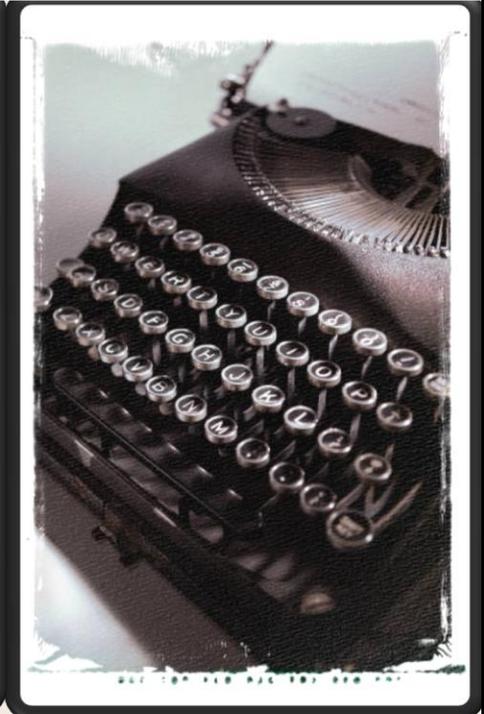
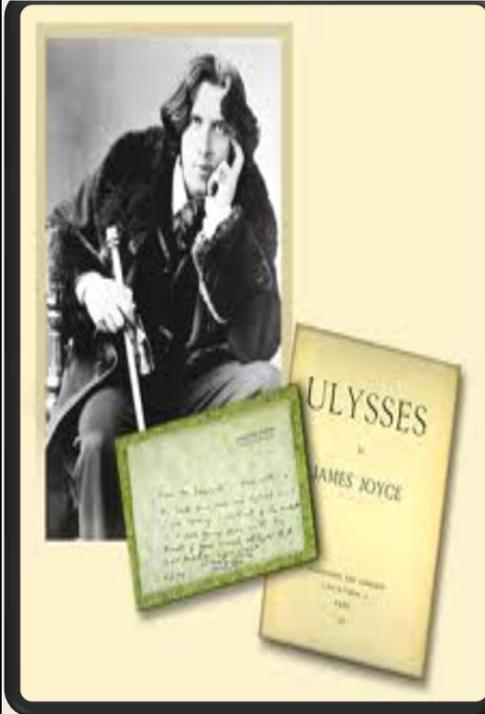


JOB SEARCH GUIDE FOR ENGLISH MAJORS



OFFICE OF CAREER SERVICES
A Division of Student Affairs
Southeastern Louisiana University
SLU 10492 HAMMOND, LA 70402
STUDENT UNION ANNEX ROOM 241
985-549-21
WWW.SELU.EDU/CAREER

CONTENTS

Part I: English Majors

General Overview	3
About the English Degree Program	4
Undergraduate/ Graduate Concentrations and Minors	5
Careers Paths	6

Part II: Resume and Cover Letter Guidelines

First Impressions Count	7
Resume Format Guidelines	7
Resume Content Frequently Asked Questions	8-9
The Cover Letter or Letter of Application	10
The References Page	10
Letters of Recommendation	10
Sample Cover Letter	11
Sample Cover Letter	12
Sample Resume	13
Sample Resume	14
Sample Resume	15

Part III: The Job Search

Career Exploration and Assessment	16
Job Search Assistance	17
The Art of Networking	17
Using Social Media in the Job Search	17

Part IV: Interviewing Guidelines

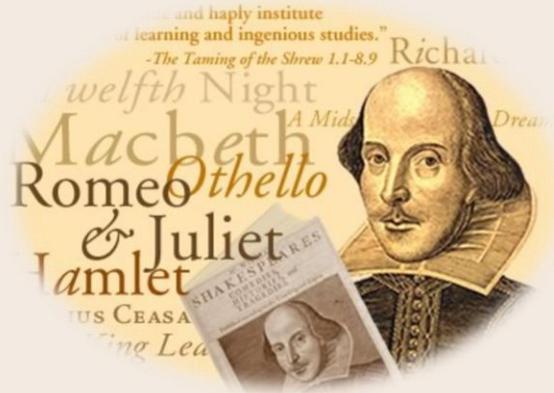
Dress for Success Tips for Women	18
Dress for Success Tips for Men	18
Top Ten Interview Tips	19
Sample Thank You Note	19
After The Interview	19
Sample Interview Questions	20-22
Appropriate Questions for You to Ask	22
Inappropriate Questions to Ask	22
Behavioral Interviewing	22
Employer Expectations	23

GENERAL OVERVIEW

The Bachelor of Arts in English:

Prepares students for a variety of professions, including creative writing, professional writing, education, publishing, law, and other careers needing a strong foundation in writing and liberal arts.

- Excellent preparation for continued graduate or professional training in areas such as English, law, political science/government, public administration, communications, and religious studies (i.e., seminary).
- Appropriate teacher certification through the Department of Education is required for public school teaching.
- Sufficient for many entry-level positions in business and industry.



The Master of Arts in English:

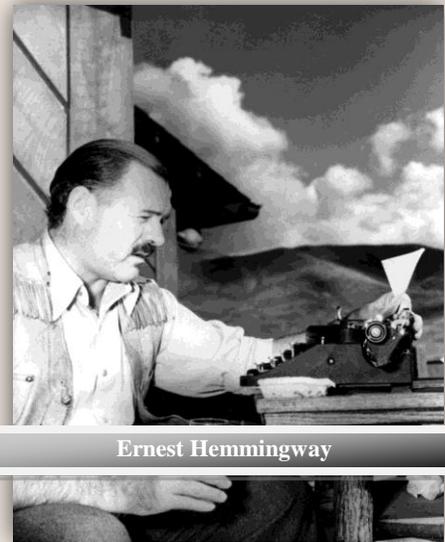
Program houses the University Writing Center, the National Writing Project, and two student-run literary journals (print and online), *Manchac Review* and *The Pick*.

- Offers graduate degree required for teaching at the college or university level as an instructor.
- Prepares students for doctoral-level study in order to become a professor.
- Provides graduate instruction in theory, methods, and content for teachers in grades 6-12.
- Trains students in creative, critical, and professional writing.
- Develops skills for publishing, public relations, business, and law.

Skills to Acquire While Pursuing Your Degree

Since English can lead to many different career paths, identify an area of interest and gain the right skills, experience, and credentials to enter that field.

- Become proactive, determined, assertive, and confident in order to secure freelance writing opportunities. Save samples of written work to be used for a portfolio. Cultivate other career opportunities in order to supplement a freelance writing income.
- Obtain additional areas of knowledge and expertise such as journalism, broadcasting, technical writing, or politics for specialized positions.
- Conduct informational interviews or shadow professionals in careers of interest to learn more about their jobs. Join relevant professional associations. Attend their conferences and read their journals.



Ernest Hemingway

ABOUT THE ENGLISH DEGREE PROGRAM

The Department of English prepares students for a variety of professions in the fields of creative writing, professional writing, education, publishing, law and other careers needing a strong foundation in writing and liberal arts. The English Degree Program offers a wide range of majors, concentrations and minors across the many sub-disciplines of English.

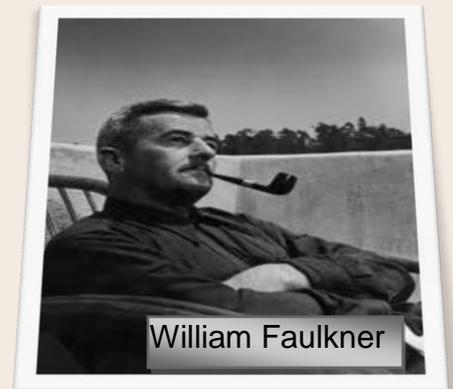
The English Department offers a Bachelor of Arts in two concentrations: Language and Literature and Creative Writing. As a cooperative effort, the Department of English, Computer Science, Communication, and Visual Arts also offer an interdisciplinary Minor in Publishing Studies. The department also offers minors in English, Creative Writing, Professional and Technical Writing, and Gender Studies.

The Master of Arts program offers both a general degree and a degree with concentrations in Creative Writing, Language and Literacy, or Professional Writing. The program houses the University Writing Center, the National Writing Project, and two major literary journals.



CAMPUS ORGANIZATIONS AND ACTIVITIES

- **English Honors Club, Sigma Tau Delta:** Members regularly visit schools and organizations; through proceeds from book sales, they fund Sigma Tau Delta's yearly trip to the International Convention and have the opportunity to present works. Members must maintain a 3.0 in the major/minor and overall GPA.
- **Creative Writing Group:** Joins faculty and students alike to share and offer suggestions for their works-in-progress. Members regularly participate in regional conferences.



CAMPUS PUBLICATIONS

- *Louisiana Literature*, Editor: Dr. Jack Bedell
- *Nineteenth Century Studies*, Editor: Dr. David Hanson
- *Manchac Review* and *The Pick*: two student-led literary journals (print and online)



UNDERGRADUATE AND GRADUATE CONCENTRATIONS AND MINORS

UNDERGRADUATE CONCENTRATIONS

LITERATURE & LANGUAGE: Builds critical thinking, writing, and analytical and communication skills that prepare students for rewarding careers in teaching, law, management, and a variety of other fields.

CREATIVE WRITING: Offers students a dynamic combination of education, artistic, and professional experiences in the world of writing and publishing.



UNDERGRADUATE MINORS

CREATIVE WRITING: Trains aspiring fiction writers poets and in the methods of the literary marketplace along with the traditional instruction in writing.

ENGLISH: Prepares the student for various positions requiring skilled writing and provides essential skills for success in various graduate programs.

GENDER STUDIES: Recognizes the role of women in literary studies and emphasizes the varieties of female experience since the beginnings of literary history.

PROFESSIONAL WRITING: Prepares students to work in business and non-profit administrative settings as writers, editors, document production specialists, website designers, and many other allied jobs.

PUBLISHING (INTERDISCIPLINARY MINOR)

As a cooperative effort, the Departments of English, Computer Science, Communication, and Visual Arts also offer an interdisciplinary Minor in Publishing Studies.

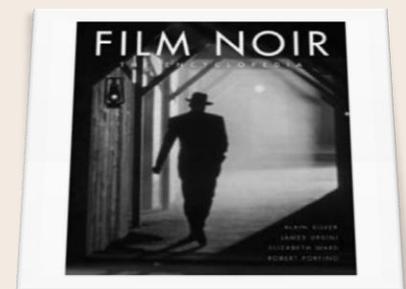


GRADUATE CONCENTRATIONS

CREATIVE WRITING: Embraces the full range of creative writing experiences through intensive workshops, independent studies, and literature classes; internship experiences; and close contact with Southeastern's visiting Writers-in-Residence.

PROFESSIONAL WRITING: Gives students an introduction to business communication, document design, web design, research strategies, audience analysis and other essential tools. Highlighted by an internship that places the M.A. candidate in real-world situations.

LANGUAGE AND LITERACY: Program targets prospective and returning writing and language teachers and other professionals. Curriculum encompasses the related disciplines of composition and rhetoric, literacy studies, and grammar/linguistics, offering advanced training in historical and current scholarship, research and bibliographic methods, instructional pedagogies, and professional opportunities.



CAREER PATHS

- Government, Non-profit Organizations, Business Administration: in-house publishing and web design, public relations, copywriting, documentation, fundraising, grant writing, management, research
- Publishing/Advertising: editing, manuscript reading, publicity and marketing, literary agencies
- Other Media: scriptwriting, web design
- Fine Arts: poetry, fiction writer, screenwriting, play writing, arts criticism
- Pre-Professional Studies: law, library science, counseling
- Teaching: public and private school

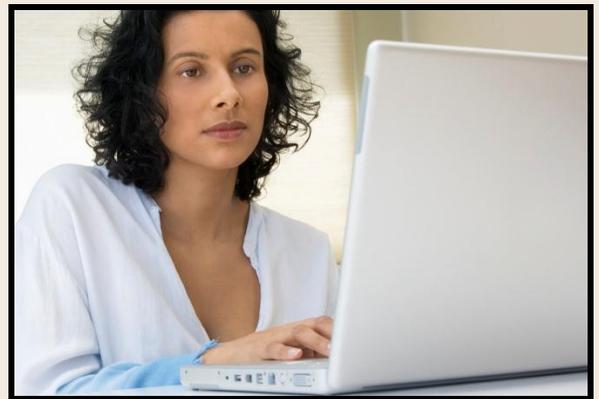


MEDIAN SALARIES (ESTIMATES ONLY)

- Business services, insurance, securities, and real estate: \$48,500 – \$59,290
- Top- and mid-level managerial, executive, and administrative: \$58,360 -- \$78,160
- Broadcasters, writers, editors, and other entertainment and public relations fields: \$54,140 – \$97,300
- Teachers: \$51,380 at the elementary level, \$56,760 at the secondary level, and \$62,050 at the post-secondary level
(Source is Occupational Outlook Handbook (OOH) , Bureau of Labor Statistics)

SKILLS TO ACQUIRE WHILE ATTENDING COLLEGE: STRATEGIES & INFORMATION:

- Select elective coursework in a particular area of interest.
- Write for campus publications such as college newspapers, magazines, or departmental or program newsletters.
- Volunteer to assist or tutor students in a writing center.
- For technical writing positions obtain a concentration in technical writing. Take science and/or computer courses to gain knowledge about technical areas and trends.
- Become familiar with the proposal writing and submission process involved in freelance writing.
- Gain as much experience as possible through volunteer positions, internships, or part-time jobs.
- Demonstrate patience and persistence in starting a career in creative writing.



PART II: RESUME AND COVER LETTER GUIDELINES

FIRST IMPRESSIONS COUNT

Resumes and cover letters create the first impression a potential employer will have of you. Both of these documents are marketing tools designed to sell an impressive product—you! With that in mind, demonstrate self-motivation, critical thinking, attention to detail and creativity when preparing your resume and cover letter. When reviewing a resume, a prospective employer will evaluate your qualifications, but they will also assess how much time and effort you have devoted to your resume.

Typos and grammatical errors on a resume or cover letter suggest you do not care about the quality of your work. Both documents should be free of mistakes. An employer wants someone who produces exemplary work.

Show employers why you are the perfect candidate for the job. Describe, in the resume and cover letter, your skills and experience that relate to that job. A skills summary on a resume is an excellent category for highlighting your qualifications.

The cover letter is your chance to give employers a sense of who you are based on the experiences and attributes you will bring to the company. It should be tailored to the job and the company. A cover letter should leave an impression which inspires the potential employer to read your resume and then schedule an interview.



RESUME FORMAT GUIDELINES

AVOID ERRORS IN SPELLING, GRAMMAR, AND PUNCTUATION. Errors are viewed by an employer as an indicator of your future work performance – i.e., that you will be careless or not attentive to detail.

ONE- PAGE RESUME RECOMMENDED. Adjust the margins to .7 inches, and the font size to 10 or 11 point. Major headings can be 12 point; your name, 14 - 20 point. Times Roman or Arial fonts are recommended.

AVOID RESUME TEMPLATES. Resume templates force the resume onto two pages, containing spacing that can't be adjusted to make the resume one page. Instead, type your resume as a regular document in Word. Also, the employer may not be able to open an attached emailed resume in other programs.

CREATE A HEADER FOR YOUR RESUME. The header should include your name, address, phone, and email address. Do not include the word "resume" as part of your header. Do not include personal information, such as age, marital status, health status, ethnicity, etc. Make sure your email address is professional.

RESUMES THAT MUST BE TWO PAGES. If you have a lot of work experience, and/or involvement in student organizations, or volunteer work, your resume may need to be two pages in length. In this case, on the second page, put your name and phone number in the upper left corner, and "Page 2" in the upper right corner. Paper-clip rather than staple the resume. Do not include your header from the first page on the second page.

MAKE SURE YOUR RESUME IS "SCANNABLE." If the resume is handed to employers at a career fair, the employer may scan it to store it in a computer database. A "scannable resume" avoids italics, underlining, shading, borders, and graphics. Acceptable formatting includes: Bold type, "all caps," bullets, and black ink.

DO NOT FOLD RESUME, COVER LETTER, OR OTHER APPLICATION MATERIALS. If mailing, use a Manila envelope. Use labels rather than typing, printing, or hand-writing addresses directly on the envelope.

RESUME CONTENT FREQUENTLY ASKED QUESTIONS

OBJECTIVE

Do I need an Objective? What should it say?

An **Objective** can demonstrate “focus” in terms of your career goal, and is an excellent opportunity for you to emphasize your top skills.

EXAMPLES OF OBJECTIVES:

The opportunity to contribute writing, research, and organizational skills, along with creativity and innovative ideas, to a writing and editing career.

To contribute knowledge and skills gained from academic preparation and work experience in technical writing to a professionally rewarding career.

A career in which written and verbal communication skills, attention to detail, and team work abilities will have a positive impact on an organization’s success.

EDUCATION

Is it important that my degree information is correct?

Yes - check for the correct title of your degree on your academic program’s departmental web site, your transcript, the Southeastern catalog, or with your faculty advisor. Also, list your concentration and/or any minors.

Should I list my GPA? List only if 3.0 or above. However, if your Overall GPA is less than 3.0, but the GPA in your major is above 3.0, you can list your Major GPA only, for example: **Major GPA: 3.2**. If both GPA’s are above 3.0, you can list both: **Overall GPA: 3.2 / Major GPA: 3.6**, or just the overall.

Should I list courses I completed?

Yes, listing courses facilitates an employer’s understanding of your knowledge base. List 6-10 courses that support your career goal. List course titles, not abbreviations and numbers.

Should I list every college/university attended, and the courses completed if I didn’t get a degree?

If you attended at least a year, or if you earned an Associate’s degree, then list the additional college or university (and degree, if earned). List courses titles (not numbers), but only if they support your career goals.

In what order should I list my Education info, if I’ve attended more than one college?

List most recent educational experience first and other colleges attended in reverse chronological order.

Should I list high school information?

This isn’t necessary once you’re a college graduate, unless you have major accomplishments such as honors or officer positions in organizations. Put this info in ACTIVITIES & HONORS, and indicate they were in high school.

SKILLS SUMMARY

What is the purpose of a SKILLS SUMMARY? Is it optional?

A SKILLS SUMMARY may also be called: PROFESSIONAL SKILLS, KEY QUALIFICATIONS, QUALIFICATIONS HIGHLIGHTS, or SUMMARY OF QUALIFICATIONS. This category directs the employer’s attention to your **transferable skills** – i.e., abilities, personality characteristics, and knowledge and experience acquired through courses, team projects, intern and work experiences, organizations, and volunteer work, which can contribute to your success on the job.

What is the best format for a SKILLS SUMMARY?

Create bulleted statements which describe your transferable skills as described above. Don’t forget to include computer skills as your last statement. Begin each statement with an Action Verb - see [ACTION VERBS & ADVERBS](#) - or phrases such as, “Experienced in...,” “Knowledge of ...,” “Responsible for...,” “Successfully...,” etc.



EXPERIENCE

Should I list every job held on my resume? What about jobs in high school?

List only those jobs held in college. If you had seasonal employment or other short-term jobs that didn't allow you to develop or apply skills toward your career goal, you may omit these, also. Regarding high school jobs: No, unless you held a job in high school that relates to your career goal, or illustrates an achievement. NOTE: If you are a "non-traditional student" with experience from the 1990's or prior, you may omit these jobs as they may imply your age; age discrimination is illegal, but it can occur.

In what order should I list my jobs and what is the proper format?

Begin with the most recent job first; list others in reverse chronological order.

EXAMPLES OF PROPER FORMAT:

Sales Associate, May 2013 - present.
JC Penney, Lakeside Mall, New Orleans, LA
(Put job description here)

Office of Career Services, Southeastern Louisiana University, Hammond, LA
Student Assistant, January 2011 - August 2013
(Put job description here)

How can I highlight my internship, volunteer, and other experiences directly related to my major?

Use two categories: RELATED EXPERIENCE (and list experience that is related to, and supports, your Objective) and ADDITIONAL EXPERIENCE (list experience not directly related to your Objective but that shows consistent work history as well as illustrates your transferable skills).

What type of information should I include in my job descriptions? NOTE: Use present tense verbs for current jobs; past tense verbs for former positions. Include statement describing type of business or organization - its services, purpose, etc., if the organization name is not descriptive of this. Describe tasks performed, but also skills/knowledge acquired, and if possible, results of your efforts, and accomplishments. Include numbers if possible (e.g., of staff for whom you worked). Avoid using "I" – rather, begin statements with an action verb – see [ACTION VERBS & ADVERBS](#). And remember - be prepared to expand on this experience in the interview.

ACTIVITIES & HONORS

What type of information should go in this category?

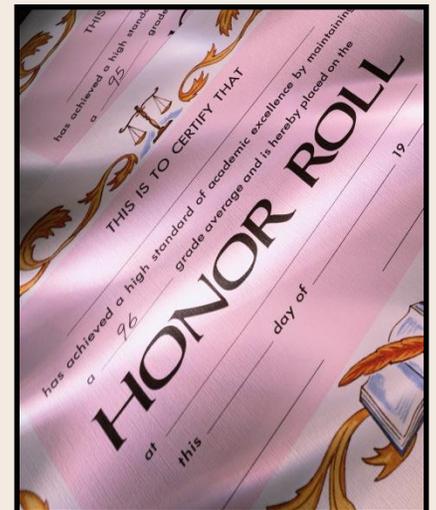
List extracurricular activities in which you participated while in college and that allowed you to develop key skills related to your career goal, such as: teamwork, communication, organizational, and leadership skills. List student organizations, volunteer activities, and honors/awards received.

Listing dates is optional; if you choose to list dates, list years only. You can have one category for all called HONORS & ACTIVITIES, or ACCOMPLISHMENTS, or ACHIEVEMENTS, or, just COMMUNITY SERVICE if you have no honors or awards to list.

REFERENCES UPON REQUEST

Should I include the statement: "References Available Upon Request"? This statement is optional, as it is understood by employers that you should be able to produce either a page listing your references, or possibly letters of recommendation at some point during the interview process.

Do not include your list of references on the actual resume. The references page is a separate document from the resume, but with the same header as the resume, and the word "**References**" underneath.



THE COVER LETTER OR LETTER OF APPLICATION

When initially contacting a specific employer, it is recommended that you accompany your resume with a cover letter (also known as a “letter of application”) tailored to the position and to the organization.

COVER LETTER FORMAT

- Use the same header (contact information) for your resume, cover letter, and references page.
- Use business letter format of left margins with no indents, the date, company address, salutation.
- Limit to one page; font 10 point to 11 point looks best; three to five paragraphs.
- Use white or off-white resume paper; use same for resume, cover letter, and references page.

COVER LETTER CONTENT

- Address letter to contact person listed in job ad if possible, or if not, to “Dear Human Resources Director,” “Dear Hiring Manager,” “Dear Recruiter,” or “Dear Search Committee Chair.”
- Do not start every sentence with “I” – instead, vary the sentence structure.
- Describe highlights of educational and work experiences; don’t repeat all information from resume.

- 1st paragraph:** State how you learned of position, position title, and name of organization.
2nd paragraph: Describe your degree, possibly some courses, and what you learned.
3rd paragraph: State knowledge/skills acquired in internships/work experiences, student organizations or volunteer activities, that relate to the position.
4th paragraph: Indicate why you want to work for organization, knowledge of the organization gained through online research, personal or others’ experiences, and/or publicity.
Final paragraph: Suggest your desire for an interview, and where and how you can be reached.

THE REFERENCES PAGE

A reference/recommendation is a verbal or written statement of support for your application for a job, by someone who has known you in a professional capacity and can comment on your work or academic performance. **Reference information should be on a page separate from your resume, and should contain the same header as your resume, with the word REFERENCES underneath.**

- Three to five references is an appropriate number to list. Always ask permission to list someone as a reference, and give them a copy of your resume to illustrate your qualifications.
- List each reference’s name, current job title, place of employment (include city, state, and zip code - mailing address not necessary), and work telephone number (not personal unless given permission).
- If a reference no longer works at the organization, you may still list them - with their current job title and employer. In parentheses, state, “former Manager of XYZ Co.” to illustrate former relationship.
- Do not include a separate references page when submitting your resume unless a job ad requests it. Instead, bring copies of references page in a portfolio to the interview.
- Character references (e.g., a friend, minister of your church, relative, etc.) should be avoided.

LETTERS OF RECOMMENDATION

Many employers are only interested in a references page rather than letters of reference or recommendation. However, if a job ad asks for letters of reference/recommendation:

- Letters of reference should be current - i.e., dated within the current year.
- If possible, without causing inconvenience to the person recommending you, letters should be addressed to the contact person listed in the job ad. If this is not possible, the letters may be addressed: “Dear Human Resources Director,” “Dear Hiring Manager,” etc.
- Giving your references a copy of your resume and mentioning key points you would like for them to emphasize in their letter is appropriate, and can be helpful to the reference in writing the letter.
- A copy of the job ad or description of the job can be helpful as well.

SAMPLE COVER LETTER

Jane Eyre

42554 St. John Rivers Drive, Hammond, LA 70403
504-555-5555 jane.eyre@selu.edu

June 1, 2014

Mr. Edward Rochester, Managing Editor
Southern Lady Magazine
1 Highway South
New Orleans, LA XXXXX

Dear Mr. Rochester:

I was excited to learn of the opening for the position of Assistant Editor at *Southern Lady Magazine*. For the past several years, I have been a huge fan of the magazine. With my strong editing and writing background, along with my retail management experience, I think I will be an excellent candidate for the position. Thus, I am submitting this letter, along with my resume and writing samples, in strong hopes of acquiring the position as Assistant Editor.

In May of 2014, I graduated with a bachelor's degree in English and a concentration in Professional Writing at Southeastern Louisiana University in Hammond. While a student at Southeastern, I received the position as Editor of *The Pick*, the university's magazine for writers. In this position, I read, evaluated and edited manuscripts or other materials submitted for publication. I also conferred with authors regarding changes in content, style or organization, and publication. I also planned the contents of *The Pick* according to the publication's style, editorial policy, and publishing requirements. Prior to this position, I was Associate Editor of *The Pick*. In this position, I worked closely with the Editor in designing the layout of the magazine. I allocated print space for story text, photos, and illustrations according to space parameters and copy significance, using knowledge of layout principles.

Some of my other accomplishments include working as a writing consultant at Southeastern's Writing Center. In this position, I assisted students with their writing techniques and styles. Moreover, as a Senior Store Associate, I performed numerous managerial tasks, such as preparing payroll, completing paperwork for corporate office and staging merchandise for display windows.

Although I am currently still employed at Wednesday Morning, I would love to be working for *Southern Lady Magazine*, pursuing my dream as an Associate Editor. *Southern Lady Magazine* has such a strong reputation in the publishing world. The articles written by the staff writers are extremely informative and well-written.

With my writing and editing skills, I believe I would be a great asset to *Southern Lady Magazine*. I look forward to meeting with you regarding the Assistant Editor position. Please feel free to contact me. Thank you for your consideration.

Sincerely,
Jane Eyre

SAMPLE COVER LETTER

MICHAEL J. ROME

20000 Hwy 48 Springfield, LA 70000

000-555-5555

mrome121@charter.net

April 7, 2014

Mr. Garrick Robert
Employment Relations Coordinator Search Committee Chair
Southeastern Louisiana University, Hammond, LA 70402

Dear Mr. Robert,

I am submitting this letter, along with my resume, as application for the position of Employment Relations Coordinator for the Office of Career Services at Southeastern Louisiana University. Serving in this position will be an excellent opportunity for me to share my knowledge and skills in the areas of written communication, technology, marketing, and customer service.

As a graduate of Southeastern Louisiana University with a Master of Arts in English, Professional Writing concentration, my academic experiences enhanced my writing and research skills, and my ability to communicate effectively by tailoring the content and delivery of my communications to a particular audience. Additionally, I developed strong marketing, customer service and technical skills through employment at Southeastern and in a business environment. My most recent experience at Southeastern, as a graduate assistant for the Office of Career Services, included assisting the Director in cultivating relationships with employers. This goal was accomplished through implementing a range of marketing activities, which require creativity, initiative, attention to detail, and a commitment to presenting a professional image of the office through written and in-person communication venues. I also assisted in marketing job opportunities to students by developing creative and informative flyers, e-mails and other promotional materials.

Additionally, I worked closely with the Student Technology Liaison to ensure the [LIONHIRE](#) job search technology and the department webpage contained up-to-date information. I gained valuable knowledge of systems, timelines, and other administrative processes. Other responsibilities assigned by the Director included researching and writing comprehensive reports, such as one defining cooperative education and internship programs at various universities.

Most recently, as a teacher of English, Publications and Catholic Studies at Ascension Catholic High School, I developed the skills necessary to coordinate the day-to-day activities of six class periods. I created goal-specific weekly lesson plans, and developed exams and other projects to engage and educate students. In addition to these duties, by serving as junior class sponsor I managed a team of 19 students responsible for producing the Ascension Catholic School yearbook.

My management and customer service skills were also honed in the private sector. While I was employed at the Holiday Inn Atrium and Conference Center, our hotel ranked number one in the region for over two years. That experience allowed me to develop extensive interpersonal skills in relating to co-workers, management, and customers.

I look forward to the opportunity to meet with you to discuss how I may assist in achieving your goals. Please feel free to contact me at any time. Thank you for your consideration.

Sincerely,
Michael J. Rome

SAMPLE RESUME

K. Chopin

XXXX Desiree Street Hammond, LA 70401
kate.chopin@none.edu

(XXX) XXX-XXXX

OBJECTIVE

A career opportunity which allows me to apply my communication and organizational skills for the benefit of my employer, while acquiring additional knowledge leading to further contribution and advancement.

SKILLS AND ABILITIES

- Exceptional writing and communication skills.
- Outstanding planning and organizational skills.
- Provide excellent customer service while multitasking.
- Strong leadership skills developed through Resident Assistant position.

EDUCATION

Bachelor of Arts in English

Southeastern Louisiana University, Hammond, LA May 2014 GPA: 3.44

WORK EXPERIENCE

Southeastern Louisiana University Center for Student Excellence, Hammond, LA

Supplemental Instruction Leader, January 2013-Present

Assist students in excelling in subjects with a high failure rate by tutoring students in any area they find most difficult within the class. Demonstrate strong listening, instructional, and written communication skills.

Gap, Mandeville, LA

Sales Associate, May 2012-January 2013

Created a positive experience for every customer. Sold featured products and other merchandise. Exhibited customer service and problem solving skills. Organized, merchandised, replenished, and re-created floor sets for the entire store. Marketed and sold Gap credit cards. Performed cashier duties efficiently and effectively.

Southeastern Louisiana University Department of Housing, Hammond, LA

Resident Assistant, January 2011-May 2012

Informed and enforced rules of SLU to student residents. Maintained positive relations with residents. Created and organized floor and building events. Maintained respect and leadership. Reported and documented any violations of rules to Area Coordinator. Inspected rooms for violations once a month. One night a week and one weekend a month, on-call for residents and responsible for entire building.

Victoria's Secret, Mandeville, LA

Sales Associate, November 2010-December 2011

Demonstrated courteous and efficient customer service skills. Processed merchandise. Efficient cashier.

AWARDS and ACTIVITIES

- President's List, multiple semesters
- Dean's List, Fall 2013
- Green Lion Award
- Female Resident Assistant of the Year Award
- Founding Member of Palmetto Press Print Club

SAMPLE RESUME

Tennessee Hemmingway

XXXXX Rd., Florida Keys, FL XXXXX
hemmingway.com (XXX) XXX-XXXX

tennessee@themmingway.com

OBJECTIVE

Seeking a writing position with a publishing house in order to develop professionally as a writer and/or editor.

EDUCATION

Southeastern Louisiana University, Hammond, LA

Master of Arts, English, with a Concentration in Creative Writing, December 2013

Bachelor of Arts, English, with a Concentration in Creative Writing, December 2011

SKILLS

- Proficient on both Macs and PCs including Photoshop CS3 and Microsoft Office programs.
- Demonstrate excellent writing, editing and instructional skills
- Professional photographer, world traveled and experienced with various cultures
- Extensive knowledge and experience in photography, including digital portfolio at themmingway.web

RELATED EXPERIENCE

SOUTHEASTERN LOUISIANA UNIVERSITY WRITING CENTER

GRADUATE ASSISTANT/TUTOR, JANUARY 2012 TO PRESENT

Assisted faculty advisor by serving as secretary for Phi Kappa Phi honor society, coordinating events and developing recruitment initiatives to increase membership. Tutored students in writing, including freshmen and sophomore essay assignments, resulting in improved grades for course assignments and tests.

LA LITERATI CREATIVE WRITERS GROUP, SOUTHEASTERN LOUISIANA UNIVERSITY

PRESIDENT, JANUARY 2012 TO PRESENT

La Literati is Southeastern's official Creative Writers' group. As president, promote and encourage the creative writing process among Southeastern's students. Invite all creative writers to attend. Lead discussions at meetings and promote students' writings.

FADIL BERISHA PHOTOGRAPHY, NEW YORK, NEW YORK

LEAD RETOUCHER, JULY 2005 TO JUNE 2006

Assisted the iconic New York photographer Fadil Berisha as lead retoucher. Traveled with the photographer on high profile shoots. Organized workflow of three other retouchers. Work has appeared internationally in magazines and fashion catalogues.

DCOOPERPHOTOGRAPHY, CITY, STATE

PHOTOGRAPHER, NOVEMBER 1999 TO CURRENTLY

As an independent photographer for over ten years, have traveled the world, and lived in New York City. Diverse interests range from fine art to fashion photography. Have shot for Wilhelmina Models, Inc., and many other modeling agencies throughout the country. Knowledge of a wide variety of photographic equipment and techniques. Maintain a digital portfolio on my website.

ADDITIONAL EXPERIENCE

TOMMY'S ON THOMAS, HAMMOND, LA, MARCH 2009 TO PRESENT

BARTENDER/ SERVER

Manage cash transactions. Maintain positive customer relations. Courteously serve quality food and drinks to customers. Ensure clean atmosphere for customers. Work collaboratively as a team member in a fast-paced environment.

ACCOMPLISHMENTS

Recipient of the 2011 D. Vickers Award for Creative Writing, Southeastern Louisiana University; recognized on the Dean's and President's List three times each; traveled to Thailand, one-way flight, and backpacked across country for two months.

SAMPLE RESUME

Nat Hawthorne

AAAA Scarlett Letter Road

Hammond, LA 70403

XXX.XXX.XXXX Nat.hawthorne@none.edu

Objective:

Seeking a position in the field of editing and professional writing in order to utilize my skills to promote company success.

Education:

Bachelor of Arts in English; concentration in Language and Literature

Southeastern Louisiana University, Hammond, LA

Graduation Date: May 2014 **GPA 3.5**

Skills Summary

- Excellent writer and editor
- Strong communication and mentoring skills
- Computer skills include Microsoft Office, Adobe Photoshop and Dreamweaver

Related Experience

Associate Editor, *The Pick*

Southeastern Louisiana University, Hammond, LA January 2013 to present

Work closely with editor in preparing and publishing journal. Assisted the editor in ensuring the journal is in the correct format for web publication. Edited and proofed the journal for grammatical errors.

Writing Consultant, The Writing Center

Southeastern Louisiana University, Hammond, LA August 2011 - May 2012

Assisted students in improving academic writing across the disciplines, including (state some specifics ways this was accomplished).

Additional Experience

Senior Store Associate

Tuesday Morning, Hammond, LA 70403, June 2012 – Present

Assist customers with selecting and purchasing merchandise. Interact with customers with courtesy and interest in order to meet their needs. Perform managerial functions including preparing payroll, completing managerial paperwork for corporate office, and mailing weekly reports to district manager. Perform store opening and closing procedures, unload inventory and stage merchandise for visual appeal.

Supplemental Instruction Leader

Southeastern Louisiana University, Hammond, LA 70402, January 2011 - May 2012

Assisted students in improving academic writing. Work exclusively with one composition course by editing students' essays and helping them develop topics for their essays.

Activities & Honors

- Dean's List, 2012-2014
- Member of Phi Kappa Phi Honor Society

PART III: THE JOB SEARCH

Conducting a successful job search requires an exploration of all of your career options. Knowing what options are available to you is preparing you to change career directions if you aren't finding your ideal job. You may also discover an exciting career you did not know existed. There are thousands of types of jobs – don't limit yourself to just the few that you may be aware of. Career Services offers online resources to increase your awareness of the many types of work which you may find to be a great fit for your interests, personality, knowledge and abilities.

The resources below can assist you in:

- **Exploring options** - Make informed choices about careers to target in your job search.
- **Developing a resume** - Research current/past jobs for writing accurate, detailed descriptions.
- **Developing a cover letter** - Research job you're targeting and tailor cover letter.
- **Preparing for an interview** - Learn job requirements and prepare to discuss how your knowledge and skills fit the employer's needs.



[SIGI 3](#)

View information on 300+ careers by alphabetized job titles, or search by your college major. See job descriptions, education/training/skills required, salary info, job outlook, etc.

[O*NET](#)

Click on *Find Occupations*, enter a job title, and see a job description and transferable skills on this US Dept. of Labor site. A Skills Search matches your skills with careers. See salary information by state.

[OOH](#)

The US Dept. of Labor Occupational Outlook Handbook provides job descriptions, required education and training, salary, and job outlook information for 100's of careers.

[What Can I Do With This Major?](#)

For each major/field of interest, an Information link takes you to common career areas, types of organizations that employ that major, and strategies for gaining employment.

Career Assessment

Myers-Briggs Type Indicator (MBTI) - Learn how your personality type contributes to the work organization, your communication, leadership, and team work styles, and careers that best fit your type.

COPS Interest Inventory - **Expand** awareness of types of careers that will match your interests.

Job Search Assistance

Upload your resume into Career Services' [LIONHIRE](#) online job search system and FREQUENTLY CHECK for:

- | | |
|------------------------------|--|
| ON-CAMPUS INTERVIEWS: | Sign up in LIONHIRE - held each Fall & Spring semester |
| JOB VACANCY POSTINGS: | Year-round, for full-time and part-time jobs and internships |

Access [JOB BOARD LINKS](#) on CS web site to view job vacancy postings (full-time, part-time and internships) or to post your resume (these links are not part of [LIONHIRE](#), but are a valuable resource of dozens of online job boards).

For assistance with building a resume/cover letter, participated in a mock interview, or for career assessment, schedule an appointment by calling Career Services at 985-549-2121 or emailing careerservices@selu.edu.

Are You Networking?

To be successful in your job search, you will need to master the “art of networking.” Many job openings are discovered by interacting or networking with others to let them know you are looking for a job. Networking can range from a casual, unexpected encounter to a planned, organized meeting – so always be prepared. Remember that you are always “on” when job searching, so always conduct yourself in a mature, polished manner.

Think creatively when developing your network of contacts, and organize your list. If your contacts are not aware of any job opportunities within their employing organization, ask them if they can refer you to contacts they have – either within their organization, or employed in others. It’s not only who *you* know, but who *they* know!

Provide networking contacts and references with a copy of your resume. They can refer to it when they discuss your hiring potential with an employer, and it enables them to speak more informatively about you.

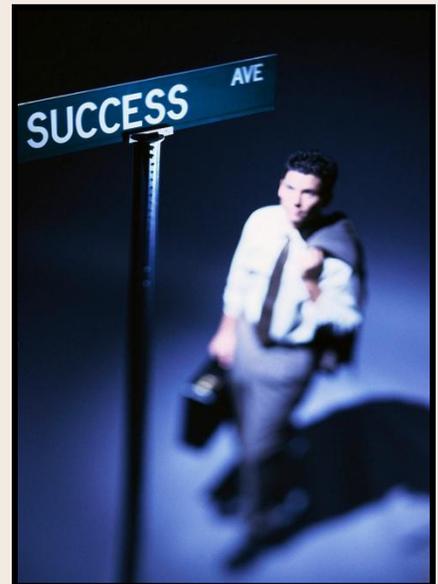


Have you spoken to these contacts about your job search?

- Professors and advisors to student organizations.
- Fellow members of student or other organizations - college, volunteer, etc.
- “Personal professional contacts” - bankers, accountants, lawyers, ministers.
- Friends, acquaintances, neighbors; family and extended relatives.
- Former employers, current employers and customers. Most college seniors have part-time jobs, and their employers expect them to search for a degree-required position at some point, so it is appropriate to ask for their assistance with your networking/job search - and if you may list them as a reference.

Have you explored these resources for job opportunities?

- [LIONHIRE](http://www.lionhire.com) system, & Job Board Links page, of Career Services’ web site: www.selu.edu/career.
- Company web sites.
- Career fairs – company representatives and /recruiters.
- Newspaper classifieds (“Want Ads”).
- Temporary employment agencies.
- Professional associations: Their web site job boards.
- Professional associations: Their conferences - local, regional, national - may have job fairs or job networking events.
- Send a thank you note to all in your network who have assisted you!
- Keep networking even after you land a job. You never know when you may need your contacts again.



Using Social Media in the Job Search: Facebook, LinkedIn, YouTube, Twitter, etc.

Do's

Do update your profile regularly
Do join groups...selectively
Do get rid of digital dirt - indecent

Don'ts

Don't badmouth your current or previous employer
Don't mention your job search if you're still employed
Don't forget others can see your friends

Source [Careerbuilder.com](http://www.careerbuilder.com)

PART IV: INTERVIEWING GUIDELINES

DRESS FOR SUCCESS - FOR WOMEN

The Suit

- A business suit – a matching jacket and skirt - is most appropriate and preferable to a dress.
- Pant suits may be acceptable; however, if you are not sure, wear a skirt and jacket suit.
- Should be conservative color - black, gray, brown, navy, taupe – solid or with a small pattern.
- Should fit – not too tight or too loose; avoid fabrics that wrinkle easily, such as linen.
- Blouse of conservative to medium color – not bright color.
- No short skirts – hem should be longer than mid-thigh.

The Jewelry: Seven pieces of jewelry, maximum. One earring per ear – small size. Watch – dress, not sports.

The Hosiery: Neutral colors only: taupe, beige, off black – avoid textures.

The Purse

- Carry either a purse or briefcase – but not both – neutral color.
- A nice portfolio containing a note pad and extra copies of your resume may be carried with a purse.

The Make-up/Hair - “Less is More”

- If hair is longer than shoulder length, wear pulled back.
- Go easy on blush, eye shadow and lips – little, or preferably no, perfume.

Shoes: Closed toe only. No sandals – even those with heels. No “spiked” heels. Should be comfortable for walking.



DRESS FOR SUCCESS - FOR MEN

The Suit

- In business environments, a suit is more appropriate. However, research company/organization to determine most appropriate dress.
- Expensive is not necessarily better – should be proper fit, however.
- Medium to dark colors, solids or conservative stripes.
- Jacket length: should pass “finger curl test.”
- Tip of jacket sleeve should fall 5 inches above tip of thumb when thumb is extended down.
- Shirt: pastels, solids, and conservative stripes are acceptable.
- Shirt sleeve: should extend one half inch below jacket sleeve edge.

The Shoes & Socks & Jewelry

Dressy lace-up or slip-on – no boots! Socks - dark, with solid or small pattern. Wedding band; dress watch, not sports – “less is more” with men’s jewelry.

The Tie - Small, repetitive pattern or solid – no “theme” ties (e.g., “Tabasco”). End of tie should touch top of belt.

The Other - Carry nice portfolio with note pad and extra copies of your resume, and nice pen. Use aftershave sparingly – and no cologne.



TOP TEN INTERVIEW TIPS

Do your homework. Research the organization beforehand so that you can showcase that knowledge during the interview. This will boost your credibility with the interviewer and help you formulate intelligent questions to ask.

Know where you're going. Make sure to find out where the office is and how to get there. Do you know how long the trip will take? Do you have the name and phone number of the person you'll be meeting with? Do you know how easy it is to park? Save yourself time and unnecessary stress by preparing.

Look the part. Clothing should be neat, pressed, and professional. As it can be difficult to know the culture of the work environment beforehand, err on the side of conservative. Even if everyone's wearing jeans when you arrive, you're still better off wearing a suit. Still, inject some personality into your look, and don't neglect the details.

Bring necessary documentation. Make a list of documents you will need for the interview, and make sure you have them in your portfolio before leaving home. These include extra copies of your resume, a references page, and a portfolio of samples of relevant professional work. Recent college graduates should bring their transcripts.

Rehearse beforehand. Prior to your interview, prepare answers to common questions the interviewer is likely to ask, such as, *What are your strengths and weaknesses?* *Why do you want to work here?* and the ever popular *Tell me about yourself.* Conduct a mock interview with a Career Services career counselor to help you prepare.

Secure your references. Find three to five key people — current or former supervisors or professors — who are willing to serve as your professional references. Ask their permission to list them as a reference, and be certain they will speak highly of you if contacted by a potential employer.

Arrive early. Arrive at least 15 minutes before the interview. Visit the restroom and check your appearance in the mirror. Announce yourself to the receptionist to let them know you have arrived and that you have an appointment. *Turn your cell phone off so it doesn't ring during your meeting.*

Sell yourself. Develop a 30-second sales pitch that sings your praises. In business this is called an "elevator speech," a compelling overview of *why you?* that can be recited in the time it takes to ride the elevator. It should include your strengths and abilities, and what sets you apart from other applicants.

Don't neglect to ask questions. Based on your earlier research, ask how the responsibilities of the position relate to the company's goals and plans for the future. Ask what qualifications they are seeking in candidates.

AFTER THE INTERVIEW

Thank You Note: Don't forget to send a handwritten note or email within two days thanking the interviewer for his or her time and consideration, as well as restating your interest in the position.

Self Evaluation: Conduct a self-evaluation, noting both positives and difficult questions encountered.

Follow-up Calls: You may call if you haven't heard from the employer within the time frame you were given to expect a response. Always return calls/answer emails from prospective employers. Even if you're not interested in the position, such a professional courtesy leaves a positive impression for future opportunities with the company. Make sure your voicemail message is professional, and answer the phone in an enthusiastic, positive voice.

SAMPLE THANK YOU NOTE

July 9, XXXX

Dear Mr. Stark:

Thank you for the interview for the Editorial Assistant position at The Daily Star.. Your organization offers opportunities which strongly match my interests and career goals. The interview confirmed my initial positive impressions of your organization, and I want to reiterate my strong interest in working for you and in making a positive contribution to The Daily Star.

Sincerely,

Scott Fitzgerald

SAMPLE INTERVIEW QUESTIONS & ANSWERS

Responses should be two to three minutes in length – practice aloud to time yourself!

Tell me about yourself.

Keep your response brief and focus on highlights of your educational and work experiences. Start with your most recent accomplishment, such as getting your college degree, why you chose your major, and what you learned in your course work that pertains to the job. Then, discuss related work and/or internship experiences, and involvement in student organizations (if applicable). State specific knowledge and skills you've acquired in these experiences, and how they will contribute to your success in the position. Finally, develop a "closing statement" - state how excited you were to learn of this career opportunity, and that you believe your qualifications are an excellent fit. Don't "trail off" as you finish – take charge of closing your response.

Also, do not disclose personal information such as age, marital status, number of children, or health, as these factors are not related to your ability to perform the job.



Which college course or courses have you enjoyed the most, and why? The least? Why?

For the courses you liked the most, discuss those that allowed you to develop specific knowledge/skills the employer is seeking for the position. Or, choose courses that allowed you to grow intellectually and/or interpersonally – such as a course that allowed you to develop analytical thinking skills, the ability to view things from different perspectives, or the opportunity to collaborate in working as part of a team on a special project.

For courses you liked the least, choose a course that **does not** relate to the position - such as algebra if you are interviewing for a social work position. Explain why you disliked it – even if just to say it was a subject in which you have little interest - and end on a positive note: "Although I didn't have an interest in algebra, the course allowed me to improve my critical thinking skills." Or, "While I didn't have an interest in the course, I chose to view it as a challenge; I applied myself, and made a good grade."

Name your three greatest strengths.

Remember to answer this question based on how it is asked. If the interviewer asks for three strengths, name them – for example: "Communication skills, the ability to plan and organize, and problem-solving skills." Go ahead and elaborate by providing general descriptions of how you use these strengths in your college or work life. The interviewer may ask another form of this question: "Name **three words** your co-workers would use to describe you." In this case, your response should consist of three words, such as: "Organized, detailed, and motivated." Also, be able to **provide examples** of how you've successfully applied these strengths to resolve a problem situation (see "Behavioral Interviewing" below).

What is your greatest weakness?

Design your response so that your weakness is really a "positive" in disguise. For example, you may refer to your tendency to take great pride in the quality of your work, so you tend to want to do it all yourself, but then you find you are not managing your time effectively or learning to delegate to others. Then, describe what you have done/do to be aware of this tendency, and to correct it. If possible, provide an example, and the positive results of your "new" approach.

Or, address this question from a personal or professional growth perspective. You may tell the interviewer that "public speaking" is an area in which you did not have a lot of confidence, but that you decided to meet this challenge and each time you were able to do a class presentation, you worked to improve your skills. Describe techniques you used to improve, and the successful outcome. However, **NEVER** choose a characteristic or skill that is required for the job; for example, do not use the "public speaking" example if interviewing for a marketing, sales, teaching, etc., position.

What have you learned from extracurricular activities?

Tailor your response to the knowledge and skills required for the job. If you were not an officer, but served on committees as part of memberships in student organizations, discuss these experiences and what they taught you (team work, leadership, communication skills, ability to plan, organize, and implement activities, etc.). Provide real-life examples, and describe the context or purpose of the committee: "I learned to work effectively as part of a team, and learned marketing techniques, in planning a fundraising event for our organization...."

Which of your work experiences has been most rewarding? Why? Least rewarding? Why?

Again, relate work experiences to the requirements of the job. You may want to say that your **internship** was the most rewarding, because it provided you with knowledge and skills directly related to this job. Describe the knowledge/skills acquired in the job or internship and how they will allow you to be effective in this position. As for the "least rewarding" experience, NEVER say anything negative about a former employer, professor, etc. Indicate that you learned something from each job held, such as the opportunity to grow professionally.



Describe your leadership style.

This statement may be offered primarily for management or administrative positions; however, be prepared: Think about situations in which you have exercised leadership abilities, specific steps/actions you took to serve as a leader, and the positive results of those efforts – e.g., leading a class team project or student organization activity, training new employees at work, setting an example of professionalism, etc. Think in terms of guiding and motivating **people** AND managing **tasks** – both crucial elements of leadership. Even if the job does NOT require you to supervise others, you should still view your role as a leader of your area of responsibility.

Do you work well under pressure? Answer in the positive, e.g.: "Yes, I work very well under pressure. In fact, pressure can generate a certain energy that can be a driving force for getting things done." However, this question is also used to learn about your ability to manage your time effectively, to multitask, to organize and prioritize. Explain that you plan, organize, and complete your tasks so that if the unexpected occurs, you will not have a lot of unfinished business to prevent you from meeting the deadline.

Describe the ideal relationship between a supervisor and a subordinate.

Answer this question from both a supervisory perspective - with yourself in the role of supervisor, even if you have not had such an experience - and from that of a subordinate. Describe the approach you would take if placed in a supervisory position, and elaborate on your leadership and team work styles. DO NOT compare "good supervisors" you've had to "bad supervisors" or criticize the management or operations of an organization.

Why do you have a gap in employment from _____ to _____? College students can explain a gap in employment as a decision to spend time focusing on their studies.

Describe an accomplishment, and how you achieved it. What does "success" mean to you?

Choose something that illustrates setting a goal, and commitment to achieving that goal. Provide an example from college, work, or extracurricular activities. Describe the process and what you learned "along the way." Or, describe an obstacle that you overcame, a challenge you addressed and met successfully. Regarding "your definition of success," this question has more of a philosophical intent; let your response reflect your attitudes, beliefs, and values about life and work.

Where do you see yourself five years from now? What are your career goals?

DO NOT describe career goals which will take time and energy from your new job with this company, such as pursuing an advanced degree right away. And do not leave the employer with the impression that they are a “stepping stone” to your ultimate career goal with another organization or another type of work. Instead, emphasize your strong desire for a career path with this company. If you are **not** certain you want to work for them, keep your response general, tailored to your “overall” professional growth: “I’m looking for the opportunity to continue to develop professionally and to advance based on my contribution to an organization’s goals.”

What do you know about our company/organization? Why do you want to work here?

DO YOUR HOMEWORK in researching the company/organization THOROUGHLY before interviewing. Know something about their mission, products, services, clients/customers, history, future initiatives. This information can be found on the company/organization web site and additional online research.

What can you bring to this position that would “set you apart” from other applicants?

This question presents an opportunity for you to highlight what you have to offer as it relates to the position and the company. Also prepare for this question by carefully listening to the interviewer describe the position, the company, and the qualifications sought, which will likely occur during the interview.

In what ways do you uniquely contribute to a team effort?

Research the definition of team work so you can begin to answer this question by describing the elements required for a successful team effort. For example, stating that you believe all team members have something to contribute could be part of your “philosophy of successful teamwork.” If you have taken the Myers-Briggs Type Indicator (MBTI), there is online information on the teamwork abilities. Answer along the lines of the following options, and if possible, give a specific example to support your statements:

I’m a very organized person, and I usually assume the role of the person keeping the team on track. I write down everyone’s name and the tasks they are assigned for the project. I make sure everyone knows what their tasks are. I also develop a timeline of everyone’s tasks and even a breakdown of the steps for each member’s assigned tasks, and due dates for those. I also try not to come across as a drill sergeant, however! I let everyone know organization is my strength and that I’ll be happy to take on the role of timeline coordinator for the project.

Or

I tend to be the team member who tries to make everyone feel they are a part of something worthwhile, and that they each have something to contribute. I love hearing everyone’s thoughts and enjoy encouraging them to think out and voice their ideas. I like making all of the team members comfortable so no one feels intimidated. For those that are somewhat shy, I encourage them to speak up, or I’ll tactfully ask them if they would like to be in charge of a certain task.

APPROPRIATE QUESTIONS FOR YOU TO ASK DURING THE INTERVIEW

Refrain from asking questions until the interviewer asks if you have questions (usually done at the conclusion of the interview). However, if you do not understand a question you are asked during the interview, you may ask the interviewer to explain. **DO ASK QUESTIONS** to show interest and initiative!

- What qualifications do you think are necessary to be successful in this job?
- Can you describe the training period/program? How would I be supervised/my performance evaluated?
- Could you describe a typical day? Week? The organizational culture?
- What are the opportunities for advancement? (if you can’t determine from research)
- Does the company encourage participation in professional organizations? Continuing education?
- When can I expect to hear from you regarding your hiring decision?

INAPPROPRIATE QUESTIONS FOR YOU TO ASK DURING THE INTERVIEW

- DO NOT initiate discussion of salary, vacation, or benefits during the first interview.
- However, be prepared to voice a range you're looking for if they ask – see Career Exploration & Assessment page on the Career Services web site provides salary information on 100's of careers.
- DO NOT push for an early decision by mentioning the other opportunities you have awaiting you.
- DO NOT ask for feedback on your interview performance.

BEHAVIORAL INTERVIEWING

Expect to encounter this interview technique commonly utilized by employers. “Behavioral” questions are designed to probe applicants’ past behavior in work situations, on the premise that the best predictor of future performance is past performance. Think in terms of three or four challenging or problem situations, how you **assessed** the situation (perspectives you considered), **actions** you took to resolve or improve it, and the positive results that came from your efforts. Be specific when presenting this information to the employer.

Three types of behavioral questions:

Skill-specific: “Give me an example of how you successfully applied your communication skills.”

General-situation: “Describe a difficult situation and how you successfully handled it.”

Hypothetical: “How would you react if you encountered an angry customer in your job?”

WHAT DO THEY REALLY EXPECT?

Employers are people too, and when selecting a job candidate, they ask themselves the following questions: “How can this person contribute to the organization?” “Can they represent the organization in a professional manner?” “Are they showing genuine interest in the position through their preparation for this interview?”

Their decision to hire one person over another often hinges on these answers. Even though you may not be sure of their particular expectations, in general, most employers are looking for the same basic characteristics in an employee.

Now, place yourself in the employer’s shoes. Think about what you as the employer would want from an employee. Remember that this person will be working with you eight hours a day and will represent you/your company to the public, and to other businesses/organizations. So, what kind of an employee would you want?

CHARACTERISTICS ALL EMPLOYERS WILL VALUE

NOTE: Surveys indicate that a majority of employers prefer NOT to see body art – tattoos, piercings. So cover up! Once hired, you can ask about the company dress policy regarding clothing, body art, hair length, etc.

Appearance

- Does your appearance convey pride in yourself and your ability to do the job?
- Are you professionally dressed and do you present a professional image?
- Is your behavior/attitude courteous, respectful, mature, and confident?



Interpersonal/Communication Skills

- Can you interact effectively with others?
- Do you have strong verbal and written communication skills?
- Are you a team player?
- Are you enthusiastic about the job?

Dependability

- Can you be counted on to do the job? Are you accountable? Will you take initiative?
- Will you be at work regularly and report to work on time?
- Will you complete duties in a timely and accurate manner with minimal supervision?
- Will you accept responsibility, recognize what needs to be done, and are you willing to do it?

Self-knowledge

- Can you realistically assess your own abilities?
- Can you see yourself as others see you?
- Can you clearly recognize your own strengths and weaknesses?
- Do you set personal and professional goals, and work to achieve them?

Skills

- Do you possess the knowledge and skills to learn and perform the job?
- Are you willing to learn new skills? Are you coachable? The elements of coachability are intelligence, discipline, creativity and initiative. An ideal candidate should be able to think for themselves, but also be able to take and follow instructions. Remember the old adage: "Give someone a fish and they will survive today, but teach someone how to fish and they will survive forever."
- Do you have experience or related experience in this field?