

business/careers

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Initial step to a good job is a well-planned resume

By SUZANNE M. CASSIDY
and MARK FEATHERSTONE
Daily Collegian Staff Writers

A well-planned resume is the first step to landing a good job, a Career Development and Placement Center staff member said.

"The sole purpose, the overriding purpose of a resume in the final analysis is to get an interview," said Dante V. Scalz, education placement officer for the center, at a resume preparation workshop.

The Career Development and Placement Center holds resume preparation workshops each Tuesday and Thursday throughout the term.

Center counselor Sally Hattig said the resume is the way students try to gain the attention of a potential employer and therefore the student must try to make his resume stand out above all the others the employer might see.

"The resume is saying, 'This is me,' you're introducing yourself to the professional world," she said.

In writing a resume, a student must first develop his or her career objective and then, analyze his personal, educational and experiential backgrounds, Scalz said.

In order to develop one's career objective, Scalz suggested that each student should sit down with paper and pencil and put in clusters all the things he has been doing, all the things in which he has been involved, and anything that, in particular, indicates interest in the career field in which he is seeking to find a job.

When all the clusters have been written down, the student should cross-reference them to see how they can fall in together to provide a clear image of what the student might want to find in a particular career.

Establishing one's career objectives is one of the most important steps in the whole resume process, Scalz said.

In expressing his career objectives on the resume, a student should go beyond just the immediate position he is seeking to indicate to the employer his future goals and his desire to succeed within the field.

Hattig said the resume has five basic parts:

• Identifying information — general information such as name, address, and telephone.

• Career or job objective — a statement outlining the student's desire to advance beyond the immediate position he is seeking and his expectations of what his career should offer, based on what he determined from his interest and experience clusters.

• Educational background — the University degree he has earned or will have earned and the graduation date, as well as any emphases, special courses taken, which qualify him for the job, as well as any special projects or independent study programs he may have done. The student's grade point average should generally be included only if it is 3.0 or over, Hattig said. Another option is if the student's grade point average in his major is higher than his overall GPA, he could include just that, she said.

• Work experience — a list of all jobs the student has had, including title of position held, company's name, dates the job was held and what the student did on the job.

• Honors and Activities could be listed together and separately, depending on how many the student has.

Participating in activities shows that the person has taken leadership roles before. Generally listing high school activities is not OK because if the person was a lot more active in high school than in college, the employer might think "What happened?" Hattig said.

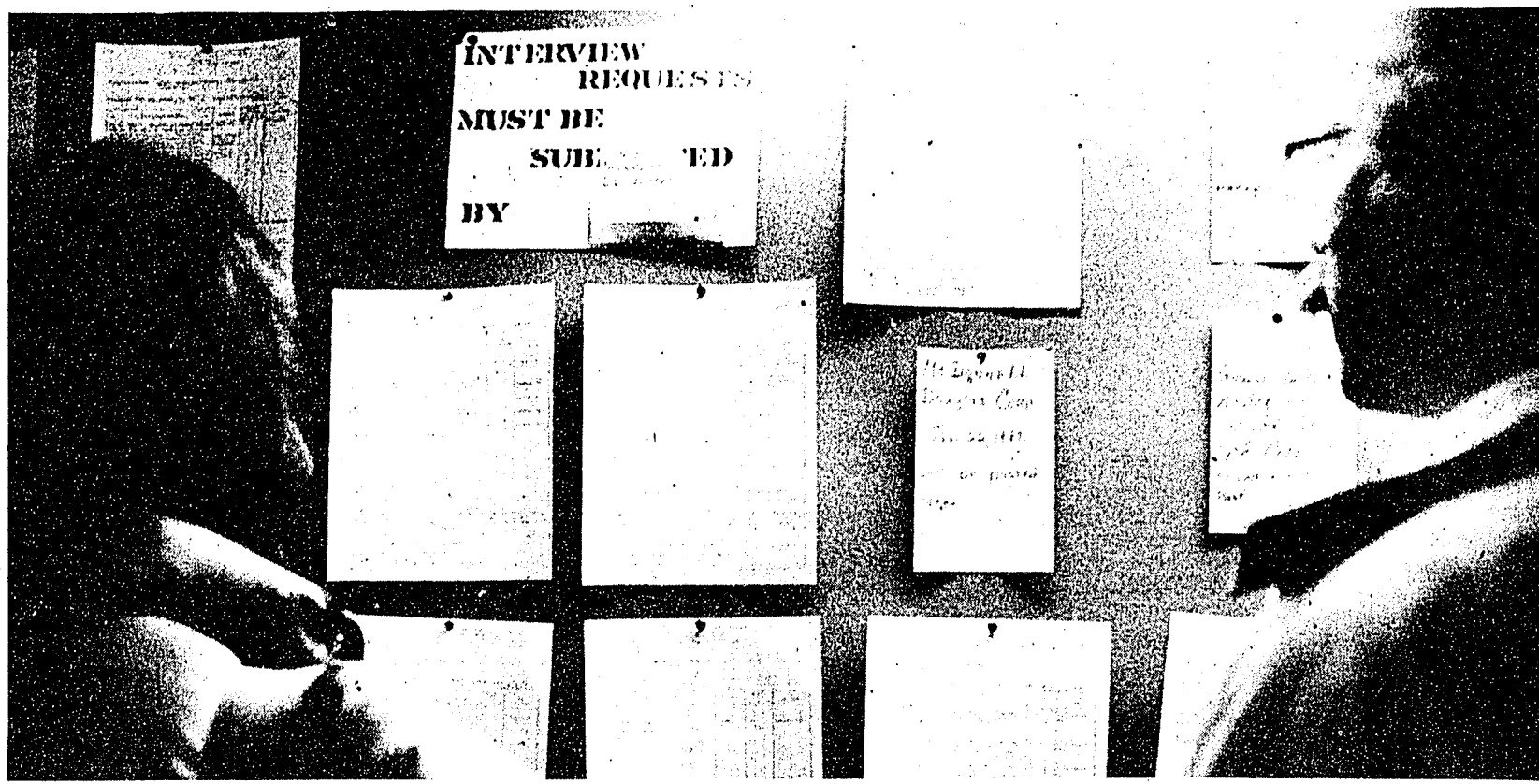
However, important achievements and honors earned during high school should not be discounted, Scalz said.

Concerning references, Hattig said it is generally best to simply write "References available upon request."

Scalz said that before a student submits a resume to any employer, he should ask someone else to proofread it.

"Your self-image will not come through in black and white as what you see in your mind's eye," Scalz said.

It is very difficult for a student to judge himself



Students check the board at the Career Development Placement Center to see which companies will be conducting interviews on campus.

While a good resume can help you land an interview, the interviews is what will help you land the job.

No resume should be sent to an employer without a cover letter, Scalz said.

The cover letter should first mention how you found out about the organization to which you are applying, next, briefly summarize the information contained in your resume and be concluded with a reminder that your resume has been enclosed and a request that it be read.

A cover letter is important in that it helps you to tailor each resume to each individual company to which you apply, Scalz said.

Interview can help get the job — or at least more consideration

By MARK FEATHERSTONE
Daily Collegian Staff Writer

While a good resume can get you an interview, a good interview can get you the job or at least another look, a counselor at the Career Development and Placement Center said.

"The resume is important in that it gets you the interview," counselor Mary Surridge said. "The decision to hire is based on the interview."

Counselor Jeff Garris said a key to success in an interview is preparation.

Students shows the recruiter he is really interested in the company and not just shopping around.

Occasionally — although not very often — the recruiter will throw a trick question to the student to see if he has done any research on the company, Surridge said.

For example, a recruiter from Bethlehem Steel has sometimes asked interviewees if they would be interested in working in Bethlehem's Pittsburgh office, she said. (Bethlehem Steel is the only major steel company

Interviews vs. resumes

Know what employers look for

By MARK FEATHERSTONE
Daily Collegian Staff Writer

Employers look for different things in resumes than in interviews, a counselor at the Career Development and Placement Center said.

Counselor Jeff Garris said employers place much more importance on subjective evaluations such as communication and personal skills in the interview and on objective measures such as grade point average in a resume.

According to a 1979 CDPC study, grades and the ability to clearly state career objectives are the most important criteria used by employers in screening student interview requests, forms which are similar to resumes.

However, confidence/assertiveness and then communication/interpersonal skills are the two most important criteria for employers in the interview.

Because recruiters often cannot judge what a student is like from an interview, confidence/assertiveness was considered by 50 percent of the recruiters and communication/interpersonal skills considered important by 48 percent.

One factor which was important in both getting the interview and in the clarity of goals, across the board," he added.

Preparation/organization was fourth, with 29 percent; motivation/drive fifth, with 27 percent; and energy/enthusiasm sixth, with 17 percent.

Garris said the percentages add up to more than 100 percent because most recruiters use more than one criteria for deciding on who will be interviewed.

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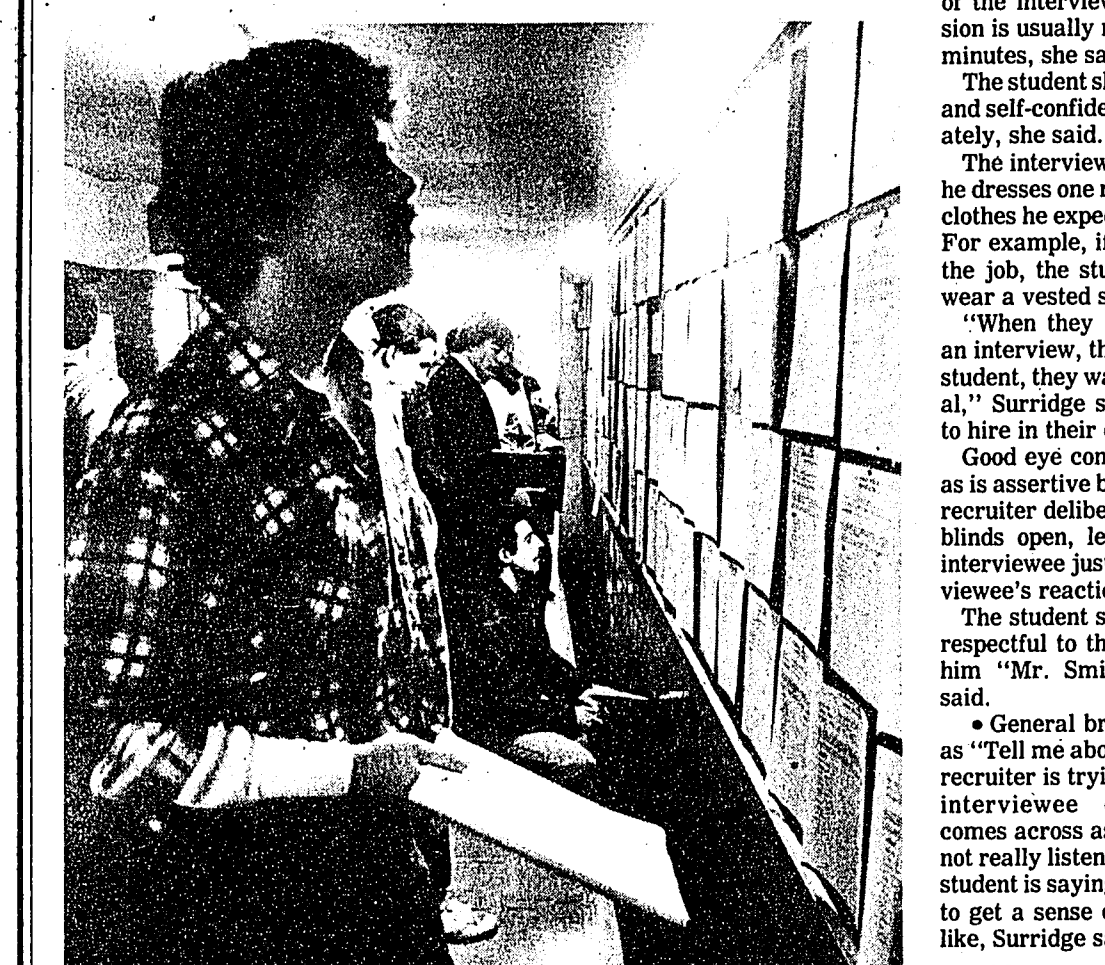


Photo by Jeff Holmes

A student checks the interview board at the placement center. According to a staff member at the center, an interviewee should research the company he is applying for a job at so that he will be ready if the interviewer asks him any questions.

Before an interview, the student should get as much information as possible about the company and even the interviewing process, he said.

Getting to know oneself and practicing the interview beforehand with someone else are also very important because if a student can't think of a description of himself then he will probably have a hard time describing himself to a prospective employer, Garris said.

Surridge agreed: "When you're talking with a friend, you don't ask, 'What are your strengths and weaknesses? We don't think of those things,' she said.

If the student has read the company's annual report and other literature and can demonstrate it, the

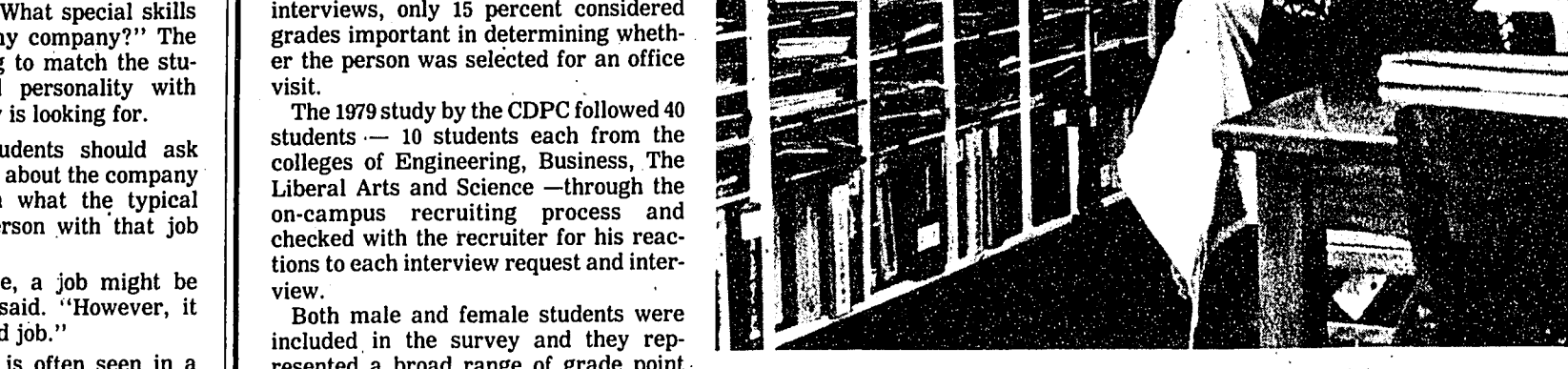


Photo by Jeff Holmes

These students look through job files at the Career Development Placement Center.

success of the interview was being able to clearly state career goals. Forty percent of the recruiters said this important to them in the interview.

The key to being able to state career goals is related to how well the student knows himself and how much research he has done about a career, Garris said.

"The single most important thing is

business/careers

"The first thing I notice probably is how they greet me. Just from the initial 'Hello,' I can get an indication of how well that person is going to communicate throughout the rest of the interview."

—Janice F. Tolerson of Trane Air Conditioning

Preparation and communication

Two keys unlock the interview door

By SUZANNE M. CASSIDY
Daily Collegian Staff Writer

Advance preparation and the ability to communicate are the two keys to a successful job interview, an on-campus recruiter said.

Janice F. Tolerson, corporate staff employment recruiter for Trane Air Conditioning, said that no matter how impressive students' academic records are, they will have difficulties making a solid impression if they are unable to communicate their goals and ideas about their future careers.

From the moment a student walks through the door and greets the employer until the final moments of the interview, he should try to appear confident and assertive, Tolerson said.

"The first thing I notice probably is how they greet me," she said. "Just from the initial 'Hello,' I can get an indication of how well that person is going to communicate throughout the rest of the interview."

Communication, Tolerson said, is probably the single most important element she looks for in interviews with potential employees.

It is also necessary that students be completely prepared for an interview ahead of time, she said. That means researching the company with which they are interviewing and being completely comfortable with the information they included on their resumes, Tolerson said.

"In terms of resume preparation, I look at — did they

give me career goals, both long-term and short-term," Tolerson said. "Have they really, before the interview, sat down and thought about everything they put on their resume, so if I ask them about anything, they can tell me?"

As far as other things she looks for in an interview, Tolerson said that really depends on the particular position she is seeking to fill. For example, if the position is in technical sales, she said she looks for some indication that the student interviewing is aggressive.

"If someone sits forward during an interview, that shows a lot of strength and aggressiveness," Tolerson said.

On resumes, aggressiveness may be illustrated by a person's participation in intramural sports, she said.

Tolerson said if the position is in research or development, a person's grade point average will be a more heavily weighted factor.

However, for the most part, GPAs are not the deciding factor in whether or not the student will be invited back by her company for a second interview at the Trane plant in Lacrosse, Wis., she said.

Even if students' GPAs are not that high, it could work to their advantage if students can illustrate, in some way, that they made a serious effort to improve it, she said.

For example, if a student's grades were really poor at the beginning of his college career, and he says, "I came to school and I was really immature, I parted a

little too much, but then I realized what was going on and I really worked to bring them up after that," that student would be indicating to her that he has really exerted some effort to mature, Tolerson said.

Experience gained through summer jobs and any work related to the field the student is hoping to enter is another thing Tolerson said she looks for. A student should also show how he got those jobs — if he went out and sought them himself, that shows drive and responsibility, she said.

"Things that people have done in the past are probably the best guidelines for what they'll do in the future," Tolerson said.

How a person dresses for an interview is also very important, Tolerson said. Appearance probably appears on 50 percent of all company interview evaluation sheets, so a student should make an effort to dress neatly and professionally for the interview, she said.

"Dress according to the type of position and type of company you're interviewing with," Tolerson said.

For example, if a student is interviewing with a company at which many of the employees have been there for an extended period of time, he or she should dress for the interview with how those employees may perceive him in mind.

Above all, no matter with whom a student is interviewing, he or she should strive for a neat appearance, Tolerson said.

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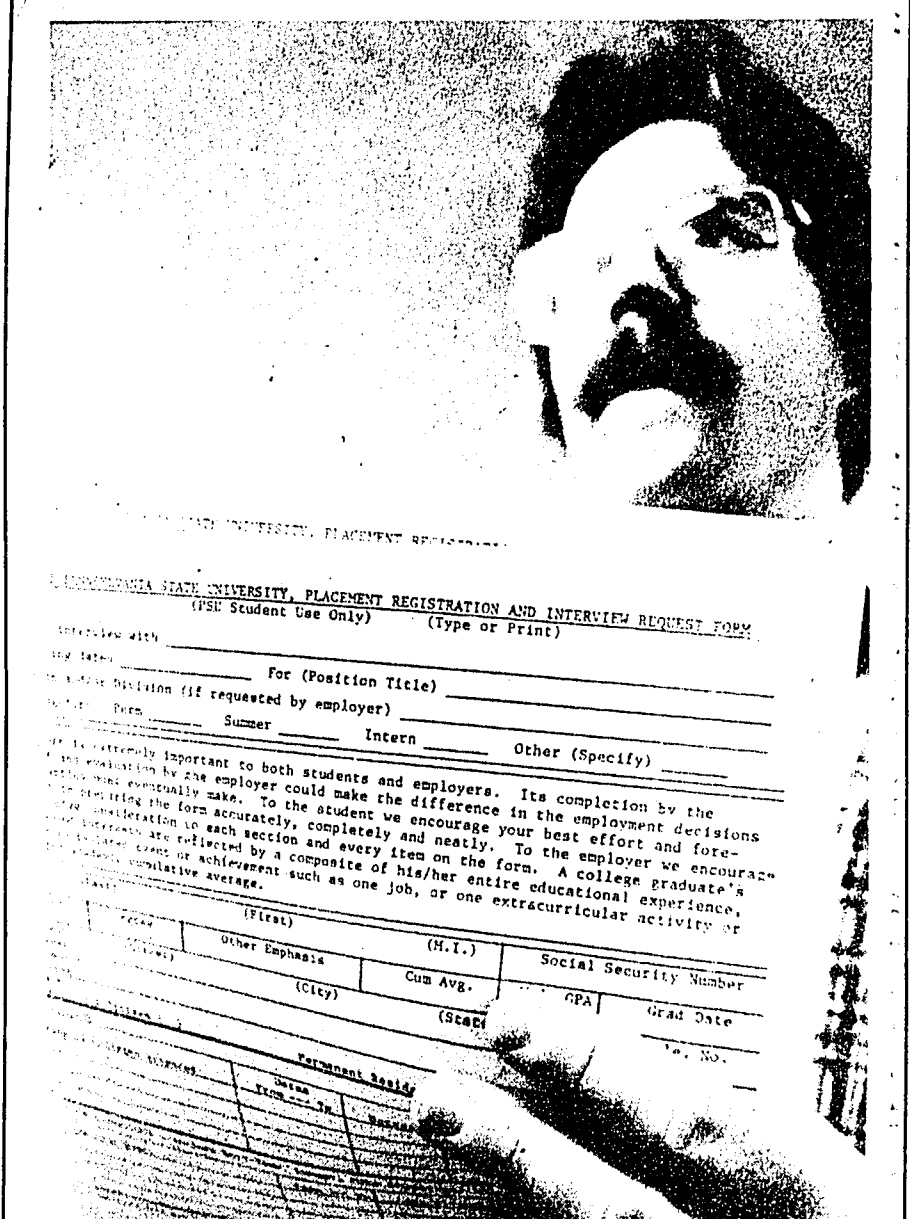


Photo by Barb Parkyn

Fill in the blanks

Dan Brentzel (11th-industrial engineering) holds an application for registration and interview requests from the Career Development and Placement Center. The center can help students obtain interviews.

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