

Job Transition Guide

Organization Development and Effectiveness

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TABLE OF CONTENTS

Contents

Introduction.....	4
Coping with Your Emotions During a Job Transition	5
Self-Assessment.....	9
Interests.....	9
Holland’s Hexagon for Personality Types	10
Your Career Personality.....	13
Skills	21
Values	22
What is Your Career Path Style?.....	23
Development Questionnaire	24
Development Planning	25
Development Plan Template	26
Sample Development Needs and Opportunities.....	27
Elevator Speech Template.....	28
Job Search Strategies.....	29
Networking	29
Information Interviewing	29
JHU Job Application Information.....	35
Resumes	36
Resume Tips and General Guidelines.....	45
Action Verbs	46
Functional Headings	47
Sample Chronological Resume	48
Sample Chronological Resume	50
Sample Functional Resume	51
Sample Hybrid Resume	52
Sample Electronic Resume	53
Curriculum Vitae.....	54
Sample CV	58
Sample academic CV	60
Job Search Correspondence	63
Job Search Correspondence Tips.....	65

Sample Letter of Application	66
Sample Letter of Inquiry	67
Sample Letter of Introduction	68
Sample Thank You Letter.....	69
Sample Approach Letter - Referral	70
Sample Cover Letter – Referral	71
Sample Thank You Letter - Referral.....	72
Sample Thank You Letter - After an Information Interview	73
Sample Thank You Letter - Responding to Rejection	74
Sample Thank You Letter - Terminating Employment	75
Interviewing.....	76
Developing a Portfolio.....	90
References	92
Sample Reference Sheet.....	94
Resources for Job Seekers	95
Local Community Resources	95
Worksheets and Forms.....	116
Acknowledging Positive and Negative Aspects of Your Former Job	116
Work Content, Specific Content, or Technical Skills.....	117
Self-Management Skills	118
Functional Skills	119
Values Checklist	120
Career Development Action Plan	121
Achievement Stories.....	122
Testing Your Objective.....	123
Your Existing Network Contacts	124
Networking Form.....	125
Job Search Form	126
Post-Interview Debriefing Sheet Form	127
Bibliography.....	128

Introduction

Whatever you can do, or dream you can, begin it. Boldness has genius, power, and magic in it.

- Johann Wolfgang von Goethe

For some people, the prospect of changing jobs and looking for a new position can seem like an overwhelming task. This may be especially true if there has been an imposed job loss, as a result of a reduction in force (RIF), reorganization, or a loss of funding.

Depending on your personality, your initial reaction to job loss may be positive or negative. When faced with job change, some may experience feelings of anticipation that may build to frustration, fear, and uncertainty. Others may embrace job change with eagerness, excitement, and expectation.

This guide has been developed to help you manage a job transition and assist you in every stage of the career management process. Topics include information on coping with your emotions, self-assessment, job search strategies and correspondence, resume writing, interviewing skills, developing a portfolio, career development action plans, and resources for job seekers.

In addition to the resources that are provided, you may also consider seeking guidance from a professional career counselor to help you to assess your personal interests, personality attributes, skills, accomplishments and values. This information can then be used to research specific jobs and career paths, to identify fulfilling job and career options, to build a personal plan of action to reach your goals, and to help you to maintain your focus during your job search. A career professional can also help you to explore your past professional and educational history, take charge of your present situation, plan for the future by creating a realistic career development plan, and identify a clear career path.

Remember, change is inevitable, but with change comes opportunity. Take control of your job transition by utilizing all of the resources that are available to you.

Most successful job seekers have the following things going for them:

- an analytic and systematic approach to the process,
- a keen perception of what they have to offer and what they are looking for,
- a willingness to listen, take advice, and try new things, and
- the support of family, friends, and associates.

Coping with Your Emotions During a Job Transition

While reactions to change and stress can vary from person to person, job loss is considered one of the major stressors that an individual may experience in a lifetime. This section was created to help you to recognize and understand your feelings and to provide you with ways to cope with your emotions during the job transition process.

Leaving your job for any reason can be one of the most anxiety-producing experiences you will ever go through. In addition to the stressors associated with a potential loss of income, feelings of rejection, betrayal, shock, and fear are very common.

Many people are tempted to throw themselves into the job market and begin looking for a new position right away. However, before beginning a job search, it is important to acknowledge the feelings and anxieties you may be experiencing.

If you left your job voluntarily, you may not feel as disheartened as someone who is going through the shock of having been let go; you may even feel a sense of relief, especially if you left a stressful work environment behind. However, if you were fired, laid off, or had your position eliminated, you are probably feeling rejected, scared, angry, and vulnerable. You may also be wondering how you will get through a job search and find a new position. The more closely you identified with your job, the greater your sense of loss may be.

It is important to know these feelings are normal and are similar to those experienced with any major loss. One of the worst things you can do is to deny your feelings or criticize yourself for experiencing them at all. People often say, "I shouldn't be feeling this way. I have to find a new job!" If you are feeling overwhelmed by your emotions, it may be helpful to discuss your feelings with a professional or with friends you trust. By recognizing and processing these feelings early on, you can successfully move forward in your job search.

Because job loss is like any other major loss, the stages of grieving you can expect to go through are similar to those experienced after the loss of a loved one. While virtually all loss brings some kind of growth and opportunity, sometimes we can only see the positives after we've made the transition, not when we're knee-deep in the grief experience.

Elisabeth Kubler-Ross described six stages of grief in her work on death and dying. These stages are applicable to any major loss, including job loss. You may not proceed through the stages exactly in this order, but you will probably experience most of them at some point in the process. You may also find that you remain in one stage longer than another, experience several stages at once, or return to a stage you previously experienced. Wherever you may be in this process, it is important that you deal gently with yourself and accept these stages and feelings as a normal reaction to your loss.

Job loss is considered to be a major life event and ranks high on the list of life's stressors. It is important to note that although phases of grief exist, no two people will respond to the same loss in the same way. Responses to loss reflect a variety of reactions that may surface as an individual makes sense of the personal effects of this loss. Experiencing and accepting all feelings remains an important part of the healing process.

Stages of Grief

Shock and Denial. During this stage, you may feel that what has happened is not real. Your job loss may seem like a bad dream you can't wake up from or some type of mistake. If you have been given notice of your impending job loss but will be continuing to work until your release date, you may even continue to focus on your work and refuse to acknowledge that your position is actually ending.

Anger and Resentment. During this stage, you may feel as if you have been treated unfairly and blame others for the situation. You may question why this has happened to you instead of someone else. You may find yourself lashing out at others, having a short temper or overreacting to things that previously did not bother you.

Bargaining. During this stage, you realize your position will be ending, but you may try to bargain the terms either externally with your supervisor or internally with yourself. You may try to negotiate, make a deal on how you could be different, and/or agree to do whatever would be required, if only you could stay in your current position.

Self-doubt and Guilt. During this stage, you may start internalizing the anger and resentment you feel. You may question your abilities and doubt your competence. You may begin to think "no one will ever want to hire me again," or "I'll never find a job at the same level" or "no position will be as enjoyable as my previous position," or "there must be something wrong with me." You may also feel guilty about not doing something to prevent the situation or for feeling the way you do.

Depression. During this stage, you may grieve the loss of your job and what it has meant to you. You may feel like part of you and the way you defined yourself is gone. You may be terrified of the financial and personal consequences of your job loss and feel the situation is hopeless and will never improve.

Feelings of loneliness, emptiness, and isolation are common during this stage. You may not see the point of getting out of bed, showering, or sticking to a routine and find there have been changes in your sleeping, eating, and hygiene routines. You may find you do not obtain as much pleasure from activities you used to enjoy, experience crying spells, and have difficulty concentrating.

Acceptance. During this stage, you allow yourself to acknowledge what has happened, realize you will not be going back to your position, and recognize you are the only one who can take action to change your current situation. You may begin to envision yourself in a new work environment and feel hopeful things will eventually get better.

Resolving the Sense of Loss

Be sure to allow yourself time to openly experience and acknowledge all of your thoughts and feelings; accept them whether they are positive or negative. You might consider writing in a journal to document the healing process, or confide in a trusted individual, telling the story of your loss.

Remember, if you are having difficulty with any of the stages, feel an immediate need to talk with someone about your feelings regarding your job loss, are feeling depressed, suicidal, or have other concerns, contact the Worklife & Engagement's Faculty and Staff Assistance Program (FASAP).

FASAP (East Baltimore)

550 North Broadway, Suite 507

Baltimore, MD 21205

Phone: 443-287-7000

Fax: 410-955-4623

FASAP (Johns Hopkins at Eastern)

1101 East 33rd Street, Suite C-100
Baltimore, MD 21218
Phone: 443-997-7000
Fax: 443-997-3809

FASAP (Other Locations)

Appointments can be scheduled in the Washington, DC metropolitan area by special arrangement.

Phone: 443-997-7000
Fax: 443-997-3809

Coping Strategies

While the passage of time often resolves the range of feelings experienced after a loss, there are coping strategies that can assist you with this process. One of the best ways to deal with the stressors associated with job loss is to develop a Stress Management Action Plan that focuses on the six major areas of self-care. This is a good time to take a practical look at some of your life habits and make adjustments.

Diet. What are your eating habits? Are you eating too much or too little? Do you find yourself eating a lot of sweets or drinking too much caffeine or alcohol? What are some ways that you could add more healthful foods to your diet?

Sleep. Do you get sufficient rest every night? Are you maintaining a normal sleep schedule? Do you find that you are having a hard time sleeping? Consider writing your thoughts down in a journal before you go to sleep as a way to free your mind of burdens.

Exercise. Are you getting enough physical activity every week? Are there ways that you could incorporate exercise into your life? Consider walking as an easy and economical option. Avoid joining an expensive gym if money is tight right now.

Spirituality. Do you take time every day to be silent and “get in touch?” Do you belong to a church or group that provides spiritual encouragement and support? If not, you might consider joining a religious or spiritual community.

Time Management. Do you use time management resources such as a planner or electronic calendar? Do you know how you are spending your time every day? Learn how to manage your time well. Now is an important time to set shorter, more easily attainable goals and reward yourself when they are achieved. You may wish to volunteer to work on a cause that you believe in. Volunteer work sometimes leads to job offers.

Mental Health. Are you surrounding yourself with positive, encouraging people? Do you have a supportive network of friends or a support group with whom you can share your feelings?

Also, try to look at your job loss as an opportunity to make your life better than it used to be. Since no job is perfect, there are probably some aspects of your last job that you will not miss. Think about the negative aspects of the position that you are leaving. The worksheet section can assist you with this process.

It is also important to remember that job loss is survivable. You will get through it. The most important thing to remember is to let yourself experience your emotions without judgment. Treat yourself with care and kindness and you will soon be on your way to your next position.

Strategies for Coping with Stress During Job Loss

Everyone has stress in their lives. People who manage stress take control of their thoughts, feelings, behaviors, and the way they deal with problems. They feel good about themselves and have good relationships.

1. Know what you need, know what you want, and know how to tell the difference.
2. Get away from harmful people and environments. Make plans to do things that you enjoy doing and spend time with supportive friends.
3. Give yourself quiet time. Learn to use a simple meditation exercise, yoga, deep breathing, or prayers. Don't say you don't have time; a few minutes twice a day can be very beneficial.
4. In times of stress, seek comfort and support from those you trust. We all need people we can turn to, so build this resource carefully.
5. Learn about human behavior. Knowing why people do the things they do will help you understand others and yourself. You will also get along better with people in general.
6. Learn to speak your piece quietly and clearly. Doing this will protect your rights and quiet aggression in others, as well as in yourself.
7. Maintain balance in your life. Don't be consumed by your job search. Know when you've had enough; a strategic withdrawal saves energy and shows wisdom.
8. Take care of yourself; your job search will be more effective if you are mentally, emotionally and physically at your best. Cultivate a simple, enjoyable routine of diet, exercise, rest, and recreation. Your emotional well-being is closely related to your physical health.
9. Stay positive, stay the course. Consider keeping a journal to defuse any intense emotions and focus on the positive or things that you are grateful for every day.
10. Consider helping others. Volunteering can provide both physical and emotional benefits, as well as opportunities to network, develop skills, and reduce feelings of isolation.

Self-Assessment

Understanding your interests, skills, values, and definition of career success is fundamental to finding satisfying work. This section will examine how interests, skills, values and your career style are inherently tied to career satisfaction and how they can be used to help determine your career path.

In today's job market, people typically do not stay in the same position for their entire career. The reality is that most people change jobs many times over a career span, with estimates ranging from 7-10 times in a lifetime. Many people will also make two or three complete career shifts.

By learning about your interests, skills, values, and personality, you will be better equipped to make informed career choices. *Your Career Assessment Profile: Understanding Your Interests, Skills, Personality Type and Values* is a day-long course offered by Talent Management & Organization Development that can assist you in determining your interests, skills, personality, and values. By taking the Strong Interest Inventory (SII) and Myers-Briggs Type Indicator (MBTI), standardized assessments, and through in-class activities, you will clarify your interests, learn about transferable and preferred skills, discover your personality preferences, and identify your personal and career values as they relate to career fields and work environments. By knowing yourself, you will be better equipped to explore career path choices. For course availability, please go to the TMOD MyLearning website:

<https://lms4.learnshare.com/Catalog/Browse.Catalog2.aspx>. If you are unable to attend the career assessment course, the following information will guide you through your own self-assessment process.

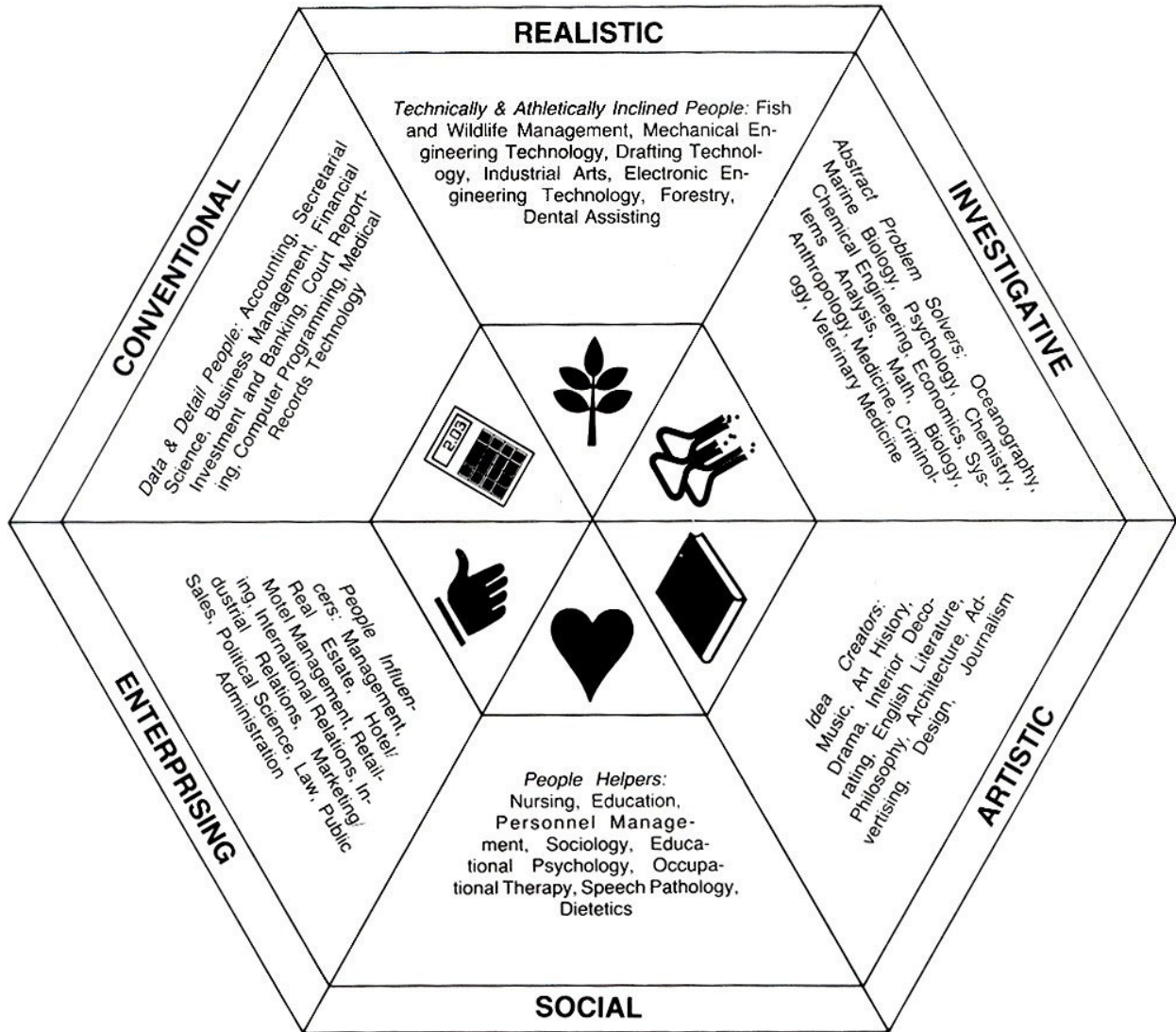
Interests

Interests play a key role in occupational choice. By looking at your interests, you can discover who you are, find work that you enjoy, and make meaningful career choices.

The late John Holland, was professor emeritus at Johns Hopkins University and a psychologist who devoted his professional life to researching issues related to career choice and satisfaction. He developed a well-known career theory that suggests that people and work environments or occupations can be categorized into six types. Holland called these types "themes": Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These themes or categories provide a framework for matching interests to characteristics or aspects of different positions and career fields.

The Strong Interest Inventory (SII) is an assessment based on Holland's theory of personality types and work environments that can be utilized to determine your top three interest categories or "Holland Code." If you do not have access to the SII, you may determine your Holland Theme Code by reading the descriptions for each theme. Once you have identified your top three interest areas, you can then use them to assist you in identifying and researching career areas or to search for positions by JHU job families.

Holland's Hexagon for Personality Types



Holland's Occupational Personality Types

Listed below are the six Holland Occupational Personality Types. The descriptions of “pure types” will rarely be an exact fit for any one person. Your interests will more likely combine several themes in varying degrees. To get a better picture of how your interests relate to the types and identify your dominant type, underline the phrases in each description that are true for you.

REALISTIC (R)

Realistic individuals are active, stable and enjoy hands-on or manual activities such as buildings, mechanics, machinery operation and athletics. They prefer to work with things rather than ideas and people. They enjoy engaging in physical activity and often like being outdoors and working with plants and animals. People who fall into this category generally prefer to “learn by doing” in a practical, task-oriented setting, as opposed to spending extended periods of time in a classroom. Realistic types tend to communicate in a frank, direct manner and value material things. They perceive themselves as skilled in mechanical and physical activities, but may be uncomfortable or less adept with human relations. The preferred work environment of the realistic type fosters technical competencies and work that allows them to produce tangible results. Typical realistic careers include those in the military, electrician, engineer and veterinarian.

INVESTIGATIVE (I)

Investigative individuals are analytical, intellectual and observant, and enjoy research, mathematical or scientific activities. They are drawn to ambiguous challenges and may be stifled in highly structured environments. People who fall into this category enjoy using logic and solving highly complex, abstract problems. Because they are introspective and focused on creative problem-solving, investigative types often work autonomously and do not seek leadership roles. They place a high value on science and learning, and perceive themselves as scholarly and having scientific or mathematical ability but lacking leadership and persuasive skills. The preferred work environment of the investigative type encourages scientific competencies, allows independent work, and focuses on solving abstract, complex problems in original ways. Typical investigative careers include medical technologist, biologist, chemist, and systems analyst.

ARTISTIC (A)

Artistic individuals are original, intuitive and imaginative, and enjoy creative activities such as composing or playing music, writing, drawing or painting, and acting in or directing stage productions. They seek opportunities for self-expression through artistic creation. People who fall into this category prefer flexibility and ambiguity, and have an aversion to convention and conformity. Artistic types are generally impulsive and emotional, and tend to communicate in a very expressive and open manner. They value aesthetics, and view themselves as creative, non-conforming, and as appreciating or possessing musical, dramatic, artistic or writing abilities while lacking clerical or organizational skills. The preferred work environment of the artistic type fosters creative competencies and encourages originality and use of the imagination in a flexible, unstructured setting. Typical artistic careers include musician, reporter and interior decorator.

SOCIAL (S)

Social individuals are humanistic, idealistic, responsible and concerned with the welfare of others. They enjoy participating in group activities and helping, training, curing, counseling or developing others. They are generally focused on human relationships, and enjoy social activities and solving interpersonal problems. Social types seek opportunities to work as part of a team, solve problems through discussions, and utilize interpersonal skills, but may avoid activities that involve systematic use of equipment or machines. Because they genuinely enjoy working with people, they communicate a warm and tactful manner, and can be persuasive. They view themselves as understanding, helpful, cheerful and skilled in teaching, but lacking mechanical ability. The preferred work environment of the social type encourages teamwork and allows for significant interaction with others. Typical social careers include teacher, counselor and social worker.

ENTERPRISING (E)

Enterprising individuals are energetic, ambitious, adventurous, sociable and self-confident. They enjoy activities that require them to persuade others, such as sales, and seek out leadership roles. They are invigorated by using their interpersonal, leadership and persuasive abilities to obtain organizational goals or economic gain, but may avoid routine or systematic activities. They are often effective public speakers and are generally sociable, but may be viewed as domineering. They view themselves as assertive, self-confident and skilled in leadership and speaking, but lacking in scientific abilities. The preferred work environment of the enterprising type encourages them to engage in activities such as leadership, management and selling, and rewards them through the attainment of money, power and status. Typical enterprising careers include salesperson, business executive and manager.

CONVENTIONAL (C)

Conventional individuals are efficient, careful, conforming, organized and conscientious. They are comfortable working within an established chain of command and prefer carrying out well-defined instructions over assuming leadership roles. They prefer organized, systematic activities and have an aversion to ambiguity. They are skilled in and often enjoy maintaining and manipulating data, organizing schedules, and operating office equipment. While they rarely seek leadership or "spotlight" roles, they are thorough, persistent and reliable in carrying out tasks. Conventional types view themselves as responsible, orderly, efficient and possessing clerical, organizational and numerical abilities, but may also see themselves as unimaginative or lacking in creativity. The preferred work environment of the conventional type fosters organizational competencies such as record keeping and data management in a structured operation, and places high value on conformity and dependability. Typical conventional careers include secretary, accountant and banker.

Your Career Personality

Check all of the statements that describe you most of the time under each of the six areas (RAISEC); tally the number of checked statements and place the number on the Total line. The top highest areas will be your Holland code. For example, if you have the most checked statements under Social, then Conventional, and then Artistic your Holland code would be "SCA". Positions that have the same theme code or combination of letters are likely to appeal to you.

REALISTIC (R)

Are you:

- practical
- athletic
- straightforward
- mechanically inclined
- a nature lover
- curious about the physical world?

Can you:

- fix electrical things
- solve mechanical problems
- pitch a tent
- play a sport
- read a blueprint
- operate tools and machinery?

Do you like to:

- tinker with machines
- work outdoors
- be physically active
- work with your hands
- build things
- work on cars?

TOTAL _____

INVESTIGATIVE (I)

Are you:

- inquisitive
- analytical
- scientific
- observant
- logical
- precise?

Can you:

- think abstractly
- solve math problems
- understand physics theories
- do complex calculations
- use a microscope
- interpret formulas?

Do you like to:

- explore ideas
- use computers
- work independently
- perform lab experiments
- read scientific or technical magazines
- analyze data?

TOTAL _____

ARTISTIC (A)

Are you:

- creative
- intuitive
- imaginative
- innovative
- sensitive
- an individualist?

Can you:

- sketch, draw, paint
- use intuition
- play a musical instrument
- write stories, poetry, music
- develop new ideas, approaches
- design fashions or interiors?

Do you like to:

- solve problems in original ways
- read fiction, plays, poetry
- use verbal abilities to speak, act, entertain
- take photographs
- use visualization abilities
- express yourself creatively?

TOTAL _____

SOCIAL (S)

Are you:

- friendly
- helpful
- idealistic
- insightful about people
- outgoing with others
- understanding?

Can you:

- teach or train others
- express your feelings clearly
- lead a group discussion
- mediate disputes
- cooperate well with others
- work well in groups or teams?

Do You Like To:

- use social and interpersonal skills
- help people with their problems
- lead groups
- use communication skills
- teach or train others
- provide support, empathy?

TOTAL _____

ENTERPRISING (E)

Are you:

- self-confident
- assertive
- sociable
- persuasive
- enthusiastic
- energetic?

Can you:

- initiate projects
- convince people to do things your way
- sell things or promote ideas
- give talks or speeches
- organize activities and events
- lead a group?

Do You Like To:

- make decisions affecting others
- use energy or drive
- give speeches or talks
- use skills in argument or debate
- take risks
- organize and lead others?

TOTAL _____

CONVENTIONAL (C)

Are you:

- well-organized
- accurate with details and numbers
- interested in number crunching
- methodical
- conscientious about facts
- efficient?

Can you:

- work well within an authority system or organization
- write reports
- keep accurate records
- use a computer terminal
- perform calculations
- gather, organize and report data?

Do You Like To:

- follow defined procedures
- make charts, tables and graphs
- work with numbers
- type or do word processing
- classify and organize information
- be responsible for details?

TOTAL _____

[1] Adapted from A. Sadoris, 1985. [2] Based on *Making Vocational Choices*, Holland, 1984.

Now that you know your Holland code, you can now identify the job families at JHU that may be of interest to you. The career areas at JHU have also been categorized using John Holland's theory of career personality types and placed into JHU Job Families. A job search by keyword or Job Family can be conducted on the JHU jobs website <https://hrnt.jhu.edu/jhujobs>. Searching for jobs by job families will provide current openings in that job family by role and level.

<i>REALISTIC</i>		
<i>ARE YOU...</i>	<i>DO YOU LIKE TO...</i>	<i>ARE YOU GOOD AT...</i>
<ul style="list-style-type: none"> • Stable and reliable • Practical • Traditional • Athletic • Drawn to the outdoors • Mechanically inclined 	<ul style="list-style-type: none"> • Repair old things • Build new things • Work and play outdoors • Take physical risks • Do things that produce tangible results • Care for animals 	<ul style="list-style-type: none"> • Working with machinery • Solving problems with tools and equipment • Sports and other outdoor activities • Fixing, building and repairing things • Using tools that require manual dexterity • Using physical strength to accomplish tasks
ACADEMIC PROGRAMS of INTEREST		
<ul style="list-style-type: none"> - Biochemistry, Cellular & Molecular Biology - Biological Chemistry - Biomedical Engineering - Biophysics - Biotechnology - Cellular & Molecular Medicine - Chemical Engineering - Civil Engineering - Computer Engineering - Electrical & Computer Engineering 	<ul style="list-style-type: none"> - Engineering Mechanics - Engineering Science - Environmental Sciences - Functional Anatomy & Evolution - General Engineering - Human Genetics & Molecular Biology - Immunology - Materials Science & Engineering - Mechanical Engineering - Medical & Biological Illustration 	<ul style="list-style-type: none"> - Natural Sciences - Natural Sciences, Behavioral Biology - Natural Sciences, Public Health - Neuroscience - Pathobiology - Pharmacology & Molecular Sciences - Physics & Astronomy - Physiology - Program Molecular Biophysics
CAREER POSSIBILITIES AT JHU		
<ul style="list-style-type: none"> - Animal Care Coordinator - Animal Care Technician - Animal Research Technician - Animal Surgery Technician - Architectural Designer - Bargaining Unit - Biomedical Engineer 	<ul style="list-style-type: none"> - Electronics Engineer - Engineering/Maintenance - Equipment Technician - HVAC Technician - Instrument Designer - Occupational Safety Officer - Research Engineer 	<ul style="list-style-type: none"> - Security - Stationary Engineer - Supervisor, Custodial Services - Veterinary Research - Veterinary Care

INVESTIGATIVE		
ARE YOU...	DO YOU LIKE TO...	ARE YOU GOOD AT...
<ul style="list-style-type: none"> • Analytical • Curious • Intellectual • Independent • Reserved • Scientific • Easily consumed by your work 	<ul style="list-style-type: none"> • Use computers • Read scientific or technical magazines • Play chess • Explore ideas • Read • Learn about astronomy 	<ul style="list-style-type: none"> • Solving difficult, abstract problems • Doing scientific or laboratory work • Conducting research and analysis • Solving mathematical problems • Collecting and organizing data • Working independently
ACADEMIC PROGRAMS of INTEREST		
<ul style="list-style-type: none"> - Anthropology - Applied & Computational Mathematics - Applied Biomedical Engineering - Applied Economics - Applied Physics - Biochemistry, Cellular & Molecular - Bioinformatics - Biological Chemistry - Biology - Biotechnology - Cellular & Molecular Medicine - Cellular & Molecular Physiology - Chemical Engineering - Chemistry - Cognitive Science - Comparative American Culture - Computer Engineering - Computer Science - Earth & Planetary Sciences - Economics - Electrical & Computer Engineering - Electrical Engineering 	<ul style="list-style-type: none"> - Engineering Science - Environmental Earth Sciences - Environmental Engineering & Science - Environmental Sciences - Functional Anatomy & Evolution - General Engineering - Geography & Environmental Engineering - Government - Health Science - History - History of Science, Medicine & Technology - Human Genetics & Molecular Biology - Immunology - Information & Telecommunications Systems - Information Systems - Information Systems & Technology - Interdisciplinary Studies - Materials Science & Engineering 	<ul style="list-style-type: none"> - Mathematical Sciences - Mathematics - Mechanical Engineering - Medical & Biological Illustration - MS in Nursing - Natural Sciences, Behavioral Biology - Neuroscience - Optics - Pathobiology - Pharmacology & Molecular Sciences - Philosophy - Policy Studies - Political Science - Program Molecular Biophysics - Psychology - Public Health - Sociology - Systems Engineering - Technical Management - Telecommunications & Networking
CAREER POSSIBILITIES AT JHU		
<ul style="list-style-type: none"> - Child Survival Associate - Immunogenetics Technologist - Information Systems - Information Technology - Instructional Facilitator - Microcomputer Systems - Physician - Physician Assistant 	<ul style="list-style-type: none"> - Programmer/Analyst - Research Assistant - Research Data Assistant - Research Nurse - Research Program Coordinator - Research Support (Non-Laboratory) - Research Technician - Software Systems Specialist 	<ul style="list-style-type: none"> - Specialist - Sr. Lab Coordinator - Sr. Lab Technician - Sr. Research Technician - Sr. Systems Analyst - Sr. Tissue Culture Technician - Technical Laboratory

ARTISTIC		
<p>ARE YOU...</p> <ul style="list-style-type: none"> • Independent, non-conforming • Creative • Expressive • Innovative • Sensitive, emotional • Drawn to beauty and aesthetics 	<p>DO YOU LIKE TO...</p> <ul style="list-style-type: none"> • Attend musical and dance events • Go to museums, theaters and galleries • Write poetry or stories • Sing, dance or act • Collect artwork • Draw, paint or take photographs 	<p>ARE YOU GOOD AT...</p> <ul style="list-style-type: none"> • Expressing yourself creatively • Playing a musical instrument • Creating artwork • Singing, acting or dancing • Decorating or designing • Working independently
ACADEMIC PROGRAMS of INTEREST		
<ul style="list-style-type: none"> - Classics - Comparative American Culture - Counseling - East Asian Studies - English - Film and Media Studies - French - German 	<ul style="list-style-type: none"> - Hispanic & Italian Studies - History of Art - Humanistic Studies - Humanities - Iberian & Latin American Studies - Interdisciplinary Studies - International Relations - International Studies 	<ul style="list-style-type: none"> - Liberal Arts - Music Education - Music Performance - Near Eastern Studies - Philosophy - Recording Arts & Sciences - Writing - Writing Seminars
CAREER POSSIBILITIES AT JHU		
<ul style="list-style-type: none"> - Assistant to Acquisitions Editor - Communications - Curator - Editorial Assistant - Editorial Coordinator - Editorial/Project Coordinator - Graphic Artist - Graphic Arts - Graphic Designer 	<ul style="list-style-type: none"> - Librarian - Library - Library Assistant - Marketing - Medical Illustrator - Multi-Media - Photography - Publications 	<ul style="list-style-type: none"> - Publications Coordinator - Reference Specialist - Researcher/Writer - Sr. Book Designer - Sr. Media Relations Representative - Sr. Medical Photographer - Sr. Technical Editor

<i>SOCIAL</i>		
<i>ARE YOU...</i>	<i>DO YOU LIKE TO...</i>	<i>ARE YOU GOOD AT...</i>
<ul style="list-style-type: none"> • Concerned for the welfare of others • Idealistic • Helpful • Understanding • Kind, generous • Friendly 	<ul style="list-style-type: none"> • Help people with problems • Do volunteer work • Teach, enlighten or guide others • Work in groups • Organize social events • Entertain others 	<ul style="list-style-type: none"> • Empathizing with others • Expressing yourself verbally • Teaching others • Listening to and understanding others • Leading group discussions • Mediating disputes
ACADEMIC PROGRAMS of INTEREST		
<ul style="list-style-type: none"> - Counseling - East Asian Studies - Education - English - French - German - Government - Health Science - Hispanic & Italian Studies 	<ul style="list-style-type: none"> - Humanistic Studies - Iberian & Latin American Studies - Interdisciplinary Studies - International Relations - Near Eastern Studies - Nursing - Nursing/Business - Organization Development & Human Resources - Political Science 	<ul style="list-style-type: none"> - Psychology - Public Health - Sociology - Special Education - Teaching - Teaching - Technical Management
CAREER POSSIBILITIES AT JHU		
<ul style="list-style-type: none"> - Academic Program Coordinator - Academic Services - Admissions Assistant - Career Counselor - Employee Assistance Counselor - Employee Relations Specialist - Health Educator - Human Resources 	<ul style="list-style-type: none"> - Licensed Professional Nurse - Medical Assistant - Medical Care - Nurse Practitioner - Nutritionist - Patient Care - Physician Assistant - Registration Coordinator 	<ul style="list-style-type: none"> - Research Nurse - Social Worker - Sr. Academic Advisor - Sr. Employment Specialist - Sr. Registration Assistant - Student Services - Trainer

ENTERPRISING

<i>ARE YOU...</i>	<i>DO YOU LIKE TO...</i>	<i>ARE YOU GOOD AT...</i>
<ul style="list-style-type: none"> • Ambitious, competitive • Sociable, talkative • Self-confident • Persuasive • Enthusiastic, energetic • Adventurousome 	<ul style="list-style-type: none"> • Entertain clients or friends • Belong to clubs or organizations • Participate in political activities • Attend or participate in sporting events • Organize activities or events • Meet important people 	<ul style="list-style-type: none"> • Selling • Persuading others to do things your way • Giving speeches, talks or presentations • Maintaining a high level of energy and optimism • Leading and managing others • Promoting ideas
ACADEMIC PROGRAMS of INTEREST		
<ul style="list-style-type: none"> – Business & Management – Business Administration (MBA) 	<ul style="list-style-type: none"> – Interdisciplinary Studies – Marketing 	<ul style="list-style-type: none"> – Nursing/Business – Real Estate
CAREER POSSIBILITIES AT JHU		
<ul style="list-style-type: none"> – Administration – Administrative Manager – Assistant Administrator – Associate Director – Associate Director of Development – Buyer – Clinic Manager 	<ul style="list-style-type: none"> – Customer Service Representative – Departmental Administrator – Development – Director – Director of Development – EEO Officer – Employee Relations Director 	<ul style="list-style-type: none"> – Employment Manager – HR Manager – Management – Program Development Officer – Purchasing Assistant – Sr. Program Officer

CONVENTIONAL		
ARE YOU...	DO YOU LIKE TO...	ARE YOU GOOD AT...
<ul style="list-style-type: none"> • Efficient, organized • Conscientious, persevering • Practical • Precise • Methodical • Careful about money & material possessions 	<ul style="list-style-type: none"> • Follow clearly defined procedures • Collect stamps or coins • Build models • Belong to civic/fraternal organizations • Play games with clear cut rules • Use data processing equipment 	<ul style="list-style-type: none"> • Organizing office procedures • Keeping accurate financial books & records • Conducting financial analyses • Making charts & graphs • Demonstrating patience with detailed paperwork • Working within a system
ACADEMIC PROGRAMS of INTEREST		
– Applied Economics	– Business & Management	– Business Administration (MBA)
CAREER POSSIBILITIES AT JHU		
<ul style="list-style-type: none"> – Accountant – Administrative Assistant – Administrative Secretary – Auditor – Benefits Analyst – Budget Analyst – Claims Specialist – Collection Specialist 	<ul style="list-style-type: none"> – Financial – Financial Analyst – Financial Manager – Mail Clerk – Medical Office Coordinator – Medical Secretary – Office/Clerical – Payroll Specialist 	<ul style="list-style-type: none"> – Program Office Coordinator – Records Assistant – Records Manager – Regional Office Coordinator – Secretary – Senior Benefits Specialist – Sr. Patient Services Coordinator – Teller

Skills

Employers are interested in the types of skills and experiences a potential applicant has to offer. Sometimes it is difficult to identify valuable skills when asked what those skills are. When you are able to identify and market your skills to an employer, you will be able to increase your employment options.

The following descriptions of types of skills are adapted from “The Three Boxes of Life and How to Get Out of Them” by Richard Bolles, and are based on the work of Sidney Fine. The three types of skills are work content skills, self-management skills, and functional skills.

Work Content Skills. Work content, specific content or technical skills are rooted in *learning and personal experience* and deal with mastering a particular vocabulary, procedure or subject matter. These are the skills you will most often think of when asked what type of skills you have. They are learned or acquired through life experiences and require the use of your *memory*. You may acquire them through *education, reading, training, apprenticeships, or through on the job or other life experiences*.

Examples of work content skills could include knowing:

- a software package
- a foreign language
- statistical methods
- the psychology of human motivation

Self-Management Skills. Self-management or adaptive skills are rooted in *temperament* and refer to your style or how you deal with people, tasks, time, space and other aspects of the world around you. These skills are often acquired *in your early years* among your family, peers, or school experiences or *later in life by intensive education*. These skills are sometimes described as personality or character traits, yet they are also skills.

Examples of self-management skills are being:

- active
- calm
- imaginative
- reliable
- well-organized

Functional Skills. Functional or transferable skills are rooted in *aptitudes* and deal with performing basic functions in the everyday world related to data, ideas, people or things. These skills are acquired either as *natural born talents*, refined by experience and education, or through *specific educational, vocational or avocational training*. Functional skills are transferable from one situation, activity, job, or field to another and across time frames. These skills make up the action verbs that are often used to write resumes and are the skills that enable you to change careers or advance without necessarily retraining.

Examples of functional skills are:

- communicating
- directing
- helping
- organizing
- analyzing

See the “Worksheets and Forms” section of the Table of Contents for help evaluating your work content, self-management, and functional skill areas.

[1] Adapted from *The Three Boxes of Life and How to Get Out of Them*, Bolles, 1978. [2] Based upon the work of Sidney Fine.

Values

A value is a principle, standard, or quality considered to be worthwhile or desirable. Jobs that align with your values will typically be more gratifying and satisfying to you.

Your values can be thought of as embodying what is important to you. They provide the basis from which you make decisions. For example, when your children are young, your most important values may be associated with your family, but as your children become more self-sufficient, progressing in a career may become a more important value to you.

As you move through this time of transition, it will be helpful for you to evaluate your values and consider how closely they were aligned with the position you are leaving, your current profession, and your future career path. Refer to the Table of Contents for a “Values Checklist” to assist you in clarifying your current values.

What is Your Career Path Style?

All of us have our own ideas about career progression and success. Review the following definitions and chose the career concept that most closely represents your career path style.

Career Ladder - A series of positions in the same line of work, through which an employee may progress to a higher level, based on his or her personal development and performance in that job series.

- Do you define success as moving up the organizational ladder?
 - Are you motivated by power and achievement?
 - ❖ **Action Item:** What are the next two logical progressions for your position?
-

Career Expert - Someone who has a depth of knowledge around one or two areas.

- Do you define success as being known as the best/most knowledgeable among peers?
 - Are you motivated by security and expertise?
 - ❖ **Action Item:** What are two lateral moves that would be logical for you to increase your level of expertise in your chosen field? What opportunities exist in your current position for you to further develop your depth of knowledge?
-

Career Spiral – A path that allows an individual to be knowledgeable in multiple, related areas.

- Do you define success as being able to move from one position to a related, but often broader, position?
 - Do you make a career move every 5 to 10 years?
 - Do you like being well-rounded and build transferable skills?
 - New positions are natural extensions of previous work
 - Are you motivated by growth and creativity?
 - ❖ **Action Item:** What are two knowledge-based position moves within your career area of interest would be logical for you? How might you use your level of expertise more broadly?
-

Career Roamer – A path that allows for an individual to use a variety of interests and skills

- Success is defined as being able to change jobs often
 - Movement takes places in fewer than 5-year intervals
 - New positions are often unrelated to previous positions
 - Tends to value work with high people involvement
 - Motivated by variety and independence
 - ❖ **Action Item:** What are two ways for you to maximize your potential in your current position? Future positions?
-

Development Questionnaire

This questionnaire can help you begin thinking about your strengths, likes, dislikes, goals and abilities. Reflecting on these items can greatly assist you in your career or professional development.

Current Job

- What do you like most about your current job?
- What would you like to do more of?
- What do you like least about your current job?
- What would you like to do less of?
- What skills, knowledge, and talents does your current job require? What is your current level of functioning in these areas?

Professional Growth Goals

- Two or three years from now, where would you like to be professionally?
- What would you need to achieve now to accomplish this?
- What new responsibilities or challenges would move you ahead?

Untapped Abilities

- Is there something more that you could do that would make a greater contribution to your organization?
- Is there a new task or role you could take on that would make better use of your talents?
- What additional value could you provide? What would it take to “release” this?
- What are you not “allowed” to do that you could do and would like to do?
- What challenges would you like to face that might help you grow?

Job Satisfaction

- What would help you obtain more satisfaction from your work?
- What changes could you make in your performance that would satisfy you more?

New Skills and Capabilities

- What new jobs, roles, abilities, etc. would you like to be better at?
- What training, certifications, etc. would you like to obtain?

Adapted from *Strategic Employee Development Guide*, Robert Brinkerhoff and Rhonda Messinger, 1998

Development Planning

Professional development is not just about classes and can be thought of using a guideline of 70, 20, and 10.

- 70% - On the job experience, on the job or stretch assignments or expanding professional networks
- 20% - Coaching and feedback from others concerning specific task/goals or future career direction
- 10% - Training on technical, interpersonal or leadership skills development (formal or informal)

That is, 70% of the professional development should include on the job experience, stretch assignments or expanding the employee's network. This can have a huge impact on building skills. These experiences allow employees to do things they have never done before, try out new areas to see how they like them, or see how well they do them. This will require some delegation from the supervisor and some negotiation with the employee. The key is that employees should not be given stretch assignments until they have demonstrated mastery of their current job and role.

For example, if an employee is struggling to perform well in an existing job, the supervisor might hesitate to give a stretch assignment for the employee to grow. What this might mean, is a higher percentage of development would then focus on coaching and feedback. The employee might spend more time getting coaching or feedback in order to improve in the current role. The employee could work with a successful co-worker to figure out what strategies the co-worker uses that lead to success. Maybe it the way the individual organizes the work or day or how the individual double checks that everything has been completed.

The supervisor can help to set up these relationships; this also means the supervisor does not always have to be the one doing the coaching. This is not limited to those individuals who are struggling; everyone can make improvements in some area. This allows employees opportunities to obtain ongoing coaching or feedback, to identify areas for improvement for job specific tasks/goals or even things that will set them up for future career options. This can also serve as a stretch assignment for an older or more experienced employee as a way to start building the skills necessary for supervision or for the knowledge transfer that is necessary in succession planning. So this one assignment can accomplish the development plan for more than one individuals.

Lastly, we come to training. After going through on the job experiences and coaching/feedback, then supervisors can help employees think about what else is missing or what kind of class(es) they could take to develop a specific skill required to meet their goals for the year.

The University policy states all faculty, managers, and supervisors should ensure that each non-bargaining unit staff member reporting to them has a minimum of three full days of training per year in areas of knowledge and skill relevant to their job duties and professional aspirations. If allowing employees to take time for training is challenging for a department, supervisors could consider several different options including: on-site training session for their employees, staggered training sessions which allows for continual department coverage, several shorter on-site training sessions, or preplanned training days during slow or non-critical times. Generally, if there are five employees who will be doing the same training, arrangements can be made to have this training completed on-site.

What is the development need? (What skills or competencies do you want to develop?)

What is the objective for improving in this area? (What will you be able to do or improve upon as a result of this development?)

What is the Action Plan for improving in this area? (What types of activities will be used for this development?) Should include SMART criteria – Specific, Measureable, Attainable, Relevant, Timely or Time bound.

List Development Activities:

List Involvement of Others:

List Target Date for Completion:

Sample Development Needs and Opportunities

Development Need	Suggested Professional Development Opportunities
Personal Organization <ul style="list-style-type: none"> • Time Management • Prioritizing • Delegation • Teaching Effectiveness 	<ul style="list-style-type: none"> • Take Courses *- Getting and Staying Organized, Managing Multiple Priorities, Using Blackboard, etc. • Manage something remotely – Communicate, set timeframes, goals and expectations with staff; allow employees to approach tasks or projects independently
Communication Skills and Strategies <ul style="list-style-type: none"> • Interpersonal and Group Communication Skills • Written Communication Skills • Research and Grant writing 	<ul style="list-style-type: none"> • Join Toastmasters • Take Courses - Crucial Conversations, Communicating with Others: Your Style and Its Impact, Dealing with Difficult People, Becoming a Totally Responsible Person, etc. • Write a proposal for a new grant, policy, process, mission, product or service and present it to management • Draft an after action report and obtain feedback from others • Take Courses – Effective Business Writing, Power Writing, Grant Writing, etc.
Supervisory/Leadership Skills <ul style="list-style-type: none"> • Delegation • Giving Effective Feedback 	<ul style="list-style-type: none"> • Ask to be nominated for the JHU Leadership Development Program • Take Courses - Becoming a Conflict Competent Leader, Supervisory Training Program, Skills for Supervisors and Managers, Leadership Skills Development (Series of Courses), etc. • Complete a degree ** • Research and read resources
Emotional Intelligence	<ul style="list-style-type: none"> • Research and read resources – i.e. Bradberry, T., & Greaves, J. (2005). <u>The Emotional Intelligence Quick Book</u>: Everything you need to know to put your EQ to work. <u>Primal leadership</u>: Realizing the power of emotional intelligence. • Manage a dissatisfied internal or external customer; analyze and resolve complaints around a product or service • Take a Course - Cultivating the Power of Emotional Intelligence
Networking	<ul style="list-style-type: none"> • Serve on a university committee • Join a professional association and attend local and/or national meetings; volunteer for a committee or leadership role • Identify external and internal networking opportunities
Team Building	<ul style="list-style-type: none"> • Hold monthly team or project planning meetings • Conduct semi-monthly 1:1 sessions with team members • Plan opportunities to bring staff, faculty, and students together
Strategic Thinking and Planning	<ul style="list-style-type: none"> • Plan an off-site meeting, conference, or event, etc. • Develop and implement a new process or system (policies, process, or procedures) • Seek opportunities for global/overseas experiences • Find role models and ask for feedback/mentorship • Seek coaching from your supervisor

*Go to <http://training.jhu.edu/html/Main/default.asp> or <http://learning.jhu.edu> to see a complete listing of courses offered to JHU employees. **Go to <http://benefits.jhu.edu/EduBenefits/home.cfm> for details on Education Assistance Benefits for JHU employees.

Job Search Strategies

This section includes valuable information on how jobs are filled in today's workplace and recommendations on how to tap into the hidden job market, through the art of information interviews and networking.

Searching for a new job can be a daunting prospect for anyone. Securing the right position takes hard work, research, persistence, and good instincts. By following these proven job search strategies, you will be well on your way to conducting a successful job search.

The majority of jobs available at any one time are usually filled through informal search methods, such as personal contact and professional networking. Because of this, many vacancies are never even advertised. Experts estimate that, in some cases, as many as 75-80% of open positions are filled through direct contact with employers and referrals. Unfortunately, most people spend about 90% of their time responding to want ads or other job postings – which accounts for about 13% of successful placements. Your time and effort during a job search are usually best spent cultivating professional relationships, networking, and conducting information interviews with those who are in a position to hire you.

Networking

Networking is the process of cultivating relationships with others in a meaningful, ongoing basis in an effort to obtain or provide information and/or support.

Building and maintaining a professional network is essential to being successful in today's job market. If you are new to a career field or are thinking about changing professions, networking – and information interviewing in particular – are especially important. Establishing relationships through network connections can serve you well in determining your next job, career path, and future.

Your Existing Contact Network. Everyone has contacts. Life would be impossible without them. Your existing contact network may not contain decision makers in your career field, but a few, carefully selected people from the list will be useful as starting contacts on which to build your own Career Contact Network. Refer to the Table of Contents section on Worksheets and Forms to find the form entitled, “Your Existing Network Contacts” to identify those persons who are already on your network of contacts.

Almost anyone can be a networking contact. Start by thinking about all of the people you may already know: family, friends, friends of friends, former roommates, and past associates.

Information Interviewing

Information interviewing is another process by which people who are making career or educational decisions can gather information and establish contacts in specific career fields directly from experienced professionals. An information interview is simply interviewing people within fields of interest for the purpose of gaining inside information.

Career and job changers find that advice and suggestions given by professionals already working in their field of interest are more accurate and beneficial than information gathered from other sources. Some of the benefits from information interviewing include:

- gaining a better understanding of a career field and the work that is involved
- learning about new and interesting careers
- clarifying career goals
- gaining a perspective on employment trends and opportunities
- learning what skills are needed
- gathering ideas for selecting relevant courses and degree programs
- making contacts in the field in which one hopes to work
- identifying jobs available throughout the “hidden” job market

Preparing for an Information Interview

If you are attempting to identify a new career, it is helpful to be clear about the interests, values, and skills you wish to develop and use in your work. Based upon self-assessments you may take, you can develop a list of questions that will be useful in determining whether a particular career field will be personally satisfying.

Refer to the “Information Interviewing” section of the Table of Contents for a general list of interview questions. You are encouraged to revise the list to most closely match your needs. In addition to the questions related to your personal interests, values, and skills, you might want to ask the following:

- If I decide to enter this field, what qualifications would I need to develop?
- If you were going to hire a new entry-level person, what would the highly qualified candidate be like?
- What would you do in my situation?

Remember that open ended questions rather than those soliciting “yes” or “no” responses are preferable because they encourage a flowing conversation.

Locating Organizations/Resource People

Your next step is to secure the names of professionals in your field or area of interest. There are many resources to help you at this stage. Within the JHU community, organizations such as the Hopkins Women’s Network or the Black Faculty and Staff Association are excellent sources for networking contacts. If you have already identified specific people within the Hopkins community with whom you would like to meet, you may use JHED (<http://jhed.jhu.edu>) to find their contact information.

Additionally, colleagues, friends, relatives, faculty from courses you may have taken, past employers, school alumnae, and professional and trade associations are also great networking resources. If you are unable to generate a list of contacts from your existing network or if you have interests in external opportunities, you may wish to visit a Career Resource Center or a public library. Career resource centers and libraries generally contain numerous directories of organizations which include the names and phone numbers of several of their

employees, some of whom might be networking contacts for you. For example, the Baltimore/Annapolis and Washington employer directories published by Columbia Books provide the names, addresses, and phone numbers of hundreds of local employers. You can browse through these reference books and select organizations that are most compatible with your interests.

After viewing the resources, you can determine which staff members have positions that are closest to your identified profession of interest and contact them by phone, letter, or email. If you are unsure of who might be an appropriate contact person for an information interview, the following sample phone conversations may be useful.

Sample Information Interview Conversation Starters

To find the correct department, especially within a large organization:

“Can you tell me which department (or person) is involved in providing budget analysis for the School of Engineering?”

To locate a specific person:

“I am currently working as an Administrative Assistant at Johns Hopkins University and I am attempting to gather information on the field of public relations. Can you recommend someone who would be helpful?”

To arrange for an information interview:

“I am currently working as an Administrative Assistant at Johns Hopkins University and am attempting to gather information on the field of public relations by talking to people who are already established in the profession. I have a list of prepared questions and was wondering if we could spend about thirty minutes together. Would it be possible for me to visit you sometime this week?”

The Information Interview

It is your responsibility to start the interview and begin asking questions. Take advantage of the fact that the person has an “insider’s” view of the field. Invite them to make suggestions that would be appropriate for you. This is where your self-assessments and personalized questions can really help.

At the end of your interview, state that you will keep him/her posted on your progress exploring careers. Many people will be interested to know how your career exploration is going and this will help you develop a professional contact.

Follow Up After the Interview

Be sure to send a short thank you note. You should mention how the conversation helped you and which suggestions you are following up on. From time to time, let your contacts know of your progress if you would like to maintain an ongoing relationship with them.

General Questions for Information Interviewing

- Could you give me a general overview of your department? (size, goals, hierarchy of management, etc.)
- Does your department have a mission statement?
- What are your job responsibilities?
- What is a typical day like for you?
- What was your educational and professional path? How did you get started in the field?
- How did you end up at JHU? In this department?
- What do you most like about your job?
- What do you like least about your job?
- What is a typical entry level position for someone in this field?
- What qualifications are needed for entrance into the field?
- How competitive are jobs within the university at the entry level?
- Are there alternative methods to gain entrance into the field? (part-time, volunteer, other training)
- What is the typical career progression for professionals in this field within the university?
- What are the salary ranges for entry level and experienced people?
- What related fields are available for people with backgrounds such as yours?
- What are your thoughts about the future of the field in terms of new and expanding opportunities?
- I'm trying to meet with several people in the field to get a wide range of perspectives. Could you provide me with names of other people who might be willing to speak with me?

Personalized Questions

In addition to the questions related to your personal interests, values, and skills, you might want to try these: "If I decide to enter this field, what qualifications would I need to develop?" or "If you were going to hire a new entry level person, what would the highly qualified candidate be like?" or "What would you do in my situation?"

While traditional job search methods can produce a certain level of success, non-traditional methods such as networking and information interviews can be more effective in providing access to the hidden job market.

When going through the job search process, focus your efforts on proactive job search strategies in addition to the less effective reactive job search strategies.

Proactive Job Search Strategies:

- Establishes Direct Contact With Employers
- Networks
- Conducts Information Interviews

Reactive Job Search Strategies:

- Only Responds to Advertised Vacancies
- Contacts Employment Agencies
- Submits Resume to a Resume Database and Waits for Contact
- Attends Career Fairs

In summary, you will be most effective by utilizing both traditional and nontraditional methods in your job search. While traditional approaches such as responding to advertisements, contacting employment agencies, submitting your resume to resume databases, and attending career fairs can produce a certain level of success, focusing on non-traditional methods such as networking, establishing direct contact with employers, and conducting information interviews can be more effective in providing access to the hidden job market.

Ways to Learn About and Obtain a Position

<p>Use Personal Contacts</p> <ul style="list-style-type: none">• Family• Friends• Neighbors• Business Owners• School Associates• Fellow Alumni/alumnae• Clergy/church members• Professional associations• Fellow job seekers• Mentors• Club members• Greeting card list• Consultants• Doctors/dentists• Lawyers/accountants• Civic leaders/politicians• Insurance/real estate agents• Bankers• Sports contacts <p>Use Employment-Related Contacts</p> <ul style="list-style-type: none">• Co-workers• Former co-workers• Bulletin-board listings• Information interviews	<p>Use Published Sources for Employer Information and to Learn of Vacancies</p> <ul style="list-style-type: none">• Chambers of Commerce• Professional magazine ads• Newspaper classified ads• Yellow Pages• Manufacturers' guides at libraries• Contacts Influential Directory• Resource room at the Professional Outplacement Center (POAC) <p>Work With Services That Provide Leads and References</p> <ul style="list-style-type: none">• Placement Services• Maryland Job Service• State and local government• Federal Job Service• Library career centers• Civil Services Commission• Women's centers• Private employment agencies• Community Colleges• University/college career centers <p>Make Direct Contact with Employers</p> <ul style="list-style-type: none">• Information interviews• Job fairs• Phone calls• Walk-in• Unsolicited letter of application/resume
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JHU Job Application Information

The JHUjobs website is the convenient and sole method for submitting an application to join the Hopkins Team. Applications will not be accepted via email, U.S. mail, or by fax. The website also provides links to the most current information you will need as an applicant to the university. You can access the JHUjobs website at <http://jobs.jhu.edu/>.

Once on the JHUjobs site, applicants may browse the employment web site for a list of current vacancies, learn how to apply for positions, create and post an application, and upload a resume and cover letter online. Applicants may also elect to use a **Career Agent**. The Career Agent will send daily notification emails identifying new positions that meet specified criteria.

By looking at **About Hopkins**, you may gain insight to the Schools and affiliates of Johns Hopkins University to assist you in preparing for an interview. This page also provides links to the university's homepage and to benefit options details for employees. The **Find Us** page provides information on how to get to the various Johns Hopkins campuses and where to park.

Applicants must submit a separate application for each position of interest. You will not be considered for any position for which you have not specifically applied.

If you require assistance with your application, please contact any of the university's Human Resources divisional Offices. Human Resource employment specialists are available to help job seekers through the application process and provide assistance and advice on university hiring and employment procedures.

Note that successful candidates for any staff or bargaining unit job at Johns Hopkins University will be subject to a pre-employment background check.

Resumes

In today's competitive market, if your resume doesn't capture the immediate attention of the person screening it, you may not be selected to interview for the position—even if you have the experience required for success. Fortunately, there are steps you can take to increase the likelihood that your resume will get a second look.

Definition and Purpose of a Resume

Essentially, a resume is a marketing tool. It sells a product—you. It should entice potential employers to learn more about you and provide them with proof that you possess the skills needed for success in the position they want to fill. A winning resume generates a positive message about your experience and doesn't raise questions or confuse the reader. A well-written resume should give you a reason to get your best suit pressed—it gets you an interview.

Types of Resumes

Three types of resumes are used most often: the **chronological**, **functional**, and the **hybrid or combination resume**.

The **chronological resume** is most common and is used when one has demonstrated consistent career growth in a field. Work experiences and achievements are described for each position held. All sections of this resume are written in reverse chronological order.

The **functional, or skill-based, resume** focuses on broad areas of expertise (i.e., management, computer programming, financial planning) rather than describing experience by position. Drawing from life and work experience, three to four skill areas are listed as headings and are supported by bulleted achievement statements or paragraphs demonstrating the skill. The functional resume does not include dates of employment.

In a **hybrid or combination resume**, a combination of the functional and chronological formats are blended; an employment history that includes job title, employer, and dates of employment in reverse chronological order follows the functional skill areas.

Which Is The Right Resume for You?

It depends. If you are applying for a position in your current field, a chronological resume is probably the best choice. The chronological format is greatly preferred by human resources professionals and hiring managers because it is the most recognizable and the easiest to understand.

Functional/hybrid resumes are used most often by individuals who have made multiple job changes over a short period of time, who are changing careers, or who are highlighting skills which have been acquired through non-traditional work venues such as volunteering or hobby and leisure pursuits. Those who are re-entering the work force after an absence often use this type of resume.

If you feel the chronological format does not sufficiently highlight your transferable skills, you could use the hybrid format as opposed to the functional format. Many human resource professionals are wary of a true

functional format, as it does not contain dates. If you do use the hybrid format, make sure that it is well-written and the information is presented in a clear and understandable manner.

The perfect resume is a written communication that clearly demonstrates your ability to produce results in an area of concern to potential employers and in a way that motivates them to meet you.

Thomas Jackson
The Perfect Resume

The Components of a Resume

Regardless of the type of resume you choose, all formats include several of the same components; differences occur in the organization of the information. Most resumes include the following elements:

Heading. Includes your name, address, appropriate telephone numbers, and an e-mail address. It is usually centered at the top of the page. Be sure the caller can leave a message at your home or cell number during business hours. Remember that outgoing voicemail or answering machine messages should be concise and professional. Refrain from answering the phone if you cannot ensure an interview-appropriate atmosphere or are not in surroundings in which you can speak freely.

Use your personal email address and not your JHU email address; if you lose your position, you may not have continued access to your JHU email account. In addition, employers object to using business resources to conduct a personal job search. Your personal email account should be professional and appropriate.

Objective: Is a brief statement that tells employers what kind of position you're looking for. More importantly, it demonstrates to the reader that you have given some thought to your career goals and are confident about what it is you want. Generally, an objective should be no more than one or two lines and should include one or more of the following: the job title, job function (e.g., sales, program planning, medical transcription), industry or field of interest, and/or desired work setting. Avoid the use of phrases like "challenging position" and "growth potential," which are too vague in meaning.

Before you write your resume, you should define the type of position that you plan to pursue. You should be able to describe your long- and short-term career goals. Writing your resume will be much easier—and more effective—once you have accomplished this task.

To write your career objective, ask yourself the following questions: *What* do I want to do? *For whom* or *with whom* do I want to do it? *Where* do I want to do it? At *what level* of responsibility?

For example, suppose you answered this way: *What?*...teach. *For whom?*... autistic children. *Where?*...in a public school. *At what level?*...as head teacher. Your objective might read: "Position as head teacher of autistic children in a public school."

The following are examples of weak and strong objective statements. Various styles are also presented.

Examples of *weak* objectives:

- Management position which will utilize business administration degree and will provide opportunities for rapid advancement.
- A position in social services which will allow me to work with people in a helping capacity.
- A position in personnel administration with a progressive firm.
- Sales representative with opportunity for advancement.

Examples of *strong* objectives:

- An entry-level position in software development designing and implementing operating systems.
- A mid-level public relations position with opportunities to develop and implement programs, organize people and events, and communicate positive ideas and images.
- Employment counselor/job development position working with disabled clients.
- Entry position in financial analysis with a major financial institution.

Qualifications Summary: Also known as Highlights of Qualifications, Professional Profile, or Summary, quickly describes the skills and experience that you can bring to an organization. It should be brief and focused and include words related to the position you are seeking.

Your summary should mirror the required qualifications for each position for which you are applying. The summary should create immediate interest and ensure that your resume will be read completely. You may choose to present your qualifications summary using several bulleted entries, or in a short paragraph, typically three to five statements in length.

Refer to the Table of Contents (section on Resumes) to view examples of effective qualifications summaries.

Use the Testing Your Objective worksheet to test your objective and assist you in writing your qualifications summary.

TESTING YOUR OBJECTIVE

To test if your objective is realistic and to assist you in writing your qualifications summary, your personal traits, skills and credentials should be evaluated against the employer's position requirements. To get a credible picture of the requirements for positions, you should gather information from the Occupational Outlook Handbook (<http://www.bls.gov/OCC>) and several classified ads or job announcements. By completing a worksheet for every position you are considering, your objective and qualifications summary can be targeted to each employer's position requirements.

Mandatory employer requirements for experience, traits, skills and credentials:

1. _____
2. _____
3. _____
4. _____
5. _____

Your corresponding mandatory qualifications:

1. _____
2. _____
3. _____
4. _____
5. _____

Desired employer requirements for experience, traits, skills, and credentials:

1. _____
2. _____
3. _____
4. _____
5. _____

Your corresponding desired qualifications:

1. _____
2. _____
3. _____
4. _____
5. _____

Section Headings and Headlines: These sections describe your unique skills and experience; they allow the employer to quickly move to important information throughout your resume. All section headings should stand out and be consistent: use the same typeface, boldness, underlining, or capitalization throughout the resume.

Section headings for chronological resumes may include, but are not limited to: Employment, Education, Professional Organizations, and Volunteer or Community Service. Following each chronological section heading, indicate the position, title, employer, location, and dates of your experience. In a chronological resume, one could have several headlines under work experience—one for each relevant place of employment.

If you have worked for the same employer for several years and have held a variety of positions, you may want to list the total period of time you have been with the employer first and then break it down by position and specific years within each position; this will highlight both your loyalty to the employer and your career progression.

The title need not be first; instead, choose the information that is most impressive. Whatever you choose, be sure to be consistent. If you start with the job title, always list the job title first.

Examples of headlines:

- Budget Analyst, Johns Hopkins University, Baltimore, Maryland, 2XXX-Present
- U.S. Department of Labor, Budget Analyst, Washington, D.C., 2XXX-Present

Section headings for functional and hybrid resumes describe your broad skill areas and are transferable to the position you are seeking. Examples include: Consulting, Management, Marketing, or Teaching. Refer to the Table of Contents (section on Resumes) for a list of functional resume headings.

In the education section (this is similar for all resume types), you might choose the following format:

- Master of Science candidate in Community Clinical Counseling, Johns Hopkins University, May, 2XXX.
- Bachelor of Science in Psychology, Johns Hopkins University School of Arts and Sciences, May, 2XXX.

If you are in the process of completing a degree, you could use the following format:

- Currently pursuing a Bachelor of Science in Psychology, Johns Hopkins University School of Arts and Sciences, Baltimore, Maryland.

When you are within six months of completing your degree you may add: Anticipated graduation May, 2XXX.

If you have not completed a degree that is related to your objective, but you have taken coursework that *is* related, you could list some of the related coursework.

Johns Hopkins University, Baltimore, Maryland, completed coursework includes:

- Media and Society
- Multi-media Presentation
- Cross-cultural Communications
- Language and Web Design
- Web Principles and Design
- Adobe Dreamweaver CS3

If you have a volunteer experience section, you might use the following format:

- Member, Board of Directors, Raisin Street Country Day School, 19XX-2XXX.

Entry Statements. Listed under each headline (or section heading), entry statements describe experience, skills, and achievements. They are the most important part of your resume and can be thought of as your success or achievement stories, which can be developed by examining your skill areas. Your entry statements will be the basis for the questions employers will ask you during an employment interview. Refer to the “Worksheets and Forms” section of the Table of Contents for exercises to assist you in developing your entry statements.

When writing entry statements, remember to begin each statement with an action verb. Avoid phrases such as “Responsible for” and “Duties include,” which are too vague or weak. Emphasize skills and accomplishments. Don’t simply recite your job descriptions—it is expected applicants with similar qualifications will be applying for the same types of positions. If you are only listing the duties of your job description, you will resemble other applicants with similar positions. Instead, try to display intangible qualities about you, such as work ethic and personality by quantifying and qualifying what you have done (i.e., number of employees supervised, budget responsibilities, savings as a result of your actions, customer-focused services.) Try not to repeat the entries in a chronological resume. Instead, write the entries so that increasing responsibilities are noted (i.e., greater budget responsibility, increasing staff size, etc.) Refer to the section on “Resumes” in the Table of Contents to find a list of action verbs.

You can write your entries either as bulleted statements or in paragraph form. Remember to place the most relevant entries at the beginning of each section. Often, the last few lines may not be read at all.

Examples of entry statements:

- Wrote and edited winning grant proposals totaling \$350,000.
- Managed a staff of 7 computer programmers with a turnover rate of less than 4%.

References. The phrase “Available upon Request” is not necessary. Never include the names of your references on your resume. You should, however, prepare a typed list of your references including name, title, organization, organization address, telephone number, and email address. Before developing your list, ask potential references whether you may use their name as a reference, and ask how they prefer to be contacted. Take your reference list with you to the interview, but do not offer it to the employer unless it is requested. Remember to give your references a copy of your most recent resume and keep them apprised of your job search status.

Other Relevant Information. If appropriate, you may choose to include other information such as: professional memberships, publications, hardware and software experience, security clearances, languages, or volunteer/community experience. Focus on relevant information that supports your objective or career goal.

Getting Started on Your Resume

Writing your resume should be one of the last activities of a thoughtful, personal career assessment. Only after you clarify your career goals can you write a concise, focused resume. If you are comfortable with your career goals, you are ready to begin your resume writing assignment.

Preparation. Gather everything you will need in a quiet, comfortable work place. Be sure to have a computer or writing materials, a dictionary and thesaurus, and your most recent resume, job descriptions, and performance reviews handy.

Choose a layout. First, you must determine which format (chronological, functional, or hybrid) is most appropriate for you. Now you can begin writing. Even if you decide a hybrid format is the most appropriate, you may find it easier to write a chronological resume first and then choose the items and functional areas you wish to focus on. Remember, a true functional format does not include dates and is therefore not recommended. If you plan to write a hybrid resume, refer to the Table of Contents (section on Resumes) to find a list of functional headings.

Writing. Begin by writing the easy part—the heading—first. List your name, address, telephone number(s), and personal email address.

Next add your Qualifications Summary or Professional Profile section. Since the specifics of this section may change as you target it for each position, you can put general information such as years of experience, areas of expertise, computer skills, degree, etc. for your draft version.

List your places of employment next. Be sure to include job title, dates of employment, and location. Add the accomplishments you achieved in each position you have held and what you have been proud of accomplishing in each position, whether you were acknowledged or not. When writing your accomplishments, ask yourself, “What was the challenge or problem?”, “What was the action that you took?”, and “What was the result or outcome?” For example, “Created and initiated tracking system for department budget expenditures; identified excess spending areas and reduced operating expenses by 35%.”

Continually ask yourself, “Is this information relevant to the position for which I would like to be hired?” If you think the information definitely does not match, do not include it. If you are unsure, leave it in. You can always edit later.

Remember to use action verbs in your entries. Terms like “Responsible for” do not strengthen your resume. Select from the list of Action Verbs (see Table of Contents under “Resumes” for page number). Add any others that are more appropriate to your objective. Once you have completed listing your entries, add your educational background, professional memberships, volunteer experience, etc.

Refining/Next Steps. Congratulations! You have just completed the most difficult part of writing a resume. Now, you are simply left with editing and refining.

About Electronic Resumes

With the extensive use of the Internet as a tool for job seekers, it makes sense that employers would also use this invaluable tool to recruit and screen applicants. Recent figures place employer preference for receiving and screening electronic resumes (e-resumes) at 80%. Many companies, including the Johns Hopkins University, now ask applicants to submit electronic resumes or applications. An e-resume is a necessity for any competitive job seeker.

The following guidelines have been created to assist those applicants who wish to submit some form of an e-resume when applying for positions.

Keywords. Whether you apply online or submit your resume as an email attachment, it is essential to understand the importance of keywords. Keywords are critical to the successful electronic search of your e-resume. Almost all online employer resume databases have a built-in search engine that is set up to look for keywords associated with particular job openings.

There is no standard list of keywords; they will vary from one job opening to another, depending on what the job requires. Keywords are determined and input into a job announcement or posting by the recruiter or hiring manager, who is looking for a candidate to fill a particular job. It is very important to use the same terminology in your application or resume that the employer uses. If you are not using the same language, your resume may not be selected, even if you are qualified.

Use the posting and/or look on the employer's website to help you determine which keywords to use. Print out the job announcement; highlight or underline the keywords in the duties and required qualifications sections. Then compare these keywords to the terminology you are using on your application or resume.

A keyword search might look for up to 60 keywords. The keywords in your e-resume indicate important information about you, such as:

- technical expertise
- management skills
- industry and university knowledge
- education and training
- employment history

Once the employer's database system search engine has been given a list of keywords, it will locate resumes that contain any of the keywords, count the number of keywords per resume, and rank the resumes accordingly. Since keywords are so important to the success of your e-resume or application, consider the following tips for good keyword placement.

Make a List. On a sheet of paper or in a separate word processing document, make a list of 20 to 60 terms that describe your qualifications for the job you're interested in. These terms can be both technical and non-technical. For example, you can list the computer applications you know (e.g., Excel, Adobe InDesign, and QuarkXpress) as well as your business management skills (e.g., conflict resolution and negotiations.)

List your keywords as nouns, not verbs (e.g., use "facilitation," not "facilitate"). It's fine to place adjectives with keywords (e.g., "group facilitation".)

To be sure your qualifications are found by the search engine, list acronyms and spelled-out versions. You don't want to take a chance that an acronym could be ignored by a search engine because the hiring manager forgot to ask the engine to find either the acronym or the spelled-out version of the acronym. For example, if you put only ISDN on your resume and the manager asks for Integrated Switched Digital Network, the search engine may not pull up your resume.

Keywords in the Text. Incorporate all of your keywords into the statements in your e-resume text. Look for opportunities to list your keywords under logical headings. For example, you could put all of your computer applications under a Computer Skills heading, or you could list your management skills in one of your Summary of Qualifications statements (e.g., "Skilled at contract negotiations, conflict resolution, benefits administration, and internal communications.")

Applying Online. The best way to post your e-resume online is to copy and paste it from your word processing program into the employer's e-form. This will allow you to save and reuse the information at a later date. This will also allow you to do a grammar and spell check.

On most job search websites, including JHUjobs, there is a field called "Attach a Resume" where you can upload a resume, CV, cover letter, or other documentation. For the best results you need to transform the hard copy version of your resume before you copy and paste it into the web site's resume form.

Preparing Your Resume for Posting.

It is best to convert your e-resume into a “text only” format or Microsoft Notepad document before pasting it into the resume field on the website. Doing so allows you to adjust the information for the best presentation, given the formatting limitations of e-resume databases.

Converting Your Resume to an Electronic Format

How to convert to “text only” format:

- Open the document that contains your resume.
- Click File in your toolbar and select Save As.
- Type in a new name for this document in File Name, such as “EResumeTextOnly.”
- In the Save As Type pull-down menu, select “Text Only (*.txt)” in Word, or “ASCII (DOS) Text” in WordPerfect.
- Click Save to perform the conversion.
- Now close the document but stay in your word processing program.
- Reopen the document you just closed by going to File in the toolbar, click Open, select the file named “ResumeTextOnly.txt,” and click Open.
- Remove all tabs and left justify the document.
- Make sure there are no more than 65 characters across the screen, including the spaces.
- Use asterisks in place of bullets and capital letters to highlight information.

How to convert to Microsoft Word/Notepad:

- Open the MS Word document that contains your resume.
- Click File in your toolbar and select Save As.
- Type in a new name for this document in File Name, such as “EResumeNotepad.”
- In the Save As Type pull-down menu, select “Text Only (*.txt).”
- Click Save to perform the conversion.
- Now close the document and reopen it by clicking on its icon in the directory.
- It will automatically open as a Notepad document (named “EResumeNotepad.txt”.)
- After converting your resume to either Text Only or Notepad, what appears in your document window is your resume stripped of any fancy formatting. You are now ready to make a few final adjustments before posting it online.
- Remove all tabs and left justify the document.
- Make sure there are no more than 65 characters across the screen, including the spaces.
- Use asterisks in place of bullets and capital letters to highlight information.

Resume Tips and General Guidelines

- Keep your resume to no more than two pages; any more will probably not be read. If you use a second page, be sure to include your name and page number on the second page. If your second page is less than a half page, consider adding additional information or edit down to one page.
- Proofread! Proofread! Proofread! Do not send out one copy of your resume if there are any typographical errors. One error alone (such as “John Hopkins”) could eliminate you from further consideration.
- For paper copies of your resume and job search correspondence, use a high quality bond paper. While paper companies make envelopes that match resume paper, don’t waste your money on purchasing them. It would be better to purchase large envelopes so you do not have to fold your resume. A document that does not have creases is neater and looks more professional. Also, many employers scan resumes into a computer system and a fold can sometimes cause the scanner to eliminate the information on the fold lines.
- Use the same paper and font for your cover letter, resume, reference page, and thank-you letter, if you do not write a hand-written thank-you note.
- Reproduce your resume and other materials professionally with a laser printer.
- Do not include unnecessary information. Employers do not need to know your height, weight, marital status, or hobbies.
- Keep phrases and paragraphs short. Use action statements rather than complete sentences. Do not use “I.”
- Do not include salary information on your resume, or the street address and zip code of your employer.
- Keep the most relevant information along the left margin and closest to the beginning of each section of your resume.
- Use capitalization, bold and italics throughout the resume to highlight important information. Don’t overdo it and be consistent.
- Use a 1-inch margin throughout.
- Remember, you do not need to list every job you have ever held. The last 10-15 years is the most important.
- Capture other relevant related experience outside of the 10-year mark by adding a “Related Experience” section where you can summarize highlighted positions and experience without adding the related dates. List the employer’s name, city, and state, and job title, and accomplishments, without listing the dates if it is outside the past 10-year period.
- If you are concerned about age discrimination, omit dates that could reveal your age, such as college graduation dates. Write, “Over 15 years of professional experience” rather than “25 years of experience in...”

Action Verbs

Account	Counsel	Interview	Refer
Achieve	Create	Invest	Regulate
Administer	Decide	Investigate	Relate
Advise	Define	Judge	Reorganize Repair
Analyze	Delegate	Lead	Represent
Answer	Deliver	Lecture	Research
Apply	Demonstrate	Maintain	Respond
Arbitrate	Design	Manage	Restore
Arrange	Determine	Manufacture	Retrieve
Assemble	Develop	Measure	Review
Assess	Devise	Mediate	Revise
Assist	Diagnose	Modify	Revitalize
Audit	Direct	Monitor	Search
Build	Distribute	Motivate	Select
Calculate	Edit	Negotiate	Sell
Categorize	Eliminate	Obtain	Serve
Chart	Establish	Offer	Simplify
Classify	Estimate	Operate	Solve
Coach	Evaluate	Order	Spearhead
Code	Examine	Organize	Speculate
Collaborate	Expand	Outline	Sponsor
Collect	Explain	Perform	Study
Communicate	File	Persuade	Succeed
Compile	Formulate	Plan	Summarize
Complete	Gather	Prepare	Supervise
Compose	Generate	Prescribe	Supply
Compound	Guide	Present	Support
Compute	Handle	Print	Synthesize
Conduct	Help	Process	Teach
Confer	Identify	Produce	Test
Conserve	Illustrate	Promote	Train
Consolidate	Implement	Protect	Translate
Construct	Improve	Prove	Troubleshoot
Consult	Increase	Provide	Tutor
Contact	Initiate	Realize	Unite
Contribute	Install	Receive	Utilize
Control	Institute	Recommend	Verify
Coordinate	Instruct	Record	Volunteer
Copy	Interact	Recruit	Write
Correspond	Interpret	Reduce	

Functional Headings

Functional and Hybrid resumes group your accomplishments by skill area. Select the most appropriate headings and begin to organize your entries accordingly. Here are some examples of functional areas:

Account Management	Family Services	Public Affairs
Accounting	Fashion	Public Relations
Advertising	Financial Planning	Publishing
Arbitrage	Financing Fine Arts	Purchasing Management
Architecture	Fund Raising	Quality Control
Audit	Health Services	Real Estate Recruitment
Banking	Human Resources	Research and Development
Budget Preparation	Industrial Design	Robotics
Cash Management	Industrial Relations	Sales
Coaching	Insurance	Secretarial
Commercial Art	International	Social Services
Communications	Journalism	Strategic Planning
Community Affairs	Labor Relations	Systems Design
Compensation Analysis	Law	Tax Analysis
Computers	Management	Tax Planning
Consulting	Management Information	Television
Contracts Management	Systems	Training
Contracts Negotiation	Marketing	Transportation
Cost Control	Mental Health	Travel
Cost Effective Planning	Merchandising	Word Processing
Costing	Mergers and Acquisitions	Writing and Editing
Counseling	Museum Management	
Credit Management	New Business	
Customer Relations	Development	
Data Processing	New Product Development	
Divestitures	Operations	
Drafting	Organizational Development	
Ecology	Outplacement	
Economics	Performance Review	
Education	Planning	
Employee Relations	Product Development	
Engineering	Production Control	
Entertainment	Programming	
Facilities Management	Project Planning	
Facilities Planning	Promotion	

Lawrence D. Harrison
2525 West Jennel Street
Baltimore, Maryland 21218
443-555-2356
Lharris@aol.com

OBJECTIVE: To obtain a challenging clinical research manager position within a pharmaceutical or clinical institution environment.

PROFESSIONAL SUMMARY

Innovative, energetic research professional with over 10 years of clinical management research experience. Skilled communicator and team builder dedicated to providing exceptional project coordination and resource management. Self-motivated and able to function independently and efficiently with minimal supervision.

- Bachelor of Science in Biology.
- Proven interpersonal skills; able to quickly establish essential rapport with patients, sponsors, collaborators, regulatory agencies, and medical professionals.
- Exceptional writing skills; assisted in securing over \$9 million in grant funding.
- Computer skills: proficient with Microsoft Word, PowerPoint, Excel, Outlook, and Access and information management systems.
- Association of Clinical Research Professionals (ACRP) certified.

WORK EXPERIENCE

Johns Hopkins University, Baltimore, Maryland
Clinical Research Program Manager

2XXX to Present

- Recruit, train and supervise up to 20 research data management personnel.
- Assist Primary Investigator with protocol development; oversee protocol approval process and maintain regulatory compliance within the program.
- Ensure maintenance of complete and accurate research charts on a real time basis; department received 100% compliance ratings during last inspection.
- Oversaw development and maintenance of database system for registering and tracking patients; system reduce patient wait times by 40% and reduced data errors by 25%.
- Write informed consents.
- Ensure high quality data are input and maintained in all data reporting systems.
- Facilitate communication with data-managers, research nurses, and other core resources to optimize the practical implementation of the program.
- Implemented and maintain system for tracking protocol adherence.

- Coordinate meetings and research activities with sponsors of clinical trials as needed.
- Extract data, review literature, and assist with preparation of manuscripts.
- Facilitate collaborative efforts between other clinical research programs.
- Selected to write and implement \$4 million research grant proposal; program awarded full funding.

University of Maryland, College Park, Maryland
Research Program Coordinator II

19XX to 2XXX

- Coordinated over 30 clinical research protocols.
- Successfully coordinated and tracked 15 active research studies at a time.
- Selected to serve as contact person for project staff located at overseas sites.
- Assisted in writing and securing three new grant proposals exceeding \$5 million; all proposals accepted and fully funded.
- Acted as liaison between the Principal Investigators (local and foreign), on-site personnel, and funding and monitoring agencies.
- Prepared reports regarding the status of studies; presented progress and findings to professional organizations, participating medical practices, community advisory board and investigators.
- Recruited over 500 patients and healthy volunteers.
- Supervised and trained 10 clinical staff personnel.
- Assured the protection of the rights, safety and well being of human study subjects.
- Reviewed study data for completeness, accuracy and consistency.
- Developed high level design of the database; performed qualitative and quantitative data analysis.

EDUCATION

Currently pursuing **Master of Science in Biotechnology/Master of Business Administration**, Johns Hopkins University, Baltimore, Maryland.

Bachelor of Science in Biology, State University of New York, Albany, New York, GPA 3.8 out of 4.0.

PROFESSIONAL ASSOCIATIONS

Association of Clinical Research Professionals, member.

Association for Clinical Data Management, member.

Cheryl S. Ward
111 Broadway Street
Baltimore, Maryland 21218
443-555-5544
Cward@yahoo.com

OBJECTIVE

Diligent, detail-oriented Administrative Assistant seeking a position within the healthcare field with direct patient contact.

PROFESSIONAL PROFILE

- Over five years of specialized administrative experience in a healthcare environment.
- Knowledgeable of all medical office functions including billing, coding, patient scheduling, and database management.
- Proven ability to multi-task in a fast-paced environment.
- Driven by patient/customer satisfaction; superior telephone and interpersonal skills.
- Computer skills: expert level of proficiency in Microsoft Office Suite.
- Typing speed: 80 wpm.

WORK EXPERIENCE

Administrative Assistant

2XXX – Present

HealthSouth, Rehabilitation Department, York, Pennsylvania

- Provide sole administrative support to 10-member department.
- Schedule, greet, and maintain files for up to 200 patients per week.
- Created, implemented, and maintain patient referral tracking system; identified and resolved problems that previously delayed patient treatment.
- Developed new filing system and procedures; eliminated filing backlog to ensure easy access to critical files at all times.
- Designed, wrote, and implemented departmental business forms; increased workflow efficiency and patient satisfaction by 60%.
- Coordinate all department travel and event arrangements.

Sales Associate

2XXX to 2XXX

Foley's Department Store, San Antonio, Texas

- Consistently exceeded weekly department sales quota by 25%; recognized as top sales representative for 6-month period.
- Established and maintained relationships with customers; requested by name by repeat customers.

EDUCATION

Currently pursuing Bachelor of Science degree in Business and Management, with specialization in Healthcare Management, Johns Hopkins University, Baltimore, Maryland.

Sample Functional Resume

*(Remember, a true functional format does not include dates and is therefore not recommended.
This example is provided for illustration purposes only.)*

Cheryl S. Ward
111 Broadway Street
Baltimore, Maryland 21218
443-555-5544
Cward@yahoo.com

OBJECTIVE

Detail-oriented Administrative Assistant seeking an entry-level management position within the healthcare field.

PROFESSIONAL PROFILE

- Over five years of specialized administrative experience in a healthcare environment.
- Knowledgeable of all medical office functions including billing, coding, patient scheduling, and database management.
- Proven ability to multi-task in a fast-paced environment.
- Driven by patient/customer satisfaction; superior telephone and interpersonal skills.
- Computer skills: expert level of proficiency in Microsoft Office Suite.
- Typing speed: 80 wpm.

ADMINISTRATIVE SKILLS

- Provide sole administrative support to 10-member department.
- Maintain files for up to 200 patients per week.
- Created, implemented, and maintain patient referral tracking system; identified and resolved problems that previously delayed patient treatment.
- Developed new filing system and procedures; eliminated filing backlog to ensure easy access to critical files at all times.
- Coordinate all department travel and event arrangements.

CUSTOMER SERVICE AND SALES SKILLS

- Schedule and greet up to 200 patients per week.
- Established and maintained relationships with customers; requested by name by repeat customers.
- Consistently exceeded weekly department sales quota by 25%; recognized as top sales representative for 6-month period.

WRITING SKILLS

- Initiated and write monthly departmental newsletter.
- Designed, wrote, and implemented departmental business forms; increased workflow efficiency and patient satisfaction by 60%.

EDUCATION

Currently pursuing Bachelor of Science degree in Business and Management, with specialization in Healthcare Management, Johns Hopkins University, Baltimore, Maryland.

Cheryl S. Ward
111 Broadway Street
Baltimore, Maryland 21218
443-555-5544
Cward@yahoo.com

PROFESSIONAL PROFILE

Detail-oriented Administrative Assistant seeking an entry-level management position within the healthcare field. Over five years of specialized experience in a healthcare environment; knowledgeable of all medical office functions including billing, coding, patient scheduling, and database management. Proven ability to multi-task in a fast-paced environment. Driven by patient/customer satisfaction; superior interpersonal skills. Computer skills: expert level of proficiency in Microsoft Office Suite. Typing speed: 80 wpm.

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- Schedule and greet up to 200 patients per week.
- Established and maintained relationships with customers; requested by name by repeat customers.
- Consistently exceeded weekly department sales quota by 25%; recognized as top sales representative for 6-month period.

WRITING SKILLS

- Initiated and write monthly departmental newsletter.
- Designed, wrote, and implemented departmental business forms; increased workflow efficiency and patient satisfaction by 60%.

WORK EXPERIENCE

Administrative Assistant, HealthSouth, Rehabilitation, York, Pennsylvania, 2XXX – Present

Sales Associate, Foley's Department Store, San Antonio, Texas, 2XXX to 2XXX

EDUCATION

Currently pursuing Bachelor of Science degree in Business and Management, with specialization in Healthcare Management, Johns Hopkins University, Baltimore, Maryland.

SHARON T. LIVINGSTONE
844 West Highway
Washington, D.C. 20210
202-555-2020
sliving@hotmail.com

OBJECTIVE: To obtain an accounting specialist or budget analyst position in a community focused organization.

SKILL SUMMARY

Accurate and dependable professional with five years of payroll experience. Areas of expertise include payroll distribution, financial reporting, training, and database development. Exceptional data entry skills; consistently average 95% accuracy rate. Proficient computer skills in Microsoft Word, Excel, Access, Lotus, software applications, database management, and the internet.

RELATED WORK EXPERIENCE

Accounting Specialist, University Administration, Johns Hopkins University, Baltimore, Maryland, 2XXX to Present

- Ensure the timely payment of salary to university employees; process checks manually as required.
- Provide exceptional customer service to faculty, staff, and students regarding all types of payroll related issues; consistently sought out because of knowledge and ability to quickly resolve problems.
- Communicate with university personnel and business offices regarding payroll procedures and issues.
- Maintain and secure confidential information.
- Periodically place stop payments and retrieve direct deposits from bank.
- Process high volume of paper and electronic payroll forms.
- Prepare necessary accounting of tax entries.
- Process receipts including payments for rents and contracts, gifts, clinics, and tuition via checks or electronic payments; review receipt documentation for completeness and regulation compliance.

EDUCATION

Associate's degree in Accounting, Howard Community College, Columbia, Maryland, 1999.

Curriculum Vitae

A resume may not be the only format needed to attract attention from employers. Depending on your career field and or targeted work environment, a Curriculum Vitae or CV may be expected or required by many employers. This section will describe when to use and how to development and a Curriculum Vitae.

CVs are primarily used when applying for professional positions within academic, medicine, scientific, research, or teaching environments. A CV is also appropriate when an individual is publishing, having a merit or tenure review, preparing a grant application, marketing him or herself for consulting work or speaking engagements, or when applying for doctoral programs, a sabbatical or fellowship opportunities. Earned degrees, teaching and research experience, publications, presentation and other related activities and references are featured.

Any grant writing experience you have is an asset and any experiences in securing funding should be documented. Like with a resume, do not include personal data, photographs, race, religion, ethnicity, date or place of birth, physical characteristics or family information.

Differences between a Curriculum Vitae and a Resume

The main differences between a CV and resume include format and length. As previously discussed, a resume is a brief, one to two-page summary of one's background, experience, skills, accomplishments, and education. In contrast, a CV for those in the early stages of their careers can be three to ten pages in length and can be longer for those at their mid- to late-year career engagements, or when applying for doctoral programs, a sabbatical, or fellowship opportunities.

When writing or updating a CV, remember hiring for academics is different from the typical practices of business and industry. In most cases, competition for academics is intense and long. Academics are usually selected by a committee of individuals. Having an excellent CV will help you to stand out and be selected to interview by the committee.

Formatting a Curriculum Vitae

Although there are variations on formatting, CVs typically contain the following information and usually in this order:

- Name, address, and phone number, and if applicable, e-mail address and fax number.
- In reverse chronological order, education and academic disciplines, names and locations of degree-granting institutions and dates degrees were conferred. List teaching, research, or post doctoral fellowships. Accuracy about academic degrees and experience is critical as the slightest discrepancy can be damaging.
- Relevant research, teaching, administrative experience and service activities. List these items in order of importance to the position being sought.
- Publications, presentations and references. List all professional publications using the bibliographic style of your discipline.

Categories

Select categories that emphasize your strengths, accomplishments and achievements and ones that are most appropriate to your particular discipline or field.

CV Categories

Academic Accomplishments
Academic Appointments
Academic Background
Academic Preparation
Academic Service
Academic Training
Advising
Advisory Boards
Affiliations
Areas of Concentration in Graduate Study
Areas of Experience
Areas of Expertise
Areas of Knowledge
Arrangements/Scores
Articles/Monographs
Bibliography
Career Achievements
Career Highlights
College Activities
Committee Leadership
Conference Participation/Presentation
Conferences Attended
Consulting
Continuing Education Experience
Convention Addresses
Degrees
Dissertation
Dissertation Topic
Editorial Appointments
Education
Endorsements
Exhibits/Exhibitions
Faculty Leadership
Fellowships
Field Work
Foreign Study
Graduate Experience
Graduate Field Work
Graduate Practice
Grants and Contracts
Honorary Societies
Honors, Awards, Prizes
Internships
Language Competencies
Languages
Lectures and Colloquia
Licensure
Major University Assignments
Master's Project
Memberships
Memberships in Scholarly Societies
Outreach
Patents
Performances Committees
Presentations and Publications
Principal Teachers
Professional Achievements
Professional Activities
Professional Association
Professional Certification
Professional Competencies
Professional Memberships
Professional Organizations
Professional Service
Professional Studies
Professional/Technical Papers
Proficiencies
Programs and Workshops
Recommendations
Refereed Journal Articles
References
Research Awards
Research Experience
Research Interests
Reviews
Scholarly Presentations
Scholarly Publications
Service
Special Training
Teaching/Research Internships
Thesis
Travel Abroad
University Involvement
Workshop Presentations

Design

Just as with a resume, it is important to communicate clearly, concisely, and consistently.

- Do not write in a narrative form
- Do not use first person singular pronouns
- Use definite articles selectively
- Use short sentences or phrases and action words.

Action Verbs for Curriculum Vitae

accomplished	edited	planned
acquired	established	presented
addressed	evaluated	presided
advised	facilitated	produced
analyzed	generated	programmed
arranged	guided	published
articulated	implemented	recognized
assessed	increased	recruited
assisted	initiated	researched
authored	instructed	revised
budgeted	interviewed	screened
catalogued	invented	selected
chaired	investigated	served
coauthored	lectured	sponsored
collaborated	managed	streamlined
communicated	monitored	strengthened
composed	motivated	studied
conducted	negotiated	supervised
consulted	nominated	taught
counseled	observed	trained
created	organized	translated
delivered	originated	verified
designed	participated	volunteered
directed	performed	wrote

Spacing is important in the body of the CV. Use double or triple space between categories: single space within. Use white space liberally with wide enough margins. Do not cram or crowd the CV. To highlight information use underlining, capitalization, and boldface type for variety and emphasis. If you capitalize words, don't underline them. With the increasing use of technology, it is important to remember that if you are doing an electronic CV, you would use just text and not underlining or boldface.

To produce your CV, select bond paper in a conservative color such as, off-white, light beige, blue or gray. White paper with black ink is ideal. Remember to print your name on each successive page of your CV.

Review CV samples of others in your field before drafting your own, though keep in mind that because of your own unique experiences and background, your finished CV may look markedly different. Write and edit later. Proofread your finished product carefully and have someone else within your field review it as well. Make many copies of your CV and update it at least once a year with new information.

Jane P. Doe, PhD

Current Appointment

Postdoctoral Fellow
Department of Neuroscience
Johns Hopkins University

Contact Information

110 Hawthorne Hall
Baltimore, MD 21205
223-456-7890
jpdoe@jhmi.edu

EDUCATION

Doctor of Philosophy, Pharmacology and Molecular Sciences, 2007
Johns Hopkins University School of Medicine, Baltimore, MD

Bachelor of Science, Biology, 2001
University of Rochester, Rochester, NY

RESEARCH EXPERIENCE

Postdoctoral Fellow, Dept of Neuroscience, Johns Hopkins University, Baltimore, MD
Advisor: Franklin Thompson, PhD

Pharmacology Program, Johns Hopkins University, Baltimore, MD 2003-2007
Advisor: Xiaolong Chang, PhD
Pioneered efforts to investigate HHGF

AWARDS

Best Graduate Student Poster, Johns Hopkins Annual Research Symposium, 2007
Pharmacology Merit Award, American Society of Pharmacology, 2005
Finalist, Tech Council of Maryland MoshPit! Competition, 2004
Young Scientist Award, University of Rochester, 2000

PRESENTATIONS

Invited Talk, *Aspects of HGT processing*, American Society for Pharmacology and Experimental Therapeutics Annual Meeting, Phoenix, AZ, 2007
Panelist, *Developing postdoctoral mentoring programs*, National Postdoctoral Association Annual Meeting, Berkeley, CA, 2007
Poster, *Functional aspects of UT-9*. Johns Hopkins Annual Research Symposium, Baltimore, MD, 2007
Poster, *Potent inhibitor of the genterichloric enzyme*. American Society for Pharmacology International Meeting, Sydney, Australia, 2006

PUBLICATIONS

Doe, J.P., Smith, A.M & Thompson, F. (2007). Molecular and cellular approaches to studying FRT-3. *J Pharmacol Exp Ther*. October; 329(1):556-63

PUBLICATIONS CONT'D

Doe, J.P., Smith, A.M & Thompson, F. (2007). Molecular and cellular approaches to studying FRT-3. *J Pharmacol Exp Ther.* October; 329(1):556-63

Doe, J.P. & Thompson, F. Transporting the XYZ to TR-3 receptor. (2006). *Clin Pharmacol Ther.* 34, 192-199.

Thompson, F., **Doe, J.P.**, Boulden, P.K., Stevenson, R.T.K. (2006). Understanding functional structures of ghenomere synapses. *Food Drug Law J.* 37, 208-235.

Chang, X., Xiang, K., **Doe, J.P.**, Shah, L.M., (2005) Isolation of GFD inhibits helmpothemolute division. *Mol. Cell. Biol.*, 21:7892-7900.

EXTRACURRICULAR ACTIVITIES

Vice President, Johns Hopkins Postdoctoral Association, 2007-Present

Representative in campus postdoctoral advocacy group; presently lobbying for increased benefits including child care and health benefits; initiated exit interview for postdocs

Industry Liaison, Johns Hopkins Biotech Network, 2004-2007

Networked with industry professionals and coordinated campus presentations; assisted with annual biotech conference

Program Representative, Johns Hopkins Graduate Student Association, 2004-2006

Student representative for Pharmacology dept; attended monthly meetings and relayed relevant info to dept coordinators; helped lobby for annual stipend increase

EMPLOYMENT

Volunteer, American Red Cross, Baltimore, MD, 2006-2007

Worked in conjunction with Baltimore Metro Disaster Action Team (BMDAT) to verify disaster requests and dispatch response teams accordingly

Pharmacy Technician, CVS Pharmacy, Rochester, NY, 1999-2001

Prepared prescribed medication orders for patients; averaged 30 hours/week while carrying full time course load

PROFESSIONAL MEMBERSHIPS

American Society for Clinical Pharmacology (ASCP)

American Society for Pharmacology and Experimental Therapeutics (ASPET)

National Postdoctoral Association (NPA)

(Sample CVs were provided by the Professional Development Office of Johns Hopkins Medical Institutions.)

Jane P. Doe, PhD

Department of Neuroscience, Johns Hopkins University
110 Hawthorne Hall
Baltimore, MD 21205
223-456-7890
jpdoe@jhmi.edu

Education & Training

2007- Present Postdoctoral Fellow, Department of Neuroscience
Johns Hopkins University, Baltimore, MD

2003- 2007 PhD, Department of Pharmacology and Molecular Sciences
Johns Hopkins University School of Medicine, Baltimore, MD

1998-2001 B.A., Biology
University of Rochester, Rochester, NY

Honors & Awards

2007 Best Graduate Student Poster Presentation, Johns Hopkins Annual
Research Symposium
2005 Pharmacology Merit Award, American Society of Pharmacology
2004 Finalist, Tech Council of Maryland MoshPit! competition
2000 Young Scientist Award, University of Rochester

Activities

2007-Present Vice President, Johns Hopkins Postdoctoral Association
2004-2007 Industry Liaison, Johns Hopkins Biotech Network
2004-2006 Program Representative, Johns Hopkins Graduate Student Association

Additional Experience

2006-2007 Volunteer, American Red Cross, Baltimore, MD
1999-2001 Pharmacy Technician, CVS Pharmacy, Rochester, NY

Certifications

1998-2001 Certified Pharmacy Technician (CPhT)

Professional Affiliations

American Society for Clinical Pharmacology (ASCP)
American Society for Pharmacology and Experimental Therapeutics (ASPET)
National Postdoctoral Association (NPA)

Presentations & Posters

- 2007 Invited Talk, *Aspects of HGT processing*, American Society for
Pharmacology and Experimental Therapeutics Annual Meeting, Phoenix,
AZ
- 2007 Panelist, *Developing postdoctoral mentoring programs*, National
Postdoctoral Association Annual Meeting, Berkeley, CA
- 2007 Poster, *Functional aspects of UT-9*. Johns Hopkins Annual
Research Symposium, Baltimore, MD
- 2006 Poster, *Potent inhibitor of the genterichloric enzyme*. American Society
for Pharmacology International Meeting, Sydney, Australia

Publications

Doe, J.P., Smith, A.M & Thompson, F. (2007). Molecular and cellular approaches to studying FRT-3. *J Pharmacol Exp Ther.* October; 329(1):556-63

Doe, J.P. & Thompson, F. Transporting the XYZ to TR-3 receptor. (2006). *Clin Pharmacol Ther.* 34, 192-199.

Thompson, F., **Doe, J.P.**, Boulden, P.K., Stevenson, R.T.K. (2006). Understanding functional structures of ghenomere synapses. *Food Drug Law J.* 37, 208-235.

Chang, X., Xiang, K., **Doe, J.P.**, Shah, L.M., (2005) Isolation of GFD inhibits helmpothemolute division. *Mol. Cell. Biol.*, 21:7892-7900.

References

FranklinThompson, PhD
Professor
Department of Neuroscience
Johns Hopkins University
110 Hawthorne Hall
Baltimore, MD 21205
223-456-7899
ftompson@jhmi.edu
Relationship: Postdoc supervisor

References cont'd

Arnold M. Smith, MD, PhD
Research Assistant Professor
Department of Neuroscience
Johns Hopkins University
123 Junction Hall
Baltimore, MD 21205
223-887-8954
arnold@jhmi.edu
Relationship: Colleague

Xiaolong Chang, PhD
Professor, Department of Pharmacology and Molecular Sciences
Johns Hopkins University School of Medicine
PCTB 6677
Baltimore, MD 21205
899-908-9976
xiaolong@jhmi.edu
Relationship: PhD advisor

Job Search Correspondence

There are several types of correspondence that can effectively be used at different stages of your job search. This section will assist you in developing various persuasive correspondences that can be used to introduce yourself to potential employers, secure employment, and connect with networking or information interview contacts.

A critical component of the job search process is writing compelling correspondence to prospective employers or network contacts. It is essential you construct letters with impact; a poorly-written letter is unlikely to motivate the reader to review your resume, meet you in person, or hire you.

Job search correspondence is usually written for one of four purposes: to apply for an advertised position, to inquire about possible employment opportunities, to network to identify job or career opportunities, and to thank employers or people in your network. In general, letters should be one page in length and consist of three or four concise paragraphs.

Types of Job Search Correspondence

Letter of Application. The letter of application is written in response to an advertised position. In the first paragraph of the letter, state why you are writing, the title of the position for which you are applying, and how you learned about the opening. If you learned of the position through an ad in a publication, give the name and the date on which the ad appeared. In addition, indicate why you are interested in applying for the position.

In the second paragraph, describe your strengths, including your interests, skills, knowledge, experience, and personal qualities as they relate to the required and desired qualifications associated with the position. Carefully read the job description to identify these qualifications. Substantiate your statements with concise examples of relevant experience and accomplishments. In this paragraph (or in the first paragraph) tell the reader you are enclosing your resume.

In the third paragraph, outline the action you will take to follow up on your application. State that you will call the following week, or, for example, “the week of September 10th”, to explore the possibility of an interview. Close the letter by expressing your appreciation for the reader’s time and consideration.

Remember, in writing a letter of application, follow all of the directions in the job posting. If an employer’s ad specifically states no phone calls, follow the direction. If this is the case, your third paragraph would indicate you are very interested in the position and you look forward to hearing from them regarding an interview. See the Table of Contents under “Job Search Correspondence” for a Sample Letter of Application.

Letter of Inquiry. The letter of inquiry is written to explore possible employment opportunities within an organization that fit your experiences and interests. It is similar in format to the letter of application, but in the letter of inquiry you are describing your interests and qualifications in more general terms because you are not responding to a position advertisement in which the employer has identified specific desired qualifications.

In the first paragraph, explain why you are writing, what kind of position you are seeking, and why you are interested in working for that particular organization, department, unit, or person. For example, does your

interest stem from wanting to work for an organization that is a leader in the field, committed to ending world hunger, or conducting research on a drug to combat AIDS?

In the second paragraph, refer the reader to your resume. Describe in general terms your qualifications, including your skills, knowledge, experience, accomplishments, and personal qualities as they relate to the desired position, and demonstrate how you might be able to contribute to the organization's success.

As with the letter of application, in the third paragraph state that you will follow up by phone the following week, or, for example, "the week of September 10th", to inquire about the possibility of meeting and thank the reader for his or her time and consideration. Refer to the Table of Contents to find a Sample Letter of Inquiry.

Letter of Introduction. (Also known as an approach or networking letter.) The letter of introduction is written to make contact with individuals who might be able to help you in your job search or career exploration activities. These individuals might be former classmates, instructors, co-workers, employers, friends of your friends and family members, and/or fellow professional association members.

In the first paragraph, identify your connection with the reader. Is he or she a fellow alumnus/alumna, mutual acquaintance, or a former instructor? State why you are writing. Do you want help or advice on exploring a new career, or information on job opportunities within a given industry and work setting?

In the second paragraph, give the reader information on your background and interests. Because you are not asking for a job, it would be premature to send this individual your resume, so you may want to incorporate key information from your resume into the letter. Include highlights from your education, experience, and skills that relate to the opportunities you are exploring or seeking.

As with the other job search letters, in the third paragraph request a meeting, state how you will follow up, and thank the reader for any assistance he or she might be able to provide. See the Table of Contents for a Sample Letter of Introduction.

Thank You Letter. In today's competitive job market, little things such as writing thank you letters can make a big difference. According to the Quintessential Careers website, www.quintcareers.com, only about 5% of the population bothers to send a thank you letter after an interview, although there have been many instances where the thank you letter was the determining factor in the hiring decision.

After successfully making it through an interview, a thank you note or letter should be sent to all the people with whom you interviewed. A thank you letter can be a formal written letter or a handwritten note. Depending on the culture of the employer, an email may also be appropriate, though this is generally the least preferred method. If you interviewed with a panel of five individuals, five unique thank you notes should be sent within 24 hours of completing the interview. The basic message of each letter can be the same, but individualize at least one sentence. A thank you letter should be sent after each interview you complete.

The format for a thank you letter is similar to other job correspondence. In the first paragraph, thank the individual for the opportunity to interview for the position.

In the second paragraph, reinforce your interest in the position and how your skills and experience match the employer's needs. Discuss any skills you failed to mention during the interview that may be of interest to the employer. If you feel something did not go well in the interview, this is your opportunity to correct it.

In the third paragraph, close the letter by thanking the employer again and offer to provide any additional information they may need. Refer to the Table of Contents for a Sample Thank You Letter.

Job Search Correspondence Tips

- Address your letters to a named individual, not to a title or to “Dear Sir” or “Dear Madam.”
- Focus on your qualifications that are relevant to the type of position you are seeking.
- Reduce uncertainty by substantiating statements with concrete examples and facts.
- Avoid jargon and overly complex or lengthy sentences.
- Be positive in context, tone, word choice, and expectations.
- Make the letter warm, personal, and professional.
- Carefully spell-check and proofread.
- Keep copies of all correspondence.

EDNA MOOREHEAD
2616 West Tree Lane
Baltimore, MD 21259
(410) 555-XXXX
Emoorehead@yahoo.com

September 22, 2XXX

Jill Taylor
Human Resources Recruiter
Blake Medical Services, Inc.
501 North Calvert Street Baltimore, MD 21278

Dear Ms. Taylor:

I am enclosing my resume in application for the position of Administrative Assistant as advertised in the September 21st issue of *The Baltimore Sun*.

I feel very well qualified to handle the responsibilities as outlined in the ad. I have exceptional organizational abilities and can handle multiple, competing priorities efficiently. I have six years of administrative experience and seven years of experience as a medical secretary. My current position as an Administrative Assistant for a professor who is a surgeon/researcher at the Johns Hopkins University School of Medicine requires that I coordinate activities between his clinical and research offices and establish priorities and procedures to ensure smooth and efficient office operations. In addition, I maintain my supervisor's busy calendar, compose correspondence, edit manuscripts, and transcribe clinical and operative notes.

I would appreciate the opportunity to meet with you to discuss how my qualifications fit your needs. I will call you the week of September 29th to explore the possibility of an interview.

Sincerely,

Edna Moorehead

enclosure

Sample Letter of Inquiry

Susan J. Davis
1543 Lakewood Drive
Baltimore, MD 21228
(410) 555-2345
sdavis@XXXX.com

September 15, 2XXX

Dr. John Kemp, Ph.D.
Director, Research and Development
Advanced Technologies. Inc.
52 East Lombard Street, Suite 1105
Baltimore, MD 21208

Dear Dr. Kemp:

I have followed your company with considerable interest since Advanced Technologies relocated to the Baltimore area. After recently reading in *The Baltimore Business Journal* that you are anticipating a significant increase in staffing by the end of this year to support your expanding R & D efforts in the development of an HTV vaccine, I felt compelled to contact you.

As you will see on my enclosed resume, I have worked at The Johns Hopkins University in a number of increasingly responsible research positions for over six years. In my current position as Research Technician for the Department of Histology in the School of Medicine, I have designed experiments for biochemical analysis, developed new histochemical protocols, and analyzed data using on-line computerized image analysis. My technical skills include assay development tissue culture, gel electrophoresis, and fluorescence microscopy. In addition, I received my master's in Biotechnology from the Johns Hopkins University in May.

At this point in my career, I am interested in applying my strong background in biochemical research to a Research Associate position for a growing biotechnology firm. I would welcome the opportunity to meet with you to discuss anticipated employment opportunities in this area and will call you the week of September 22nd to explore the possibility of an interview.

Sincerely,

Susan J. Davis

enclosure

821 Stevens Avenue
Towson, MD 21286 (410) 583-6683

April 14, 2XXX

Sally Robbins
Director, Publicity and Publications Department
The Johns Hopkins University
Levering Hall, Room 316
3400 North Charles Street
Baltimore, MD 21218

Dear Ms. Robbins:

I have been very impressed with the quality of your publications and have heard “through the Hopkins’ grapevine” that your work is consistently cutting-edge, fresh, and well-received by your clients. It is because of your reputation and the experience you have in the design and publications field that I am writing to you.

In my current position as Graphic Designer for the Communications Department within the School of Hygiene and Public Health, I design and develop brochures, fact sheets, and report visuals using a variety of computer software, including QuarkExpress. While I enjoy my work, advancement opportunities within the department are limited and I would like to explore other opportunities within the university that will allow me increased responsibility, including direct contact with clients.

Before I begin my job search, I would like to learn more about the kinds of design and publicity opportunities at Hopkins that might be appropriate for me, given my background, qualifications, and desire for advancement. To this end, I am very interested in meeting with you for an informational interview.

I will call your office the week of April 21st to schedule a meeting time. I look forward to learning from your experience.

Yours truly,

Katherine Kelly

Sample Thank You Letter

1947 Grace Avenue
Abingdon, MD 20874

November 17, 2XXX

Henry R. Quinn
Human Resources Director
Davis Enterprises
2290 Cambridge Street
Belair, MD 21096

Dear Mr. Quinn:

Thank you for the opportunity to interview yesterday for the Sales Trainee position. I enjoyed meeting you and learning more about Davis Enterprises. You have a fine staff and a sophisticated approach to marketing.

Your organization appears to be growing in a direction which parallels my interests and career goals. The interview with you and your staff confirmed my initial positive impression of Davis Enterprises, and I want to reiterate my strong interest in working for you. My prior experience in operating office equipment plus my training in communication would enable me to progress steadily through your training program and become a productive member of your sales team.

Again, thank you for your consideration. If you need any additional information, please feel free to call.

Sincerely,

Nancy Gibbons

Sample Approach Letter - Referral

1099 Seventh Avenue
Bowie, Maryland 20807

December 10, 2XXX

Janet L. Cooper, Ph.D.
Director
Architectural Design Office
RT Engineering Associates
621 West Grand Avenue, Suite 303
Columbia, MD 21046

Dear Ms. Cooper:

John Sayres suggested that I write to you in regards to my interests in architectural drafting. He thought you would be a good person to give me some career information and advice.

I am interested in an architectural drafting position with a firm specializing in commercial construction. As a trained draftsman, I have six years of progressive experience in all facets of construction, from pouring concrete to developing plans for \$14 million in commercial and residential construction. I am particularly interested in improving construction design and building operations of shopping complexes.

Mr. Sayres mentioned you as one of the leading experts in this growing field. Would it be possible for us to meet briefly? Over the next few months I will be conducting a job search. I am certain your counsel would assist me as I begin looking for new opportunities.

I will call your office next week to see if your schedule permits such a meeting.

Sincerely,

John Albert

2237 South Olney Road
Westminster, MD 20847

July 11, 2XXX

David Myers
Vice President
Fulton Engineering Corporation
1254 Connecticut Avenue
Washington, DC 20007

Dear Mr. Myers:

John Bird, the Director of Data Systems at Ottings Engineering Company, informed me that you are looking for someone to direct your new management information system. I have enclosed my resume for your consideration.

During the past 10 years, I have developed and supervised a variety of systems. I have worked at both the operational and managerial levels, and know how to develop appropriate systems for different types of organizations.

I would appreciate an opportunity to visit with you and examine your operations. Perhaps I could provide you with a needs assessment prior to an interview. I will call you next week to make arrangements for a visit.

I look forward to speaking with you next week.

Sincerely,

Gary S. Platt

Sample Thank You Letter - Referral

9821 West Fulton Street
Baltimore, MD 21213

March 7, 2XXX

Martin P. Davis
713 Doreen Drive
Baltimore, MD 21228

Dear Martin:

Thank you so much for putting me in contact with Jane Burton at Fordham Manufacturing Company. I spoke with her today about my interests in technical training. She was most gracious with her time and provided me with a great deal of useful information on job opportunities in the Baltimore-Washington metropolitan area. She even made some valuable suggestions for strengthening my resume and gave me a few names of individuals who might be interested in my qualifications.

I'll send you a copy of my resume once I revise it. Please feel free to make any comments or suggestions as well as share it with others who might be interested in my background.

Again, thanks so much for putting me in contact with Jane Burton. She spoke very highly of you and your work with the United Fund.

Sincerely,

Steven Zolbert

Sample Thank You Letter - After an Information Interview

Daryl Haines
9910 Thompson Drive
Baltimore, MD 21218
410-555-7665

June 21, 2XXX

Jane Evans, Director
Evand Finance Corporation
2122 Forman Street
Baltimore, MD 21202

Dear Ms. Evans:

Thank you for meeting with me last week; your advice was most helpful in clarifying my questions on careers in finance. I am now reworking my resume and have included many of your thoughtful suggestions. I will send you a copy next week.

The information and suggestions you provided were invaluable. I will keep in contact and follow through on your suggestion to see Sarah Cook about opportunities with the Maryland Fidelity Finance Company.

Thank you again, for taking the time out of your busy schedule.

Sincerely,

Daryl Haines

Sample Thank You Letter - Responding to Rejection

1947 Grace Avenue
Annapolis, MD 21117
301-555-1234

September 14, 2XXX

Sharon T. Avery
Vice President for Sales
Bentley Enterprises, Inc.
529 W. Sheridan Road, Suite 100
Washington, DC 20011

Dear Ms. Avery:

Thank you for giving me the opportunity to interview for the customer services representative position. I appreciate your consideration and interest in me. I learned a great deal from our meetings.

Although I am disappointed in not being selected for your current vacancy, I want you to know that I appreciated the courtesy and professionalism shown to me during the entire selection process. I enjoyed meeting you, John Roberts, and other members of your sales staff. My meetings confirmed that Bentley Enterprises would be an exciting place to work and build a career.

I want to reiterate my strong interest in working for you. Please keep me in mind should another position become available in the near future.

Again, thank you for the opportunity to interview. Best wishes to you and your staff.

Yours truly,

Gail S. Topper

Sample Thank You Letter - Terminating Employment

1099 Columbia Way, Apt. 7B
Columbia, Maryland 20146

July 20, 2XXX

Mr. James T. Thomas
Chief Engineer
Allied Construction Company, Inc.
1170 South Hills Highway
Linthicum, Maryland 209114

Dear Mr. Thomas:

I am writing to inform you that I will be leaving Allied Construction Company on September 12th to accept another position.

As you know, I have developed an interest in architectural drafting which combines my drafting skills with my artistic interests. While I was vacationing in Houston recently, a relative approached me about an opening for someone with my background with a large architecture and engineering firm. I investigated the possibility and, consequently, received an offer. After careful consideration, I decided to accept the offer and relocate to Houston. I will be working with Brown Architectural Design, Inc.

I have thoroughly enjoyed working with you over the past two years and deeply appreciate your fine supervision and support. You have taught me a great deal about drafting and I want to thank you for providing me with the opportunity to work here. It has been a very positive experience for me both personally and professionally.

I wanted to give you more than the customary two weeks notice, so you would have time to find my replacement. I made the decision to relocate yesterday and decided to inform you immediately.

Best wishes.

Sincerely,

John Albert

Interviewing

The prospect of interviewing with an employer can be both exciting and anxiety producing; much will be riding on how you present yourself in this critical meeting. The following sections of Practicing Your Skills, Portfolios, References, and Job Offers and Salary Negotiation are designed to assist you in preparing for upcoming interviews and in securing and assessing job offers.

Practicing Your Skills

The interview is the time when all of your hard work, research, and preparation can really pay off. It is a critical time of learning and evaluation; the employer will be learning more about and evaluating you and you will be learning more about and evaluating the employer. This section will provide information on how to prepare for interviews, different types of interviews, typical stages in the interview process, and strategies for approaching various types of interview questions.

The purpose of an interview is to find out information about the job, while presenting yourself as positively as possible. Ideally, it is a predictable, two-way question and answer conversation in which both the employer and the interviewee are equal partners.

The interview allows *you*, the job seeker, the opportunity to make an oral presentation of your strengths, credentials, qualifications, accomplishments, and potential contributions to the company or organization with whom you are interviewing. The interview allows the *employer* to meet you, assess your strengths, credentials, and qualifications, and determine if you are the best candidate for the position. Because the interview is one of the most important aspects of your job search, your preparation should begin long before you enter the interviewer's office.

In an interview setting, your presentation of yourself involves both your verbal and non-verbal behaviors. Appearance, self-expression, self-confidence, enthusiasm, company knowledge, and your ability to relate to the interviewer all create an impression. Prior preparation provides you with the edge to make a *positive* impression.

Preparing for the Interview

Besides having the proper credentials, preparation is the key to success in the interview. Preparing for the job interview consists of gathering as much information as possible about yourself and the prospective employer.

Start by analyzing your strengths and weaknesses so you can communicate them in a positive, candid manner. Evaluate any problem areas in your background and be prepared to offer a strong case for these during the interview.

Have clearly defined career goals and plans; employers look for people who have done their career planning, know what they want, and where they are going. The interviewer will not guide you in your career planning or goal setting during the interview. He or she expects you to do prior self-assessment to determine how your academic preparation, previous work experiences, and other activities will meet the qualifications of the job.

Thoroughly research the position and organization. Your research should be aimed towards answering the following questions:

- What are the responsibilities of the position? What skills are required? What is the approximate dollar worth of the position? What is the organizational structure of the department/division to which the person in the position will report?
- What kind of organization is this? What product or services does it provide? Is it large or small? Is it for-profit or nonprofit? Is it local, national, or international? What population does it serve? Who is the competition? How long has the organization been in existence?
- What industry is the organization in? What are trends in this industry?
- What is the future of the organization? Are any new initiatives planned? Have any new products or services been introduced recently? Is the organization financially stable?
- What is the future of the industry? Is the industry growing and dynamic? Is it dependent on government policies or programs?

This information may be obtained from people in the field, company literature, (e.g., annual reports, 10-K's, etc.), trade journals, business magazines, and directories. Most university and public libraries have a variety of directories which provide invaluable company information, including financial data, information about stocks, names of key executives, addresses, and products or delivered services. A listing of suggested sources for researching companies and organizations is included in the Resource sections. Based on information you have gathered about yourself, the position, and the organization, analyze and be able to communicate where you could fit into the organization and how you could contribute to its productivity and success.

Prepare answers to possible interview questions and prepare a list of well-researched questions to ask the interviewer. Refer to the "Interviewing" section in the Table of Contents to find a sample list of questions. Practice answering interview questions with a friend, family member, or career counselor.

When scheduling the interview, obtain the name, title, and level of responsibility of each individual with whom you are to meet. Find out exactly how to get to the interview location and where you should park. Be prepared to arrive early and stay late.

What to Wear

Your appearance undoubtedly influences how you are perceived; many people equate how you look with what you can do. When dressing for an interview, consider the employer is assuming that this is the best you will ever look. By dressing appropriately, you will outwardly project your confidence, competence, and credibility.

Your total appearance should be professional and suitable to the job. Choose industry-appropriate clothing in a classic style. Do not wear clothing that is distracting or too trendy. As a general rule for office positions, men should wear a dark suit, white dress shirt, and conservative tie. Women should wear a dark suit, dress with jacket, or skirt and blouse. Shoes should be polished and clothes should be clean, pressed, and in good condition.

What to Bring

Take several copies of your resume and list of references with you; give them to the interviewer if requested; if you have developed a portfolio, you will bring that as well. Take a pad and pen along for any notes you may wish to make immediately after the interview. Taking notes during the interview may be distracting, so save note taking until after the meeting.

During the Interview

First impressions count. Greet the interviewer with a confident, natural smile and a firm handshake. Be aware of your body-language (non-verbal communication.) Do not fidget, smoke, chew gum, or slouch during the interview. Maintain appropriate eye contact. Convey sincerity, a dedication to achievement, confidence, and enthusiasm. These attributes are communicated through your words and actions.

You must also be sensitive to the interviewer's non-verbal behavior. For example, if you are talking too much, you may be able to tell by the interviewer's body language, behavior of yawning, or a change in eye contact. As a general guideline, remember the two minute rule – complete your response to an interview question within two minutes. If the employer wants additional information, he or she will ask you a follow-up question. This timeframe may be expanded beyond two minutes if the employer is encouraging you by giving you positive, non-verbal feedback of affirmative nodding, positive facial expressions, and/or smiling.

Listen carefully to what is said and answer questions as directly as you can. Take time to organize your thoughts before you speak. Ask for clarification of any questions you do not fully understand. When relating past experiences, emphasize your accomplishments, increased responsibility, and potential for solving the employer's problems. Be concise when you are representing yourself; be prepared to give examples that demonstrate your skills. Do not volunteer negative information about yourself or about a former employment situation.

Let the employer be the first one to bring up salary, but be sure to research the salary range ahead of time and assess how much the job/experience is worth to you in the long run.

After the Interview

After each interview, it is helpful to reflect on what occurred. What did you feel good about? How might you improve your performance for future interviews? This type of analysis is intended to be constructive and helpful for the next time. Use the interview as a learning experience. Think about your performance and the

ways you can improve for your next interview. You may wish to use the Post-Interview Debriefing Worksheet (refer to Table of Contents for page number) to assess each interview experience.

As previously discussed in the job search correspondence section, write and send the employer a thank you note or letter within 24 hours of the interview. Use this letter as an opportunity to:

- Reemphasize your strongest qualifications.
- Restate your interest in the position.
- Provide supplemental information not previously given.
- Describe the good match between your qualifications and the job requirements.

Thank you letters are one of the most important yet least-used tools in a job search. They demonstrate your interest, assertiveness, and ability to follow through. Refer to the Table of Contents to find a variety of sample letters.

If you are not contacted by the interviewer within the time specified by the employer, call to restate your interest.

Types of Interviews

Interview formats vary, depending on the organization's priorities and the interviewer's style. It is important for you to be familiar with the various types of interviews. Knowing the different ways an interview may be structured will help you feel better prepared and more at ease during the experience.

Some of the most common types of interviews are the screening, selection, and/or panel interviews.

Screening Interview

A screening interview is meant to screen you "in" or "out" of the interviewing process; it can be conducted either over the phone or in person. The format of this type of interview may be very structured in terms of time. The interview is usually conducted by a person who is trained in interviewing techniques. He or she may use direct questions to obtain facts and a better understanding of your background, and will assess this information based on the needs and requirements of the position. You should know something about the organization and "sell" your qualifications in a positive and effective manner. Be prepared, professional, articulate, and confident; do your homework before you get to the interview.

Selection Interview

This is usually a one-on-one interview with the person who makes the hiring decision. The format may be indirect and open-ended, focusing on broad questions such as:

- Could you tell me about yourself?
- Why do you want to work for our organization?
- Where do you see yourself in five years?
- What do you feel are your strongest abilities and how do they relate to this position?
- Why do you feel you are a good candidate for this position?

The interviewer will evaluate your ability to describe your interest in the position, qualifications, and relevant skills. Your enthusiasm for the position, level of confidence, knowledge of yourself, familiarity with the organization, and general demeanor will also be assessed. Use the interview situation as an opportunity to sell yourself by highlighting your education, experience, skills, and accomplishments.

Panel Interview

Here you will be interviewed by more than one interviewer, usually individuals from several departments who have varying levels of responsibility. Questions directed to you may be rapidly paced because interviewers can prepare questions as you are answering a question asked by someone else. The questions may be more intense and cover a wider range of areas than in other types of interviews.

This type of interview can work to your advantage. More interviewers may be less subjective and may offer better odds at overcoming individual biases. The situation can also provide you with an opportunity to see how the staff works together. Don't forget to maintain eye contact and involve the entire panel in your presentation.

As you can see, interviews can take a variety of formats. Familiarize yourself with all of them so that you can develop realistic expectations concerning your role and responsibilities during the interview.

Stages of Interview

Regardless of the type of interview(s) you may experience, all interviews typically progress in three stages: establishing rapport, information exchange, and closing.

Establishing Rapport

The purpose of this stage is to get acquainted and help you to feel more at ease. This stage includes the interviewer's first impression and appraisal of you. A firm handshake, smile, and projection of confidence and enthusiasm will help you to create a favorable first impression.

The employer may begin with a general ice-breaking question, such as "Did you have any trouble finding us?" The interviewer may be more direct with a question like, "Why are you interested in working for our organization?" At this point, you should be prepared to talk about yourself. Take this question seriously because you will be making an important first impression.

Information Exchange

In this stage the employer's goals are to obtain enough information about you and your qualifications, analyze how well they match their needs, and evaluate your ability to communicate what you have to offer and how prepared you are for the interview. These goals are accomplished through a variety of methods.

Your goals during this stage are to demonstrate your motivation, capabilities, and interest in the position; identify traits about yourself that are needed for the position; and communicate clearly why you are the best-qualified person. You will also have the opportunity to determine if there is a match for you in the

organization by evaluating your level of comfort with the environment, people you meet, and details of the position.

Closing

This is the time to pull all the loose ends together. The employer may ask you if you have any additional questions. For a list of sample questions, refer to the Table of Contents under “Interviewing.”

The employer may ask you closing questions like, “Do you have anything else you’d like to say about yourself?” This kind of question provides you with the opportunity to summarize your strengths and reiterate your interest in the position. You can also confirm a time and method of follow-up—when and how you can expect to hear from the employer or when and how you should contact the employer.

Remember to thank the employer for his or her time and interest.

Interview Questions (Obtaining Information)

Employers may use a variety of approaches to obtain information needed to make a hiring decision. Methods could include standard, behavioral, and open-ended questioning techniques and/or a practical hands-on demonstration of your skills.

Standard Questions

Standard questions are the general and predictable questions used to find out more information about your skills, education, and experience. With preparation, standard questions are not difficult to answer. A list of standard questions will follow in this section of the manual.

Behavioral Questions

Behavioral questions can raise the interview to an “advanced” level and can be much more difficult to prepare for. During a behavioral interview, employers ask questions that will require you to provide specific examples of past performance and behaviors in order to predict how you will act in a similar situation in the future. Since most people’s personalities generally don’t change over time without intentional hard work, employers bank on past behavior as an indicator of future behavior. You can recognize behavioral questions because they typically begin with “tell me about a time when...” or “describe a time...”, etc. A list of behavioral questions will follow in this section of the manual.

Open-Ended Questions

Open-ended questions cannot be answered with a simple “yes” or “no” response and are intentionally geared to obtain as much information from you as you are willing to tell. Open-ended questions can be either standard or behavioral in nature.

Response Strategies

There are strategies to use when responding to any type of question. First, it is important to think about why the question is being asked. What is the information they are really after? Once you determine why you are

being asked the question, you can then begin to formulate your response. Think about answering the question the same way you developed material for your resume. Identify the challenge or skill you are being asked about, think about the action or the way you used the skill, and discuss the outcome or result of your action. Answer questions by providing specific accomplishments or examples to illustrate your points.

For the question, “Could you tell me about a time when you had too many things to do and you were required to prioritize your tasks?”, you could respond, “In my current position in the healthcare field, I often have competing priorities that require my immediate attention. My strategy for prioritizing tasks is to consider which has the greatest urgency and to re-evaluate priorities frequently. For example, a few months ago several patients were in the emergency room waiting to be seen by a physician, all had various types of non-emergency problems and had been waiting for a considerable period of time and were growing impatient. A severely injured patient was brought in and became my top priority; I immediately reshuffled the order in which patients would be seen, in order to address the life-threatening injuries. After the patient was stabilized, one of the other patients became irate. I stopped what I was doing, quickly addressed the patient’s concerns, and then went back to the original patient order.”

While it is difficult to anticipate and prepare a response to every interview question that could be asked, by preparing and practicing responses for standard questions, thinking about how your accomplishments are related to your skills, and by remaining calm, you will feel better prepared when responding to difficult questions. See “Examples of Responses to Difficult Interview Questions” on the pages that follow.

Salary Discussions and Negotiations

Salary discussion can come up at different points during the interview process, for various reasons. A general rule is to never bring up the issue of salary during the interview. Allow the employer to take the lead on salary discussion and negotiation. You can be sure salary won’t be forgotten or ignored.

The first time the issue of salary may come up is during the screening interview. If the employer likes your qualifications, they may want to verify if they can afford you. Employers do not want to waste time by talking to someone who is fabulous, only to find out they cannot afford to hire the person. If you are approached early in the process regarding salary, it is best to try to defer the issue until you have more specific information. However, if you are pressured to answer the question, respond by giving a salary range and say it will depend on the specific duties of the position.

Another time the issue of salary may arise is when you are seriously being considered for the position. At this point, you should have a good understanding of the scope of the position and be able to respond, again with a range.

Sometimes during salary negotiations you may be asked about your past salary history. Employers will sometimes base what they will offer on what you were previously being paid. This could be a disadvantage if you were underpaid in your previous positions. You have several options:

- Ask the interviewer what hiring range is being offered for the position.

- Defer the discussion until you have more information about the position or indicate the salary is not as important to you as the position itself.

When the time comes to discuss salary, suggest the maximum of what you earned in salary and benefits at your previous position, i.e. salary + car + other fringe benefits. This could put you at the top end of the employer's hiring range.

Regardless of when the salary issue arises, your salary requirements should always be expressed as a range. This range should be based on research you have completed on the industry and employer for someone with your qualifications and level of experience. See the Resources section for information regarding salary and employer research.

Assessing a Job Offer

The first step in assessing an offer is to evaluate the job against your desired criteria. Evaluate the work environment, people you have met, duties and functions of the position, the potential for personal growth and promotion, and even the commute and parking. Look carefully at the conditions or requirements for the job that are different from what you were expecting.

The second step in the process is to assess the offer; review the conditions of both the salary and benefits package. The employer may not be able to offer you what you were making in your previous position, but your total compensation could be worth more, when you consider the fringe benefits such as employer contribution to retirement, stock options, health benefits, tuition assistance, vacation time, etc.

In negotiating, it is important to recognize that both you and the employer have concerns, priorities, and interests. Your goal will be to look for ways to identify options for mutual gains, instead of being locked into only one option. When possible, look for shared interests that can be jointly beneficial. For example, you may be able to negotiate that the money, or a portion of the money, the employer would have contributed to your health insurance benefits be added to your salary, if you do not require health insurance.

Never focus only on your needs. Focus on the requirements of the job and how your skills and expertise complement those requirements. You may sometimes be able to play hardball and negotiate a higher salary, but this could also backfire on you. If you are not able to deliver the skills and work performance at a level that matches your newly negotiated salary, you may be terminated during the probationary period. In an ideal salary negotiation, both parties will walk away fundamentally satisfied with the arrangement.

Behaviors Perceived as Negative in Employment Interviews

- Interpersonal behaviors such as poor eye contact, becoming easily distracted, and excessive nervousness.
- Inability to express oneself clearly—poor voice quality, diction, and grammar.
- Not being prepared to answer questions about oneself, the position, or the organization.
- Lack of career planning—no purpose or goals.
- Lack of interest or enthusiasm.
- Lack of courtesy and tact.
- Failure to raise questions about the job and the organization.
- Vague responses to questions.
- Lack of sincere interest in the organization and lack of knowledge about its operation.
- Negative responses about past employers.
- Lack of confidence and poise.
- Too much emphasis on salary and fringe benefits.

Standard Questions Employers May Ask

On the surface, standard questions do not seem very difficult to answer. However, don't let the interview be the first time you think about or say your response out loud. By developing and practicing your responses to these questions in advance, you will be able to provide more polished, concise, and effective responses.

- Could you tell me about yourself?
- Why do you think you are qualified for the job? Why should I hire you?
- What are your greatest strengths?
- What do you feel is your most important accomplishment?
- What two or three accomplishments have given you the most satisfaction?
- Why did you choose this career field? What do think it takes to be successful in this career field?
- How do you keep your job knowledge current with the ongoing changes in the industry?
- What are your greatest weaknesses?
- What are your major responsibilities in your current job?
- Where do you see yourself in five years?
- What attracted you to this organization?
- What do you know about this organization?
- What can you contribute to this organization?
- What do you think are the qualities of a good supervisor?
- How would you describe the ideal job for you?
- In what kind of work environment are you most comfortable?
- Give an example of a problem you faced at work and how you solved it.
- If I were to ask your supervisor and coworkers to describe you, what would they say?
- How do you organize and plan for long-term projects?
- Could you describe how you work with others?
- Aren't you overqualified for this job?
- What are your salary expectations for this position?

Behavioral Questions Employers May Ask

It is impossible to anticipate every behavioral question that might be asked during an interview. By preparing responses to the following behavioral questions, you will gain practice at providing specific examples of your past performance and behaviors to illustrate to an employer how you will act in a similar situation in the future.

- Describe a situation when you were able to have a positive influence on the action of others.
- Describe a time when you had to be assertive in order to get a point across that was important to you.
- What have you done in the past to contribute toward a teamwork environment?
- Describe a recent unpopular decision you made and what the results were.
- Tell me about a time when you had too many things to do and you were required to prioritize your tasks. How did you decide what should get top priority?
- What do you do when your schedule is suddenly interrupted? Give an example.
- Give a specific example of a policy you conformed to with which you did not agree.
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when you set a goal and were able to meet or achieve it.
- Tell me about a time when you had to use your presentation skills to influence someone's opinion.
- In a supervisory or leadership role, have you ever had to discipline an employee? What was the nature of the discipline? What steps did you take?
- Recall a time when you were assigned what you considered to be a complex project. Specifically, what steps did you take to prepare for and finish the project? Were you happy with the outcome? What one step would you have done differently if given the chance?
- Describe a time when you were not very satisfied with your performance. What did you do about it?
- Describe a situation in which you had to adjust to a major change over which you had no control. How did you handle it?
- What is the most competitive work situation you have experienced? How did you handle it? What was the result?
- Describe the project or situation which best demonstrates your analytical abilities. What was your role?
- Tell us about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through? What was your reasoning behind your decision?
- It is very important to build good relationships at work, but sometimes it doesn't always work. If you can, tell me about a time when you were not able to build a successful relationship with a difficult person. Did it affect your work? If so, how?
- Some people consider themselves to be "big picture people" and others are "detail oriented". Which are you? Give an example of a time when you displayed this.

Questions Applicants May Ask

- What are the day-to-day responsibilities of this position?
- What are the most important duties of the position?
- What characteristics would the ideal applicant for the job have?
- Who would be my supervisor?
- Would the person who fills this position be responsible for supervising other staff? If so, how many individuals and in what positions?
- Do you offer a formal training program?
- How much travel, if any, does this job require?
- What are the opportunities for advancement?
- What would be the typical career path for an employee entering your organization (department) in this position?
- What professional development opportunities (e.g., workshops, conferences, training) will be available to the person who fills this position?
- What are your plans for expansion (e.g., new products, services, branches)?
- How would you differentiate your company from your major competitors?
- What do you consider to be the major problems facing the industry today?
- Can I tell you anything else about my qualifications?
- When can I expect to hear from you?

General Guidelines for Interviewing

- Make sure your appearance leaves nothing to be desired. Dress as if you already worked for your potential employer.
- Arrive at least 15 minutes early (but no earlier.)
- Bring two or three copies of your resume and list of references, your portfolio, a list of job-related questions, and, if appropriate, samples of your work. Also, bring directions, contact names and telephone numbers, a pad of paper, and pens.
- Make allies of everyone you meet (e.g., receptionist, secretary.)
- Help the interviewer feel comfortable. He or she may be more terrified of the interview than you are.
- Make a good first impression. A firm handshake, a friendly smile and a polite greeting gets things off to a good start.
- Avoid nervous mannerisms like fidgeting and hair-twirling; do not smoke or chew gum.
- Know the correct spelling and pronunciation of your interviewer's name.
- Be enthusiastic, self-confident, and interested.
- Listen to a question before answering. Keep answers brief, thorough, and to the point.
- Never speak negatively of other employers or associates. It may come back to haunt you.
- Focus on the positive aspects of previous jobs.
- Introduce examples of your work experience, skills, and accomplishments into the conversation as appropriate.
- Relax. Be yourself.
- Follow up with a thank-you letter.

Examples of Responses to Difficult Interview Questions

1. Could you tell me about yourself?

Prepare a brief two-minute summary highlighting your background with particular emphasis on your experience (work or volunteer), education (if relevant), skills and interest in this position. You can begin with a tidbit of personal information. If there is a question you are fearful of, a strategy is to incorporate the response to the difficult question within the response to this question. The following is a response to the “tell me about yourself” question for someone who is fearful of the question “why do you want to leave your position?”.

For example: I am a native of Baltimore. I've always been a very organized person. When I graduated from high school, I decided I would like to get involved in some kind of business-related job. I started working at the Johns Hopkins Inn in the business office where I've been working for the past 8 years. I have had extensive experience working in the area of accounts payable and accounts receivable. I've also been involved in completing payroll and supply requisitions. I have taken 36 credits of business-related courses in college which have also helped me to develop a very good understanding of business procedures and accounting methods. I would now like to apply my strong business background to your position as a payroll specialist.

2. Why are you interested in this position?

Emphasize something positive about the position and the organization that you find interesting or meaningful. Be careful not to mention your own needs (For example: Do not say, “Because I need a job!”). Try to relate your interests, skills, and experience to what you could contribute to the organization.

or example: I am very interested in your banquet hostess position because of the consistently high ratings you have received in the City Pages conference facility reviews. I have very effective interpersonal skills and would like to put them to use in an organization like yours that values exceptional customer service.

3. What are your greatest strengths?

Be prepared to highlight three to four key strengths that relate to the position. Include specific examples of how you have been successful using these strengths in your response. These can come from your experience, volunteer activities, or education and training. You may also want to mention two or three personal qualities that would make you an outstanding applicant.

For example: I believe my greatest strengths include my attention to detail, my ability to build positive relationships with staff and customers, and my ability to take control and effectively manage emergency situations. As an example, a few months ago while working in my current position as a security guard, I was monitoring the cameras for the upper parking lot and noticed a staff member that had just left the building, kept looking over her shoulder and began running towards her car. After viewing the lot with the camera, I was able to detect three suspicious youths who were chasing and quickly approaching the staff member. I contacted and advised another security guard in a patrol vehicle to move towards the front of the building; I then called the police to request assistance. Because of my attention to detail and quick reaction time, the police arrived quickly and the youths were deterred from their impending attack on the staff member. The police later apprehended the youths. The staff member and her family were so appreciative of my efforts they sent me flowers the next day.

I believe my personal characteristics, my commitment to remaining current in the field and the fact I have worked in personnel security for the past 14 years, have all contributed to my effectiveness and consistent success in this field.

4. What is your greatest weakness?

When responding to this question, you do not have to choose your “greatest” weakness, it can be much lower on the list. Select an area that is not critical to performing the duties of the position and one that you have been working on to improve.

For example: An area I am working on relates to when I have supervised others. I find I become frustrated when I assign tasks to employees and they do not approach the tasks in the same way that I would. One way I have improved in this area is by allowing employees to approach the tasks in their own way, but building in enough time, so that if additional instructions are needed it, they can be provided. Or, if the task is not up to standard, there will still be enough time to take corrective action without compromising the quality of the product. This way I feel more comfortable delegating and my employees have an opportunity for continued development.

Or, Even though I have not had a position where I was required to conduct presentations, I have always wanted to get better at public speaking. So one thing I did was I joined Toastmasters two years ago and now find that I actually enjoy giving impromptu remarks.

5. What salary do you expect?

Be careful not to give a specific number here. Show your flexibility, especially if salary is not your most important factor for consideration.

For example: I’m flexible. What is the salary range that is being offered for this position?

Or, if you are really pushed, give a range.

For example: I’m can be flexible, but for someone with my experience, skills, and educational qualifications, I would anticipate earning between \$35,000 to \$40,000 per year.

6. Where do you see yourself in five years?

Generally, it’s best to suggest how you might see yourself progressing with this organization, particularly if the job offers you the kind of promotion potential you are looking for.

For example: I would see myself learning all the requirements of your desk receptionist position and excelling in that in the first year. I believe I have excellent management potential. If a position were to open up as a reception staff manager, I would see that as a potential move for me within three to five years.

Or, if you are not sure if you want to stay with the organization long-term: *I see myself continuing to gain experience and knowledge in the field. I would want to be happy and feel like I am continuing to make an important contribution.*

Developing a Portfolio

A portfolio can be an innovative way for any job seeker to provide tangible proof of work products and accomplishments to an employer during the interview. This section of the manual is meant to introduce you to the development and use of a portfolio during the interviewing process.

Traditionally, portfolios have been associated with specific career fields such as art, teaching, journalism, photography, and other creative professions. In recent years, however, portfolios have become increasingly popular for a wider range of occupations.

What Is a Portfolio?

A portfolio is a collection of selected documents that represent your skills, accomplishments, and “you.” It can be an invaluable visual aid developed to showcase samples of your work, transcripts, credentials, past performance, commendations, etc. to a potential employer during an interview.

Advantages in developing and using a portfolio include giving visual credibility to your resume and responses to interview questions; providing the employer with a more accurate picture of what you have accomplished; and helping you to stand out from other applicants.

Developing a Portfolio

The initial development of your portfolio may seem like an intimidating and time-consuming process. But the time you spend developing an incredible product can save you time when you get to the interviewing process.

Developing a portfolio is similar to the process you used in developing your resume. All of the items you include in your portfolio should somehow contribute to illustrating how you meet or exceed the qualifications of your objective.

One May Not Be Enough

Just like with a resume, you may need to develop more than one portfolio to represent “you” if you have different types of positions for which you will be interviewing. You may want to build a master portfolio which includes everything you have accomplished and then build targeted portfolios by using selected items that illustrate skills and accomplishments related to specific job interviews.

What To Include

Items you may wish to incorporate into your portfolio could include:

- Table of contents
- Resume
- Transcripts
- Letters of recommendation
- List of references

- Copies of positive performance appraisals
- Academic or performance awards
- Company announcements of promotions, awards, or achievements
- Documents you may have written or designed, such as presentations, brochures, flyers, pamphlets, reports, announcements, etc.
- A list of or samples of articles you have published
- A report on research you have conducted
- Articles written about you
- A screenshot of a webpage you designed
- Testimonials or copies of evaluations from a workshop you presented or a speech you made
- Professional development activities
- List of conferences you have attended

Items can be put into protective plastic sheets and placed in a quality case or binder. If you include samples of your work or presentations, you may want to place the entire document within one plastic sheet. If the employer is interested in examining the entire document, it can be removed for viewing.

Materials contained in your portfolio should be organized into category sections, according to level of importance. These sections can then be marked by dividers or tabs, so examples are easily accessible.

Timing Is Everything

While most employers are very enthusiastic in experiencing a “show and tell” of your skills, qualifications, and accomplishments, it is always recommended you ask for permission prior to bringing out your portfolio. After obtaining permission, items shown should be selected by how well they support and illustrate your skills, qualifications, and the points you are making in the interview.

You also do not want to present your portfolio too early or late in the interview. If you present your portfolio too early, the interviewer will be focused on your portfolio and not your responses. If you present your portfolio too late, the interviewer may not have time to adequately review it.

You do not have to show every page of your portfolio. Items should be presented in response to specific questions and to illustrate a point. The employer asks a question; you respond, providing an example of a related accomplishment. You then offer to show a specific example, which substantiates this accomplishment.

Electronic Portfolios

Individuals who are technically savvy or working in the IT field may want to develop an online version of their portfolio. The electronic portfolio or e-Portfolio contains content similar to the printed version, however, it also allows for the inclusion of visual and audio content. While e-Portfolios vary in levels of sophistication, all should be organization and easy to use. For more information regarding portfolios, see the Resources section.

References

Many people underestimate the power of a good or bad reference. This section will discuss how to select, contact, and prepare your references in order to improve your chances of getting an offer.

Making a hiring decision is a risky prospect for any employer. To improve the chances of making a good decision, employers often rely on what is said, or not said, by your references prior to making a final candidate selection. Care should be taken to select references who will be able to provide the potential employer with the information they need and who will say wonderful things about you.

Selecting References

In general, you will be expected to provide three professional references at the time you are interviewed for a position. Professional references are people you have directly worked with who can attest to your skills, work ethic, and work product. Professional references include current or former supervisors, co-workers, and/or subordinates. Personal references such as friends, community officials, ministers, etc. should not be used unless you have also had a prior work relationship with them.

If you are unsure of whether someone you have selected will provide you with a good reference, it may be best to choose someone else or to verify the reference by an outside party. There are businesses that will verify what a reference is saying about you, for a fee. Friends or counselors from the state job service may also be willing to verify a questionable reference.

Contact

Prior to providing your list of references to a potential employer, you must ask your references for permission. You should send them a copy of your resume and let them know the types of positions you are applying for. You will also want to ask how they prefer to be contacted and specify this information on the reference list.

Preparing

Even though all the wonderful things you have accomplished may be fresh in your mind, your references may not have as clear a recollection. It will be helpful for you to remind them of your accomplishments and skills. Based on the requirements listed in the position announcements and information discussed in your interviews, you can prepare your references and help them to focus on the specific information that is most likely to influence potential employers.

You should not send your reference list to a potential employer, unless specifically instructed to do so in the position announcement. Your references are valuable and should be protected; if you send out 50 resumes and include your references, they could potentially get 50 phone calls. It is unlikely that your references will

Speak as enthusiastically about you that 50th time, as they did the first few times. So save your references for those times when an employer is serious about you, in the interview.

Format for References

List your references on a separate document and include your heading, as it appears on your resume, and the name, title, contact information and your relationship to each reference.

Cheryl S. Ward
111 Broadway Street
Baltimore, Maryland 21218
443-555-5544
Cward@yahoo.com

REFERENCES

Shirley Templeton (Current Supervisor)
Director
Management for People Program
Johns Hopkins University
1101 E. 33rd Street, Suite A100
Baltimore, Maryland 21218
443-997-4992
Email: stemple@jhu.edu

Barry Snarlsburg (Co-worker)
Program Coordinator
Management for People Program
Johns Hopkins University
1101 E. 33rd Street, Suite A100
Baltimore, Maryland 21218
443-997-4992
Email: bSnarls@jhu.edu

Alicia Money (Former Supervisor)
Program Director
Shopping Magic
Towson Town Center
825 Dulaney Valley Road
Towson, Maryland 21204
410-494-8800
Email: AMlovesshopping@themall.com

Resources for Job Seekers

Unemployment Insurance

Unemployment insurance is an employer funded insurance program which provides benefits to persons who are unemployed through no fault of their own and who are ready, willing and able to work. The money for unemployment insurance benefits comes from revenue paid by employers.

The following contact information for local Maryland Department of Labor, Licensing, and Regulation (DLLR) Unemployment Insurance Centers will provide information on unemployment insurance benefits and filing an initial claim. Note that walk-in service has been discontinued.

Main contact information:

www.dllr.state.md.us/employment/unemployment.html

800-827-4839

Local Community Resources

There are numerous local, community, and national resources available to assist individuals who are interested in conducting a job search or obtaining career information. The following organizations frequently offer workshops on resume writing, interviewing, and federal resume assistance, and access to networking groups. In addition, they offer free access to telephones, copiers, fax machines, computers, Internet, and to counseling personnel and recruiting events. Many programs have funds available for training, to help you improve your skills. Other services may include assistance in writing and reproducing your resume.

In addition, the internet is a helpful resource for both job seekers and employers. Employers use company websites to recruit, provide information about their company, services, or products. Employers may also use national job listing sites to post current openings or to recruit qualified candidates.

Job seekers can use the internet to obtain information on careers, training and educational programs that support career advancement, job openings, labor trends, employers, and unlimited career related resource information. The following resources are provided to assist you as you transition. All information was accurate at press time.

The Professional Outplacement Assistance Center (POAC) is available to all residents of the State of Maryland and is an excellent resource for professionals looking for new jobs.

The Professional Outplacement Assistance Center (POAC)

www.dllr.state.md.us/poac/

312 Marshall Avenue, 6th Floor, Laurel, MD 20707, Telephone: 301-362-1646 Fax: 301-362-9719,
poac@dllr.state.md.us

The following is a list of resources by geographical area.

Anne Arundel County

Anne Arundel One-Stop Career Center

www.dllr.state.md.us/county/anne

7480 Baltimore Annapolis Blvd., Glen Burnie, MD 21061, (410) 424-3240

Annapolis One-Stop Career Center

Community Resource Center

80 West Street, Ste. A

Annapolis, MD 21401

410-269-4427

One-Stop Career Center at Arundel Mills

AACC Sales & Service Training Center

Arundel Mills Mall

7000 Arundel Mills Circle

Hanover, MD 21076

410-799-9099

Baltimore City

Baltimore Works/AFL-CIO

One-Stop Career Center

2800 West Patapsco Avenue

Baltimore, Maryland 21230

410-767-2148

Mayor's Office of Employment Development

www.oedworks.com

417 Fayette Street, Suite 468

Baltimore, Maryland 21202

410-396-3009

Northwest One-Stop Career Center

Mondawmin Mall, Suite 302
2401 Liberty Heights Avenue
Baltimore, Maryland 21215
410-523-1060

Eastside One-Stop Career Center

3001 East Madison Street
Baltimore, Maryland 21205
410-396-9030

Baltimore Works One-Stop Career Center

1100 North Eutaw Street
Baltimore, Maryland 21201
410-767-2148

Baltimore County

The Baltimore County Reemployment Assistance Center

Dulaney Center II
901 Dulaney Valley Road, Suite 100
Towson, Maryland 21204
410-887-4400

Carroll County

Business and Employment Resource Center

<http://www.carrollworks.com/>
224 North Center Street, Room 205
Westminster, Maryland 21157
410-386-2820

Carroll and Howard Counties

Columbia Workforce Center

<http://www.dllr.state.md.us/county/howard>
Columbia Workforce Center
7161 Columbia Gateway Drive
Columbia, Maryland 21046
410-290-2600

Frederick County

Frederick County Business and Employment Center

<http://www.dllr.state.md.us/county/fred>

Frederick County Workforce Services

<http://www.frederickworks.com>

5340 Spectrum Drive, Suite A

Frederick, Maryland 21703

301-846-2255

Howard County

Office of Workforce Development – One-Stop Employment Resource Center

www.dllr.state.md.us/county/howard

7161 Columbia Gateway, Suite D

Columbia, MD 21046

410-290-2620

Montgomery County

Workforce Investment Services

Montgomery Works - One-Stop Career Center

www.montgomeryworks.com

11002 Veirs Mill Road, Suites 100, 408, 510

Wheaton, MD 20902

301-946-1806

Lakeforest Mall

701 Russell Avenue

Gaithersburg, MD 20877

(301) 519-8253

Caroline, Dorchester, Kent, Queen Anne, and Talbot Counties

UpperShore Workforce Investment Board

www.uswib.org

P. O. Box 8

Wye Mills, Maryland 21679

410-822-1716

Cecil and Harford Counties

Susquehanna Workforce Network

www.swnetwork.org

410 Girard Street

Havre De Grace, Maryland 21078

410-939-4240 (Harford County)

410-642-6384 (Cecil County)

410-575-7248 (Baltimore Metro)

Prince George's County

One Stop Career Center

<http://www.dllr.state.md.us/county/pg/>

1100 Mercantile Lane, Suite 100

Largo, Maryland 20774

301-618-8425

Somerset, Wicomico and Worcester Counties

One Stop Job Market

<http://www.onestopjobmarket.org/>

917 Mt. Hermon Road, Suite 1,

Salisbury, Maryland 21804

410-341-3835

410-341-6515

Saint Mary's, Charles, Calvert Counties

Southern Maryland Online

<http://somid.com/employ>

175 Post Office Road

Waldorf, Maryland 20602

301-645-8712

Largest Employers in Maryland (Listed by number of employees.)

Fort George G. Meade

<http://www.ftmeade.army.mil/jobs.html>

University System of Maryland

<http://www.usmd.edu>

Johns Hopkins University

<https://hrnt.jhu.edu/jhujobs>

National Institutes of Health

<http://www.jobs.nih.gov/>

MedStar Health

<http://www.medstarhealth.org/pmbody.cfm?id=8>

Wal-Mart

<http://careers.walmart.com>

Andrews Air Force Base

http://jobsearch.usajobs.gov/agency_search.asp

Johns Hopkins Hospital and Health System

<http://www.hopkinsmedicine.org/jhhr/Jobs>

Giant Food

www.giantpa.com/shareddev/sharedcontent/employment

University of Maryland Medical System

<http://www.umms.org/careers/index.html>

Aberdeen Proving Ground

<http://www.apgmwr.com/resources/jobs.html>

Social Security Administration

<http://www.ssa.gov/careers/>

Northrop Grumman

<http://www.northropgrumman.com/Careers/Pages/default.aspx>

Patuxent River Naval Air Station

<http://www.navair.navy.mil/jobs/>

Verizon

<http://www.verizon.com/jobs/>

Lockheed Martin

<http://www.lockheedmartinjobs.com>

Safeway

<http://www.careersatsafeway.com/>

Marriott International

http://www.marriott.com/careers/default.mi?stop_mobi=yes

Food and Drug Administration

<http://www.fda.gov/jobs/default.htm>

Home Depot

<http://careers.homedepot.com/>

Constellation Energy Group

www.constellation.com

Adventist Health Care

<http://www.adventisthealthcare.com/AHC/careers>

LifeBridge Health

<http://www.lifejobs.org>

United Parcel Service

<https://ups.managehr.com/Home.htm>

Genesis HealthCare

<http://www.ghcjobs.apply2jobs.com>

State, County and City Governments

Baltimore City Civil Service Commission

<http://www.baltimorecity.gov/Government/ActsofStateLegislature/CivilServiceCommission.aspx>

Baltimore County Government

<http://www.baltimorecountymd.gov/agencies/humanresources/jobs/>

Harford County Government

http://www.harfordcountymd.gov/human_resources

410-638-3201

Howard County Government

<http://www.howardcountymd.gov/IframeTemplate.aspx?id=6442451745>

410-313-6320

Maryland State Government

<http://www.dbm.maryland.gov/jobseekers/Pages/jobseekersHome.aspx>

800-705-3493

Hospitals

Bon Secours Hospital

<http://careers.bonsecours.com/>

1-866-562-7374

Franklin Square Hospital Center

<https://www.medstarhealth.org/franklin/Pages/Jobs.aspx>

443-777-7230

Good Samaritan Hospital

<https://www.medstarhealth.org/good-samaritan/Pages/Jobs.aspx>

443-444-3755

Greater Baltimore Medical Center

<http://www.gbmc.org>

443-849-2000

Johns Hopkins Hospital

www.hopkinsmedicine.org/jhhr

410-955-6208

LifeBridge Hospital Center

www.lifejobs.org

Mercy Medical Center

www.mdmercy.com

410-332-9000

Sheppard Pratt Hospital

www.sheppardpratt.org

410-938-3000

Sinai Hospital

<http://www.lifebridgehealth.org/LifeJobs/LifeJobs.aspx>

St. Agnes Hospital

www.stagnes.org

410-368-6000

St. Joseph Medical Center

<http://www.stjosephtowson.com/>

410-337-1000

Union Memorial

www.unionmemorial.org

410-554-2670

University of Maryland Medical System

www.umm.edu

1-800-492-5538

Schools, Colleges, and Universities

Maryland Public School - links to all 24 Maryland County School Systems

www.marylandpublicschools.org/MSDE/schoolsystems/System_Links_County.htm

Anne Arundel County Public Schools

www.aacps.org/

Baltimore City Public Schools

www.bcps.k12.md.us

Baltimore County Public Schools

www.bcps.org

Carroll Count Public Schools

www.carrollk12.org

Harford County Public Schools

www.hcps.org

Howard County Public Schools

www.hcpss.org/employment/

U.S. Community Colleges by State

www.utexas.edu/world/comcol/state/#MD

Anne Arundel County Community College

www.aacc.edu

Baltimore City Community College

www.bccc.edu/baltimoreccc/site/default.asp

Community College of Baltimore County

www.cbcmd.edu

Carroll County Community College

www.carrollcc.edu

Harford Community College

www.harford.edu

Howard Community College

www.howardcc.edu

Higher Education in Maryland – Links to Public and Private Universities and Colleges in Maryland

www.mhec.state.md.us/higherED/colleges_universities

Johns Hopkins University

<https://hrnt.jhu.edu/jhujobs/>

Mid Atlantic Higher Education Recruitment Consortium (HERC)

<http://www.hercjobs.org/mid-atlantic/>

University System of Maryland

www.usmd.edu/institutions

Public Libraries

Access Maryland Public Libraries

http://directory.sailor.lib.md.us/pub_use/county_map.cfm

Placement Agencies

AdNet/Account Net, Inc.

757 Frederick Rd., Suite 102

Catonsville, Maryland 21228

<http://www.adnetp3.com/contactus>

Accounting Principals

7 Saint Paul Street, Suite 940

Baltimore, Maryland 21202

P(410) 685-5700

F(410) 244-5769

<http://www.accountingprincipals.com/local/Pages/baltimore.aspx>

Barrett Business Services

4940 Campbell Blvd., Suite 160

Baltimore, MD 21236

410-583-7711/Fax: 410-583-0018

www.barrettbusiness.com

CareersUSA

410-580-2700/Fax: 410-580-2701

www.Careersusa.com

Kelly Services**Downtown Branch:**

1 North Charles St.
Baltimore, MD 21201
410-685-3195
410-685-2462 fax

www.Kellyservices.com

Manpower

55 Market Place, Suite 3
Baltimore, MD 21202
410-528-9756

<http://www.manpower.us/en/Index.htm#>

Marge Fox Staffing

40 York Road, Suite 210
Baltimore, Maryland 21204
410-296-5044
410-339-7937 fax

www.Foxstaffing.com

Mary Kraft & Associates, Inc.

1447 York Road, Suite 601
Lutherville, Maryland 21093
410-296-0655
410-494-9194 fax

www.marykraft.com

Mercer Staffing

1 South Street, Suite 1001
Baltimore, Maryland 21202
1-410-727-3345
1-410-2727-3347

<http://www.mercer.com/aboutmercerlocation.htm?siteLanguage=100>

Office Team

500 East Pratt Street, 11th Floor
Baltimore, Maryland 21202
1-800-804-8367

<http://www.roberthalf.com/officeteam/>

Pro Staff Personnel Services

36 South Charles Street, Suite 2310

Baltimore, Maryland 21201

410-539-6600

www.Prostaff.com

Spherion

120 East Oak Ridge Drive #700

Hagerstown, Maryland 21740

Frederick Location:

www.Spherion.com

Swift Staffing

405 Frederick Rd., Suite 250

Catonsville, Maryland 21228

410-788-7011

www.Swiftstaffing.com

Search Engines

Indeed – www.indeed.com, Search engine specifically designed for job search

Google - www.google.com

HotBot - www.hotbot.com

Yahoo - www.yahoo.com

Getting Started

JHU, Talent Management and Organization Development

<http://tmod.jhu.edu/career/career.cfm>

Information on career development, assessment, resume writing, job search, courses, departmental programs, career counseling, and resources.

Careers: Wall Street Journal Interactive Edition

www.careerjournal.com

Job listings by company, industry, job function, location; links to *Wall Street Journal* career columns, salary information, articles on job hunting and career management.

Job Hunt

www.job-hunt.org

Links to online job listings and job resources, resume banks, university career resource centers, classified ads, companies, job fairs, recruiting agencies.

Career Exploration

America's Career InfoNet

<http://www.careerinfonet.org/>

Select "Occupation Information", "Industry Information", "State Information" for specific wages, employment outlook, work tasks, education/training required for entry into a field; information on fastest growing occupations, declining occupations, highest-paying occupations.

Occupational Outlook Handbook

<http://www.bls.gov/ooh/>

Search by keyword, alphabetical index, or occupation cluster for information on careers, labor force and occupational and industry employment projections.

Job Listings

CareerBuilder.com

www.careerbuilder.com

Select "Find Jobs" to search over 300,000 job postings; select "Company Search" to find companies that are hiring; search for companies by name or state.

Career Magazine

www.careermag.com

Master search engine for six job search sites; search for vacancies by profession, job title, city, state, keyword, skill.

Career Onestop

www.jobbankinfo.org

Provides links to state job bank sites.

Monster Board

www.monster.com

One of the most widely-used sites; search over 800,000 US jobs by location, job category, keyword.

Directories and Resources

CityNet Bigbook

www.bigbook.com

Identify US businesses by category, city, state; information derived from over 5,000 Yellow Page directories.

Yahoo

www.hotjobs.yahoo.com

Search thousands of jobs and create a profile from your searches; provides career tools to improve resume writing, interviewing skills.

Eisenhower Library Guide to Researching Companies

<http://library.jhu.edu/researchhelp/business>

Guides to selected print and electronic resources and databases to help users perform research on industries using resources in Eisenhower Library.

National Association of Women Business Owners

www.nawbo.org/

National Association of Women Business Owners, Baltimore Regional

www.nawbomaryland.org/

The Riley Guide

www.rileyguide.com/research.html

Select "Targeting and Researching Employers" to link to business and nonprofit directories, business rankings, financial reports.

Weddle's Association Directory

www.weddles.com/associations/index.cfm

Listings and links to professional associations by occupational focus or industry.

Employer Information

<http://www.wetfeet.com/>

Information on companies, careers and industries, industry salaries and city profiles; extensive resources on job search skills and job and internship postings.

Editor and Publisher Interactive

<http://www.editorandpublisher.com/databook/>

Hoover's Online

www.hoovers.com/

"Company capsules" on over 10,000 public and private companies worldwide; search by company name or keyword for a brief description of products and services offered, contact information, financial information, news.

Thomas Register of American Manufacturers

www.thomasregister.com/index.html

More than 170,000 US and Canadian manufacturers by company name or product/service; address, phone number, links, product information; requires registration for free membership.

Wall Street Journal

www.wsj.com

“One-stop shopping” for information on US companies trading stocks on NYSE, NASDAQ, AMEX, and OTC Bulletin Board; links to company home pages, company news, Yahoo’s company profiles; search by company name.

Portfolios

Portfolio Library

www.amby.com/kimeldorf/portfolio/p_mk-10.html

Information on constructing a portfolio.

Ball State University

www.bsu.edu/students/careers

Helpful tips.

Colby-Sawyer College

<http://www.colby-sawyer.edu/academics/experience/portfolios/index.html>

George Brown College

www.gbrownc.on.ca/saffairs/stusucc/portfolio.html

Guidelines, information.

Pam Petty

www.pampetty.com/profportfolio.htm

Information on professional portfolio development; geared towards teaching, but has good information.

Quintessential Careers

www.quintcareers.com/job_search_portfolio.html

Article on using portfolios.

General

American Society for Training and Development

www.astd.org

Provides resources for learning and performance professionals.

Academic 360

<http://academic360.com/general/US.cfm>

General listings for the US; links to the *Chronicle of Higher Education*, HigherEd Jobs, American Association of Community Colleges, etc.

Maryland Workforce Exchange

<https://mwejobs.maryland.gov/vosnet/>

Links to career development information, job fairs, labor market, job search information.

Employment 911

www.employment911.com/jobs/job-search.aspx

Meta job search engine; search up to 100 job boards at one time.

Job-Hunt Org

www.job-hunt.org

Online Job Search Guide and Career Resource Center; comprehensive site for job search and career exploration.

Maryland Careers

www.marylandcareers.org

Comprehensive site; links to employers and information on job search and career exploration.

Maryland Public School System

www.marylandpublicschools.org/MSDE/schoolsystems/System_Links_County.htm

Links to all county school districts in Maryland.

Professional Outplacement Assistance Center (POAC)

<http://www.dllr.state.md.us/poac/metalist>

Maryland Department of Labor; links to employers and career resources.

Quintessential Careers

<http://www.quintcareers.com>

College, careers, job guide.

State and county local government positions

<http://www.statelocalgov.net/local-md.cfm>

Search by county and some cities.

University System of Maryland

<http://www.usmd.edu/usm/employment>

Links to all 13 institutions in the USM.

US Community Colleges by State

<http://www.utexas.edu/world/comcol/state/#MD>

Links to community colleges.

US Newspaper List

www.usnpl.com/mdnews.php

Links to area and college newspapers, television and radio stations, etc. by state.

Government

The Human Resources Directorate (HRD)

<http://www.whs.mil/our-services/people-services/careers-with-whs>

Employment information regarding careers with the Department of Defense Washington Headquarters Services.

The Washington DC Job Source

www.dcjobsource.com/fed.html

Federal government jobs; links to individual agencies.

USA Jobs

www.usajobs.gov

Official site for US government jobs.

Non-profit

Community Career Center

www.nonprofitjobs.org

Idealist Home - Non-profit Jobs Around the World

www.idealist.org

Information, searchable job listings.

Non-profit Oyster

www.nonprofitoyster.com

Resources, information, searchable job listings.

The NonProfit Times

www.nptjobs.com

Searchable non-profit jobs.

National Opportunity Knocks

www.opportunitynocs.org

Searchable source for nonprofit job opportunities.

Teaching - Alternative Certification Programs

Baltimore City Teaching Residency Program

www.baltimorecityteachingresidency.org

Prince George's County Resident Teacher Program

www.residentteacherprogram.org

Maryland State Department of Education

http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/

National Association for Alternative Certification

<http://www.alt-teacher.org/Career%20Center.asp>

Teach For America

www.teachforamerica.org

National corps of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools.

Academia/Higher Education

Johns Hopkins University

<http://jobs.jhu.edu>

Chronicle of Higher Education Career Network

<http://chronicle.com/jobs>

Job Listings in Academia

www.academic360.com

Internet resources for the academic job hunter, not restricted to teaching positions. Search by institution, discipline, function.

Higher Ed Jobs

www.higheredjobs.com

One of the largest job databases; exclusively for college/university positions; has a recruitment tool.

Top Higher Education Jobs

<http://www.tedjob.com>

Business, Banking, Finance, Advertising, and Marketing Jobs

Career Bank

<http://www.careerbank.com/>

The Financial Job Marketplace

www.efinancialcareers.com/

Financial Job Network

<http://www.fjn.com/jobs.asp>

Jungle Business Group

www.mbajungle.com

Jobs in the Money

<http://www.efinancialcareers.com/>

Marketing Jobs

www.marketingjobs.com/

National Banking Network

<http://www.nbn-jobs.com/cndte/cMenu.cfm>

Vault

www.vault.com

Environmental Jobs

Environmental Non-profit and Academic Jobs in Maryland

<http://www.ejobs.org/states/md.html>

JobOpenings

www.jobopenings.net/jobs.php?industry=environmental

thingamajob

<http://environmental.thingamajob.com/L-US-Maryland-0.aspx>

Environment Maryland

www.environmentmaryland.org/jobs

Sustainable Business

www.sustainablebusiness.com/jobs/

Environmental Career

www.environmentalcareer.info/jobseekers/searchresults2.asp

Go Jobs

www.gojobs.com/environmental-jobs-in-Maryland.html

Information Technology/ High Technology

Library and Information Technology Association

<http://www.ala.org/lita/professional/jobs>

The Tech Council of Maryland

http://www.techcouncilmd.com/membership/member_directory.php

More than 600 member companies representing more than 200,000 people in the Life Science and Technology Industry.

<http://www.techcouncilmd.com/careers/>

Life science and technology job search.

Bio-link

<http://www.bio-link.org/home/state/maryland>

Maryland Biotechnology in Education and Industry; includes job listings and links to employer websites.

Greater Baltimore Technology Council

<http://www.linkedin.com/company/greater-baltimore-technology-council>

Bio Space

www.biospace.com

Biotech, clinical research, and pharmaceutical news and jobs.

Biotechnology Industry Organization

www.bio.org/members/biomembers.asp?list=MD

BIO Members and website links.

bio.org

<http://jobs.bio.org/home/>

Biotechnology and pharmaceutical job search.

MD Bio

www.mdbio.org/

Division of the Tech Council of Maryland

Bio Maryland

http://www.bio.maryland.gov/business_assistance/Pages/biomaryland-job-opportunities.aspx

Includes listing of registered biotech organizations in Maryland and job opportunities.

Health Care/Medical Service

MedSearch

<http://www.jobs-to-careers.com/index5.php?c1=9&c2=0&c3=244&c4=119&c5=360&q=Medical>

Medical job search by city or zipcode.

MedZilla

www.medzilla.com

Information for job seekers in the biotechnology, pharmaceutical, healthcare, and science fields.

Onward Healthcare

<http://www.onwardhealthcare.com/jobs/Maryland/Baltimore-MD/>

RN Insider

<http://rninsider.com>

Science/Engineering

Advancing Science Serving Society

<http://www.aaas.org/careers>

EngineeringJobs.com

www.engineeringjobs.com

Institute of Electrical and Electronic Engineers (IEEE)

http://www.ieee.org/education_careers/index.html

Nature Jobs

<http://www.nature.com/naturejobs/science>

Science Magazine/Science Careers

<http://jobs.sciencereers.org/>

Worksheets and Forms

Acknowledging Positive and Negative Aspects of Your Former Job

No job or workplace is perfect; there are probably some aspects of your last job that you are glad to see go. At the same time, there are probably also some things that you will miss. Use the following prompts to help you to figure out both the positive and negative aspects of leaving your position, then take a few minutes to think about and acknowledge them.

What I will miss

What I won't miss

Tasks/Responsibilities

Utilization of Talents

People

Feelings

Values

Work Environment

Other

Work Content, Specific Content, or Technical Skills

Work content, specific content, or technical skills are rooted in learning and require the use of your memory. You may acquire them through education, reading, training, on-the-job learning or other life experiences. Examples include knowing how to use a spreadsheet software package, using statistical methods, and applying the psychology of human motivation.

What are the top three to five technical skills you would like to use in your next position?

1. _____

2. _____

3. _____

4. _____

5. _____

What are the top three to five technical skills you would like to develop in your next position or for a future career?

1. _____

2. _____

3. _____

4. _____

5. _____

Self-Management Skills

Self-management skills are rooted in temperament and refer to your style of dealing with the world. You may acquire them in your early years among your family, peers, or school experiences, or later in life by intensive education. Examples include being active, being calm, and being imaginative.

To help you sharpen your focus on who you are, work through this checklist of personal characteristics. First, read each word and check the ones that describe you as you are now. Then, look back over the list and list below the five words that are most highly descriptive of you. To prepare for your next role or future career, place a “+” next to the top three to five self-management skills you wish to develop further.

- | | | |
|-----------------------------------------|----------------------------------------|------------------------------------------|
| <input type="checkbox"/> academic | <input type="checkbox"/> discreet | <input type="checkbox"/> natural |
| <input type="checkbox"/> active | <input type="checkbox"/> eager | <input type="checkbox"/> open-minded |
| <input type="checkbox"/> accurate | <input type="checkbox"/> easygoing | <input type="checkbox"/> optimistic |
| <input type="checkbox"/> adaptable | <input type="checkbox"/> efficient | <input type="checkbox"/> organized |
| <input type="checkbox"/> adventurous | <input type="checkbox"/> emotional | <input type="checkbox"/> original |
| <input type="checkbox"/> affectionate | <input type="checkbox"/> energetic | <input type="checkbox"/> outgoing |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> fair-minded | <input type="checkbox"/> patient |
| <input type="checkbox"/> ambitious | <input type="checkbox"/> farsighted | <input type="checkbox"/> peaceable |
| <input type="checkbox"/> artistic | <input type="checkbox"/> firm | <input type="checkbox"/> persevering |
| <input type="checkbox"/> attractive | <input type="checkbox"/> flexible | <input type="checkbox"/> pleasant |
| <input type="checkbox"/> broadminded | <input type="checkbox"/> friendly | <input type="checkbox"/> poised |
| <input type="checkbox"/> calm | <input type="checkbox"/> generous | <input type="checkbox"/> polite |
| <input type="checkbox"/> capable | <input type="checkbox"/> gentle | <input type="checkbox"/> practical |
| <input type="checkbox"/> charming | <input type="checkbox"/> helpful | <input type="checkbox"/> progressive |
| <input type="checkbox"/> cheerful | <input type="checkbox"/> honest | <input type="checkbox"/> quick |
| <input type="checkbox"/> clear-thinking | <input type="checkbox"/> humorous | <input type="checkbox"/> quiet |
| <input type="checkbox"/> clever | <input type="checkbox"/> idealistic | <input type="checkbox"/> rational |
| <input type="checkbox"/> competent | <input type="checkbox"/> imaginative | <input type="checkbox"/> realistic |
| <input type="checkbox"/> confident | <input type="checkbox"/> independent | <input type="checkbox"/> reflective |
| <input type="checkbox"/> competitive | <input type="checkbox"/> industrious | <input type="checkbox"/> reliable |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> intelligent | <input type="checkbox"/> reserved |
| <input type="checkbox"/> conservative | <input type="checkbox"/> inventive | <input type="checkbox"/> resourceful |
| <input type="checkbox"/> considerate | <input type="checkbox"/> kind | <input type="checkbox"/> responsible |
| <input type="checkbox"/> cooperative | <input type="checkbox"/> leisurely | <input type="checkbox"/> retiring |
| <input type="checkbox"/> courageous | <input type="checkbox"/> light-hearted | <input type="checkbox"/> self-confident |
| <input type="checkbox"/> curious | <input type="checkbox"/> logical | <input type="checkbox"/> self-controlled |
| <input type="checkbox"/> diplomatic | <input type="checkbox"/> loyal | <input type="checkbox"/> sensible |
| <input type="checkbox"/> deliberate | <input type="checkbox"/> mature | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> dignified | <input type="checkbox"/> modest | <input type="checkbox"/> serious |

List your FIVE strongest self-management skills:

Functional Skills

Functional skills are those related to ideas, people, data, or things. To determine your strongest functional skills, review the list of skills below. Check all of the skills in which you feel you are competent. Then, list below the top five that you believe are your greatest strengths. Place an asterisk by the checked skills you enjoy using most. Put a “+” by the skills in which you would like to become more proficient.

- | | | |
|-------------------------------------------------|------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> abstracting | <input type="checkbox"/> expressing feelings | <input type="checkbox"/> planning |
| <input type="checkbox"/> administering | <input type="checkbox"/> finding | <input type="checkbox"/> predicting |
| <input type="checkbox"/> advising | <input type="checkbox"/> formulating | <input type="checkbox"/> preparing |
| <input type="checkbox"/> analyzing | <input type="checkbox"/> fund-raising | <input type="checkbox"/> processing |
| <input type="checkbox"/> anticipating | <input type="checkbox"/> group facilitating | <input type="checkbox"/> programming |
| <input type="checkbox"/> appraising | <input type="checkbox"/> handling complaints | <input type="checkbox"/> promoting |
| <input type="checkbox"/> arranging | <input type="checkbox"/> handling detail work | <input type="checkbox"/> proposal writing |
| <input type="checkbox"/> assembling | <input type="checkbox"/> imagining | <input type="checkbox"/> protecting |
| <input type="checkbox"/> auditing | <input type="checkbox"/> initiating | <input type="checkbox"/> questioning |
| <input type="checkbox"/> budgeting | <input type="checkbox"/> inspecting | <input type="checkbox"/> reading |
| <input type="checkbox"/> classifying | <input type="checkbox"/> interpreting | <input type="checkbox"/> recording |
| <input type="checkbox"/> coaching | <input type="checkbox"/> interviewing | <input type="checkbox"/> recruiting |
| <input type="checkbox"/> collecting | <input type="checkbox"/> investigating | <input type="checkbox"/> rehabilitating |
| <input type="checkbox"/> controlling | <input type="checkbox"/> laboratory working | <input type="checkbox"/> remembering |
| <input type="checkbox"/> coordinating | <input type="checkbox"/> listening | <input type="checkbox"/> repairing |
| <input type="checkbox"/> corresponding | <input type="checkbox"/> locating | <input type="checkbox"/> repeating |
| <input type="checkbox"/> creating | <input type="checkbox"/> making layouts | <input type="checkbox"/> representing |
| <input type="checkbox"/> dealing with unknowns | <input type="checkbox"/> managing | <input type="checkbox"/> researching |
| <input type="checkbox"/> dealing with pressure | <input type="checkbox"/> mapping | <input type="checkbox"/> rewriting |
| <input type="checkbox"/> deciding | <input type="checkbox"/> measuring | <input type="checkbox"/> sketching |
| <input type="checkbox"/> delegating | <input type="checkbox"/> mediating | <input type="checkbox"/> supervising |
| <input type="checkbox"/> developing math models | <input type="checkbox"/> meeting the public | <input type="checkbox"/> talking |
| <input type="checkbox"/> dispensing | <input type="checkbox"/> monitoring | <input type="checkbox"/> teaching |
| <input type="checkbox"/> displaying | <input type="checkbox"/> motivating | <input type="checkbox"/> timing |
| <input type="checkbox"/> distributing | <input type="checkbox"/> moving with dexterity | <input type="checkbox"/> tolerating |
| <input type="checkbox"/> dramatizing | <input type="checkbox"/> negotiating | <input type="checkbox"/> treating |
| <input type="checkbox"/> editing | <input type="checkbox"/> observing | <input type="checkbox"/> trouble-shooting |
| <input type="checkbox"/> enduring | <input type="checkbox"/> obtaining information | <input type="checkbox"/> updating |
| <input type="checkbox"/> entertaining | <input type="checkbox"/> operating | <input type="checkbox"/> using instruments |
| <input type="checkbox"/> examining | <input type="checkbox"/> organizing | <input type="checkbox"/> working with precision |
| <input type="checkbox"/> exhibiting | <input type="checkbox"/> outdoor working | <input type="checkbox"/> writing |
| <input type="checkbox"/> explaining | <input type="checkbox"/> persuading | |

List your FIVE strongest functional skills:

Values Checklist

A value is a principle, standard, or quality considered worthwhile or desirable. Use this exercise to get a better idea of what is important to you. Are you aware of your values? Do you act on them? Do you make decisions based on them?

From the following list, check the ten values that are most important to you. Add your own values in the blank spaces provided. When you have identified ten, choose your five most important values.

- | | | | |
|----------------------------------------------|---------------------------------------------------|------------------------------------------------|------------------------------------------|
| <input type="checkbox"/> accountability | <input type="checkbox"/> diversity | <input type="checkbox"/> justice | <input type="checkbox"/> safety |
| <input type="checkbox"/> achievement | <input type="checkbox"/> efficiency | <input type="checkbox"/> leadership | <input type="checkbox"/> security |
| <input type="checkbox"/> activity | <input type="checkbox"/> environment/ecology | <input type="checkbox"/> learning/knowledge | <input type="checkbox"/> self-control |
| <input type="checkbox"/> advancement | <input type="checkbox"/> equality | <input type="checkbox"/> location | <input type="checkbox"/> self-expression |
| <input type="checkbox"/> adventure | <input type="checkbox"/> ethics | <input type="checkbox"/> loyalty | <input type="checkbox"/> self-respect |
| <input type="checkbox"/> advocacy | <input type="checkbox"/> excellence | <input type="checkbox"/> money | <input type="checkbox"/> serenity |
| <input type="checkbox"/> affection | <input type="checkbox"/> excitement | <input type="checkbox"/> order | <input type="checkbox"/> service |
| <input type="checkbox"/> appearance | <input type="checkbox"/> expertise | <input type="checkbox"/> organization | <input type="checkbox"/> sincerity |
| <input type="checkbox"/> assertiveness | <input type="checkbox"/> fame | <input type="checkbox"/> partner | <input type="checkbox"/> society |
| <input type="checkbox"/> arts | <input type="checkbox"/> family | <input type="checkbox"/> patriotism | <input type="checkbox"/> sophistication |
| <input type="checkbox"/> athletics | <input type="checkbox"/> fast pace | <input type="checkbox"/> performance at home | <input type="checkbox"/> spirituality |
| <input type="checkbox"/> authority | <input type="checkbox"/> financial security | <input type="checkbox"/> performance in school | <input type="checkbox"/> stability |
| <input type="checkbox"/> autonomy | <input type="checkbox"/> flexible | <input type="checkbox"/> performance at work | <input type="checkbox"/> status/prestige |
| <input type="checkbox"/> balance | <input type="checkbox"/> freedom | <input type="checkbox"/> persistence | <input type="checkbox"/> structure |
| <input type="checkbox"/> belonging | <input type="checkbox"/> friends | <input type="checkbox"/> personality | <input type="checkbox"/> support |
| <input type="checkbox"/> challenge | <input type="checkbox"/> fun | <input type="checkbox"/> play/fun | <input type="checkbox"/> teamwork |
| <input type="checkbox"/> change | <input type="checkbox"/> growth | <input type="checkbox"/> pleasure | <input type="checkbox"/> tranquility |
| <input type="checkbox"/> commitment | <input type="checkbox"/> harmony | <input type="checkbox"/> power | <input type="checkbox"/> travel |
| <input type="checkbox"/> communication | <input type="checkbox"/> health/fitness | <input type="checkbox"/> predictable | <input type="checkbox"/> trust |
| <input type="checkbox"/> community | <input type="checkbox"/> honesty | <input type="checkbox"/> privacy | <input type="checkbox"/> truth |
| <input type="checkbox"/> compensation/salary | <input type="checkbox"/> humor/wit | <input type="checkbox"/> public contact | <input type="checkbox"/> uniqueness |
| <input type="checkbox"/> competence | <input type="checkbox"/> independence | <input type="checkbox"/> quiet | <input type="checkbox"/> variety |
| <input type="checkbox"/> competition | <input type="checkbox"/> individuality | <input type="checkbox"/> recognition | <input type="checkbox"/> wealth |
| <input type="checkbox"/> cooperation | <input type="checkbox"/> influence | <input type="checkbox"/> recreation | <input type="checkbox"/> wisdom |
| <input type="checkbox"/> country | <input type="checkbox"/> inner peace | <input type="checkbox"/> religion | <input type="checkbox"/> work |
| <input type="checkbox"/> creative | <input type="checkbox"/> integrity | <input type="checkbox"/> reputation | _____ |
| <input type="checkbox"/> cutting-edge | <input type="checkbox"/> intellectual stimulation | <input type="checkbox"/> respect | _____ |
| <input type="checkbox"/> decisiveness | <input type="checkbox"/> intelligence | <input type="checkbox"/> responsibility | _____ |
| <input type="checkbox"/> democracy | <input type="checkbox"/> interpersonal relations | <input type="checkbox"/> risk-taking | _____ |
| <input type="checkbox"/> detail-oriented | <input type="checkbox"/> involvement | <input type="checkbox"/> routine | _____ |

List your TEN most important values here:

List your FIVE most important values here:

[1] Developed by Barbara Talbot, 2005. [2] Checklist for personal values. 1994. In P. M. Senge, A. Kleiner, C. Roberts, R. B. Ross, & B. J. Smith, The fifth discipline fieldbook. New York: Doubleday. [3] Values Driven Work Card Sort. 1999. The Career Action Center. Sunnydale, CA.

Career Development Action Plan

Whatever you can do or dream you can, begin it.
Boldness has genius, power and magic in it.
Begin it now. --Goethe

List your short- and long-range career development goals below. Beneath the goal(s), list the action steps you will take to reach the goal.

A short-range goal might be "To find another administrative job within the university." The action steps might be: (1) draft a resume, (2) update my interviewing skills, and (3) role-play a mock interview.

A long-range goal might be "To find a career I really enjoy." Action steps in this case might be: (1) take an interest test, (2) explore career options by talking to people in the field, and (3) investigate further education.

Short Range Goal(s)

To be completed by: _____

1. _____

2. _____

Action Steps

1. _____

2. _____

3. _____

4. _____

Long Range Goal(s)

To be completed by: _____

1. _____

2. _____

Action Steps

1. _____

2. _____

3. _____

4. _____

Achievement Stories

Achievement or success stories are a way to show a potential employer how you have conducted yourself in previous positions. These stories can often show concrete and intangible qualities about you that may be desirable to employers and can be used to develop entry statements for your resume.

To assist you in developing your success stories, review your work-content, self-management, and functional skill areas. List the skill areas that relate to your objective; describe how you successfully demonstrated this skill in the past. Where applicable, list what the challenge was, what action you took, and the result of that action.

Examples:

- Created, implemented, and maintain patient referral tracking system; identified and resolved problems that previously delayed patient treatment.
- Designed, wrote, and implemented new departmental business forms; increased workflow efficiency and customer satisfaction.
- Assisted in writing and securing three new grant proposals exceeding \$5 million; all proposals accepted and fully funded.

Skill: _____

Successful experience or achievement (Challenge, Action, Result):

Skill: _____

Successful experience or achievement (Challenge, Action, Result):

Testing Your Objective

To test if your objective is realistic and to assist you in writing your qualifications summary, your personal traits, skills and credentials should be evaluated against the employer's position requirements. To get a credible picture of the requirements for positions, you should gather information from the Occupational Outlook Handbook (<http://www.bls.gov/OCO>) and several classified ads or job announcements. By completing a worksheet for every position you are considering, your objective and qualifications summary can be targeted to each employer's position requirements.

Mandatory employer requirements for experience, traits, skills and credentials:

1. _____
2. _____
3. _____
4. _____
5. _____

Your corresponding mandatory qualifications:

1. _____
2. _____
3. _____
4. _____
5. _____

Desired employer requirements for experience, traits, skills, and credentials:

1. _____
2. _____
3. _____
4. _____
5. _____

Your corresponding desired qualifications:

1. _____
2. _____
3. _____
4. _____
5. _____

Your Existing Network Contacts

Everyone has contacts. Life would be impossible without them. Your existing contact network may not contain decision makers in your career field, but a few, carefully selected people from your list will be useful as starting contacts on which to build your own Career Contact Network.

Former employees	Past Associates	Professional Associations
Friends/Relatives	Neighbors	Business Owners
Salespeople	Consultants	Bankers
Lawyers/Accountants	College Associates/Alumnae	Doctors/Dentists
Insurance/Real Estate	Clergy	Civic Leaders/Politicians
Club Members	Common Interest Associates	Met While Traveling

Networking Form

Networking Contacts

Date	Network Contact Information	E-mail, Phone, or Fax	Area of Interest	Area of Expertise	Follow-up

Job Search Form

Job Search Contacts

Date of Contact	Employer Information	Method of Contact (Website, Phone, or Fax)	Position Title	Comments

Post-Interview Debriefing Sheet Form

Name of Organization: _____

Position for Which You Interviewed: _____

Name(s), Title(s), and Phone Number(s) of Interviewers:

Date of Interview: _____ Time of Interview: _____

What went well in the interview? What qualities or experiences were the interviewers impressed with? What kinds of questions did you answer well?

What were the rough spots in the interview? What questions were difficult to answer? Why? How would you respond to these questions in the future?

Any additional thoughts on the company and interview? Any questions that need to be answered at a later date?

Did you provide references?

Yes _____ No _____

Did you call your references to let them know about the position for which you interviewed and the areas you would like them to concentrate on, if they are called?

Yes _____ No _____

Did you send a thank you letter?

Yes _____ No _____ Date Sent: _____

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