

Résumés, Cover Letters, and Interviewing

Plus other Important Stuff to Help You Get
the Job You Want

Information on:

- Documenting your background
- Analyzing job announcements
- Creating informative résumés
- Writing cover letters that communicate
- Getting the right references
- Writing thank you letters
- Preparing for interviews



Resources:

- Sample documents
- Action verbs
- Interview questions
- Checklists

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WHAT YOU NEED TO GET THE JOB YOU WANT

The tools for your toolbox: Understanding how to use these basic tools will greatly enhance your ability to land the job of your choice.

1. Creating and maintaining a Personal Background History (PBH)
2. Analyzing job announcements
3. Developing effective résumés
4. Writing effective cover letters
5. Providing the right references
6. Preparing for interviews
7. Writing thank you letters

1. CREATING & MAINTAINING A PERSONAL BACKGROUND HISTORY (PBH)

Why Create a Personal Background History?

- It provides a foundation for recording your career achievement
- It provides a centralized location for a complete inventory of:
 - ✓ Experience
 - ✓ Education
 - ✓ Skills
 - ✓ Accomplishments
- It forms the basis for creating your résumé
- It contains information that will help you prepare for an effective interview
- It has all the information you will need to complete a formal job application

1. Experience: This worksheet documents your workplace experience, both paid and volunteer.

- Use a separate worksheet for each job - professional or volunteer
- List everything that you actually did in performing job
- Give an idea of breadth and scope of job with an idea of size, dollar value, people managed, etc.
- Focus on your accomplishments
- Update with new pages or with remembered accomplishments as needed

What Is an Accomplishment? Below are some ways to help you identify accomplishments.

- You accomplished or achieved **more** with the same resources.
- What you accomplished achieved the same results with **fewer** resources.
- You **improved** operations or simply **made things easier or more viable** for the overall operation.
- You resolved panic problems with **little or no increase** in time, energy, dollar cost, personnel, or other resources.
- You accomplished something for the **first time**.

What did you do? It is important for employers to fully understand what you actually did in a job.

- Did you see any problems, opportunities or challenges that you took the initiative in meeting?
- Did you develop something?
- Did you create or design a new department, program, procedure, plan, service, or product?
- Did you identify a need for a plan, program, product, service, procedure, etc.?

- Did you prepare original reports, papers, documents, or grants?
- Did you make or participate in any direct or indirect technical contributions?
- Did you participate in any major management decisions or organizational changes?
- Did you implement or participate in any sales and/or profit and/or cost saving recommendations?

How did you do it? Letting employers know the "how," provides greater understanding of your abilities.

- How did you develop, design, create, and/or implement your plan, program, product, service, procedure, etc.?
- How did your employer benefit from your efforts?
 - ✓ Can you quantify your results?
 - ✓ Ideas that may help:
 - Did your results save dollars, generate new business, increase sales/profits?
 - Did your results improve efficiency (time, manpower, procedures)?
 - Did your results make an impact on the organization?
 - Can you measure your results in numerical and/or percentage terms?

Caution: Avoid excessively general statements such as the following:

- Laying claim to improvements without explanation.
- Citing reductions in costs or increases in efficiency without quantified measurements.
- Taking credit for progress without providing some element of detail.
- Using terms such as excellent, world-class, superior, etc. without independent evaluation that provided the rating.

Detailing Accomplishments: By documenting the details on your PBH, you have the basis for your resume entry.

- Detail each "accomplishment."
 - ✓ What about the "accomplishment" makes it stand out as something special?
 - ✓ How did you initially become involved?
 - ✓ What did you do?
 - ✓ How did you do it?
 - ✓ What was especially enjoyable about doing it?
- Prioritize your accomplishments.

Practical Exercise

- For a previous job experience, complete one Work Experience page. (Use Worksheet on page 18)

Practical Exercise

- From a previous job experience, detail one accomplishments. (Use Worksheet on page 19)

2. ANALYZING JOB ANNOUNCEMENTS: CREATING FOCUS

Review Steps: This procedure provides a structured approach to analyzing job announcements.

1. Read through the entire job announcement.
2. Read job announcement a second time.
 - a. From position requirements: Identify each requirement.
 - b. From position duties: Identify each duty.
3. List the requirements and duties on separate sheet of paper.
4. Review the organization's Web page for any additional information about the job or employer.
5. Identify opportunities and background information from Web page.
6. Match your skills and experience with the requirements, duties, and opportunities.
7. Identify what is needed for the application process.
8. Identify deadlines for submission.

Read the Job Announcement: Practice with this simple job announcement.

VA, Richmond: CHILDREN LIBRARIAN I (North Park Public Library)

DESCRIPTION: Provides reference and readers' advisory (both in person and telephone) for all ages. Instructs public in the use of library resources, online and print. Plans and implements programming for youth and library presentations and tours of all ages. Prepares/displays artwork for use in programs and for area decoration. Provides leadership for Children's Services within library and community and contributes to Children's Committee's discussions, projects, and problem-solving efforts.

REQUIREMENTS: Possession of an American Library Association accredited master's degree in library science.

SALARY RANGE: \$37,848-66,434

CLOSING DATE: 1/19/01

TO APPLY: Contact:

The County of Henrico

Personnel Department

4301 E. Parham Rd.

Richmond, VA 23273-7032

for an employment application form or visit our Web site: <http://www.co.henrico.va.us/jobs>.

Exercise:

- Review job announcement above.
- Identify the:
 - Requirements.
 - Duties.
- List the requirements and duties on a sheet of paper.
- Identify courses, experience, and skills that meet the requirements.
- Discussion.

Match Education/Experience/Skills with Requirements/Duties/Skills

Requirements	Skills
1. Possession of an American Library Association accredited master's degree in library science.	1. MLIS, December 2001
2. Provide reference and readers' advisory (both in person and telephone) for all ages.	2. Online, basic, business, social science reference courses; Info resources for children/YA; APL reference desk.
3. Instruct public in the use of library resources, online and print.	3. Instruction in use of online resources, print reference materials
4. Plan and implement programming for youth and library presentations and tours of all ages.	4. Materials for YA; volunteer for children's program at APL.

A Student Position: Analyze another job announcement with different requirements.

Job Title:COMPUTER INSTRUCTION (BI-LINGUAL: SPANISH)

Location:United States, Texas, Austin

Job Types:StudentCategories: Miscellaneous LIS Related Positions
Database/Information Systems Design and Management

The Community Technology Training Centers of the Capital Area Training Foundation seek candidates for a part-time, bi-lingual (Spanish), computer instructor for our classes at Reagan and Travis High School. Our candidates' qualifications should include:

1. Experience in teaching (preferably computer skills)
2. Proficiency in computer technology (Windows 2000 OS, Office 2000)
3. Fluency in Spanish (spoken and written)
4. Availability during Weekday evenings (5:30-9:30) and occasional Saturday afternoons. As scheduled.
5. Excellent communication skills
6. Outstanding team player and ability to take initiative
7. Ability to work at both Reagan and Travis High Schools as assigned.

Pay is excellent (beginning at \$17.00/hr) and candidates interested in applying should send resumes via email ONLY to LJ Smith, Director of Operations at lj@catf-austin.org.

For more information about the CTTC Program please go to: <http://www.catf-austin.org/cttc>

Date Posted:2003-05-19

Source:Alumni Notification

Exercise:

- Review job announcement.
- Identify:
 - Requirements.
 - Duties.
- List requirements/duties on sheet of paper.
- Identify courses/experience/skills that meet the requirements.
- Discussion.

3. DEVELOPING EFFECTIVE RÉSUMÉS

Why do we create a résumé?

- To open doors and get an interview

What is the purpose of a résumé?

- To answer the employer's question, "What can you do for me today?"
- To provide the employer with a "knowledge representation" of ourselves - as related to the employer's job needs.
- To provide the employer with information about our past performance so our future performance can be predicted.
- Ultimately, to get an interview.

Steps in Creating a Résumé:

1. Develop a personal background summary.
2. Review job announcements.
3. Identify information you will use.
4. Create a draft résumé.
5. Analyze specific job announcements.
6. Tailor résumé to specific job announcement requirements.
7. Proofread, proofread, proofread.

Choose a Résumé Format:

- Chronological
- Combination

Chronological Résumé Format:

- It is the most commonly used résumé format - understood by both the employer and the individual preparing it.
- It is most effective if you have experience in the field of interest and:
 - Can include metrics indicating successes in previous jobs.
 - Can include big-name employers or impressive job titles.
 - Can include promotions or increased responsibilities.
- It includes a reverse chronological listing of work experience.
- It is flexible, permitting additional sections such as "Summary of Qualifications" or "Profile."
- It demonstrates continuity of work experience.
- It does not create questions about work history.

Chronological Résumé: See page 23 for an example.

Résumé Structure: The following are the basic sections of an effective resume.

1. Heading
2. Education
3. Experience
4. Skills
5. Professional affiliations

Important: Your Résumé Must:

- Provide an answer to the employer's question, "What can you do for me now?"
- Focus on what the employer needs:
 - Job duties
 - Qualifications
- Represent you as someone who understands what is important to the organization and how you can contribute to its success.
- Be error-free: If your résumé has mistakes (It is your best effort!), what will your day-to-day work be like?
- Highlight your accomplishments - especially as they relate to the needs of the employer.

Combination Résumé Format: This is an alternative format sometimes used in specialized circumstances.

- Emphasizes skills and organizations without disclosing any impediments to employment.
- Facilitates inclusion of experience from internships and volunteer positions.
- Preferred by many high tech firms.
- Usually limited to one page.
- Has some advantages:
 - Provides a synopsis of skills and abilities
 - Communicates professional growth
 - Diminishes importance of a problem work history
- **A Word of Caution:** An employer may become suspicious about applicant's work history

Combination Résumé: See page 26 for an example.

Include Your Accomplishments in your Resume: Refer to pages 2 & 19

How to Write Your Accomplishments

From a student résumé:

Answer questions, shelve books, check out books, answer phone.

Replace with:

- Provided print and online reference services to students, faculty, and staff in the research library of a university with 52,000 students and 19,000 faculty and staff.
- Taught faculty, staff, and students the use of online reference resources such as Lexis-Nexis, Dialog, and Factiva.
- Maintained the stacks of a major research library using both Library of Congress and Dewey Decimal classification systems.

Elements of Effective Statements: Including these elements make your statements powerful.

- What **action** did you take?
- What **challenge/problem** did you address?
- What were the **results** of your actions?

Action Statements that Reflect Results: Here are a few examples:

- Passive: Duties included Website re-design.
- Active: Worked on successful Website re-design.
- Active w/Results: Created an effective association Website that resulted in a 25% increase in hits within 2 weeks through usability testing and re-design as a member of a 3-person team.

- Passive: Responsible for cataloging.
- Active: Provided cataloging function in mid-sized public library.
- Active w/Results: Managed a trouble-free migration of a card catalog system into an online catalog system through a comprehensive cataloging vendor selection process.

- Passive: Responsible for children's programs.
- Active: Managed successful children's library programs.
- Active w/Results: Increased participation in a children's summer reading program by 20% through the redesign of the program and the development of Web-based marketing.

Practical Exercise

- For a position you have held previously: Write an accomplishment while in that position.
- Discussion

Some additional details to consider:

- Limit résumé to two pages; one if you have little or no experience.
- While some HR managers may not care, use a good quality white or cream colored bond paper for your résumé - this is your only "first contact" with many organizations.
- Use a 10 to 12 point font; 10 point Times New Roman is too small.
- Do not fold or staple the résumé.
- Use a large envelope so the résumé can be mailed "flat."
- Use language and keywords that are used in the job announcement.
- Minimize bold lettering, italics, underlining.
- Focus on providing education/experience that shows what you can do to meet the employer's needs.

Additional Information

- 2-page Resume: Place name & page number on second page. See page 24 for example.
- Federal Government jobs require a resume that is specially formatted - available online at: <http://www.usajobs.opm.gov/> (Select "Create a Resume" button.)
- Additional resources on resumes are available online at: http://www.ischool.utexas.edu/careers/res_resour.html
- Books on resume preparation are available in the iSchool Career Services Office - list of books at: http://www.ischool.utexas.edu/careers/cso_lib.html

- For positions that require Curriculum Vitae, refer to the references indicated above or come by the office to discuss the differences.

Proofread!

- Your résumé is an example of the best work you are capable of producing.
- Your résumé is your personal knowledge representation - it tells someone else what you are like.
- Most personnel managers see the résumé as a reflection of the applicant.
- If your résumé is full of errors, what will your everyday work be like?

Remember: A well written résumé sets you apart from all other applicants.

4. WRITING EFFECTIVE COVER LETTERS

Why create a cover letter?

- It is the transmittal document for your résumé/application to a potential employer.
- If properly written, it stimulates interest in you and in your résumé.
- It provides two critical pieces of information:
 - ✓ What you can do for the employer, and
 - ✓ What makes you different from the other applicants.
- It provides a sample of your writing ability
- It communicates what you expect from the employer.

When do you use a cover letter?

- Anytime you send a résumé or application to an employer:
 - ✓ by mail, or
 - ✓ by e-mail.

Things to Consider When Writing a Cover Letter:

- Effective cover letters require substantial research about the job and about the employer.
- Don't waste your time if:
 - ✓ you cannot describe how you will benefit the employer
 - ✓ you cannot describe what makes you different from other applicants
- Covers letters must be written for specific positions and directed to a specific person whenever possible.
- Cover letters demonstrate your written communications ability; they must contain no spelling or grammatical errors.

Parts of a Cover Letter: Each cover letter should contain the following:

1. Your address information
2. Date
3. Employer address
4. Salutation
5. Introductory paragraph
6. Body of letter (1 or 2 paragraphs)
7. Closing paragraph
8. Complementary close
9. Signature

10. Your printed name
11. List of enclosures

Your Address Information and Date

- Generally, place it at the top of the page, or you can create your own letterhead.
- Provide your full contact information, including:
 - ✓ Name
 - ✓ Street or Post Office Box
 - ✓ City
 - ✓ State
 - ✓ Zip code
 - ✓ Phone number (optional)
 - ✓ E-mail address (optional)
- Follow the zip code or optional items by two returns.
- Enter the full date.
- Follow the date with two to four returns.

Employer Address & Salutation:

- Enter the complete address of the employer.
- Include the name of point-of-contact:
 - ✓ If you don't know who this is, call/e-mail and ask.
 - ✓ If you can't find out, then, and only then, address to the appropriate department, etc.
- The salutation should read:
 - ✓ Dear Ms. Jones:
 - ✓ Dear Mr. Jones:
 - ✓ Dear Dean Jones:
 - ✓ Dear Selection Committee:
- **NEVER** use the salutation: Dear Sir or Madam:

Introductory Paragraph: This paragraph provides the introduction into the "meat" of your letter.

- State the position for which you are applying and how you learned of the opening; names of individuals can be important.
- Show your enthusiasm for the position, especially if you can tie it to your personal goals.
- Provide a transition sentence that links your education, experience, and skills to the needs of the employer.
- Stimulate the interest of the employer.

Exercise:

Write an introductory paragraph for a job within your career field.

Body of the Letter: Here you provide the information that stimulates interest in you.

- It should contain no more than one or two paragraphs.
- It should provide a strong case for how your qualifications provide what the employer needs:
 - ✓ Highlight key strengths in terms of total experience (work experience, volunteer experience, class projects, etc.).
 - ✓ Describe how you will add value to the organization now.

- ✓ Describe how you will help the organization meet their goals for the future.
- It should describe what makes you different from other applicants.

Exercise

Write a paragraph detailing why you are a good choice for the job you addressed in the first exercise.

Closing Paragraph: This is the paragraph to "close" the deal.

- Refer to your enclosed résumé/application.
- Restate your interest in the position.
- State what you expect next - interview.
- State what you will do as follow-up.

Exercise

Write a closing paragraph for a letter for the job you addressed in the first two exercises.

The Rest of the Letter: These are the finishing touches to your letter.

- Use a complimentary close that is professional and is not overly "familiar" sounding:
 - ✓ Place the complimentary close on the second line after the end of the last paragraph.
 - ✓ The word "Sincerely" is usually appropriate.
- Sign the letter in blue or black ink; blue emphasizes the letter is not a reproduction (copy).
- Include your printed name on the fourth line after "Sincerely."
- Include "Enclosures" on the second line after your printed name.
- List the enclosures on the next line after "Enclosures."

Cover Letter: See page 26 for an example.

5. Providing the Right References: This one stage can be as important as any aspect of resume/cover letter preparation.

- Choose your references carefully; they must be able to address your ability to perform in the type of position for which you are applying.
- If you use well-known "professionals" as references, their referral is diminished if they cannot address your ability to perform on the job.
- You should provide references when the employer asks for them.
- You should provide the number of references requested by the employer.
- You should contact the people on your reference list to:
 - ✓ Get their agreement to be a reference prior to forwarding the list.
 - ✓ Let them know what type of job(s) for which you are applying.
 - ✓ Determine if they need you to provide a copy of your résumé, especially if it's been some time since they have worked with you.
- Your list of references should be on the same quality bond paper as your résumé and should have the same heading information.

References: See page 27 for an example.

6. PREPARING FOR INTERVIEWS: THE KEY TO SUCCESS

It All Starts with a Handshake: Learn how to shake hands.

Preparation

- Identify types of positions that
 - Interest you
 - For which you are qualified
- Review skill-sets derived from education and work experience.
- Develop specific résumé for each type of position
- Review job announcements at placement center
- Research organizations on the Web
- Develop strategy to match education/experience with each organization's needs
- Get a good night's sleep

Prepare Answers to Important Questions*

- Why are you a good choice for this position?
- Tell me about yourself.
- Why should we choose you?
- What is your major strength/weakness?
- Tell me about a success/problem you've had in the workplace and how you handled it.
- Tell me about your work ethic.
- Tell me how you work with others.

* See pages 32-34 for additional ideas.

Practical Exercise

- Write down the following:
 - ✓ The type of job that interests you.
 - ✓ The type of employer that will have the job opening.
 - ✓ A response to the question: "What makes you a good choice for this position?"
- Discussion

Prepare Questions* to Ask the Interviewer

- Who will evaluate my performance, how will the performance be evaluated, and how often are evaluations conducted?
- Is there a probationary period for new employees?
- What can I expect to do during my first day/week on the job?
- What is the next step in the hiring practice? Will I hear from you or should I contact you?
- What are the major challenges of this position as you see them?

* See page 35 for some ideas of questions to ask.

If You Smoke

- Do NOT smoke in your interview outfit.
- A non-smoker can smell the tobacco smoke on you and your clothes when you walk into the room!
- Use chewing gum, but take it out prior to the interview.

What to Do

- Get plenty of rest.
- Review position announcements thoroughly in advance (online or print).
- Be punctual - be at the placement center for your appointments - on time.
- Check your messages at the placement center frequently.
- Respond to messages promptly, including positions you choose not to interview for.
- Dress professionally
- Remember: Etiquette and manners do count.
- Maintain an energetic, enthusiastic, flexible attitude.
- Prepare for interview questions - organize your thoughts.
- Listen - You have to hear the question to answer it.
- Have a written list of questions to ask.
- Focus on "what you can do for them."
- Get the name/address of everyone you interview with.

Do Not:

- Look like a refugee from the street.
- Arrive late or fail to show-up for appointments.
- Fail to look at your interviewer.
- Forget about your relevant student jobs, internships, and class/student projects.
- Forget to talk about your non-library experience that may have given you valuable skill-sets.
- Downplay your past experience.
- Fail to be able to explain what you've done in previous jobs.
- Monopolize the conversation - OR - fail to talk.
- Discuss specific salary requirements - if at all possible.

Handling the "Hated" Salary Questions

- If at all possible, avoid the salary question until the employer makes an offer.
- If pressed to provide salary requirements during the interview, try:
 - ✓ If there is no salary information available:
 - "I believe we will be able to come to agreement on salary once we've how my qualifications match with the requirements of the job."
 - "Based upon my qualifications and the job requirements, I believe we will be able to come to an agreement once you've decided I'm the right person for the job."
 - ✓ If there is a published salary range:
 - "I believe we can come to an agreement within the salary range published."
 - ✓ If you are really pressed for a dollar figure:
 - "I believe my qualifications for this position should equate to a salary somewhere between \$xx,xxx and \$xx,xxx, depending upon the total benefits package."
 - "I noticed that similar positions in the latest (Insert source) salary survey indicate someone with similar qualifications should qualify for somewhere between \$ ----- and \$ -----."

Thoughts on Telephone Interviews: Telephone interviews are used by many organizations to trim-down the field of applicants that will be invited for an in-person interview. A telephone interview is important because it is your first evaluation by the hiring organization.

- Prepare just as you would for an in-person interview.
- Schedule the interview when you will not be interrupted.
- Have a table/desk on which you have plenty of room for:
 - The job announcement
 - ✓ Your resume
 - ✓ Your cover letter
 - ✓ Your references
 - ✓ Your personal background history (PBH)
 - ✓ A glass of water - or, a drink that does not contain caffeine
 - ✓ Note paper and a pen/pencil.
- Dress for the interview - believe it or not, it can affect the way you sound and present your ideas.
- Get the name and correct spelling of everyone involved in the telephone interview.
- Don't address salary issues if at all possible (if necessary, refer to the section on salary questions above).
- Follow-up with thank you letter(s).

Follow-Up: This is an essential step in completing the interview process.

- Send every interviewer a personal thank you letter.
- Follow-up with a call (Don't be abusive about this, but let them know you are interested.).

Tips for Successful Interviewing at a Career Fair

Preparation for the Career Fair

1. Research companies and organizations that will be at the fair.
2. Develop a target list of companies you want to talk to so you do not waste time.
3. Know what you want to do - your career objective
4. Have and rehearse your introduction line telling the recruiter what you are interested in and why you are a good choice.
5. Prepare and rehearse responses to questions like "Why should we hire you?" or "Tell me about yourself."
6. Prepare resumes and lists of references for the specific types of jobs you want.
7. Remember, the first few seconds set the stage for the recruiter's impression of you.
8. Prepare a list of questions you would like answered from potential employers.
9. Acquire a portfolio for folders with your resumes and references and with a writing pad and pens.
10. Prepare folders for items you collect from employers so you can keep them organized.

During the Career Fair

1. Dress professionally - you only get one chance.
2. Walk around and look at the exhibits of employers you are interested in prior to talking to them.
3. Greet recruiters with a firm handshake and with eye contact.

4. Listen - you often learn much about the company or their recruiting strategy by listening to how they interact with others.
5. Tie in your experience, education, and skills with your enthusiasm for the type of position and company.
6. Focus on what you can do for the employer, not what you want from them.
7. Listen to questions carefully and provide responses to what is asked - and if you are not certain of what is asked, clarify the question prior to responding.
8. Don't forget to ask your important questions you have prepared if answers have not been provided already.
9. Get the business card of each person you talk to - or write down their name and contact information.
10. Place business cards and company information in the folders you prepared.
11. If there is a long line at an employer, go to the next one on your list so you do not waste time.
12. Write down your impressions about each employer after you talk with them.
13. If there is time, explore opportunities with some of the organizations you did not initially target.

After the Career Fair

1. Conduct a review of each interview you had, focusing on what went well and what you could improve upon.
2. Write a thank you letter to each recruiter you talked to.
3. Follow-up as needed to maintain lines of communication.
4. Restructure your interviewing approaches and your resumes using feedback received from the recruiters - using good judgment.

7. Writing Effective Thank You Letters

- They can be an extremely effective job search tool.
- They provide an indication of your "thoughtfulness" and follow-through.
- They are appropriate for several occasions:
 - ✓ Immediately following an informational interview
 - ✓ Immediately following an interview
 - ✓ After receiving a job offer
 - ✓ After receiving a rejection letter
 - ✓ When leaving your current job
 - ✓ When starting a new position
- They can be in more than one format:
 - ✓ Formal business letter
 - ✓ Hand-written thank you card
- They should be sent to everyone with whom you interviewed.
- They should include:
 - ✓ Basic information about the interview:
 - Name of individual to whom addressed
 - Position for which interviewed
 - Date of the interview
 - ✓ A "thank you" for the opportunity to interview.
 - ✓ Comments about the interview:
 - How your background matches the position

- Positive comments about the organization and interviewers
- ✓ Statement of your continued interest in the position.

Thank You Letter: See pages 28 & 29 for examples of both types of thank you letters.

SAMPLE DOCUMENTS

AND

ADDITIONAL RESOURCES

Work Experience
Job Number _____

Dates of Employment: From (mm/yyyy): ____ / ____ To (mm/yyyy): ____ / ____

Job Title (Official title and, if necessary title that can be understood by others):

Official Title: _____

Understandable Title: _____

Salary: Start: \$ _____ End: \$ _____ Per: ____ Hour ____ Week ____ Month ____ Year

Employer: _____

Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Telephone Number: _____, **Extension:** _____

Supervisor: _____

Phone: _____, **Extension:** _____ **E-Mail:** _____

Duties (Describe what you did):

Accomplishments (Successes within the workplace):

Projects (Activities that required special skills/accomplishments):

Special Skills (Equipment/Hardware/Software/etc.)

Recognition (Any type of award or recognition and what it was for):

Accomplishment: _____

Accomplishment Number: _____

1. What makes this accomplishment stand out as something special?

2. How did you initially become involved?

3. What did you do personally?

4. How did you do it?

5. What was especially enjoyable about doing it?

Educational Experience

School Number: _____

Degree/Certificate: _____	GPA: _____
Date of Degree/Certificate: _____	
Name of School: _____	
City: _____	State: _____
Dates of Attendance: <i>From (mm/yyyy):</i> _____ <i>To (mm/yyyy):</i> _____	
Major Focus of Study: _____	
Major Coursework:	

Significant Coursework (<i>Other than in major area of study</i>):	

Special Projects:	

Significant/Published Research:	

Academic Recognition:	

Significant Presentations:	

Special Skills

Computer Operating Systems: _____

Computer Software:

1. Word Processing: _____

2. Database: _____

3. Web Design: _____

4. Presentation: _____

5. Spreadsheet: _____

6. Project Management: _____

7. E-Mail: _____

8. Graphic Design: _____

9. Other: _____

Web-Based Experience: _____

Commercial Information Databases: _____

Search Engines: _____

Library Automation Systems: _____

Cataloging Systems/Software: _____

Foreign Languages:

1. _____ Read Write Speak Proficiency: _____

2. _____ Read Write Speak Proficiency: _____

3. _____ Read Write Speak Proficiency: _____

Network Administration (Operating System/Certification):

Additional Skills, Experience, and Activities

Professional Associations and Involvement:

Publications:

Research:

Presentation Experience:

Public Speaking Experience:

Community Involvement:

Hobbies/Pastimes:

Chronological Format

Jonathan R. Student
1431 West 35th Street
Austin, Texas 78736-1332
512-233-2323
jrstudent@ischool.utexas.edu

EDUCATION

MS in Information Studies, The University of Texas at Austin, Austin, Texas. Expected: May, 2004
Focus on providing programming and reference services to children and young adults

BA, University of Houston, Houston, Texas. 1997
Major: American History 1865 – 1945, Minor: Political Science

EXPERIENCE

Library Assistant, Austin Public Library, Austin, Texas. 2000 to Present

- Planned and conducted children's summer reading program under supervision of Children's Librarian resulting in over 15,000 participants.
- Supported children's reading program by developing Web-based list of resources.
- Provided print and online reference services to children and adults in a branch library serving over 35,000 patrons.
- Communicated children's services at the branch by developing appropriate bulletin board presentations and displays.
- Taught children and adults Internet applications and World-Wide Web resources.

Teaching Assistant, Graduate School of Library and Information Science, 2002-2003
The University of Texas at Austin, Austin, Texas.

- Updated curriculum for professor for classes in Materials for Children and in Planning and Management of Services and Programs for Children and Young Adults by Web-based research.
- Developed and maintained Web pages that supported the learning objectives of classes.

History Teacher, Leander Independent School District, Leander, Texas. 1993 to 2000

- Taught American history to approximately 150 sophomore and junior students
- Developed district-wide lesson plans to meet TAAS objectives as member of curriculum revision team.
- Provided parents with materials to assist students experiencing difficulties with class work.

SKILLS

Operating systems: Windows 3.11 through Windows XP

Software & Database: MS Office 97, 2000, & XP (Word, Excel, Access, Excel, PowerPoint),
Dreamweaver, Front Page, Filemaker Pro, Dow Jones, Lexis/Nexis, Dialog, OCLC, MARC

Spanish language: Read and write with little difficulty, speak Spanish with some assistance.

ORGANIZATIONS

Program Chairperson, Student Association of the School of Information (SASI)

Member, Student Chapter, American Library Association (ALA)

Member, Texas Library Association (TLA)

SKILLS

Operating systems: Windows 3.11 through Windows ME
Software & Database: MS Office 97 & 2000 (Word, Excel, Access, Excel, PowerPoint),
Dreamweaver 3.0, Front Page 98, Filemaker Pro, Dow Jones, Lexis/Nexis, Dialog, OCLC, MARC
Spanish language: Read and write with little difficulty, speak Spanish with some assistance.

ORGANIZATIONS

Program Chairperson, Student Association of the School of Information (SASI)
Member, Student Chapter, American Library Association (ALA)
Member, Texas Library Association (TLA)

Combination Format

Jonathan R. Student
1431 West 35th Street
Austin, Texas 78736-1332
512-233-2323
jrstudent@ischool.utexas.edu

EXPERIENCE

Children's Librarianship:

Developed meaningful academic and reading programs for children for over six years; planned and conducting a children's summer reading program with over 15,000 participants; provided print and online reference services to children and adults in a branch library serving over 35,000 patrons; developed bulletin board presentations and library displays about children's library services and programs for a branch library.

Web Development:

Developed Web-based list of resources to support public library children's reading program; developed and maintained Web pages that supported learning objectives for classes in Materials for Children and in Planning and Management of Services and Programs for Children and Young Adults.

Training Program Development:

Taught children and young adult library patrons the use of Internet applications and World-Wide Web resources; researched resources for curriculum updates of graduate-level classes in Materials for Children and in Planning and Management of Services and Programs for Children and Young Adults; taught American History to approximately 150 sophomore and junior students; developed district-wide lesson plans to meet TAAS objectives as member of the curriculum revision team; developed specialized programs to help high school students succeed in the classroom.

POSITIONS HELD

Library Assistant , Austin Public Library, Austin, Texas	2000 to Present
Teaching Assistant , The University of Texas at Austin, Austin, Texas	2002-2003
History Teacher , Leander Independent School District, Leander, Texas	1993-2000

EDUCATION

MS in Information Studies , The University of Texas at Austin, Austin, TX. Expected: December 2005 Focus on providing programming and services for children and young adults	
BA , University of Houston, Houston, TX. Major: American History	1997

SKILLS

Operating systems: Windows 3.11 through Windows XP

Software & Database: MS Office 97, 2000, & XP (Word, Excel, Access, Excel, PowerPoint), Dreamweaver, Front Page, Filemaker Pro, Factiva, Lexis/Nexis, Dialog, OCLC, MARC

Spanish language: Read and write with little difficulty, speak Spanish with some assistance.

Cover Letter

Jonathan R. Student
1431 West 35th Street
Austin, Texas 78736-1332
512-555-5555
jrstudent@ischool.utexas.edu

November 25, 2004

Ms. Mary M. Henrico
The County of Henrico
Personnel Department
4301 E. Partham Road
Richmond, Virginia 23273-7032

Dear Ms. Henrico:

Please find enclosed my résumé and application for the North Park Public Library Children's Librarian I position (Number 1501-0126-0) advertised on your Website. The Children's Librarian position provides a wonderful opportunity to positively influence the lives of children and young adults, as well as use my experience and educational background for the benefit of the library and the community.

Through my experience with a public library children's reading program and my four years experience as a classroom teacher, I have developed a keen understanding of how to produce successful children's programs. With almost two year's experience in delivering print and online reference services, my knowledge of reference resources will provide immediate assistance with reference and reader's services to patrons of all ages. My coursework in collection development and in planning and managing services for children and young adults reinforced the experience I gained while working with children's library programs. I am thoroughly computer literate and can provide training in the library's new computer lab by teaching PC operating systems, office automation software, Internet search skills, and general Web use. I also have substantial experience in Web page development that will benefit the current objectives of providing online information about children's activities and assisting patrons with the development of their own Web pages.

Thank you in advance for your consideration. Becoming a children's librarian at the North Park Public Library is an exciting prospect for me. I look forward to meeting you and discussing ways in which my education and experience will match the needs of the Library, now and into the future.

Sincerely,

Jonathan R. Student

Jonathan R. Student

Enclosures: Application and Résumé

References

Jonathan R. Student

1431 West 35th Street
Austin, Texas 78736-1332
512-233-2323
jrstudent@ischool.utexas.edu

REFERENCES

Gwendelyn M. McGruntheon
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Austin Public Library
1274 West 59th Street
Austin, Texas 78739
512-555-5555
mcgruntheon@apl.cities.tx.us

Jennifer R. Williams, Ph.D.
Professor
School of Information
The University of Texas at Austin
1 University Station - D7000
Austin, Texas 78712-0390
512-555-5555
jen.r.williams@ischool.utexas.edu

Wilber H. Proctor
Principal
Leander High School
P.O. Box 576
Leander, Texas 78622
512-555-5555
wl.h.proctor@lhs.tenet.net

Handwritten Thank You Letter

November 25, 2004

Dear Ms. Henrico:

Thank you for the opportunity to learn about the programs and services of the North Park Public Library during my interview for the position of Children's Librarian 1 on November 25th.

I was most impressed by the North Park Public Library's vision for the children's library program over the next several years, the competency of the current staff, and the stimulating atmosphere of the library itself. After our discussion, I believe my children's program experience at Austin Public Library developed my skills to the level that I can make an immediate contribution to the Library's children's program. Additionally, the new computer literacy program is an area in which my computer skills will assist in the development of training programs and in day-to-day operations. I consider the Children's Librarian position at North Park Public Library to be a wonderful opportunity to use my education and work experience in a library program that is focused on serving the needs of the community.

Thank you again for your consideration.

Sincerely,

Jonathan R. Student

Jonathan R. Student
1431 West 35th Street
Austin, Texas 78736-1332
512-555-5555
jrstudent@ischool.utexas.edu

Business formatted
Thank You Letter

Jonathan R. Student

1431 West 35th Street
Austin, Texas 78736-1332
512-555-5555
jrstudent@ischool.utexas.edu

November 25, 2004

Ms. Mary M. Henrico
The County of Henrico
Personnel Department
4301 E. Partham Road
Richmond, Virginia 23273-7032

Dear Ms. Henrico:

Thank you for the opportunity to learn about the programs and services of the North Park Public Library during my interview for the position of Children's Librarian I on November 25th.

I was most impressed by the North Park Public Library's vision for the children's library program over the next several years, the competency of the current staff, and the stimulating atmosphere of the library itself. After our discussion, I believe my children's program experience at Austin Public Library developed my skills to the level that I can make an immediate contribution to the Library's children's program. Additionally, the new computer literacy program is an area in which my computer skills will assist in the development of training programs and in day-to-day operations. I consider the Children's Librarian position at North Park Public Library to be a wonderful opportunity to use my education and work experience in a library program that is focused on serving the needs of the community.

Thank you again for your consideration.

Sincerely,

Jonathan R. Student

Jonathan R. Student

Action Verbs for Résumés

Use with caution – verb must communicate a skill-set that has value.

achieved	communicated	encouraged
accelerated	compared	engaged
accessioned	compiled	enlarged
accomplished	completed	enlisted
acquired	composed	established
acted	conceived	estimated
active in	conducted	evaluated
adapted	consolidated	examined
added	constructed	executed
addressed	consulted	exercised
adjusted	contacted	exhibited
administered	contributed	expanded
advised	controlled	expedited
advocated	converted	facilitated
allocated	corrected	finalized
analyzed	corresponded	followed up
applied	counseled	forecasted
appointed	created	formed
appraised	critiqued	formulated
approved	decreased	fostered
arranged	defined	founded
articulated	delegated	functioned
assembled	delivered	furnished
assessed	demonstrated	gathered
assigned	described	generated
assimilated	designated	guided
assisted	designed	halved
assumed	determined	handled
attained	developed	headed
audited	devised	helped
augmented	directed	identified
authorized	displayed	illustrated
balanced	distributed	implemented
broadened	documented	improved
budgeted	doubled	improvised
built	drafted	increased
cataloged	earned	influenced
chaired	edited	informed
changed	educated	initiated
clarified	effected	innovated
classified	eliminated	inspected
coached	employed	instituted
collected	enacted	instructed

integrated
interpreted
interviewed
introduced
invented
investigated
involved
issued
justified
launched
learned
lectured
led
located
logged
made
maintained
managed
marketed
measured
mediated
modified
molded
monitored
motivated
negotiated
notified
observed
obtained
operated
ordered
organized
oversaw
participated
perceived
performed
persuaded
pinpointed
pioneered
planned
prepared
presented
processed

procured
produced
programmed
promoted
proposed
proved
provided
published
purchased
raised
reallocated
received
recommended
reconciled
recruited
redesigned
reduced
referred
regulated
reinforced
reported
represented
requested
requisitioned
researched
resolved
revamped
reviewed
revised
scheduled
screened
searched
secured
served
serviced
set up
simplified
sold
solved
sparked
spoke
staffed
standardized

started
stimulated
stored
streamlined
strengthened
stressed
stretched
structured
studied
submitted
succeeded
suggested
summarized
superseded
supervised
supplied
supported
surveyed
tailored
taught
terminated
tested
traced
tracked
traded
trained
transferred
transformed
translated
trimmed
tripled
turned
tutored
uncovered
unified
updated
upgraded
used
utilized
verified
won
wrote

FREQUENTLY ASKED INTERVIEW QUESTIONS

AS REPORTED BY UNIVERSITY OF SOUTH CAROLINA CLIS LIBRARY STUDENTS
<http://www.libsci.sc.edu/CAREER/Invuafaqs.htm>

1. Describe your strengths and weaknesses.
2. Considering your education and work experience, why do you feel you are qualified for this job?
3. What do you see as the value of belonging to professional organizations?
4. Why did you apply for this job?
5. What is your philosophy of collection development?
6. Do you like working with people?
7. Do you have any experience with audio-visual materials?
8. Do you have any experience in setting up displays?
9. How do you feel that your education has prepared you for this job?
10. Where do you expect to be professionally in five years?
11. How would you handle a person who objects to a sex education book on the shelf?
12. How would you handle a question over the phone that you can't answer immediately?
13. Is there any time that you would refuse to answer a patron's request?
14. If we ask your present supervisor what your present strengths are, what would he/she say?
15. Why should we hire you?
16. Name two books you have read within the past two months and describe one of them as though you were recommending it to a patron to read. Why would they want to read it?
17. What qualities do you think we should look for in a prospective reference librarian?
18. Considering your working career, tell about the most stressful event you ever faced, and how you coped with it.
19. Picture this: It is 5:00 PM and you are relieving the day shift. You are the only reference librarian on the desk and the following are waiting for help. In what order would you answer them and why?
 - a. A young child with a homework assignment
 - b. A trivia question; the contest is on now.
 - c. A woman who has just read Jannette Dailey's latest book and wants a recommendation for a similar book.
 - d. An elderly couple wanting advice on how to do their genealogy.
 - e. The city manager's office is on the telephone.
20. What did you do to prepare for this interview?
21. What is your style of leadership?
22. Describe your ideal job.
23. What was your most challenging supervisory experience?
24. What do you like most about archival work?
25. Describe differences among patrons in a public library, an academic library, and a special library.

26. If you were assisting a person at the reference desk and the telephone rang, what would you do?
27. After you have eliminated the backlog, how do you see this job as challenging to you? What will motivate you to come to work?
28. Why did you elect to attend the University of South Carolina?
29. Why did you choose librarianship as a career?
30. Can you tell us about a particularly tense or chaotic situation at the reference desk and how you handled the incident?
31. What would you do if you heard a staff member provide a patron with an incorrect answer?
32. Tell us about a team or group project you have worked on and how you have contributed to it.
33. Tell us about your experience with information technology.
34. Why are you interested in this particular career?
35. What strengths do you bring to a reference position and what areas would you like to improve?
36. What are the things you particularly like about your present job?
37. What was your most important work-related accomplishment in the past year?
38. What contributions could you make to our library?
39. How would you describe your management philosophy?
40. What type of management style do you prefer?
41. What sorts of people do you enjoy working with most?
42. What kinds of situations do you find stressful?
43. What would you do if you were at the desk and both the phones were ringing and there were three or four patrons already waiting and a demanding professor interrupted?
44. Outline your science background, including: science coursework, library school coursework in science reference, and science library experience.
45. What is your public service experience, including bibliographic instruction, reference desk, and collection development?
46. What is your knowledge and/or experience of library technology: CD-ROMs, online searching, OPACs, Internet.
47. How does this position fit into the career path you have set for yourself?
48. Give us an example of a time in which you felt you were able to build motivation in your coworkers or fellow students in school.
49. Describe the most significant achievement or written project/presentation/report that you have had to complete.
50. What are your strengths and weaknesses as a librarian?
51. Give us an example you did in a former job that contributed to a teamwork environment.
52. What would you do if you were unsure of how to answer a reference question?
53. What are your current research interests?
54. The role of the reference librarian and the reference department has changed a lot in the past five years and will probably continue to change. How do you see reference service changing in the next five years?

INTERVIEW QUESTIONS FROM THE TEXAS STATE LIBRARY

1. Discuss three funds a government entity might use. 5 points
2. Describe some key elements of an indirect cost plan and how it works. 5 points
3. Identify a few basic steps necessary to start a new federal fee based government service. 10 points
4. What are the pros and cons of sampling for measuring activity or inventories? 5 points
5. Discuss the role of the public library in Texas as you see it in the year 2005. 6 points
6. Explain how a state agency obtains funds to provide its services? 9 points
7. What common interests and differences do government staff and clients have? 7 points
8. What issues are involved for a business reference librarian at a public library who also sells information services to a local business? 4 points
9. What is sexual harassment? Give examples. 3 points
10. What is the purpose of employment discrimination laws? 3 points
11. Discuss managing diversity in the workforce. 3 points
12. What would you do in the following scenario? 3 points
One of your staff does just enough to "get by." Job performance is average, and there is no extra effort. This employee is constantly interrupting the work of others, but no one has complained to you. This behavior is irritating you, and you want to fire the employee. How would you handle this employee performance problem?
13. Describe some approaches to balancing the competing needs of different client groups. 10 points
14. Discuss the similarities and differences between academic and public libraries. 10 points

QUESTIONS TO ASK DURING THE INTERVIEW

1. When considering candidates for this position, how would you describe the successful candidate?
2. Who will evaluate my performance, how will the performance be evaluated, and how often are evaluations conducted?
3. Is there a probationary period for new employees?
4. Does the library have a staff development program? How does it work?
5. Are there any major problems facing the library (i.e. funding shortfalls, user apathy, staffing shortages, training limitations, external restrictions on decision making)?
6. What kind of relationship does the library and the library staff have with the community served by the library?
7. What is the organizational structure of the library? Do you have an organizational chart?
8. What can I expect to do during my first day/week on the job?
9. What is the next step in the hiring practice? Will I hear from you or should I contact you?
10. What are the major challenges of this position as you see them?
11. How would you describe the management philosophy of the library? How does it fit into the management philosophy of the city/university/college/school/business?
12. How would the mayor/city council/university president/provost view the library's value to the community served?
13. What are some of the short and long range goals for the organization?
14. In what areas do you believe the organization has opportunities for growth?
15. What characteristics do you believe are important to this position?
16. Could you tell me why this position is open? Why did the previous person leave?
17. How has the organization changed over the last 5 or 10 years?

ADDITIONAL WEB-BASED RESOURCES

101+ Commonly Asked Interview Questions. Illinois Library Association:
http://www.geocities.com/aer_mcr/libjob/interview.html

First Impressions, Lasting Impressions: Tips for Job Interviews. ALA Archives:
<http://www.ala.org/cfapps/archive.cfm?path=nmrt/footnotes/interview.html>

Group Interview Questions Guide. Dr. Charles R. McClure, Bruce T. Fraser, Timothy W. Nelson, and Dr. Jane B. Robbins of the Florida State University Information Use Management and Policy Institute
<http://dlis.dos.state.fl.us/bld/finalreport/Appendix-D.Group.Interview.Questions.pdf>

How to Apply for a Library Job:
<http://www.tk421.net/essays/howto.html>

Interview Questions. Indiana University Bloomington Libraries:
<http://www.indiana.edu/~libpers/interview.html>

Interviewing Packet Online. Career Services, Bridgewater State College:
<http://www.bridgew.edu/depts/carplan/intervw.htm>

Online Resume, Cover Letter, & Interviewing Resources. Career Services Office, School of Information, The University of Texas at Austin:
http://www.ischool.utexas.edu/careers/res_resour.html

Resume Writing and Interview Skills. Special Library Association:
<http://www.sla.org/chapter/ctor/toolbox/career/resume.htm>

Sample Interview Questions. Ingram Library, State University of West Georgia:
http://www.westga.edu/~library/depts/comms/searchcom/sample_question.shtml

Sample Interview Questions. Princeton University Library:
<http://libweb5.princeton.edu/hr/private/sampleQuestions.html>

Some Suggested Interview Questions. Humboldt Municipal Library:
[http://www.mtas.utk.edu/knowledgebase.nsf/0/66ebc3ec6743846685256cd40065114c/\\$FILE/Some%20Suggested%20Interview%20Questions.pdf](http://www.mtas.utk.edu/knowledgebase.nsf/0/66ebc3ec6743846685256cd40065114c/$FILE/Some%20Suggested%20Interview%20Questions.pdf)