maturity that enables you to deal positively and effectively with situations and people?

4. **Willingness To Accept Responsibility.** Are you someone who recognizes what needs to be done and is willing to do it?

5. **Initiative.** Do you have the ability to identify the purpose for work and to take action?

6. **Leadership.** Can you guide and direct others to attain the recognized objectives?

7. **Energy Level.** Do you demonstrate a forcefulness and capacity to make things move ahead? Can you maintain your work effort at an above-average rate?

8. **Imagination.** Can you confront and deal with problems that may not have standard solutions?

9. **Flexibility.** Are you capable of changing and being receptive to new situations and ideas?

10. **Interpersonal Skills.** Can you bring out the best effort of individuals so they become effective, enthusiastic members of a team?

11. **Self-Knowledge.** Can you realistically assess your own capabilities? See yourself as others see you? Clearly recognize your strengths and weaknesses?

12. **Ability to Handle Conflict.** Can you successfully contend with stressful situations and antagonism?

13. **Competitiveness.** Do you have the capacity to compete with others and the willingness to be measured by your performance in relation to that of others?

14. **Goal Achievement.** Do you have the ability to identify and work toward specific goals? Do such goals challenge your abilities?

15. **Vocational Skills.** Do you possess the positive combination of education and skills required for the position you are seeking?

16. **Direction.** Have you defined your basic personal needs? Have you determined what type of positions will satisfy your knowledge and goals?

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**BEHAVIORAL INTERVIEWS**

Recruiters have indicated that past behavior and reactions to various situations is a better indicator to determine your future reactions. Therefore, more companies are now using the Behavioral Based Interview to assess your abilities to fit into their corporate environment. To effectively perform in a Behavioral Based Interview you may want to develop the following style of answering these questions using the **STAR** method.

- **S - Situation,** provide an example of the situation at hand.

- **T - Provide the task** that relates to the situation of what is to be accomplished.

- **A - What action plan** did you implement to accomplish the overall goal of the situation?

- **R - What were your overall results** of your action plan that you implemented to resolve the situation?

The following questions may be asked of you during your behavioral style interview in efforts to determine the following characteristics – **Business Acumen, Selling/Influence, Technical/Scientific, Interpersonal/Impact and Motivation/Job Fit:**

- What is most important to you in conducting business with others?

- Tell me about a time when you successfully defended your position despite strong opposition from your peers/professors/boss.

- Give me an example of a time when you made a mistake or inadvertently gave inaccurate information to another person. How did you respond to the situation?

- How would you describe your approach to structure in your school/work life?

- Why did you choose to pursue this academic discipline or type of work?

- Give me an example of you setting your goals. If you did not succeed in meeting your goal what was your response or next plan of action?

- What are your favorite or least favorite courses in college? Provide your rationale for each.

- Give me an example of a situation in which you had to rely on team members to accomplish something for which you were ultimately accountable. How did you motivate the team to get accomplished what you needed?
• Tell me about a time when you effectively resolved an issue with an irate customer.

• What are your core values? Give specific examples that demonstrate those values.

• Which courses in college were your best/worst? Why?

• What do you know about our company and/or industry?

• Tell me what you have to offer that positions you above the other candidates.

QUESTIONS YOU MAY WANT TO ASK THE INTERVIEWER

1. What is the most pressing challenge facing the new person for this position? What are the obstacles you see in getting the desired results?

2. Beyond technical skills, what personal qualities do you think are critical for success in this job or company?

3. What else do you need to know about me to make a hiring decision?

4. Then, ask for the job (in your own words).

5. How do the community, its suppliers and employees view this company?

6. Why did you choose to work here? What do you like most and least about this corporation?

7. How will performance be measured (evaluated) at the company and/or for this position?

8. What do you see as the greatest external challenge for this company?

9. What are some examples of career paths top management have taken?

10. Does this organization sponsor extra-curricular activities or have recreational facilities available to employees?

11. Is this a new position that is being created or did the individual holding this position get promoted? What is the retention rate of people in this position?

12. What is the company’s promotion record among minorities and females (gender is optional)?

13. What was the growth pattern of the company over the last five years?

14. What are the company’s expectations for new recruits?

15. Why do you enjoy working for your firm?

16. Describe the typical first-year assignments.

17. What type of training is required? How long is the training and where is the training?

18. What makes your firm different from its competitors?

TEN COMMON PITFALLS THAT CAN RUIN AN INTERVIEW

Regardless of your business wardrobe, attaché case or how brilliant or dedicated you sell yourself to be, blow the interview and you are out of the competition for the job. It is easier to fail an interview than it is to pass one.

1. KNOWING LITTLE OR NOTHING ABOUT THE COMPANY

This is the number one eliminator. When an interviewee walks into an interview not knowing anything about the company, interviewers consider this a sign of disinterest, apathy. They may assume that you are only there to get a steady paycheck and a place to hang out for a couple of years until something better comes along.

2. NEGATIVE ATTITUDE

Interviewers pick up on negative attitude immediately. Companies are not interested in a person that is constantly complaining, whining, angry, miserable and pessimistic. If you have a grievance regarding your present/past employer, an interview is not the time to vent your displeasure.

Companies are interested in team players that are interested in the betterment of the organization. They are interested in persons who will work tirelessly to get the job done and who have creative ideas and suggestions for improvements.

3. POOR COMMUNICATION SKILLS

Companies are interested in persons who can mix chitchat with intelligent conversation, who can mix and mingle with top corporate executives and not feel intimidated. Interviewers are interested in candidates that can sell their products, talk
informatively about the company and get their point across. Interviewers are very mindful of proper grammar and diction while the interviewee is speaking. Do not use slang words, clichés or jargon to get your point across.

Do not underestimate the value of small talk regarding the weather, sports, your travel to the interview, current events, etc. This gives an interviewer insight into your extra-curricular activities and knowledge of current events. Everything discussed in an interview is relevant and could help determine your passing or failing an interview.

4. RAMBLING DISCONNECTED ANSWERS

Before you start to answer questions, restate the questions. Gather your thoughts before you give your answer. When you give your answers, give complete sentences and get straight to the point. Elaborate on key points.

5. INAPPROPRIATE BEHAVIOR

The interview is no time to relax and become too comfortable with the interviewer, as if you have known him for years. Be on your best interviewing behavior. This is not the place for chewing gum, smoking, fidgeting or fumbling. Arrogance, cockiness, and egotism are very offensive also.

6. FAILURE TO MAKE EYE CONTACT

Eye contact with your interviewer is very important. You do not have to stare at the interviewer for the entire 60 minutes, but look at the person most of the time, especially when speaking. Avoid gazing out of the window, into the ceiling (your answers to the difficult questions are not in the ceiling) and around the office.

7. FAILURE TO ASK QUESTIONS

After the interviewer has quizzed you with a barrage of questions, then it is your time to show the recruiter how interested you are by asking intelligent questions about promotions, corporate culture, advancement opportunities, etc. This is not the appropriate time to inquire about salary, perks and benefit packages.

8. IMPROPER DRESS

It is not necessary that you dress as though you just came from an Ebony Fashion Fair Extravaganza, but you ought to look “corporate”. That means conservative in business suits and dresses. Men and women should have a conservative haircut and styles, (the trendy styles are inappropriate for the corporate world). Women should select a pair of classy, conservative earrings (posts are preferable) - none for the men!

9. NO CAREER DIRECTION AND NOT KNOWING SELF

Do not come across in the interview as if you are unsure of yourself, unresponsive, or passive. Be assertive and aggressive without coming across as being arrogant and cocky.

Assess your goals and objectives prior to the interview. Tact, diplomacy and timing pay off. Exhibit a strong sense of your professional self.

10. CANCELLING OR SHOWING UP LATE

Unless you are on death’s door DO NOT CANCEL YOUR SCHEDULED INTERVIEW. Although your explanation for canceling is legitimate, it can be a bad reflection on you. If you absolutely have to cancel, give the interviewer as much notice as possible (at least 48 hours) in order to give him/her a chance to reschedule you. The ultimate pitfall is not showing up at all; this cancels all hopes of ever getting another interview with this company—much less a position.

Another “no-no” is showing up late to a scheduled interview. Prior to your interview you should have routed your means of travel to the interview location, laid out your interview attire (including the basic essentials), made copies of your resume, checked the car for ample gas, air in the tires, etc. Making all of these advance preparations will eliminate having last minute crises that could cause you to be late to your VERY IMPORTANT DATE.

Follow-up Site Interviews

After the initial interview (usually on the college campus), students who have won the initial impression of the human resources recruiter will be invited to visit the facility of the potential employer. You will usually get a letter from the recruiter stating the company’s interest in following up further with you. DO NOT GET TOO HAPPY and start counting your dollars - you have only accomplished the first step of the job process.

Upon receiving that letter, you should notify the Career Services and Co-Op office, so that you may immediately start physical and mental preparation for the interview. This interview will probably be more intense and in-depth than the campus interview. You should expect to interview with more than one person. Your initial contact may be with the recruiter you interviewed with on campus. The recruiter may then introduce you to managers with hiring authority within the area in which you are interviewing.

The interviews may be on a one-on-one basis or a committee interview. In a committee interview, do not feel intimidated by the number of interviewers. Take a
deep breath, take your time and answer the questions as if only one person was in the interview. Maintain eye contact with the person asking the question; you may make eye contact with the other interviewers, but end your statement with eye contact to the initial interviewer. You may expect a follow-up/site interview to last anywhere from two hours to eight hours. In this type of interview, you will be touring the facility and meeting potential co-workers (who will also be evaluating you).

The interviewer, along with the potential supervisors, will probably treat you to lunch. The conversation during lunch will probably be a discussion of social activities of the organization, current events/community concerns and possibly a few light questions regarding your activities. Remember, you are still being evaluated—your grammar, diction, knowledge of current issues, and table etiquette, etc.

**REVIEW TABLE ETIQUETTE.**

The same effective interviewing process is used for the follow-up/site visit. **FOR DETAILED INFORMATION REVIEW INTERVIEWING STRATEGIES.**

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### 20 POSITIVE COMMENTS FROM RECRUITING EMPLOYERS REGARDING STUDENT INTERVIEWS*

1. The pool of candidates was fantastic.
2. They were extremely well prepared and had great knowledge of our company and opportunities.
3. Student was well prepared.
4. Great job expressing his passion for the field and desire to work for our organization. This is a RARE quality found in students I’ve interviewed!
5. Excellent candidate with realistic expectations; presented herself very well.
6. She was very poised, professional and exhibited great communications skills and solid examples.
7. Her appearance was very nice and she had good prior internships.
8. All students asked questions that were relevant to the job position. I felt they were very professional and prepared for the interview.
9. Great candidates that understand the supply chain.
10. He was very nice, articulate, good knowledge about our company and great energy.
11. They were excellent candidates.
12. All candidates were awesome!
13. Students were very pleasant, polite and demonstrate leadership traits.
14. She is very outgoing, good communicator and demonstrates leadership traits.
15. He communicates effectively, takes learning and applies to new experiences; not afraid to take the lead.
16. Great communication skills!
17. Overall I was very impressed with the candidates – they were well prepared, articulate and professional.
18. She was a great interview!
19. Students were well prepared and presented themselves professionally. I enjoyed meeting with each of them and feel they will be a good fit for our organization!
20. Students are clearly coached well by Career Planning and Placement Center. They were all very professional and ready for the interview.

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### 20 NEGATIVE COMMENTS FROM RECRUITING EMPLOYERS REGARDING STUDENT INTERVIEWS*

1. Student needs to RESEARCH company more.
2. Student was very timid and needs to work on eye contact.
3. A male student was not wearing a suit jacket and he smelled of cigarettes.
4. Student needs to work more to provide concrete examples and be more poised.
5. Student needs to think through the questions before providing a response.
6. She needs to be more assertive and obtain a better understanding of the company before interviewing.
7. Student should be more confident in communicating and more assertive.
8. She needs to respond to the specific questions and work on listening to the questions.
9. Her attire was inappropriate – her skirt was not pressed and TOO short, ripped and tight; she also had on Hello Kitty earrings.
10. Two of the students need more interviewing training. I would greatly recommended mock interviews.
11. This student has NO personality.
12. Student needs to work on his oral communication skills.
13. A little hesitant in answers and LATE for the interview.
14. Student had difficulty completely answering questions, seemed hesitant and not assertive enough.
15. Students did not know their strengths, weaknesses and five year goals.
16. Student used “you know” or “basically” in answering questions. This is a no-no!
17. Her appearance was nice but inappropriate, her suit was TOO small and her heels TOO high.
18. Would have liked to have seen more specific knowledge about our organization.
19. She needs a more professional overall approach.
20. He seemed very nervous; he needs more practice interviewing.

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*Note: All comments were from the 2009-2010 company interviews held in the CPPC office. Real names were with-held and replaced with the appropriate pronoun(s)
LEGAL ASPECTS OF THE INTERVIEW

EDUCATION

It is LEGAL for recruiters to ask questions regarding applicant’s academic, vocational, or professional accomplishments, or to inquire about language skills such as reading, speaking and writing a foreign language. But it is ILLEGAL to ask questions of nationality, racial or religious affiliation of schools attended, or how your foreign language was obtained.

CRIMINAL BACKGROUND

It is LEGAL to ask for a listing of actual convictions. But it is ILLEGAL to inquire about arrests, investigate applicant’s arrest, court, or conviction records, if it is not related to the function and responsibility of the position.

ORGANIZATIONAL AFFILIATIONS

It is LEGAL to ask for organizational memberships and offices held. But it is ILLEGAL to ask for listings of all organizations, clubs, societies, and lodges to which applicant has belonged.

REFERENCES

It is LEGAL to ask for general work/professional and/or character references. Also, it is legal to inquire on the person who made the referral. But it is ILLEGAL to ask for specific references that might reflect race, religion, nationality and sex.

WORK SCHEDULE

It is LEGAL to ask applicant their willingness to work required work schedules and about military reservist obligations. But it is ILLEGAL to ask applicant willingness to work any religious holiday.

PHYSICAL AND PERSONAL DATA

It is LEGAL to request proof of ability to perform physical tasks required for the job or to require a physical examination. But it is ILLEGAL to ask information about your height, weight, impairment(s), or non-specified job-related physical data. It is also illegal to inquire about the number of children, their ages, and physical disabilities of children. It is ILLEGAL to inquire about martial status, sexual preferences and religious beliefs.

HANDICAP

It is LEGAL to ask whether an applicant has any handicap or health problems, sensory, mental, or physical, which would affect work performance in particular. But it is ILLEGAL to exclude handicapped applicants as a class on basis of the handicap (each determined on a case by case basis).

CREDIT RATING

It is LEGAL to ask questions regarding credit rating of the applicant if it is pre-requisite for the position. It is ILLEGAL to ask questions or investigate applicant’s credit rating, charge accounts, etc. if it is not pertinent to the job.

OTHER

It is LEGAL to ask about any area directly relating to the specific job. But it is ILLEGAL to ask non-job related information, which permits unlawful discrimination.

BUILDING YOUR PROFESSIONAL WARDROBE

First impressions are usually lasting and the outcome of your interview may even be determined by your outward appearance. The average college student has a very limited budget with which to build and maintain a professional wardrobe. It is with this approach in mind that we offer the following suggestions.

Women

SUITS
Select a well-tailored dark colored skirt suit – navy, grey, taupe, or black. As your budget increases you can expand on this.

BLOUSES
Select solid colors - white or beige. Cotton and silk are your best fabrics but most synthetic fibers (wool blends, rayon, etc.) will do just fine. A scarf may be worn appropriately to accent your choice of blouse and suit.

DRESSES
Dresses follow the same rules as suits – conservative, basic styles and solid colors. Floral and other printed materials tend to be perceived as un-business like and you may not be “taken seriously”.

SHOES
Invest in shoes that are closed heel and closed toe, all leather and with heels about 3 inches in height. Again, choose dark colors for that conservative and professional appearance. Open toe sandals, sling backs and mules are unacceptable for an interview or corporate receptions.

JEWELRY AND ACCESSORIES
Keep jewelry and accessories to a minimum – a simple watch, small gold or silver earrings, a bracelet, and one ring per hand. Jewelry, like make-up should enhance your appearance not draw attention to it. Earrings should be of the stud or small loop type. Earrings in
the nose, tongue and eyebrow are unacceptable during the interviewing process and there should only be one earring per ear. Another don’t is the use of telephones or pagers in the interview – turn them off.

**HANDBAGS AND PORTFOLIOS**

Purchased a long lasting leather handbag or portfolio. Besides looking good for an interview, they will last many years on the job. Black is the color of choice, as it will work well with just about any clothing scheme you wear. If you can afford it, other colors may be bought later.

**HAIR**

Keep your hair well groomed and in business looking styles. Stay away from trendy and controversial styles. Remember, the styles and bold colors that are popular on campus may not be appropriate in a professional environment.

**NAILS, MAKE-UP & PERFUME**

People will tend to notice your hands, so keep nails clean and at a moderate length. Avoid vibrant nail polish and artwork on your nails. Make-up should be natural looking and should enhance your features. Check with the cosmetics consultant at your local retailer when buying make-up and emphasize that you are seeking a daytime makeover appearance. Perfume should be very light and airy – do not apply too much.

Men

**SUITs**

All college men should start out their wardrobe with the standard single-breasted dark suit(s) – black, gray and/or navy. Very subtle striped are acceptable. Choose suits of wool or wool-blends that are wrinkle-proof and can be worn year round.

**SHIRTS**

Stay with the traditional long-sleeved white shirt, it works well with any color suit or tie. Striped shirts may be worn if the stripes are small, the colors subdued, and it goes well with the suit and tie. Shirts should always be well ironed and have a crisp look.

**BELTS/SHOES**

Leather belts and shoes always. Black, burgundy or brown wing-tip shoes give that very professional image. Belt color should be the same color as shoes. Shoes should be polished at all times.

**TIES**

Ties tend to be determined by trends but should be professional in nature. Remember, your tie should just touch the top of your belt buckle. Braces or suspenders may also be worn, but never with a belt.

**ACCESSORIES**

Accessories should be kept to a minimum. A simple watch (not flashy or with bold colors) and one ring per hand are acceptable. A don’t in the interview is a nose, ear, eyebrow and tongue piercing. Another don’t is the use of telephones or pagers in the interview – turn them off.

Carry only a good quality portfolio, briefcase, wallet and a pen.

**HAIR, NAILS & COLOGNE**

Nails should be cut and well manicured. Hair, beard and moustache should be neatly combed, cut and trimmed. Stay away from controversial hairstyles. If wearing cologne, wear those that are not overpowering and irritating – you only need a small amount.

**MEN AND WOMEN** both should invest in a top quality, lined trench coat and a large black umbrella. The fact that it is raining, cold or snowing should not prevent you from arriving at your destination looking your best.

It does not require a lot of money to start a professional wardrobe while in college. It does however require careful planning and sensible shopping. Students should realize that companies are going to choose those candidates that not only interview well and have the required academic qualifications, but also look the part. Investing in a professional wardrobe might seem expensive at first, but in the long run it will become a very worthwhile investment.

**PROPER ETIQUETTE**

Most of us respectfully address elderly people as Mister, Mrs., Ms. or Miss before their surname, extend a morning greeting to co-workers, and respond with “thank you” as a courtesy. We learned and accepted these so-called manners as suitable conduct at an early age. Such an accepted manner of acting is called etiquette.

Etiquette is not an inherited characteristic. Etiquette is typically learned from your family, friends, and acquaintances. You may teach yourself through the use of books, manuals and periodicals as you take your place in society.

**Introducing Yourself**

In business situations, it is polite to introduce a younger person to an older person, or a lower ranking level to a high-ranking person. Regardless of the gender of the greeter, both men and women should stand for an introduction. The most courteous way to introduce a person or to be introduced is to smile, repeat the individual’s name and give a firm handshake, while maintaining eye contact. The same manner should be taken in a farewell.
**Entering A Business Office**

When entering a business office always, introduce yourself and state the purpose of your visit to the receptionist and/or secretary. When entering for an interview always, state your name, who your interview is with and the time of the interview. (Example: Good morning, my name is Ms. Julie Jenkins, I have an interview with Mr. Need A. Job at 10:00 o’clock). Be certain you arrive at least fifteen minutes prior to your scheduled interview. After introducing yourself, have a seat in the reception area to gather your train of thought or to read over materials pertaining to the company. If for any reason you need to use the telephone, always secure permission with the receptionist and/or secretary. Utilize the telephone only to make local calls and keep your conversation to a minimum of one to three minutes. Speak in a tone that is conducive to an office environment. REMEMBER TO ALWAYS THANK THE SECRETARY AND/OR RECEPTIONIST FOR THE USE OF THE TELEPHONE.

The rule of thumb, upon entering a person’s office requires that you always knock to gain entry permission. If the person is on a telephone call, wait in the exterior of the office or return back to the reception area — **never enter the office and sit in the person’s face during their conversation.** Always wait to be invited to have a seat, never assume you may be seated. Upon leaving the business office acknowledge the receptionist and/or secretary. A WORD OF ADVICE, the receptionist and/or secretary can help or hinder your overall success with a corporation.

**Telephone Etiquette**

When answering your telephone, assume that every call is a business call. Answer with a clear, cheerful HELLO, not “Joe’s Pool Hall” or some form of slang. If your music is loud, turn it off prior to answering the telephone. ALWAYS, have paper and pen available to take the person’s name, title, name of company and telephone number and any other pertinent information.

**CAUTION!** If you have a voice mail service please have a clear introductory message, suitable for business. State clearly your name as provided on your resume, “This is the residence of Wanna Work” (and if you have a roommate indicate both names). If you prefer music in the background, select an instrumental piece, not heavy loud rap that can distort your message. Representatives from Corporate America state that time is of the essence, and they prefer not to waste valuable time with long introductory messages on a voice mail.

When calling a business establishment state your name, the person you wish to speak with and the purpose of your call. Speak clearly and be brief. Business calls should be to the point. If you have additional information to give to the person whom you are calling, have it with you at the time of the call. DO NOT LEAVE THE PERSON ON HOLD WHILE YOU ARE RETRIEVING THE INFORMATION. YOU ARE WASTING THEIR VALUABLE TIME.

- Never eat, smoke or chew when talking on the phone.
- If you go to someone’s office and they are on the phone, do not enter unless they beckon you to enter.
- If you are in someone’s office and they accept a call while you are there, volunteer to wait outside. If they say it’s OK to stay — divert your attention to avoid staring in their face during the phone conversation.
- NEVER speak to someone else while you are on the phone.
- Always end your conversation on a pleasant note, thanking them for calling you.
- Always apologize when you have dialed the wrong number.

**Eating in the Company of Others**

In a professional environment the way you present yourself is a good indication of who you really are. As a professional, the impression your table manners leave on a recruiter or new associate will affect that person’s total opinion of your personal worth. To leave a glowing impression of competence and intelligence upon the minds of those sharing a meal with you, your table manners should be sparkling.

**Being Seated and Excusing Yourself from the Table**

Take your seat after the host/hostess has asked you to be seated. The host/hostess will inform you of the seating arrangements. If for any reason you need to leave the table, excuse yourself politely between courses — not in the middle of a course. When you excuse yourself, place your napkin on your chair or to the left of your plate.

**Napkin Use**

The meal begins when the host unfolds his or her napkin. This is your signal to do the same. Place your napkin on your lap, completely unfolded if it is a small luncheon napkin or in half, lengthwise, if it is a large dinner napkin. Typically, you want to put your napkin on your lap soon after sitting down at the table (but follow your host’s lead). The napkin remains on your lap throughout the entire meal and should be used to gently blot your mouth when needed. The host will signal the end of the meal by placing his or her napkin on the table. Once the meal is over, you too should place your napkin neatly on the table to the right of your dinner plate. (Do not refold your napkin, but don’t wad it up, either.)
Using Your Eating Utensils Properly

Eating utensils are generally placed in a convenient order for use during the various courses of a meal. Start with the first piece of silverware on the outside of the left side of your plate and work your way course by course towards the plate. Customarily, the silverware is arranged in the following order, from left to right: salad fork, dinner fork, cover plate (a plate indicating the place setting for one person), meat knife, salad knife, fish knife, soup spoon, and cocktail fork or grapefruit spoon. Depending on the number of courses in the meal, all of these utensils may or may not be utilized. It is preferable that if any other utensils are needed that they be placed during the appropriate course. However, the dessert utensil may be placed above the cover plate.

The Knife and Fork

There are two ways of using a knife and fork, the American and the Continental fashion.

AMERICAN STYLE – cut your food with the fork in the left hand and the knife in your right hand. Switching your fork to the right hand place the food in your mouth and rest the knife on the side or top of your plate.

CONTINTENTAL STYLE – your fork remains in the left hand as food is cut and conveyed to the mouth while your knife remains in the right hand. You should only cut the portion of food that you will place in your mouth at that time. Do not cut the entire portion of the food at one time. Also, in order to get small portions of food from your plate, use your knife in the left hand and fork in the right to place food on the fork (NOT YOUR THUMB).

No matter which eating style you use, when you finish eating, your dirty fork and/or knife should be placed on the plate in such a way that they will not slide off when the plate is removed. Never leave soiled utensils on the table or in a cup.

Eating Soup and Bread

- When eating soup, gather soup by directing the soup spoon away from you rather than toward you. This will eliminate the soup from possibly spilling on you.
- When sipping broth, do so from the side of the spoon, rather than using the front of the spoon. When eating meats or vegetables in a soup, insert the spoon into the mouth forwardly.
- It is appropriate to place oyster crackers in your soup, but never Saltines or Ritz – they should be eaten separately.
- NEVER tip your soup bowl or cup unless it has a handle. NEVER bring your cup to your mouth to drink the broth.

- You may use your fingers to eat your bread when you are dining. It is appropriate to break off a bite-size piece, butter it and then enjoy that piece. DO NOT break in half, butter it, and then bite off the piece.

Conversation

Keep your conversation at the dining table light, (current events, sports, discussion of the company, etc). Remember to follow the lead of your host/hostess; they will dictate the topic of conversation and when to start eating your meal. Avoid controversial topics such as sex and religion.

Selection of Items on the Menu

If you are given the option to choose your dinner items, always be mindful of what your host/hostess is ordering and order items in the same price range. Also, order items that are easy for you to negotiate cutting with your fork and knife (example, do not order baked or fried chicken at a formal dining setting, if you can not effectively use your fork and knife to consume the meat). Order filet fish or roast beef, something that is easier to negotiate.

Be careful of cherry tomatoes on your garden salad. You may not want to risk cutting them, because they have a tendency to squirt juices.

Again, follow the lead of your host/hostess. If they order dessert, then you have the option of ordering a dessert, should you desire. However, if they do not order dessert, then you should not indulge.

When You Have Finished

Do not push your plate away from you when you have finished eating. Leave your plate where it is in the place setting. The common way to show that you have finished your meal is to lay your fork and knife diagonally across your plate. Place your knife and fork side by side, with the sharp side of the knife blade facing inward and the fork, tines down, to the left of the knife. The knife and fork should be placed as if they are pointing to the numbers 10 and 4 on a clock face. Make sure they are placed in such a way that they do not slide off the plate as it is being removed. Once you have used a piece of silverware, never place it back on the table. Do not leave a used spoon in a cup, place it on the saucer. You can leave a soup spoon in a soup plate. Any unused silverware is simply left on the table.
NEGOTIATING
SALARY & BENEFITS

Most job seekers feel anxious, embarrassed and uncomfortable when the time comes to discuss salaries. Advice such as “Never bring up the issue of salary; let the interviewer say it first,” rarely helps if you do not have any idea of how to respond when the topic does come up. This section of the handbook will provide you with information on techniques to guide you in negotiating salaries and benefits as part of your job search.

THE FUNDAMENTALS OF
SALARY NEGOTIATION

• Determine the market rate salary range for this type of position in this particular industry.

• Prepare a budget to determine your financial needs.

• Decide before you go into an interview, what salary you want to earn, what you need to live on, and what you will be willing to settle for.

• Be realistic: entry-level salaries are less negotiable than salaries for mid-level or executive positions.

• Practice your salary negotiation skills with a friend, or during a videotaped mock interview session.

• Document your skills and accomplishments and be prepared to talk about them. Know why you are worthy of your asking salary!

• Do not be the first to mention salary during the interview and use the negotiating tips listed below when the topic is presented.

• Never say, “I need at least ___ dollars.”

• Do not worry about what salary your friends are making - the employer certainly is not.

• Never lie about your salary history.

• Relax; it is natural to feel embarrassed or uncomfortable discussing salary.

• Once you have accepted a job offer and the salary level – be sure to get it in writing.

HOW CAN I FIND OUT THE
MARKET RATE SALARY RANGE?

Uncovering salary information is not as difficult as it may seem. Try the following resources:

• Visit the Career Planning and Placement Center (CPPC) website http://www.cau.edu/Career_Planning_and_Placement.aspx, click on Career Links and scroll down to Career Decision Tools for a variety of salary links, including:

  www.jobsmart.org
  www.wageweb.com
  www.salary.com
  www.salaryexpert.com

• Use job listings which indicated salaries for related positions

• Ask your friends, networking contacts, and other job seekers

• Contact professional associations in your field of interest

• Explore salary resources of the Chamber of Commerce in your region

• Call employment agencies or executive search firms

• Review business and trade publications (i.e. US News & Working Women publishes annual salary surveys)

ARE SALARIES REALLY
NEGOTIABLE?

Yes and no. The degree to which a salary is negotiable depends on the position, the manager, the organization, your perceived value and the state of the job market. Most entry-level positions have set salaries that are subject to very little if any negotiation, perhaps a few hundred dollars of negotiating room. Mid-level positions typically have salary ranges of between 10 and 20 percent (i.e., a job paying $35,000 a year may have a salary range between $31,000 and $38,000). Employers will negotiate within the range, but will rarely exceed it unless you are an exceptional candidate. Most state and federal government jobs have rigid, non-negotiable salary scales based on education and experience. In general, higher-level management and executive positions offer the greatest opportunities for negotiation. In any case, never accept an offer in the interview. Express your strong interest but state that you always think over decisions of this magnitude. Tell your interviewer when you will contact him/her with your decision.