

ALA American Library Association

Office for Human Resource Development and Recruitment (HRDR)

Career Development Resource Guide

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About ALA

The American Library Association (ALA) is the oldest and largest library association in the world.

Founded on October 6, 1876 during the Centennial Exposition in Philadelphia, the mission of ALA is "to provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all."

Mission

The ALA Constitution states the purpose of ALA as, "The object of the American Library Association shall be to promote library service and librarianship." The stated mission is, "To provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all."

Motto

The best reading, for the largest number, at the least cost.

(Adopted 1892; reinstated by the ALA Council, 1988)

ALA's Core Values, Key Action Areas and Strategic Directions

On June 28, 2015, the ALA Council adopted a new Strategic Plan (2017 Update) and the Association's new strategic directions for the next three to five years. Building on the Council-adopted Key Action Areas, three strategic initiatives have been identified as priority areas of focus for the Association. At the 2017 Midwinter Meeting, ALA Council approved a fourth direction on Equity, Diversity, and Inclusion. The four strategic directions are:

- Advocacy
- Information Policy
- Professional & Leadership Development.
- Equity, Diversity & Inclusion

In pursuing our mission, the Association's **core value** statements define our deepest aspirations and how we approach our work together. They are:

- Extending and expanding library services in America and around the world
- All types of libraries—academic, public, school and special
- All librarians, library staff, trustees and other individuals and groups working to improve library services
- Member service
- An open, inclusive, and collaborative environment
- Ethics, professionalism and integrity
- Excellence and innovation
- Intellectual freedom
- Social responsibility and the public good

Eight **Key Action Areas**, refined over time by the ALA Council as the Association's annual programmatic priorities, have defined the broad scope of our work and where we seek to have significant impact:

- Advocacy for Libraries and the Profession
- Diversity
- Education and Lifelong Learning
- Equitable Access to Information and Library Services
- Intellectual Freedom
- Literacy
- Organizational Excellence
- Transforming Libraries

Within this broad framework, the new **strategic directions** have been identified as areas of intense focus for the next three to five years. For each of these strategic directions, there are goals that articulate the outcomes we would like to achieve and answer the question: "what would success look like?" For each direction, there are also strategies articulating how we would move toward the achievement of these goals.

For more information on the ALA Strategic Directions and Key Action Areas, see the Strategic Plan (2017 Update). For more information on strategic planning at ALA and the detailed Advocacy, Information Policy and Professional and Leadership Development implementation plans, see ALA Strategic Planning.

For information on working at ALA, visit our website at http://www.ala.org/aboutala/contactus/workatala.

ALA JobLIST Placement & Career Development Center

For more than 50 years, the American Library Association's (ALA) Placement Service has provided opportunities for employers and job seekers to meet, network, and achieve success in reaching their employment goals.

Designed to give employers and job seekers access to information on a year-round basis, ALA JobLIST is the official ALA job site. Resumes and job openings should be posted there.

Events and activities in the ALA JobLIST Placement & Career Development Center are designed to help job seekers retool their skills and prepare for job searches. They are intended for people at every stage of their careers—not just new graduates. Employers are encouraged to interact with job seekers at every level.

For Employers

Enjoy the opportunity to interview candidates from across the country all in one location. Recruitment booths are available.

Also participate in the Open House/Job Fair on Sunday, 10:30 a.m. - 12:00 p.m., where you can chat with conference attendees about your available positions and all the great reasons to work at your library/institution.

For Job Seekers

In addition to the regular activities and services which are provided at every ALA Conference, there are also a number of workshops to help you prepare for an effective job search.

HRDR Placement & Career Development Center Activities

Orientation
Saturday, 8:30 a.m.

Career Counseling
Saturday & Sunday, 9:00 a.m. - 5:00 p.m.

Check Out a Librarian
Saturday, 2:00 p.m. - 3:00 p.m.

On-the-Fly Mentoring
Saturday, 9:00 a.m. - 12:00 p.m.
Sunday, 1:00 p.m. - 4:00 p.m.

Open House/Job Fair
Sunday, 10:30 a.m. - 12:00 p.m.

Photography Service
Saturday & Sunday, 9:00 a.m. - 5:00 p.m.

Professional Etiquette 101
Sunday, 1:00 p.m. – 2:00 p.m.

Resume Review Service
Saturday & Sunday, 9:00 a.m. - 5:00 p.m.

For more information on the current conference activities, visit the ALA JobLIST Placement & Career Development Center's web site at http://www.ala.org/educationcareers/employment/placement.

About ALA-APA

The ALA Allied Professional Association is a nonprofit organization chartered in the State of Illinois for the purpose of promoting "the mutual professional interests of librarians and other library workers." The ALA-APA is a companion organization to the American Library Association (ALA), an educational association chartered in the State of Massachusetts to "promote library service and librarianship."

Establishment of the ALA Allied Professional Association was authorized by the ALA Council in June 2001, to enable the certification of individuals in specializations beyond the initial professional degree. In January 2002, with the approval of preliminary bylaws, the scope of the organization was broadened to include advocacy for the "mutual professional interests of librarians and other library workers."

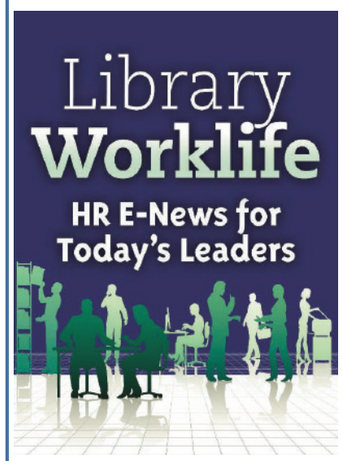
ALA and ALA-APA are separate, independent legal organizations. They are tied together by fully interlocked governing bodies. The governing body of the ALA-APA is the ALA-APA Council, whose members are those individuals concurrently serving on the ALA Council. Within the policies established by the ALA-APA Council, the ALA-APA is managed by the Board of Directors, whose members are those individuals concurrently serving on the ALA Executive Board.

The ALA-APA provides services to librarians and other library workers in two primary areas:

- Certification of individuals in specializations beyond the initial professional degree (see www.ala-apa.org/certification/).
- Direct support of comparable worth and pay equity initiatives, and other activities designed to improve the salaries and status of librarians and other library workers (see www.ala-apa.org/salaries/).

Additional Information

For additional information about the ALA-APA, visit the web site at www.ala-apa.org.



Library Worklife: HR E-News for Today's Leaders is a publication of the American Library Association-Allied Professional Association (ALA-APA).

Library Worklife informs readers about issues – career advancement, certification, human resources practice, pay equity, recruitment, research, work/life balance – that concern all library workers.

The newsletter is published electronically on the second Tuesday of each month. ALA LinkedIn subscribers receive monthly alerts highlighting the current issue's articles.

Original article submissions are welcome! See the Call for Submissions (http://ala-apa.org/newsletter/call-for-submissions/) for details.

***Library Worklife* is a benefit of ALA membership**.

For more information, visit the *Library Worklife* http://ala-apa.org/newsletter/

Job Search Strategies: Pros and Cons

There are many ways to look for a job, some of which are better than others. Presented below are some of the most popular ways, as well as helpful hints and pros and cons of each.

Strategies	Tools, Pros, Cons and Helpful Hints
INTERNET Search online job banks and company websites. Submit resume online/post on job boards.	**Tools:** Access to the web and an electronic resume **Pros:** Actual job openings. Many employers use a wide variety of job listing services. Many listings have free to low-cost access. Worldwide geographic reach. **Cons:** Competition is growing as use of the internet increases. Pay attention to multiple listings—one position posted on a few sites—to avoid applying multiple times. **Hints:** Use the web frequently as information and sites change quickly.
NETWORKING Talk to everyone you know to develop a list of possible contacts; ask for information on job/ companies and to circulate your resume.	**Tools:** List of contacts, resumes and business attire **Pros:** May learn of unadvertised openings. May result in a courtesy interview. Often results in a closer match of your interests to a job. **Cons:** A contact in itself is not enough to get you a job. You may exhaust all leads without landing a job. Quite time-consuming. **Hints:** Follow through on all leads. Keep broadening your network of contacts.
SOCIAL MEDIA LinkedIn, Facebook and Twitter	**Tools:** Access to the internet, social media accounts and an electronic resume **Pros:** Access to wide variety of employers, contacts and current job openings. **Cons:** Employers can view your information and/or pictures. Be sure your profile is professional, or use a separate account for connecting to employers. **Hints:** Follow your favorite companies. Show off your education and skills. Display an appropriate photo. Perform a search on your name to review your internet presence, and clean up the results if necessary.
ON-CAMPUS RECRUITING Follow specific procedures to secure on-campus interviews.	**Tools:** Scheduling interviews, employer literature, resumes and business attire **Pros:** One of the primary ways in which companies recruit for technical and business positions. **Cons:** May be less effective for nontechnical/nonbusiness candidates. **Hints:** Use the interview schedule as a way to identify possible employers, even if you don't get to interview on campus with those employers.
TARGETED MAILING Develop a good cover letter tailored to a specific type of job and the needs of the company. Send letter with resume to selected companies.	**Tools:** List of well-researched companies, tailored cover letters and resumes **Pros:** Better approach than the mass-mailing method. Investment of time and effort should merit stronger response from employers. **Cons:** Requires a significant investment of time in researching companies and writing cover letters as well as following up with contacts. **Hints:** Try to find out who is in charge of the area in which you want to work; send your materials to that person. Great method when used in conjunction with networking.
IN-PERSON VISIT Visit many companies. Ask to see person in specific department. Submit resume and application, if possible.	**Tools:** Business attire, company address list and resumes **Pros:** Resume and application are on file with the company. **Cons:** Requires a great deal of time to make a relatively small number of contacts. **Hints:** Research the companies prior to your visit. Ask for a specific person or ask about a specific type of job.
RESUME REFERRAL Register with one of the many national referral services. As jobs are listed by employers, the data bank of registrants is searched for matches. If your materials match, they are sent to the employers.	**Tools:** Registration form supplied by service **Pros:** Another way to monitor the job market and get your qualifications to the attention of employers. **Cons:** May involve a fee. Often more helpful to those in technical or specialized fields. May not learn of the status of your materials. **Hints:** Use only in conjunction with other job search strategies.
EMPLOYMENT AGENCIES Respond to employment agency ads in newspapers; check phone book for names of agencies to contact.	**Tools:** Resumes and business attire **Pros:** Fee-paid jobs for graduates in technical fields or those with marketable experience. **Cons:** May be less help to non-technical/inexperienced graduates. Be wary if you, instead of the employer, have to pay a fee. **Hints:** Identify agencies that specialize in your field. Make frequent contact with your counselor to obtain better service.
WANT ADS Scan want ads. Mail resume with cover letter tailored to specific job qualifications.	**Tools:** Newspapers, journals, newsletters, trade magazines, cover letters and resumes **Pros:** Involves minimal investment of time in identifying companies. Resume and cover letter are sent for actual job opening. **Cons:** Resume and cover letter will compete with large number of others. Ads follow job market; least effective in times of economic downturn. **Hints:** Use as a meter on the job market in a certain career field. Try to get your materials in as early as possible.

Adapted and reprinted with permission from Career Services, Pennsylvania State University, University Park, PA.

Evaluating Yourself

An important part of deciding what you want to do is first understanding yourself. Self-evaluation will help you analyze what is important in the work you choose and the kind of employer for whom you will work. Answer each question honestly. There are no "right" or "wrong" answers.

1. What do you do best? Are these activities related to people, things or data? _____

   _____

2. Do you communicate better orally or in writing? _____
3. Do you consider yourself a leader of a team or group? _____
4. Do you see yourself as an active participant in a group or team? _____
5. Do you prefer to work by yourself? _____
6. Do you prefer working under supervision? _____
7. Do you work well under pressure? _____
8. Does working under pressure cause you anxiety? _____
9. Do you like taking responsibility? _____
10. Would you rather follow directions? _____
11. Do you enjoy new projects and activities? _____
12. Do you prefer to follow a regular routine? _____
13. Rank the following things in order of importance to you when thinking about a job:

    ❑ Career Advancement _____ ❑ Prestige of Employer _____

    ❑ Location _____ ❑ Salary _____

    ❑ People (Boss and Colleagues) _____ ❑ Type of Work _____

14. Do you prefer to work a regular 9:00 a.m. to 5:00 p.m. schedule or an irregular schedule? _____
15. Would you like a job with a lot of travel, a moderate amount, or a small amount? _____
16. What kind of work environment do you prefer?

    ❑ Indoors ❑ Urban Setting

    ❑ Outdoors ❑ Suburban Setting

    ❑ Rural Setting

17. What size of organization would you like to work for? _____
18. Are you willing to move? _____
19. Do you prefer to work for a nonprofit or for-profit organization? _____
20. Are there other factors to consider? _____

Adapted with permission from the University Career Services department at Rutgers University, New Brunswick Campus.

Working in Different Types of Libraries

Academic Libraries

Academic libraries serve colleges and universities, their students, staff and faculty. Because larger institutions may have several libraries on their campuses dedicated to serving particular schools such as law and science libraries, academic librarianship offers a great opportunity to utilize subject expertise. Professional status varies by institution, but many academic librarians have faculty status including tenure. Find more information about working in academic libraries at:

http://www.ala.org/educationcareers/libcareers/type/academic

Additional Resources:

Association of College & Research Libraries (ACRL)—A division of the American Library Association

Academic Library Interview Process

Navigating the Academic Library Job Search

What Nobody Tells You About the Academic Job Interview

Public Libraries

These days a librarian does a lot more than check out materials and shelve books. Technology expert, information detective, manager, literacy expert, trainer, community programming coordinator, reader's advisor, children's story-teller, material reviewer, and buyer are just a few of the hats a public librarian wears. A job in today's public libraries offers a diverse and exciting range of responsibilities, projects, and opportunities. Find more information about working in public libraries at:

http://www.ala.org/educationcareers/libcareers/type/public

Careers in Public Libraries

School Libraries

Today's school librarian works with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers how to acquire, evaluate and use information and the technology needed in this process, and introduces children and young adults to literature and other resources to broaden their horizons. As a collaborator, change agent, and leader, the school librarian develops, promotes and implements a program that will help prepare students to be effective users of ideas and information, a lifelong skill.

School librarians are generally on a similar salary and work schedule as teachers. Salaries go up with years of experience and amount of education in most cases. When transferring from district to district, a school librarian may be given credit for some, but possibly not all years of prior experience based on the teacher contract in the district. Find more information about working in school libraries at:

http://www.ala.org/educationcareers/libcareers/type/school

Additional Resources:

American Association of School Librarians (AASL) - A division of the American Library Association

Sample Job Description for School Librarian

Toor, Ruth and Weisburg, Hilda K. (2015). New on the Job: A school librarian's guide to success. Chicago: American Library Association.

Teacher salaries vary from district to district, but averages can be found at:

- National Center for Education Statistics—Digest of Education Statistics, Average base salary of full time teachers in public elementary and secondary schools through 2011-2012
- National Education Association—Rankings & Estimates: Rankings of the States and Estimates of School Statistics lists average salary of public school teachers by state.

Special Libraries

Special libraries offer unique opportunities to work in places such as corporations, hospitals, the military, museums, law firms, advertising agencies, professional associations, private businesses, and the government. Many special librarians/information specialists now work outside the typical library setting and have a nonlibrary job title. Special libraries can serve particular populations, such as the blind and physically handicapped, while others are dedicated to special collections, such as the Library of Congress or a presidential library. Find more information about working in special libraries at:

http://www.ala.org/educationcareers/libcareers/type/special

There are many groups for a variety of library specializations. Start with the Special Libraries Association. Then visit some of these organizations.

- American Association of Law Libraries
- American Theological Library Association
- Art Libraries Society of North America
- Government Documents Round Table
- Map and Geography Round Table
- Medical Library Association
- Music Library Association
- Theatre Library Association
- The International Association of Aquatic and Marine Science Libraries and Information Centers
- Substance Abuse Librarians & Information Specialists

Working as Library Support Staff

Library Support Staff Resource Center
http://www.ala.org/offices/hrdr/librarysupportstaff/library_support_staff_resource_center

This website is designed to provide resources of interest for library support staff, paraprofessionals, and those interested in library work. It gives detailed information on education and training, certification and degree programs as well as other resources.

Becoming a Library Assistant or Technician
http://www.ala.org/educationcareers/careers/paths/assistant

Library Assistants
Library assistants help librarians, and library technicians organize library resources and make them available to users.

At the circulation desk, library assistants lend and collect books, periodicals, videotapes, and other materials.

Training requirements for library assistants are generally minimal. Most libraries prefer to hire workers with a high school diploma or GED, although libraries also hire high school students for these positions.

Library assistants receive most of their training on the job. Generally, no formal postsecondary training is expected. Some employers hire individuals with experience in other clerical jobs; others train inexperienced workers on the job. Familiarity with computers is helpful.



Library Technicians
Library technicians help librarians acquire, prepare, and organize materials and help users to find those materials. Library technicians usually work under the supervision of a librarian, although they often work independently. Technicians in small libraries handle a range of duties. Those in large libraries usually specialize.

The work of library technicians include (but is not limited to) directing library users to standard references, organizing and maintaining periodicals, preparing volumes for binding, handling interlibrary loan requests, preparing invoices, performing routine cataloguing and coding of library materials, and retrieving information from computer databases.

Training requirements for library technicians vary widely, ranging from a high school diploma to specialized postsecondary training. Some employers only hire individuals who have library work experience or college training related to libraries; others train inexperienced workers on the job.

For more detailed information on the work environments, educational programs, salaries, etc., visit the resources listed below.

Resources
- Career Profiles (from U.S. Bureau of Labor Statistics)—Library Technicians and Assistants
- Career Videos from CareerOneStop—Choose "Education and Training", then "Library Technicians"

For more information, visit the Library Support Staff Interests Round Table (LSSIRT) of ALA.

If you have questions or want to discuss education possibilities, contact the ALA Office for Human Resource Development and Recruitment at 800/545-2433 ext. 4280 or email hrdr@ala.org.

Federal Jobs: Working for Uncle Sam

So you want to work for the federal government? You are not alone. Uncle Sam employs approximately 2.1 million civilian workers worldwide. Federal employees receive a generous benefits package, and as of 2015 they earned an average salary of $84,153. As the largest employer in the U.S., the federal government offers a variety of career opportunities unparalleled in the private sector. Federal employees work with (and create) cutting-edge technology. They create policy, programs and services that impact the health, safety and welfare of millions of people worldwide.

But with these benefits come bureaucracy. If you do not like working within a system and following a defined chain of command, a federal job might not be for you. This bureaucracy is evident in the hiring process as well. Federal agencies follow strict hiring procedures, and applicants who do not conform to these procedures are left by the wayside. Typically, the federal hiring process can stretch on for months. In fact, many career professionals recommend that students applying for federal jobs begin the process at least two semesters before their graduation date.

Types of Federal Jobs
Federal jobs are separated into two classes: competitive service and excepted service positions. Competitive service jobs, which include the majority of federal positions, are subject to civil service laws passed by Congress. Job applications for competitive service positions are rated on a numerical system in which applications are awarded points based on education, experience and other predetermined job qualification standards. Hiring managers then fill the position from a pool of candidates with the highest point totals.

Hiring managers for excepted service agencies are not required to follow civil service hiring procedures or pick from a pool of candidates who have been rated on a points system. Instead, these agencies set their own qualifications requirements, as occurs in private industry. However, both competitive service and excepted service positions must give preference to veterans who were either disabled or who served in combat areas during certain periods of time. The Federal Reserve, the Central Intelligence Agency and the National Security Agency are examples of some excepted service agencies. It's important to note that even agencies that are not strictly excepted service agencies can have excepted service positions available within them.

OPM and USAJOBS
The U.S. Office of Personnel Management (OPM) acts as the federal government's human resources agency. OPM's website (opm.gov) is expansive and contains a wealth of information for anyone interested in federal jobs, including federal employment trends, salary ranges, benefits, retirement statistics and enough links to publications and resources to keep a research librarian busy for days. Linked to the OPM site is the USAJOBS site (usajobs.gov), which has its own set of tools and resources that will be familiar to any standard job site user. USAJOBS acts as a portal for federal employment with thousands of job listings at any one time.

Searching for Federal Jobs
Federal agencies now fill their jobs like private industry by allowing applicants to contact the agency directly for job information and applications. However, most of these positions can be accessed through the USAJOBS site. All competitive service positions must be posted on the USAJOBS site, and although agencies are not required to post their excepted service positions on USAJOBS, many do.

Registered visitors to USAJOBS can create and post up to five resumes, which can be made searchable, allowing recruiters from federal agencies to find resumes during applicant searches. Applicants can also use these resumes to apply directly to jobs that have an online application option. In addition, job applicants can create as many as ten "search agents," which search for job openings using certain criteria (such as location, job type, agency, salary requirements), and email matching postings directly to their inbox. Applicants can also search for jobs directly using the "search jobs" button on the USAJOBS homepage.

Remember, excepted service positions are not required to be posted on the USAJOBS site. If you are interested in employment with an excepted service agency, be sure to visit the recruitment section of its website for postings that may not have made it onto the USAJOBS site. It is often worthwhile to look at the sites of agencies that you do not associate with your field of study. If you are interested in the environment, you should definitely visit the EPA's website. But you should also make sure to visit the websites of other agencies that you don't associate with your major. It's not unusual for a biology major, for example, to find a job with Homeland Security or the Department of Defense.

How to Apply
There is no general way to submit an application to OPM or to individual federal agencies. Instead, applicants should refer to each job posting for specific directions. Whether for competitive service or excepted service positions, federal job postings can be intimidating. A typical posting can run over 2,000 words and include sections on eligibility requirements, educational requirements, necessary experience, salary range, job duties and even a description of how applicants are evaluated.

Most importantly, all federal job postings include a section titled "How to Apply." Instead of letting this avalanche of information overwhelm you, use it as a resource to help you put together the best application possible, paying particularly close attention to the "How to Apply" section. If you do not follow the instructions and procedures closely, your application may not be processed. "I would emphasize that applicants should carefully read the 'fine print' of all printed and online materials and applications," says Dr. Richard White, Employer Relations Coordinator, Drew University. "Applicants who dot all their i's and cross all their t's gain a competitive advantage and rise to the top of the application pool."

Federal agencies require specific information on your resume before it can be processed. The OPM created the USAJOBS Resume Builder in an effort to help applicants create a resume which can be used for most government agencies—go to my.usajobs.gov to get started. Agencies may also request that you submit additional forms for application (many of which are available on USAJOBS). Strictly following the "How to Apply" instructions will ensure that your application has all the information necessary.

Written by Chris Enstrom, a freelance writer from Nashville, Ind.

Foreign Credentialing Evaluation Assistance

Working in a U.S. Library with Foreign Credentials

The Policy of the American Library Association (ALA) States:

"The master's degree from a program accredited by the American Library Association (or from a master's level program in library and information studies accredited or recognized by the appropriate national body of another country) is the appropriate professional degree for librarians."

For individuals who received a master's degree in library studies in Australia or the United Kingdom, the following statement applies:

> **It is hereby understood by this Statement of Mutual recognition that the American Library Association, the Australian Library and Information Association, and the Chartered Institute of Library and Information Professionals recognise the master's-level degree programmes accredited by each of the three associations (12 May 2017).**

The following countries have been identified as having "formal" accreditation processes. An individual who has received his/her degree from an institution that is included on the countries' lists of accredited institutions/programs is considered acceptable for employment in the United States. A list of the specific institutions can be found at:

- Australia
- Germany
  - Berlin School of Library and Information Science (Institut für Bibliotheks und Informationswissenschaft) Humboldt-Universität zu Berlin
  - Cologne Library and Information Science Program
- Ireland
- New Zealand
- Norway
- Singapore
- South Africa
  - The University of South Africa, Department of Information Science
- United Kingdom

If you are aware of an appropriate national body within your country of origin who recognizes programs and they are not listed here, please provide us with that information.

The American Library Association does not conduct evaluations of transcripts or credentials or make recognition decisions. We also cannot serve as a channel of appeal for persons dissatisfied with evaluations.

If you are seeking employment in a library in the United States, and received your degree outside of the U.S., you should consider having your credentials evaluated by an independent agency.

There is no governmental agency that specifically monitors, approves or certifies foreign credential evaluation services in the United States. Therefore, most individuals and agencies that conduct credential evaluations are affiliated with professional associations. Membership in one of these associations often requires a rigorous screening and application procedure. Members must usually adhere to strict standards of professional ethics and go through a recertification process periodically.

Choosing a foreign educational credential evaluation service is similar to choosing other professional service providers. When selecting an independent evaluator, you might consider if they are members of a professional credential evaluator association. Several credential evaluator associations are listed below.

- American Evaluation Association (AEA)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- America-Mideast Educational and Training Services, Inc. (AMIDEAST)
- American Translation Association (ATA)
- Association of International Credential Evaluators (AICE)
- European Association of International Education (EAIE)
- NAFSA: Association of International Educators (NAFSA)
- National Association of Credential Evaluation Services (NACES)

Virtual Professional Development Presentations

Link to http://www.ala.org/educationcareers/employment/career-resources/multimedia

Other Questions to Ask When Choosing a Credential Evaluation Agency*

- Does the credential evaluation agency have quick and efficient procedures for answering customer queries? Are they only available online, or can you speak to an actual person?
- How long does the credential evaluation agency keep their records?
- Does the evaluator offer the type of credential evaluation required for your purposes? Is it for employment or academic purposes? Do they provide course by course evaluation, overall documents evaluation, and/or professional work experience evaluation?
- Are the credential evaluation reports presented in the necessary format for the intended purpose?
- How competitive are the fees for the credential evaluation report?
- What is the average time taken to receive completed credential evaluation reports? What kind of rush period/emergency policies does the credential evaluation agency have?
- Can the credential evaluator able to provide genuine client references/reviews? How good and reliable are they?
- Is it possible to obtain more copies of the credential evaluation from the evaluator if needed in the future and what is the procedure to obtain the same? Is there a fee?
- How long has the credential evaluation agency been in this business?
- What is their refund policy in case of withdrawal of the evaluation request?
- Can the type of evaluation request be changed once placed? What sort of penalties apply?
- What policy or recourse does the credential evaluation agency have to handle disputes?

*Questions from International Student.

These are just a few questions to ask when considering credential evaluation services. Once you get a determination concerning your course work, you can move forward with making a decision. If the evaluation indicates that your course work is equivalent to master's level study, then you could use it when you apply for employment. You should understand however, that even having such a statement will not guarantee that you will be employed here in the U.S. as a librarian. These decisions are determined entirely by individual employers. The American Library Association has no influence in this area.

If the evaluation indicates that your credentials are lower than a master's level, then you would need to decide if you are willing and/or able to complete an ALA-accredited master's program. If you decide that you want to proceed with an educational program here in the U.S., you would then need to do some investigations into programs. A good place to start is on our website. Here are a couple of pages to review:

1. Guidelines for Choosing a Master's Program
2. Directory of ALA-accredited master's programs in library and information studies

If you determine that you cannot or do not want to complete a master's level library program here in the U.S. but still want to work in a library, you may try finding employment in a library as support staff.

Good luck with your library career.

Additional Information

If you have questions which have not been addressed by the information on this page, you may contact Beatrice Calvin, Manager, Professional Development, ALA Office for Human Resource Development and Recruitment at bcalvin@ala.org or via phone at 800/545/2433 ext. 4280.

Google Me: Reputation Management

Cultivating your digital footprint is critical to your overall career; your personal brand during your job search is no exception. More than 80% of recruiters* reported that they would search for candidates online. The most common sites for checking out candidates are LinkedIn, Facebook, Twitter, Instagram, Google+, and Pinterest. Given this staggering statistic, it's important to take control of your online reputation.

Google Yourself

The first step is to identify what's already out there. Use common search engines to investigate everything that is associated with your full name. Try search combinations, such as your full name with your college or university. Does what you see support the professional image you are seeking to create? What you find in your research is on stage for all to see. Recruiters are well versed in how to conduct strategic online searches for candidates. Update your privacy settings and clean up your social sites as needed.

Privacy Settings

While privacy settings limit access to portions of your social sites, it doesn't remove content from the web altogether. Keep in mind that once content is shared on the internet, generally speaking, it never goes away completely. Be mindful of future posts, comments, and photos.

Social Media Cleaning Software

Found some pictures, particular words, or posts which need to be cleaned up? If so, use a social media cleaning software to help you polish up your social profiles. Search for social media cleaning software, select the program that meets your needs, and scrub down your profiles.

Turn Off Features

We can't control what others post or comment, but we can control where it appears. If you have family, friends, or acquaintances that share content, tag you in pictures, or comment on your social sites, manage where that information appears. Adjust your profile settings.

Develop Your LinkedIn Profile

To establish a professional and polished brand, create and develop your profile. LinkedIn is recognized as the online business community and you should be an active member. Unlike Facebook or other social sites, LinkedIn should communicate your professional brand in a manner that will help you network. It is ideal for identifying job opportunities and professional development. This platform allows you to connect with recruiters, follow news from companies of interest, read informative articles, and even network with fellow alumni.

Improve Your SEO

Once you have cleaned up your social media profiles and completed your LinkedIn profile, improve your visibility online by boosting your search engine optimization (SEO). Get active on social media sites where you want to be found and noticed. Start sharing relevant business information, comment on statuses, posts, and updates to share your unique perspectives, and even post some of your own original content. The goal is to position yourself as a knowledgeable resource to others in your network and within your desired industry. The social sites where you have the most activity will float to the top of the search engine list when hiring managers search for you.

To increase your relevancy, make sure that your social media profiles contain keywords that are prominent in your desired industry. Generating "keyword rich" profiles and posts will allow your content to be found specifically in relationship to your desired industries and career path.

Dual Personas

Avoid creating multiple profiles in one social media platform. Both profiles can often be found through a strategic online search. Having "dual personas" can come across to potential employers as if you have something to hide. Maintain one profile per site, adjust your privacy settings as needed, and post or share content that reinforces your personal and professional brand.

Create a Personal Website

Perhaps you aren't a fan of social media sites and wondering how to cultivate your online brand. If so, create a personal website or independent blog. Establishing a personal website allows you to have an online presence while maintaining greater control of the content. Websites should have a tab for your resume, portfolio of work, pre-professional/professional affiliations, awards and honors, blog posts and more. Don't forget to include a professional headshot. List your personal website on your resume when applying for positions and on your personal business cards for networking.

** Joyce, Susan P. "What 80% of Employers Do Before Inviting You For An Interview," The Huffington Post. The Huffington Post, INC.*

Gala Jackson, M.Ed. is a Millennial Expert & Career Management Consultant with InterviewSnob, a career consulting boutique for millennials. Connect with Gala @interviewsnob and check out her website at www.interviewsnob.com

Clean Up Your Social Media Identity

The social media profiles of job candidates are an area of scrutiny for recruiters. In fact, there are now even online research analysts who will comb the internet for damaging information on a firm's applicants. (On the flip side, there are "scrub services" that will clean up a job hunter's digital footprint.) Here are some simple ways to take a DIY approach to scrubbing your online presence.

Google Your Name

Search for your name online occasionally to see what comes up, or set up automatic name alerts at Google.com/alerts. You may discover results for many people with your same name, possibly with embarrassing or outrageous content. To find the real "you," try tweaking your name (e.g., Sam versus Samuel) or add some additional identifying modifiers (perhaps your city or school).

Search for your name on all the networks to which you've ever belonged, including Facebook and YouTube. (Recruiters check everywhere.) After a thorough review, ask yourself: *Will this social media profile foster callbacks, interviews and job offers?* If not, keep reading.

Keep Some Mystery

"Most new grads grew up texting, Skyping, Tweeting, Facebooking and reading or creating blogs," says Jenny Foss, who operates Ladder Recruiting Group in Portland, Ore. "Older, more experienced competitors aren't 'native social media people.'" That's the plus; the minus is you have to shift your mindset from "impressing the guys" to "promoting myself as a polished professional."

Foss recommends you adjust the privacy settings on your accounts. But you're not safe even then since companies can change privacy policies. When possible, it is better to remove negative or overly private content than hide it.

There's No Swimsuit Competition

Recruiters will judge you by your profile photos. Do they tell the right story? "Don't post sexy photographs of yourself online. Don't even be too glamorous. That's a really big turnoff to employers," says Vicky Oliver, author of *201 Smart Answers to Business Etiquette Questions*. "Dress in photos as you would in an interview."

Remove unflattering pictures, videos, and unfavorable comments you've posted on social networks. Post a high-quality headshot, the same one across all platforms. **Important:** Don't forget to check out photos where friends have tagged you on Facebook. If you're pictured at a party with a drink in hand, delete the tag. Adjust privacy settings to prevent that from happening again.

Blot Out the Bitter

"Whatever you wouldn't do at the networking event, don't do online," says Oliver. Some examples of social media gaffes: Posting about parties, dates, getting into posting wars with your friends, or using obscenities, faulty grammar, typos, or cryptic texting shortcuts.

"I personally would never put a thumbs-down sign on someone's comment," Oliver says. "I would not write anything negative, no snippy commentary at all."

Content You Should NEVER Share

These may seem really obvious, but people lose jobs (and job offers) every day because of them:

- Don't refer to a company by name; they may get alerts when mentioned online.
- Don't complain about your job or boss.
- Refrain from making snarky comments about anyone.
- Don't reveal your drug/drink habits.
- Never make discriminatory or inflammatory remarks.
- Don't share intimate relationship details.
- Don't brag about skipping work, playing games or sleeping on the job.
- Do not broadcast an employer's confidential information.

Get LinkedIn

This is the single best social media platform for job seekers because of its professional focus. Some savvy employers are now even requesting LinkedIn profile info as part of the job application process. One of the most powerful aspects of this profile is the recommendations from previous bosses and co-workers. Testimony from others is proof positive of your professionalism.

Make good use of keywords and set up links between all your social media profiles. LinkedIn, Facebook, Twitter, and Blogspot all rank high in Google searches.

Witness Protection Program

Some job seekers are so concerned about privacy they've gone into lockdown mode and blocked all of their profiles. Unfortunately, that makes recruiters wonder what they're trying to hide. Plus, many of them seek employees with social media skills, so cleaning up what's out there is usually better than shutting it down.

What Would Your Mother Say?

"Self-censorship is the main key," says Alexandra Levit, author of *Blind Spots: The 10 Business Myths You Can't Afford to Believe on Your New Path to Success*. "Always think before you post, because if there is a single person out there who you don't want to see your content, I guarantee it will get back to them."

You may be too close to the situation to judge what's appropriate or not, so it can be helpful to have a second pair of eyes to look over your profiles. Select someone who's about the same age as your target employers, experienced in your field, or at least in the hiring process.

Netiquette Tips

Dan Schwabel, a personal branding expert and author of *Me 2.0*, offers these tips to keep your digital reputation clean:

- Don't over-promote yourself or people will get turned off.
- Do share industry insights, useful resources, quotes and facts.
- Don't send your resume to employers on Facebook.
- Do build a relationship through tweeting before you email blindly.
- Don't come to an interview without researching the company and the hiring manager online, using LinkedIn first.

Written by Jebra Turner, a former human resources manager, who writes about career issues, and other business topics. She can be reached at www.jebra.com.

Job Search

Network Your Way to a Job

Many people use the classified ads as their sole job search technique. Unfortunately, statistics show that only 10% to 20% of jobs are ever published—which means that 80% to 90% of jobs remain hidden in the job market. For this reason, networking remains the number one job search strategy.

Networking Defined

A network is an interconnected group of supporters who serve as resources for your job search and ultimately for your career. Some great network contacts might include people you meet at business and social meetings who provide you with career information and advice. Some people often hesitate to network because they feel awkward asking for help, but it should be an integral part of any job search. Though you might feel nervous when approaching a potential contact, networking is a skill that develops with practice, so don't give up. Most people love to talk about themselves and their jobs and are willing to give realistic—and free—advice.

Eight Keys to Networking

1. **Be Prepared** First, define what information you need and what you are trying to accomplish by networking. Remember, your purpose in networking is to get to know people who can provide information regarding careers and leads. Some of the many benefits of networking include increased visibility within your field, propelling your professional development, finding suitable mentors, increasing your chances of promotion and perhaps finding your next job.

   Second, know yourself—your education, experience and skills. Practice a concise, one-minute presentation of yourself so that people will know the kinds of areas in which you are interested. Your networking meeting should include the following elements: introduction, self-overview, Q&A, obtaining referrals and closing.

2. **Be Targeted** Identify your network. For some, "I don't have a professional network. I don't know anyone," may be your first reaction. You can start by listing everyone you know who are potential prospects: family members, friends, faculty, neighbors, classmates, alumni, bosses, co-workers and community associates. Attend meetings of organizations in your field of interest and get involved. You never know where you are going to meet someone who could lead you to your next job.

3. **Be Professional** Ask your networking prospects for advice—not for a job. Your networking meetings should be a source of career information, advice and contacts. Start off the encounter with a firm handshake, eye contact and a warm smile. Focus on asking for one thing at a time. Your contacts expect you to represent yourself with your best foot forward.

4. **Be Patient** Heena Noorani, Research Analyst with New York-based Thomson Financial, recommends avoiding the feeling of discouragement if networking does not provide immediate results or instant answers. She advises, "Be prepared for a slow down after you get started. Stay politely persistent with your leads and build momentum. Networking is like gardening: You do not plant the seed, then quickly harvest. Networking requires cultivation that takes time and effort for the process to pay off."

5. **Be Focused on Quality—Not Quantity** In a large group setting, circulate and meet people, but don't try to talk to everyone. It's better to have a few meaningful conversations than 50 hasty introductions. Don't cling to people you already know; you're unlikely to build new contacts that way. If you are at a reception, be sure to wear a nametag and collect or exchange business cards so you can later contact the people you meet.

6. **Be Referral-Centered** The person you are networking with may not have a job opening, but he or she may know someone who is hiring. The key is to exchange information and then expand your network by obtaining additional referrals each time you meet someone new. Be sure to mention the person who referred you.

7. **Be Proactive** Stay organized and track your networking meetings. Keep a list of your contacts and update it frequently with the names of any leads given to you. Send a thank-you note or email if appropriate. Ask if you can follow up the conversation with a phone call, or even better, with a more in-depth meeting in the near future.

8. **Be Dedicated to Networking** Most importantly, networking should be ongoing. You will want to stay in touch with contacts over the long haul—not just when you need something. Make networking part of your long-term career plan.

Questions to Ask During Networking Meetings

- What do you like most (least) about your work?
- Can you describe a typical workday or week?
- What type of education and experience do you need to remain successful in this field?
- What are the future career opportunities in this field?
- What are the challenges in balancing work and personal life?
- Why do people enter/leave this field or company?
- Which companies have the best track record for promoting minorities?
- What advice would you give to someone trying to break into this field?
- With whom would you recommend I speak? When I call, may I use your name?

Do's & Don'ts of Networking

- Do keep one hand free from a briefcase or purse so you can shake hands when necessary.
- Do bring copies of your resume.
- Don't tell them your life story; you are dealing with busy people, so get right to the point.
- Don't be shy or afraid to ask for what you need.
- Don't pass up opportunities to network.

Tapping the Hidden Job Market

Your job search should neither begin nor end with the help wanted ads. Studies have shown that only 15 percent of available jobs are ever advertised. It takes much more than merely perusing the classifieds. By employing a number of methods, you constantly increase your chances of landing a job. Some techniques you might use:

Networking. Probably the most effective way to meet potential employers and learn about possible jobs is to tap into your personal network of contacts. You might think it's too early to have professional contacts, but think about everyone you know—family members and their friends/co-workers, professors, past employers, neighbors and even your dentist. Don't be afraid to inform them of your career interests and let them know that you are looking for work. They will likely be happy to help you and refer you to any professionals they think can be of assistance.

Informational interviewing. This approach allows you to learn more about your field by setting up interviews with professionals. The purpose of these interviews is to meet professionals, gather career information and investigate career options, get advice on job search techniques and get referrals to other professionals. When setting up these interviews, either by phone or letter, make it clear to the employer that you have no job expectations and are seeking information only. Interviewing also familiarizes you to employers, and you may be remembered when a company has a vacant position.

Temporary work. As more companies employ the services of temporary or contract workers, many people are discovering that such work is a good opportunity to gain experience in their fields. Temporary workers can explore various jobs and get an inside look at different companies without the commitment of a permanent job. Also, if a company decides to make a position permanent, these "temps" already have made good impressions and often are given first consideration.

Online job search. One source of jobs may be as close as a personal computer. Various online resume services let you input your resume into a database, which then can be accessed by companies searching for applicants who meet their criteria. Companies also post job listings on websites to which applicants can directly respond by sending their resumes and cover letters.

Persistence is the key to cracking the hidden job market. Attend meetings of professional associations and become an active member. After you begin the above processes, and your network base expands, your search will be made easier. Employers will appreciate your resourcefulness—and view you as a viable candidate.

Business Etiquette Blunders: And How to Fix Them

Getting a handle on business etiquette is even more important in this digital age, when the HR process is in flux and the "rules" aren't always clear. Here are some of the top etiquette complaints from recruiters, and ways you can avoid those mistakes so that even old-school interviewers will be impressed with your good manners and social graces.

No Show = No Job

This should go without saying, but actually showing up to an interview is necessary to lock down a job offer. Yet, too many candidates casually blow off interviews. One of the easiest ways to make a good impression is to arrive for interviews 10-15 minutes early, so you have plenty of time to get settled and perhaps check your appearance one last time.

If something pressing does come up, immediately call to cancel or reschedule. Decided you don't want the job after all? Don't just disappear. It's not only rude, but every industry has a grapevine, and word of flakiness gets around.

Too Negative

"Keep your emotional baggage outside the interview door," says Peggy Klaus, author of *BRAG! The Art of Tooting Your Own Horn Without Blowing It*. We all have days when the alarm doesn't go off, the weather is a mess, and there's no parking spot. Don't whine. Be enthusiastic, eager, flexible, and most of all—likeable. "Do not expect the interviewer to entertain you, or do your job for you by drawing you out," she adds.

Thankless

Sending a thank-you note is an important way to demonstrate good manners. It doesn't have to be handwritten, but it should be considered and specific. "An email is fine, but make sure it shows thought and effort," says Klaus. "Don't do it in the elevator on the way down. Do it with forethought, so you can translate what you got out of the interview."

If you do a round of interviews with three people, say, then send three slightly different thank-you notes that day, or the next. (Get business cards so you have everyone's contact information.)

Too Familiar

When emailing someone you don't know well, be a bit formal: Capitalize words, don't use texting shorthand, and start with a salutation. "You don't send an email to a *New York Times* bestselling writer and say 'Hey, I need to know…,'" complains Martin Yate, author of [NYT bestseller] *Knock 'em Dead, the Ultimate Job Search Guide*. "No, you start with 'Dear Martin…' and finish with 'Thank you for your time. Sincerely, your name.'"

"Similarly, if everyone in the office calls your interviewer 'Sam,' adjust that to 'Ms. or Mr. Jones,'" says Yate. "Be respectful of the people who can put food on your table."

What Dress Code?

Dressing appropriately for an interview is a balancing act. One level in formality above what people normally wear on the job is just right. For men, if you'd wear khakis and a polo shirt on the job, wear dress slacks and a blazer to the interview. Women should follow a similar "step up" plan. (Scope out company dress codes during informational interviews.)

"On an interview, you're dressing to get hired, not dated," says Yate. "Your dress must be conservative and clean cut. It shows respect for the occasion, job, company, interviewer, and most of all—for yourself."

Dining Disaster

You may have an opportunity to interview at lunch or dinner. It can be doubly nerve wracking to think about what you'll say, as well as how to keep the spaghetti on your fork. "If you eat like a caveman with a mastodon on your plate, you won't be invited to dine with the chairman of the board, or important clients," Yate says. Don't drink, even if your interviewer does, so that you can keep your wits about you, and be courteous to the wait staff. Consider ordering an easy-to-manage entrée.

Clueless About the Employer

It's so easy to do online research, that there's no reason for you not to know about a prospective employer. How much will employers care if you don't do your due diligence? One applicant at IBM was asked if he knew what those three letters stood for. He did not. Next!

Annoying Devices

"We get complaints about candidates taking a cell phone call, or checking email, or texting in a meeting," says Kathleen Downs, recruiting manager at Robert Half International in Orlando, Fla. "It's a mistake to not silence a phone during a meeting. Even in the waiting room, we've had phones go off and it's an inappropriate ring tone, like a hip-hop song with swear words."

Make sure you have a greeting on your voicemail—some employers won't leave a message if they aren't sure they've reached the right party. And if your phone number is blocked, they can't call you back if you don't leave a message. "I've called candidates and gotten obnoxious voicemail messages, 'You know who this is. You know what to do,'" she says. That's not the way to win over a recruiter.

Poor Profile

Employers often complain of inappropriate photos or comments on an applicant's social media profile. "You can try to make that info private, but somehow, someway, there's a way to get to it," Downs says. She has her Facebook profile set to private, and directs business contacts to her LinkedIn profile. "Don't ever post anything racy. For example, don't post a picture of yourself in a bikini—even if you look good!"

Tattoos and Piercings

Tribal tattoos, hair dyed colors not seen in nature, or dreadlocks may turn off conservative employers. If your personal style doesn't go over well in interviews, cover up (easy with some tattoos) or get a makeover ASAP.

"A guy with a piercing came to an interview with a tongue ring in," says Downs. "I told him to go to the restroom and take it out. It was stuck. He had to go to the tattoo parlor a few miles away and have it cut out."

If your personal style is more important to you than a position with a company, spend a little more time researching the corporate culture of a company before you apply, so you can find the right fit.

Written by Jebra Turner, a former human resources manager, who writes about career issues, and other business topics. She can be reached at www.jebra.com.

Dealing With Stress in the Job Search

Searching for a job after college can be an extremely stressful endeavor. All of the elements of the job search—researching employers, perfecting and targeting your resume, writing cover letters, preparing for interviews—take time. And as a soon-to-be college graduate finishing up your master's program, time is not something you have a lot of. Every person and every job search is different. However, no matter your area of specialty within the library profession or employment aspirations, there are steps that you can take to make the necessary task of finding a job less stressful.

Put Your Job Search in Perspective

Individuals about to enter the job market can be broadly placed into two camps: 1) Those who know exactly what they want to do, 2) and those who have no clue. Both types of individuals often bring added pressure to the job search process that is, for the most part, self-inflicted.

Those from the first camp set their sights high during the job search. They know what their dream job is, and anything less will be a disappointment. However, very rarely will an individual fresh out of college be able to step into a position that fits their definition of an ideal job.

Occasionally, individuals are able to move into their idea of a perfect job right out of library school, but most must be careful not to feel frustrated if that's not the case. Often, they will have to work up the career ladder a few rungs until they arrive at the job they truly want. Just accepting this fact will take away some of the pressure.

For those who are vague on what type of position to pursue after library school, the idea of looking for a job can be even more stressful. Not knowing what type of specialty to pursue is a common anxiety among recent library school graduates. Keep in mind that the process of looking for a job will probably alleviate this concern.

Get Moving and Keep Moving

Most college students are well acquainted with procrastination. Pulling an "all nighter" to cram for a test or write a term paper has almost become a college rite of passage. When it comes time to look for work individuals tend to procrastinate for various reasons: fear of failure ("what if nobody hires me?"), perfectionism ("I need to find the perfect job."), lack of information ("where do I start?"), distractions ("I need time to take care of my family."), and the sheer size of the task before them ("I'll never find the time to get this all done.").

Looking for a job is a big task, and while you may have been able to learn a semester's worth of cataloging the night before a final, you're not going to be able to cram the job search into the week before graduation. The single best thing you can do to relieve job-search stress is to simply get started. Procrastination is the worst thing you can do in terms of creating stress during the job search.

Additionally, individuals need to think of looking for a job as a process; something they need to work on every week if not every day. Don't apply for one job at a time and await the result. This is a recipe for disaster. Keep actively pursuing a job until you actually accept an offer.

Have Reachable Goals

Since finding and securing a job is such a large process, individuals need to break it up into attainable goals. Make sure you write the goals down and know when they've been accomplished. Having goals can reduce job search stress in two ways: First, it breaks a large process down into smaller, manageable chunks; and second, reaching goals provides the job seeker with a sense of accomplishment. As you move forward in the job search, you'll find the stress replaced by a feeling of accomplishment.

Deal With Interview Anxiety

For many, going on a job interview is the most stressful part of the entire job search process. The best way to alleviate some of this stress is simply to prepare. Make sure you know everything you can about the employer and the position, and make sure that you know exactly what skills, experience, and ideas you can bring to that employer. Prepare answers to all the common questions that employers ask (such lists can be found online or in your career office), as well as other questions that are related specifically to the library profession and the position for which you are applying.

Also, make sure that you prepare a list of questions to ask the employer during the interview. Intelligent questions show that you have done your homework and that you have seriously thought about the position you are interviewing for. Lastly, make sure you go through a "mock interview." By practicing your interview answers in front of a friend or a career counselor, you will be able to hone your interview skills and get rid of the pre-interview jitters.

Strategies to Reduce Stress

- **Eat a well-balanced diet:** Drink fluids low in sugar, calories, and caffeine; have healthy snacks; limit your alcohol intake; and drink plenty of water.
- **Sleep well:** Try to get 7-9 hours of sleep each night. Inadequate sleep can lead to mood changes and lowered resistance to illness.
- **Exercise:** It elevates mood, increases energy level, improves appearance, stimulates the release of "happy" hormones, increases alertness and creativity, and improves overall mental and physical well-being. Any activity that you find enjoyable will work.
- **Relax:** Create time each day to unwind; listen to music; take breaks; laugh out loud.
- **Talk** with friends and family members to get support.
- **Write** in a journal.
- **Pair** enjoyable activities or tasks with less enjoyable activities or tasks.
- **Reward** yourself for a job well done.

Last Words of Advice

Think positively. Also, remember that a little stress can be a good thing if it doesn't paralyze you. It can keep you motivated, and keep you reaching toward your goals. But when you feel your stress level getting out of hand, take a break. Walking the dog, working out at the gym, going for a swim—any type of physical activity—is a great way to relieve stress. And if your stress level continues to rise, just take a break from the search. A few days not thinking or worrying about it can do wonders for your stress level. You can then re-enter the job search process refreshed and ready to land the job you want.

Adapted from article written by Chris Enstrom, a freelance writer from Nashville, Ind., from interviews with career center directors Dr. Jeff Garis (Pennsylvania State University) and Deidre Sepp (Marist College).

Selling Brand "You" in the Interview

By Chris Enstrom

FOR THE MOST PART, modesty is an admirable trait. But it's of little use during a job interview. The purpose of an interview is to find the best candidate for a particular job. Employers want to know about the knowledge, skills, attributes and experience that distinguish you from other job candidates, and they won't know what makes you special unless you tell them. However, most employers won't go out of their way to hire someone who comes across as cocky or arrogant. So how do you balance the two? How do you put your best foot forward without seeming conceited and egotistical?



Photo © Lasse Kristensen - Fotolia.com

Choose What to Talk About

Start with the job posting and make a list of all the preferences and requirements. Then try to match them with your own knowledge, skills, and experience. Make sure that you have examples ready for as many of the preferences listed as possible. If leadership experience is preferred, scrutinize your past for examples of it. If the job requires good teamwork skills, be prepared with examples from your past. But also be prepared to talk about things not listed specifically in the job posting. Find out all you can about the company and the job you are interviewing for. If you have certain experience or knowledge that you think would make you do the job better, don't hesitate to talk about it. The employer is looking for the best candidate for the job. Looking beyond the job posting could help separate you from other applicants.

Make sure that everything you discuss is relevant to the job.

It's not easy to do, but you may have to leave out some of your most impressive skills and achievements. Talking about skills, accomplishments or experience with no relevance to the job does not help the interviewer identify you as a strong job candidate, and could easily be interpreted as bragging.

Many recent college graduates make the mistake of limiting their discussion to their college coursework, or jobs they had that are directly related to the one they are applying for. But this is a mistake. "Applicants should be willing to talk about any type of knowledge or skills that they have acquired that are relevant to the job they are interviewing for," says Micael Kemp, retired Director of Career Services at the University of California, Santa Barbara. Volunteer experience, leadership positions in a sorority or a fraternity, extracurricular activities, and even work experience at retail or fast-food jobs can be sources of information. "Many people underplay work experience gained at places like grocery stores or fast-food restaurants," she continues. "But employers deeply appreciate people who have gotten their hands dirty and aren't afraid to work hard."

Story Time

Reading off a list of knowledge, experience, and accomplishments makes for a short and boring interview. Your job during the interview is to keep the interviewer interested in what you are saying. Many career advisors suggest that job candidates prepare a reservoir of stories that they can pull from during the interview. People are naturally drawn to stories. It's why we read novels and why we watch movies. Also, stories allow job candidates to

Qualities Desired in New College Graduates

By Businesses, Industries and Government Agencies

Energy, Drive, Enthusiasm and Initiative

- Hard-working, disciplined and dependable
- Eager, professional and positive attitude
- Strong self-motivation and high self-esteem
- Confident and assertive, yet diplomatic and flexible
- Sincere and preserves integrity
- Ambitious and takes risks
- Uses common sense

Adapts Textbook Learning to the Working World

- Quick learner
- Asks questions
- Analytical; independent thinker
- Willing to continue education and growth
- Committed to excellence
- Open-minded, willing to try new things

Qualities Desired... continued

Knowledge of Computers

- Established word processing, spreadsheet, database and presentation software skills
- Excellent computer literacy
- Firm understanding of mobile computing
- Networking in its many forms: social, face-to-face and technological
- Programming experience a plus

Communications Skills

- Good writing skills
- Excellent oral communication skills
- Listens well; compassionate and empathetic
- Excellent problem-solving and analytical skills
- Creative and innovative

Leadership Skills

- Organizational skills and attention to detail
- Accepts and handles responsibilities
- Action-oriented and results-driven
- Loyal to employers
- Customer-focused
- Team-spirited; understands group dynamics
- Always willing to help others
- Mature, poised and personable
- Diversity aware; treats others with respect and dignity

Oriented to Growth

- Acceptance of an entry-level position; doesn't view required tasks as "menial"
- Academic excellence in field of study
- Views the organization's total picture, not just one area of specialization
- Willing to accomplish more than required

Source: Adapted from Recruiting Trends *by L. Patrick Scheetz, Ph.D., Collegiate Employment Research Institute. ©Michigan State University.*



Photo ©Karsten- Fotolia.com

show interviewers their skills and knowledge instead of just telling them. "Interviewers need more than just your word that you have a particular skill or attribute. They need specific examples, and stories are a good way of providing that," says Cynthia Redwine, former Director of the Engineering Career Resource Center at the University of Michigan, College of Engineering.

Stories have the added benefit of being easy to remember—for you, as you use a particular story to demonstrate your qualifications during the interview—and for the interviewer who must access your skills and attributes after the interview is completed. Demonstrating a particular job attribute through a story has the added benefit of sounding less boastful than stating the qualification directly. Saying that you are a good leader sounds boastful; explaining how you led a team of volunteers during a record food drive is admirable.

Once you have created a list of job skills and requirements from the job posting and your own research of the company and the position, sit down and try to come up with stories to demonstrate each. Of course, certain things cannot be demonstrated through a story (a high GPA, or a certain degree or academic specialty), but that information is already apparent to the interviewer from your resume. However, stories can be used in situations that at first might not be apparent. For example, instead of simply stating that you are proficient with a particular piece of software, you can tell the interviewer how you applied the software to accomplish a particular task. Keep your stories short and to the point. An interview is not a creative writing class. There is no need to supply vivid descriptions or unrelated background information. In fact, many career advisors suggest that people keep their stories limited to one minute.

Final Advice

Take time to prepare for the interview. Never walk into an interview with the intention of "winging it" no matter how qualified you think you are for the position. If you are having trouble coming up with stories or examples for the interview, make sure you talk to friends, family members, co-workers, professors and career advisors. Often those around us can see skills and attributes that we do not.

Applicants sometimes make the mistake of telling employers about job-related knowledge or experience that they don't have. While candor is an admirable trait, such frankness is out of place in a job interview. Employers don't want to know why you can't do the job, but why you *can* do it.

Employers want to hire people who are excited and proud of the work that they have done. They want to know that you will bring that same type of proficiency and enthusiasm to their company. "You have a responsibility during the interview—not to brag, but to give the employer the best picture you can of what they will get if they hire you," says Kemp. "It's your responsibility to make sure they get that information, whether or not they ask good questions."

Written by Chris Enstrom, a freelance writer in Nashville, Ind.

Advice From the Experts

Interviewing Tips From On-Campus Recruiters

Research organizations in advance of interviews—Since most initial interviews are relatively short, it is important that you use this time to sell yourself to an employer. Don't waste this opportunity by spending too much time on issues that could have been answered by surfing the company's website and/or viewing its DVD. Displaying your knowledge about a potential employer will greatly enhance your chances of interview success.

Define your career goals and the opportunities you want—One of the keys to making a successful sale is product knowledge. In the case of job interviews, that product is you. You need to perform a thorough self-evaluation well in advance of your interviews. Know what your strengths, weaknesses, skills and abilities are and be prepared to discuss them during the interview.

Be enthusiastic and sincere during your interviews—It is important for you to convey a genuine sense of interest during the interview. You must appear eager and flexible, but not too rehearsed. Don't fixate on being nervous. Even seasoned pros can have the "interview jitters." Above all, *never* be late for an interview appointment.

Be honest—Don't claim interest in an employer if you really do not intend to work for that organization. Don't lie on your resume or during the interview. While you should never draw attention to your weaknesses, don't attempt to hide a shortcoming by being untruthful. Learn how to deal with perceived (or real) weaknesses *before* your interviews by talking to a career services professional and/or reading books on job interviewing techniques.

Be realistic—Carefully evaluate what an employer has to offer you...and what you have to offer the employer. Don't accept a position that isn't suited to you "just because you need a job." Although most entry-level salaries have been on the rise, do not set your starting salary expectations too high. If a starting salary seems inordinately low, but is for a position that you really want, you might be able to arrange for an early salary review.

Some of this material is adapted from Recruiting Trends *by L. Patrick Scheetz, Ph.D., Collegiate Employment Research Institute. © Michigan State University.*

How to Stand Apart From the Crowd

Competition for jobs is at an all-time high, so it's essential that you distinguish yourself from other job applicants. Regardless of the field you're entering, individuality matters. Everything you've experienced until now—in the classroom, during after-school jobs and internships, and through volunteer experiences—sets you apart from your fellow applicants. These unique experiences provide knowledge and abilities that must be demonstrated to potential employers through the resume, cover letter and interview. This is your chance to prove that you're the best candidate for the job and will make a great addition to their team. Here are some ways to make sure your true potential shines.

What Makes You Special?

Your roommate may have the exact same major and GPA as you do, but those factors are only superficial. More importantly: everyone has his or her own set of life experiences that influence personal growth and skill development. Maybe you've traveled around the world, speak several languages, or were born in another country. Or perhaps you've worked your way through high school and college to help support your family. Numbers only tell part of the story. When an employer is evaluating you for a job, you have to make sure your unique experiences come through on your resume and cover letter so that you have the opportunity to elaborate on the details during the interview.

Go Team!

Employers want hires who can hit the ground running and work well with others in a team environment. Your academic experience has been packed with teamwork even if you don't realize it. Just think back to all those group projects and study sessions. Many extracurricular activities from athletics and fraternities and sororities to clubs, volunteer work and student government require team participation as well. By using the language of teamwork and cooperation on your resume and cover letter, you've taken the first step toward proving that you're a collaborator. During the interview you can further express what you've learned about yourself and others through teamwork.

Leadership 101

Teamwork is key, but employers also want candidates who can step up to the plate and take charge when it's appropriate. If you've never been class president, however, don't fear; leadership can be demonstrated in many subtle ways. In addition to traditional leadership roles, leaders also take on responsibility by providing others with information and advice. If you've ever helped a friend with a paper, volunteered to teach a class or given a speech that motivated others, then you've served as a leader. During your interview, speak confidently about your accomplishments, but don't cross the line into arrogance. Good leaders know when to show off, as well as when to listen to others.

Art of the Resume

Your resume provides the opportunity to stand out, but don't distinguish yourself by using bright-colored paper or an unusual font. Those tactics are distracting and leave employers remembering you negatively. Instead, it's the content of your resume that will really get you noticed. Make sure to describe each experience in clear detail; highlight not only what you did, but also what results were gained from your actions. Don't forget to include special skills, such as foreign languages and international travel.

Cover Letter Zingers

While your resume chronicles your experiences, the cover letter lets your personality shine through. Here you can expand upon your past experiences and briefly discuss what you learned. Use concrete examples from your resume in order to showcase specific skills and characteristics. Be sure to tailor each letter to the specific organization and position, and state specifically why you want to work for the organization. Demonstrate that you've done your research; it will impress employers and set your letter apart from the rest.

Interview Expert

When it comes to the interview, preparation is key. Be ready to talk about everything you've done in a positive light, and make sure you're well informed about the organization and industry. Focus on what distinguishes the employer from their competition and why you are a good fit. If possible, speak to alumni or other current employees to learn more. Remember, practice makes perfect; many career centers offer mock interviews with a counselor. And don't be afraid to ask for help from friends and professionals as you review the answers to common interview questions.

Do's and Don'ts

- DO dress the part. Even employers with casual dress codes expect interviewees to be dressed in professional business attire.
- DON'T chew gum, wear too much cologne/perfume or smoke before the interview.
- DO look your interviewer in the eye and offer a firm handshake.
- DON'T try too hard to please and appear loud or cocky.
- DO emphasize your skills and accomplishments.
- DON'T make excuses for failures or lack of experience. Instead, take responsibility for your mistakes and change the subject to something positive.

Written by Jennifer Bobrow Burns, MBA Recruiter/Business School Relationship Manager at MetLife, Global Leadership Development Program.

Professional Etiquette

Your academic knowledge and skills may be spectacular, but do you have the social skills needed to be successful in the workplace? Good professional etiquette indicates to potential employers that you are a mature, responsible adult who can aptly represent their company. Not knowing proper etiquette could damage your image, prevent you from getting a job and jeopardize personal and business relationships.

Meeting and Greeting

Etiquette begins with meeting and greeting. Terry Cobb, Owner, HR-Employment Solutions, emphasizes the importance of making a good first impression—beginning with the handshake. A firm shake, he says, indicates to employers that you're confident and assertive. A limp handshake, on the other hand, sends the message that you're not interested or qualified for the job. Dave Owenby, Human Resources Manager for North and South Carolina at Sherwin Williams, believes, "Good social skills include having a firm handshake, smiling, making eye contact and closing the meeting with a handshake."

The following basic rules will help you get ahead in the workplace:

- Always rise when introducing or being introduced to someone.
- Provide information in making introductions—you are responsible for keeping the conversation going. "Joe, please meet Ms. Crawford, CEO at American Enterprise, Inc., in Cleveland." "Mr. Jones, this is Kate Smith, a senior majoring in computer information systems at Northwestern University."
- Unless given permission, always address someone by his or her title and last name.
- Practice a firm handshake. Make eye contact while shaking hands.

Dining

Shirley Willey, owner of Etiquette & Company, reports that roughly 80% of second interviews involve a business meal. Cobb remembers one candidate who had passed his initial interview with flying colors. Because the second interview was scheduled close to noon, Cobb decided to conduct the interview over lunch. Initially, the candidate was still in the "interview" mode and maintained his professionalism. After a while, however, he became more relaxed—and that's when the candidate's real personality began to show. He had terrible table manners, made several off-color remarks and spoke negatively about previous employers. Needless to say, Cobb was unimpressed, and the candidate did not get the job.

Remember that an interview is always an interview, regardless of how relaxed or informal the setting. Anything that is said or done will be considered by the interviewer, cautions Cobb.

In order to make a good impression during a lunch or dinner interview, make sure you:

- Arrive on time.
- Wait to sit until the host/hostess indicates the seating arrangement.
- Place napkin in lap before eating or drinking anything.
- When ordering, keep in mind that this is a *talking* business lunch. Order something easy to eat, such as boneless chicken or fish.
- Do not hold the order up because you cannot make a decision. Feel free to ask for suggestions from others at the table.
- Wait to eat until everyone has been served.
- Keep hands in lap unless you are using them to eat.
- Practice proper posture; sit up straight with your arms close to your body.
- Bring food to your mouth—not your head to the plate.
- Try to eat at the same pace as everyone else.
- Take responsibility for keeping up the conversation.
- Place napkin on chair seat if excusing yourself for any reason.
- Place napkin beside plate at the end of the meal.
- Push chair under table when excusing yourself.

Eating

Follow these simple rules for eating and drinking:

- Start eating with the implement that is farthest away from your plate. You may have two spoons and two forks. The spoon farthest away from your plate is a soup spoon. The fork farthest away is a salad fork unless you have three forks, one being much smaller, which would be a seafood fork for an appetizer. The dessert fork/spoon is usually above the plate. Remember to work from the outside in.
- Dip soup away from you; sip from the side of the spoon.
- Season food only after you have tasted it.
- Pass salt and pepper together—even if asked for only one.
- Pass all items to the right. If the item has a handle, such as a pitcher, pass with the handle toward the next person. For bowls with spoons, pass with the spoon ready for the next person. If you are the one to reach to the center of the table for an item, pass it before serving yourself.
- While you are speaking during a meal, utensils should be resting on plate (fork and knife crossed on the plate with tines down).
- Don't chew with your mouth open or blow on your food.

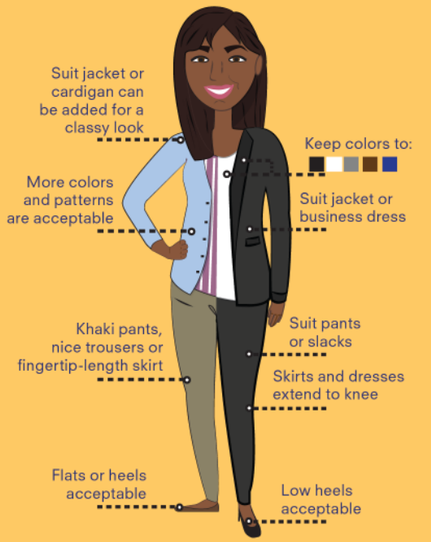
The interviewer will usually take care of the bill and the tip. Be prepared, however, if this doesn't happen and have small bills ready to take care of your part, including the tip. Never make an issue of the check.

Social skills can make or break your career. Employees have to exhibit a certain level of professionalism and etiquette in their regular work day, and particularly in positions where they come in contact with clients. Be one step ahead—practice the social skills necessary to help you make a great first impression and stand out in a competitive job market.

Written by Jennie Hunter, retired professor, Western Carolina University.

Business Casual vs. Professional

Have an interview or professional event coming up? Learn how to decode dress code.



Tips for Success in Any Business Situation

When in doubt, dress conservatively.

A suit with approporiate accessories will suffice in most situations.

Make sure your attire is wrinkle-free.

Stick with solid colors, tighter-woven fabrics and simple patterns.

Use only a modest amount of jewelry and/or fragrance.

Check your hair for wind "damage" and your suit for lint or misalignment upon arrival at your interview or event. This will prevent that horrible broccoli-in-between-the-teeth thing, too!



Adapted with permission from Purdue University.

3 things:

1. Research the employers' current facts, including new products, services or acquisitions
2. Identify where you fit based on your qualifications and skill set
3. Honestly answer this question: Do you want to have this opportunity?

Yes? Ok, your goal is to create a positive and lasting impression in 60 seconds or less....

GO!



INTRODUCTION "Hello, my name is _____."

OPPORTUNITY Identify the opportunity you researched and cite your source—just enough to show you've done your research.

QUALIFICATIONS Identify the qualifications, skills and experiences you possess that would make you a likely fit for that opportunity.

Make the connection between their opportunity and your qualifications.

Express your genuine interest in learning more about the opening.

CLOSING Thank them for their time. Have a resume readily available!

Might sound like this:

Hello, my name is _____. ✸ (PAUSE, it's a conversation.) I recently read an article in the *Times* about your company's plans for business growth in the Northeast. During my summer internship with ABC Company, I worked in a team environment on a variety of marketing and website development projects to expand ABC's business. ✸ As a junior, majoring in economics and working part-time as a supervisor at Campus Information Services, I continue to build my communication, management and leadership skills. I'd be interested in learning more about your plans for expansion in the Northeast. ✸ Thank you for your time.

Excerpted and adapted from "Your 60-Second Commercial" by the University Career Servoces department at Rutgers University, New Brunswick Campus. Graphics by Nan Mellem.

The Top Ten Pitfalls in Resume Writing

1. **Too long.** Most new graduates should restrict their resumes to one page. If you have trouble condensing, get help from a technical or business writer or a career center professional.

2. **Typographical, grammatical or spelling errors.** These errors suggest carelessness, poor education and/or lack of intelligence. Have at least two people proofread your resume. Don't rely on your computer's spell-checkers or grammar-checkers.

3. **Hard to read.** A poorly typed or copied resume looks unprofessional. Use a plain typeface, no smaller than a 12-point font. Asterisks, bullets, underlining, boldface type and italics should be used only to make the document easier to read, not fancier. Again, ask a professional's opinion.

4. **Too verbose.** Do not use complete sentences or paragraphs. Say as much as possible with as few words as possible. *A, an* and *the* can almost always be left out. Be careful in your use of jargon and avoid slang.

5. **Too sparse.** Give more than the bare essentials, especially when describing related work experience, skills, accomplishments, activities, interests and club memberships that will give employers important information. Including membership in the Society of Women Engineers, for example, would be helpful to employers who wish to hire more women, yet cannot ask for that information.

6. **Irrelevant information.** Customize each resume to each position you seek (when possible). Of course, include all education and work experience, but emphasize only relevant experience, skills, accomplishments, activities and hobbies. Do not include marital status, age, sex, children, height, weight, health, church membership, etc.

7. **Obviously generic.** Too many resumes scream, "I need a job—*any* job!" The employer needs to feel that you are interested in that particular position with his or her particular company.

8. **Too snazzy.** Of course, use good quality bond paper, but avoid exotic fonts, colored paper, photographs, binders and graphics. Electronic resumes should include appropriate industry keywords and use a font size between 10 and 14 points. Avoid underlining, italics or graphics.

9. **Boring.** Make your resume as dynamic as possible. Begin every statement with an action verb. Use active verbs to describe what you have accomplished in past jobs. Take advantage of your rich vocabulary and avoid repeating words, especially the first word in a section.

10. **Too modest.** The resume showcases your qualifications in competition with the other applicants. Put your best foot forward without misrepresentation, falsification or arrogance.

The Three Rs

The three Rs of resume writing are **Research, Research, Research**. You must know what the prospective company does, what the position involves and whether you will be a fit, before submitting your resume. And that means doing research—about the company, about the position and about the type of employee the company typically hires.

Research the company. Read whatever literature the company has placed in the career library. For additional information, call the company. Ask for any literature it may have, find out how the company is structured and ask what qualities the company generally looks for in its employees. Ask if there are openings in your area, and find out the name of the department head and give him or her a call. Explain that you are considering applying to their company, and ask for their recommendation for next steps. Thank that person for the information, and ask to whom your resume should be directed.

The internet is another key tool to utilize in your research. Most companies have websites that include information regarding company background, community involvement, special events, executive bios or even past annual reports. Be sure to take advantage of the internet during your job search.

Research the position. The more you know about the position, the better able you will be to sell yourself and to target your resume to that position. If possible, interview someone who does that same job. In addition to finding out the duties, ask if there is on-the-job training, whether they value education over experience (or vice versa) and what kind of turnover the department experiences. Ask what they like about the position and the company; more important, ask what they don't like about it.

Finally, research yourself. Your goal is not just to get a job. Your goal is to get a job that you will enjoy. After you find out all you can about the company and the position, ask yourself honestly whether this is what you really want to do and where you really want to be. The odds are overwhelming that you will not hold this position for more than two or three years, so it's not a lifetime commitment; however, this first job will be the base of your lifetime career. You must start successfully so that future recommendations will always be positive. Furthermore, three years is a long time to spend doing something you don't like, working in a position that isn't challenging or living somewhere you don't want to live.

One last word of advice: Before you go to the interview, review the version of your resume that you submitted to this employer. The resume can only get you the interview; the interview gets you the job.

Transferable Skills

If you're wondering what skills you have that would interest a potential employer, you are not alone. Many individuals feel that four (or more) years of college haven't sufficiently prepared them to begin work after graduation. And like these students, you may have carefully reviewed your work history (along with your campus and civic involvement) and you may still have a difficult time seeing how the skills you learned in college will transfer to the workplace.

But keep in mind that you've been acquiring skills since childhood. Whether learning the value of teamwork by playing sports, developing editing skills working on your high school newspaper or developing countless skills while completing your coursework, each of your experiences has laid the groundwork for building additional skills.

What Are Transferable Skills?

A *transferable* skill is a "portable skill" that you *deliberately* (or inadvertently, if you haven't identified them yet) take with you to other life experiences.

Your transferable skills are often:
- acquired through a class (e.g., an English major who is taught technical writing)
- acquired through experience (e.g., the student government representative who develops strong motivation and consensus building skills)

Transferable skills supplement your degree. They provide an employer concrete evidence of your readiness and qualifications for a position. Identifying your transferable skills and communicating them to potential employers will greatly increase your success during the job search.

Remember that it is impossible to complete college without acquiring transferable skills. Campus and community activities, class projects and assignments, athletic activities, internships and summer/part-time jobs have provided you with countless experiences where you've acquired a range of skills—many that you may take for granted.

Identifying Transferable Skills

While very closely related (and with some overlap), transferable skills can be divided into three subsets:

- Working With People • Working With Things
- Working With Data/Information

For example, some transferable skills can be used in every workplace setting (e.g., organizing or public speaking) while some are more applicable to specific settings (e.g., drafting or accounting).

The following are examples of skills often acquired through the classroom, jobs, athletics and other activities. Use these examples to help you develop your own list of the transferable skills you've acquired.

Working With People
• Selling • Training • Teaching • Supervising • Organizing
• Soliciting • Motivating • Mediating • Advising • Delegating
• Entertaining • Representing • Negotiating • Translating

Working With Things
• Repairing • Assembling parts • Designing
• Operating machinery • Driving • Maintaining equipment
• Constructing • Building • Sketching • Working with CAD
• Keyboarding • Drafting • Surveying • Troubleshooting

Working With Data/Information
• Calculating • Developing databases • Accounting • Budgeting
• Working with spreadsheets • Writing • Researching • Filing
• Computing • Testing • Editing • Gathering data • Analyzing

Easy Steps to Identify Your Transferable Skills

Now that you know what transferable skills are, let's put together a list of your transferable skills. You may want to work with someone in your career services office to help you identify as many transferable skills as possible.

Step 1. Make a list of every job title you've held (part-time, full-time and internships), along with volunteer, sports and other affiliations since starting college. (Be sure to record officer positions and other leadership roles.)

Step 2. Using your transcript, list the classes in your major field of study along with foundation courses. Include electives that may be related to your employment interests.

Step 3. For each job title, campus activity and class you've just recorded, write a sentence and then underline the action taken. (Avoid stating that you *learned* or *gained experience* in any skill. Instead, present your skill more directly as a verifiable qualification.)

> *"While working for Jones Engineering, I performed 3D modeling and drafting."*
> ***NOT*** *"While working for Jones Engineering, I gained experience in 3D modeling and drafting."*

> *"As a member of the Caribbean Students Association, I developed and coordinated the marketing of club events."*
> ***NOT*** *"As a member of the Caribbean Students Association, I learned how to market events."*

Step 4. Make a list of the skills/experiences you've identified for future reference during your job search.

Using Transferable Skills in the Job Search

Your success in finding the position right for you will depend on your ability to showcase your innate talents and skills. You will also need to demonstrate how you can apply these skills at an employer's place of business. Consult the staff at your career services office to help you further identify relevant transferable skills and incorporate them on your resume and during your interviews. During each interview, be sure to emphasize only those skills that would be of particular interest to a specific employer.

Transferable skills are the foundation upon which you will build additional, more complex skills as your career unfolds. Start making your list of skills and you'll discover that you have more to offer than you realized.

Additional Tips to Help Identify Your Transferable Skills

1. Review your list of transferable skills with someone in the library profession to help you identify any additional skills that you may want to include.
2. Using the JobLIST website, print out descriptions of jobs that interest you to help you identify skills being sought. (Also use these postings as guides for terminology on your resume.)
3. Attend the ALA JobLIST Placement & Career Development Center's Open House/Job Fair during the ALA Midwinter and Annual Conferences to learn about the skills valued by specific libraries.

Written by Rosita Smith.

Power Verbs for Your Resume

accelerated
accommodated
accomplished
achieved
acquired
acted
activated
adapted
added
addressed
adjusted
administered
admitted
advanced
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elicited
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empowered
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encouraged
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overhauled
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programmed
projected
promoted
publicized
purchased

queried
questioned

raised
rated
realized
recommended
reconciled
recorded
recruited
rectified
reduced (losses)
refined
referred
reformed
regarded
regulated
rehabilitated
reinforced
rejuvenated
related
relieved
remedied
remodeled
repaired
reported
represented
researched
reserved
resolved (problems)
restored
retrieved
revamped
reviewed
revised
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sanctioned
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secured
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settled
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solved
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spearheaded
specified
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stimulated
streamlined
strengthened
studied
submitted
substantiated
suggested
summarized
supervised
supplemented
surveyed
sustained
synthesized
systematized

tabulated
tailored
traced
trained
transacted
transformed
translated
transmitted

updated
upgraded

validated
valued
verified
visualized

wrote

Adapted with permission from the Career Resource Manual of the University of California, Davis.

Developing a Winning Curriculum Vitae (CV)

A Curriculum Vitae or CV is a professional document that is used for marketing your background for a variety of purposes, mostly within academia or research. It can be multiple pages, but should be focused. Use the following tips to help you get started on your CV.

Common Uses

- Graduate school admission, graduate assistantship or scholarship application
- Teaching, research and upper-level administrative positions in higher education
- School administration positions (superintendent, principal, department head)
- Research and consulting in a variety of settings
- Academic departmental and tenure reviews
- College or university service appointments
- Professional association leadership positions
- Publishing and editorial board reviews
- Speaking engagements
- Grant proposal

[Your CV] can be multiple pages, but should be focused.

Education

Include the following information:

- Name of institution(s) where obtained or working toward a degree, listed in reverse chronological order
- Official name of degree(s) and/or certification(s) obtained or currently working toward
- Add Master's Thesis, Project and/or Dissertation title(s)
- Name of advisor

Foundational Standards

Found in most standard resumes:

- Heading—name, address, professional email and phone number. A website with professional content (e.g., a portfolio) can be listed in the heading as well. Use the direct URL to the proper page, so the recruiter doesn't have to search your entire site.
- Objective—should be specific to the position for which you are applying.
- Format—standard margins of one inch, type size from 10-12 points and easy-to-read fonts.
- Content—the organization of your document should be rearranged depending on the potential employer. For example, if your education section speaks more to your qualifications for the desired position, it should appear before your employment experience.
- Experience—highlight paid, unpaid, school and extracurricular experiences that relate to your desired objective.
- Skills—technical/computer, language, leadership, laboratory to name a few.

Additional Sections

Depending on your background, you may want to add additional sections to your resume:

- Teaching Experience and Interests
- Research Experience and Interests
- Related Experience: Internships, Practicum and/or Fieldwork
- Grants Received and Academic Awards
- Special Training
- Scholarships and Fellowships

Written by Veronica Rahim, Career Services Consultant, Center for Career Opportunities, Purdue University, for the 2011-2012 Career Planning Handbook.

Preparing Your Cover Letter

After countless hours constructing your resume, don't treat your cover letter as an afterthought. It is recommended to send a cover letter, whether it is requested or not. Your cover letter is an opportunity to have a conversation with the employer, and illustrate the reasons why you feel you are qualified for the position you are seeking.

Formatting your Cover Letter

- A cover letter should be formatted in a traditional business letter format.
- Your full address is presented at the top of the page, followed by the date.
- You can substitute your resume header for your address on a cover letter.
- Below your information, place the employer's name and mailing address.
- The best letters are addressed to the intended reader, not an unnamed individual.
- Paragraphs should rarely be more than seven sentences.
- The salutation should be addressed to a specific person, followed by a colon, not a comma.
- The closing should allow 3-4 lines for a handwritten signature.

Research the Company and Industry

Research the employer and industry, and make connections between their needs and your skills, knowledge, and abilities. Don't hesitate to dig deep; annual and fiscal reports can provide a hint about the employer's goals and needs. If every other sentence begins with "I" or "My," this is an indication that you need to refocus on the goals of the employer.

CAR – Challenge, Action, Result

Too often, cover letters are equated to resumes. They are actually more similar to interviews. When writing, assume that you are answering the interview question, "Tell me about yourself, and why you would be a good match for this position and our company?"

Demonstrate your value to an employer through your past experience:

- Identify the *Challenges* you encountered in various professional situations
- Describe the *Actions* you took to meet the challenges
- Explain the *Results* of your efforts

Consider leading with the results of your efforts before presenting the challenge of the assignment; this allows you to appear more positive.

Tailoring your Cover Letter

As cover letters can be more personal and conversational than a resume, it is even more important not to use "canned" cover letters. Although using a generic cover letter may save you time in the application period, your resulting job search will take much longer. Think of it from the employer's perspective: A letter that is broad enough for use for multiple jobs will not give him/her the detail necessary to make a hiring decision. Ensure that you utilize your cover letter to expand upon details in your resume, and not just repeat them.

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Your Present Address
City, State, ZIP Code
Date

Person's Name
Title
Company
Street Address
City, State, ZIP Code

Dear Mr., Miss, Mrs., Ms., etc._____:

First Section: State the reason for the letter, name the specific position or type of work for which you are applying, and if relevant, indicate from which resource (newspaper, job announcement) you learned of the opening. If an employee of the company has suggested you apply, you should give the name, title, and department where that person is employed. Briefly describe why this particular company interests you, and what relevant knowledge, skills or abilities you bring to the position.

Second Section: This is the main section of your letter and should be utilized to draw parallels between your experience, skills and knowledge, and the needs of the employer. Indicate why you are interested in the position, the company, its products or services, and, above all, what you can offer the employer. If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position. If you have some practical work experience, point out your specific achievements or unique qualifications.

A cover letter can be compared to an interview. Introduce yourself, draw connections between your experiences and the position, and encourage the employer to get to know you in a way that a resume's format does not allow. A well-written body of a cover letter allows the employer to feel as though they have met you, and understand your passion for their field, company and position.

Final Section: Indicate your desire for a personal interview and your flexibility as to the time and place. Repeat your phone number in the letter and offer any assistance to facilitate a timely response. Finally, close your letter with a statement or question to encourage a response. For example, state that you will be in the city where the company is located on a certain date and that you would like to set up an interview. You could also ask if the company will be recruiting in your area, or if additional information or references are needed.

Sincerely,

(your handwritten signature)

Type your name

Trusted Since 1839

SOUTHWORTH.

by NEENAH

HOW TO AVOID THE REJECTION EMAIL

7 Things You Need to Know about Applicant Tracking Systems

When you apply for a job online, you are most likely using a system known as an Applicant Tracking System (ATS). These technical systems are used by Human Resource departments to track and evaluate the numerous candidate resumes and cover letters that come into an organization.

The following tips will ensure that your application materials include the necessary keywords and content to pass through the system.

1 AVOID RESUME TEMPLATES

The layout and formatting included on resume templates can cause errors with the applicant tracking system. Avoid using stock resume templates and create your resume as a regular Microsoft Word document with simple formatting.

2 SIMPLE FORMATTING

Use simple formatting in your resume and resist the temptation to add a border or add shading the background of your resume. Create section headers such as "Summary of Qualifications," "Education," "Related Work Experience," and more to signify where the information is located on your resume. Incorporate bolded fonts to introduce a new section and/or add underlining. Additionally, the standard for a college student or recent college graduate seeking full-time employment is a one-page resume.

3 CLEAN FONTS

Choose a sans serif font for your resume for a crisp, clean, easy-to-read look. Some of the most popular sans serif fonts include Calibri, Arial, and Tahoma.

LAND THE JOB.™

4 USE KEYWORDS

Applicant Tracking Systems score resumes based on keywords. The system assigns a value to each resume, assessing the qualifications and skills against what is contained in the job description. Resumes that score the highest are passed along to a recruiter or a hiring manager for further review. Carefully read each job description before you apply and identify the primary qualifications and skills. Highlight the ones that you possess and include those key phrases and words into your resume.

5 DOCUMENT HEADER & FOOTER

Never place your contact information in the header or footer. It's very tempting do this in order to ensure that it carries over to each page of your resume, but doing so will cause an error in the system.

6 DATES

Make sure to list the years of employment for every previous job or, more specifically, the month and year of both the start and departure dates. The ATS system does not pick up semester information. Since the business world operates on a 12-month calendar, showing employment dates that correspond with the business calendar instead of semesters will provide better context. Also, be sure to right justify all dates on your resume.

7 IMAGES, CHARTS, & GRAPHS

Let your experience and qualifications shine without the distraction of other objects. Do not include headshots, charts of proficiency levels or graphs in your resume, as it's not standard practice and they can cause errors in system.

Gala Jackson, M.Ed. *is a Millennial Expert & Career Management Consultant with InterviewSnob, a career consulting boutique for millennials. Connect with Gala @interviewsnob and check out her website at www.interviewsnob.com*

Letters of Recommendation

Candidates for employment, graduate school, scholarships or any activity for which others will evaluate their talents and abilities will need to request letters of recommendation. The content and quality of these letters, as well as the caliber of the people who write them, are critical to the selection process.

Selecting People to Serve as References

Select individuals whom you feel are knowledgeable of your skills, work ethic, talents and future capacity. The selection of your references is critical, as a reference that is ill-informed could sabotage all the great work you have done in a matter of minutes. Choose people who have known you for a minimum of six months. The longer they have known you the better, but they must have had regular contact with you to observe your growth and development. A reference from someone who may have known you several years ago but you have not spoken to in a year or more is not in a position to critique your skills.

If you must choose between several people, select those who know you the best but who also hold a higher rank in their profession. A department head is a better candidate than a graduate assistant or an instructor. Never choose someone on status alone, continue to choose people based on how well they know you and how much they want to assist you in your job search. *Do not choose people who are not committed to you or who are not very familiar with your background.*

Try to Meet Face to Face

Never assume someone will want the responsibility to serve as your reference. Make an appointment to discuss your career goals and purpose of the letter of recommendation. Determine if the person would want the responsibility of serving as your reference, which involves not only writing a letter supporting your skills, but also handling any phone inquiries and responding to other questions which may be posed by a selection committee. Persons who serve as a reference have responsibilities that go beyond the words they put on paper. They should feel strongly about your success and desire to do whatever they can to assist you in reaching your goals. You have come too far to let someone jeopardize your future.

A personal meeting is always best because you can observe your potential reference's body language to see how interested he or she is in assisting you. A slow response to a question or a neutral facial expression may be this person's way of trying to show you that he/she doesn't feel comfortable serving as your reference. Trust your instincts. If you don't feel that you want to pursue this person as a reference you are not required to inform them of your decision. At any rate, always thank the person and end the meeting on a positive note.

Help Them Help You

You must assist your reference-givers so they can do the best job possible. Provide them with a copy of your current resume, transcript, job descriptions for the type of employment you desire or other detailed information related to the purpose of the letter. Provide a one-page summary of any achievements or skills exhibited with the person who will be writing the letter. They may not remember everything you did under their supervision or time spent with you. Finally, provide them with a statement of future goals outlining what you want to accomplish in the next few years.

An employer will interview you and then contact your references to determine consistency in your answers. You should not inflate what you are able to do or what you may have completed in work or school assignments. A reference is looked upon as someone who can confirm your skill and ability level. Any inconsistencies between what you said in your interview and a reference's response could eliminate you from further consideration. The key is to keep your references informed of what you are going to be discussing with employers so there is a clear understanding of what is valued by the employer.

What's the Magic Number?

Each situation will dictate the appropriate number of references that will be required. The average would be three to five letters of recommendation. Generally, references are people whom you have known professionally; they should not be family or friends. When selecting people as references, choose people who know you well and have the most to say pertaining to the purpose of the letter. One person may be very appropriate for a reference for employment, while another would be best for use in admission to graduate or professional school or a scholarship application.

Encourage your reference to use strong, descriptive words that provide the evidence of your interpersonal skills initiative, leadership, flexibility, conflict resolution, decision-making, judgment, oral and written communication skills, and grasp of your field of study. Education majors are encouraged to request a letter from the cooperating teacher, supervising teacher, professor(s) in your major, and a current or former employer.

Maintain Professional Courtesy

Give your reference writers ample time to complete their letters and provide a self-addressed stamped envelope. Make it as easy for them as possible so they don't have to spend valuable time searching for the proper return address and a stamp. Follow up with your letter writers and let them know the status of your plans and search. They will want to know how you are doing and whether there is anything else they may do to increase your candidacy. You never know when you will need their assistance again, and it is just good manners to keep those who care about you informed of your progress. Finally, many times when two or more candidates are considered equally qualified, a strong letter of reference can play an important role in determining who is selected for the position.

Maintaining a good list of references is part of any professional's success. Continue to nurture valuable relationships with people who will want to do whatever they can to aid in your success. Your personal success is based on surrounding yourself with positive people who all believe in you. No one makes it alone; we all need a little help from our friends.

Written by Roseanne R. Bensley, Career Services, New Mexico State University.

Ten Rules of Interviewing

Before stepping into an interview, be sure to practice, practice, practice. A job-seeker going to a job interview without preparing is like an actor performing on opening night without rehearsing.

To help with the interview process, keep the following ten rules in mind:

1 Keep your answers brief and concise.

Unless asked to give more detail, limit your answers to two to three minutes per question. Tape yourself and see how long it takes you to fully answer a question.

2 Include concrete, quantifiable data.

Interviewees tend to talk in generalities. Unfortunately, generalities often fail to convince interviewers that the applicant has assets. Include measurable information and provide details about specific accomplishments when discussing your strengths.

3 Repeat your key strengths three times.

It's essential that you comfortably and confidently articulate your strengths. Explain how the strengths relate to the company's or department's goals and how they might benefit the potential employer. If you repeat your strengths then they will be remembered and—if supported with quantifiable accomplishments—they will more likely be believed.

4 Prepare five or more success stories.

In preparing for interviews, make a list of your skills and key assets. Then reflect on past jobs and pick out one or two instances when you used those skills successfully.

5 Put yourself on their team.

Ally yourself with the prospective employer by using the employer's name and products or services. For example, "As a member of _____, I would carefully analyze the _____ and _____." Show that you are thinking like a member of the team and will fit in with the existing environment. Be careful though not to say anything that would offend or be taken negatively. Your research will help you in this area.

6 Image is often as important as content.

What you look like and how you say something are just as important as what you say. Studies have shown that 65 percent of the conveyed message is nonverbal; gestures, physical appearance and attire are highly influential during job interviews.

7 Ask questions.

The types of questions you ask and the way you ask them can make a tremendous impression on the interviewer. Good questions require advance preparation. Just as you plan how you would answer an interviewer's questions, write out specific questions you want to ask. Then look for opportunities to ask them during the interview. Don't ask about benefits or salary. The interview process is a two-way street whereby you and the interviewer assess each other to determine if there is an appropriate match.

8 Maintain a conversational flow.

By consciously maintaining a conversational flow—a dialogue instead of a monologue—you will be perceived more positively. Use feedback questions at the end of your answers and use body language and voice intonation to create a conversational interchange between you and the interviewer.

9 Research the company, product lines and competitors.

Research will provide information to help you decide whether you're interested in the company and important data to refer to during the interview.

10 Keep an interview journal.

As soon as possible, write a brief summary of what happened. Note any follow-up action you should take and put it in your calendar. Review your presentation. Keep a journal of your attitude and the way you answered the questions. Did you ask questions to get the information you needed? What might you do differently next time? Prepare and send a brief thank-you letter. Restate your skills and stress what you can do for the company.

In Summary

Because of its importance, interviewing requires advance preparation. Only you will be able to positively affect the outcome. You must be able to compete successfully with the competition for the job you want. In order to do that, be certain you have considered the kind of job you want, why you want it and how you qualify for it. You also must face reality: Is the job attainable?

In addition, recognize what it is employers want in their candidates. They want "can do" and "will do" employees. Recognize and use the following factors to your benefit as you develop your sales presentation. In evaluating candidates, employers consider the following factors:

- Ability
- Loyalty
- Personality
- Acceptance
- Recommendations
- Outside activities while in school
- Impressions made during the interview
- Character
- Initiative
- Communication skills
- Work record

Written by Roseanne R. Bensley, Career Services, New Mexico State University.

Are You Ready for a Behavioral Interview?

"Tell me about a time when you were on a team, and one of the members wasn't carrying his or her weight." If this is one of the leading questions in your job interview, you could be in for a behavioral interview. Based on the premise that the best way to predict future behavior is to determine past behavior, this style of interviewing is popular among recruiters.

Today, more than ever, each hiring decision is critical. Behavioral interviewing is designed to minimize personal impressions that might cloud the hiring decision. By focusing on the applicant's actions and behaviors, rather than subjective impressions that can sometimes be misleading, interviewers can make more accurate hiring decisions.

A manager of staff planning and college relations for a major chemical company believes, "Although we have not conducted any formal studies to determine whether retention or success on the job has been affected, I feel our move to behavioral interviewing has been successful. It helps concentrate recruiters' questions on areas important to our candidates' success within [our company]." The company introduced behavioral interviewing in the mid-1980s at several sites and has since implemented it companywide.

Behavioral vs. Traditional Interviews

If you have training or experience with traditional interviewing techniques, you may find the behavioral interview quite different in several ways:

- ✓ Instead of asking how you *would* behave in a particular situation, the interviewer will ask you to describe how you *did* behave.
- ✓ Expect the interviewer to question and probe (think of "peeling the layers from an onion").
- ✓ The interviewer will ask you to provide details and will not allow you to theorize or generalize about events.
- ✓ The interview will be a more structured process that will concentrate on areas that are important to the interviewer, rather than allowing you to concentrate on areas that you may feel are important.
- ✓ You may not get a chance to deliver any prepared stories.
- ✓ Most interviewers will be taking notes throughout the interview.

The behavioral interviewer has been trained to objectively collect and evaluate information and works from a profile of desired behaviors that are needed for success on the job. Because the behaviors a candidate has demonstrated in previous positions are likely to be repeated, you will be asked to share situations in which you may or may not have exhibited these behaviors. Your answers will be tested for accuracy and consistency.

If you are an entry-level candidate with no previous related experience, the interviewer will look for behaviors in situations similar to those of the target position:

"Describe a major problem you have faced and how you dealt with it."
"Give an example of when you had to work with your hands to accomplish a task or project."
"What class did you like the most? What did you like about it?"

Follow-up questions will test for consistency and determine if you exhibited the desired behavior in that situation:

"Can you give me an example?"
"What did you do?"
"What did you say?"
"What were you thinking?"
"How did you feel?"
"What was your role?"
"What was the result?"

You will notice an absence of such questions as, "Tell me about your strengths and weaknesses."

How to Prepare for a Behavioral Interview

- ✓ Recall recent situations that show favorable behaviors or actions, especially those involving coursework, work experience, leadership, teamwork, initiative, planning and customer service.
- ✓ Prepare short descriptions of each situation; be ready to give details if asked.
- ✓ Be sure each story has a beginning, a middle and an end; i.e., be ready to describe the situation, your action and the outcome or result.
- ✓ Be sure the outcome or result reflects positively on you (even if the result itself was not favorable).
- ✓ Be honest. Don't embellish or omit any part of the story. The interviewer will find out if your story is built on a weak foundation.
- ✓ Be specific. Don't generalize about several events; give a detailed accounting of one event.

A possible response to the question, "Tell me about a time when you were on a team and a member wasn't pulling his or her weight" might go as follows: "I had been assigned to a team to build a canoe out of concrete. One of our team members wasn't showing up for our lab sessions or doing his assignments. I finally met with him in private, explained the frustration of the rest of the team and asked if there was anything I could do to help. He told me he was preoccupied with another class that he wasn't passing, so I found someone to help him with the other course. He not only was able to spend more time on our project, but he was also grateful to me for helping him out. We finished our project on time and got a 'B' on it."

The interviewer might then probe: "How did you feel when you confronted this person?" "Exactly what was the nature of the project?" "What was his responsibility as a team member?" "What was your role?" "At what point did you take it upon yourself to confront him?" You can see it is important that you not make up or "shade" information and why you should have a clear memory of the entire incident.

Don't Forget the Basics

Instead of feeling anxious or threatened by the prospect of a behavioral interview, remember the essential difference between the traditional interview and the behavioral interview: The traditional interviewer may allow you to project what you might or should do in a given situation, whereas the behavioral interviewer is looking for past actions only. It will always be important to put your best foot forward and make a good impression on the interviewer with appropriate attire, good grooming, a firm handshake and direct eye contact. There is no substitute for promptness, courtesy, preparation, enthusiasm and a positive attitude.

Questions Asked by Employers

Personal

1. Tell me about yourself.
2. What are your hobbies?
3. Why did you choose to interview with our organization?
4. Describe your ideal job.
5. What can you offer us?
6. What do you consider to be your greatest strengths?
7. Can you name some weaknesses?
8. Define success. Failure.
9. Have you ever had any failures? What did you learn from them?
10. Of which three accomplishments are you most proud?
11. Who are your role models? Why?
12. How does your college education or work experience relate to this job?
13. What motivates you most in a job?
14. Have you had difficulty getting along with a former professor/supervisor/co-worker and how did you handle it?
15. Have you ever spoken before a group of people? How large?
16. Why should we hire you rather than another candidate?
17. What do you know about our organization (products or services)?
18. Where do you want to be in five years? Ten years?
19. Do you plan to return to school for further education?

Education

20. Why did you choose your major?
21. Why did you choose to attend your college or university?
22. Do you think you received a good education? In what ways?
23. In which campus activities did you participate?
24. Which classes in your major did you like best? Least? Why?
25. Which elective classes did you like best? Least? Why?
26. If you were to start over, what would you change about your education?
27. Do your grades accurately reflect your ability? Why or why not?
28. Were you financially responsible for any portion of your college education?

Experience

29. What job-related skills have you developed?
30. Did you work while going to school? In what positions?
31. What did you learn from these work experiences?
32. What did you enjoy most about your last employment? Least?
33. Have you ever quit a job? Why?
34. Give an example of a situation in which you provided a solution to an employer.
35. Give an example of a time in which you worked under deadline pressure.
36. Have you ever done any volunteer work? What kind?
37. How do you think a former supervisor would describe your work?

Career Goals

38. Do you prefer to work under supervision or on your own?
39. What kind of boss do you prefer?
40. Would you be successful working with a team?
41. Do you prefer large or small organizations? Why?
42. What other types of positions are you considering?
43. How do you feel about working in a structured environment?
44. Are you able to work on several assignments at once?
45. How do you feel about working overtime?
46. How do you feel about travel?
47. How do you feel about the possibility of relocating?
48. Are you willing to work flextime?

Before you begin interviewing, think about these questions and possible responses and discuss them with a career advisor. Conduct mock interviews and be sure you are able to communicate clear, unrehearsed answers to interviewers.

People With Disabilities: Acing the Interview

The traditional face-to-face interview can be particularly stressful when you have a disability—especially a visible disability. Hiring managers and employers may have had little prior experience with persons with disabilities and may react with discomfort or even shock to the appearance of a wheelchair, cane or an unusual physical trait. When this happens, the interviewer is often so uncomfortable that he or she just wants to "get it over with" and conducts the interview in a hurried manner. But this scenario robs you of the opportunity to present your credentials and could prevent the employer from identifying a suitable, qualified candidate for employment.

It is essential that you understand that interviewing is not a passive process where the interviewer asks all the questions and you simply provide the answers. You, even more than applicants without disabilities, must be skilled in handling each interview in order to put the employer representative at ease. You must also be able to demonstrate your ability to manage your disability and be prepared to provide relevant information about your skills, experiences and educational background. In addition, you may have to inform the employer of the equipment, tools and related resources that you will need to perform the job tasks.

To Disclose or Not to Disclose

To disclose or not to disclose, and when and how to disclose, are decisions that persons with disabilities must make for themselves during the job search process.

Under the Americans with Disabilities Act (ADA), you are not legally obligated to disclose your disability unless it is likely to directly affect your job performance. On the other hand, if your disability is visible, it will be evident at the time of the interview so it may be more prudent to acknowledge your disability during the application process to avoid catching the employer representative off guard.

Reasons for Disclosing

You take a risk when you decide to disclose your disability. Some employers may reject your application based on negative, preconceived ideas about persons with disabilities. In addition, you may feel that the issue is too personal to be publicized among strangers. On the other hand, if you provide false answers about your health or disability on an application and the truth is uncovered later, you risk losing your job. You may even be held legally responsible if you failed to inform your employer and an accident occurs that is related to your disability.

Timing the Disclosure

The employer's first contact with you will typically be through your cover letter and resume, especially if you initially contacted the organization. There are many differing opinions on whether one should mention the disability on the resume or in the cover letter. If you are comfortable revealing your disability early in the process, then give careful consideration to where the information is placed and how it is stated. The cover letter and resume should primarily outline relevant skills, experiences and education for the position for which you are applying. The reader should have a clear understanding of your suitability for the position. Therefore, if you choose to disclose your disability, the disclosure should be brief and placed near the end of the cover letter and resume. *It should never be the first piece of information that the employer sees about you.* The information should also reveal your ability to manage your disability while performing required job functions.

When You Get the Interview

As stated earlier, it may not be wise to hide the disability (especially a visible disability) until the time of the interview. The employer representative may be surprised, uncomfortable or assume that you intentionally hid critical information. As a result, more time may be spent asking irrelevant and trivial questions because of nervousness, rather than focusing on your suitability for the position. Get assistance from contacts in human resources, your career center or workers with disabilities about the different ways to prepare the interviewer for your arrival. Take the time to rehearse what you will say before making initial contact. If oral communication is difficult for you, have a career services staff person (or another professional) place the call for you and explain how you plan to handle the interview. If you require support for your interview (such as a sign language interpreter), contact human resources in advance to arrange for this assistance. Advance preparation puts everyone at ease and shows that you can manage your affairs.

Tips on Managing the Interview

Prior to the Interview

1. Identify a career services staff person to help you prepare employers for their interview with you.
2. Arrange for several taped, mock interview sessions to become more confident in discussing your work-related skills and in putting the employer representative at ease; rehearse ahead of time to prepare how you will handle inappropriate, personal or possibly illegal questions.
3. If your disability makes oral communication difficult, create a written narrative to supplement your resume that details your abilities.
4. Determine any technical support, resources and costs that might be necessary for your employment so that you can respond to questions related to this topic.
5. Be sure that your career center has information for employers on interviewing persons with disabilities.
6. Seek advice from other workers with disabilities who have been successful in finding employment.
7. Review the general advice about interviewing outlined in this career guide.

During the Interview

1. Put the interviewer at ease before starting the interview by addressing any visible disability (if you have not done so already).
2. Plan to participate fully in the discussion (not just answer questions); maintain the appropriate control of the interview by tactfully keeping the interview focused on your abilities—not the disability.
3. Inform the employer of any accommodations needed and how they can be achieved, thereby demonstrating your ability to manage your disability.
4. Conclude the interview by reiterating your qualifications and giving the interviewer the opportunity to ask any further questions.

Written by Rosita Smith.

Turning the Tables in the Interview

You've sat through most of the interview and have answered all the recruiter's questions. You know you've made a good impression because you prepared for the interview and your answers were articulate and decisive. You've come across as a very bright, capable candidate when the recruiter asks something you didn't anticipate: "Do you have any questions?"

If you don't have any questions prepared and you try to cover your mistake by asking a spur-of-the-moment question, chances are you will damage your chances for a successful interview. Some recruiters refuse to hire people who don't ask intelligent questions. Don't ask questions just for the sake of asking questions—make sure it is information that you need.

Prepare Questions in Advance

You should have a list of questions prepared for this crucial part of the interview. Every question you ask should demonstrate your interest and confirm your knowledge of the organization.

You should read publications in the field. You can get information about new products or policies by surfing the employer's website or by reading general magazines or trade publications. It is appropriate to address some of your questions to what you have read. Ask about new products, how research and development is structured at the company, management strategies at the company, how the company has changed, and potential product growth.

Some of the publications providing a wealth of information are *Fortune*, *Forbes*, *BusinessWeek* and *The Wall Street Journal*.

Questions Not to Ask

Not only should you know what questions to ask during the interview, but it is important to know what questions not to ask. You don't want to alienate the recruiter by putting him or her on the defensive.

The following areas should generally be avoided:

1. Avoid asking questions that are answered in the company's annual report or employment brochure. Recruiters are familiar enough with their own information to recognize when you haven't done your homework. If some information in the annual report isn't clear to you, by all means ask for clarification.
2. Don't bring up salary or benefits in the initial interview. The majority of companies recruiting are very competitive and will offer approximately similar salaries and benefits. The recruiter may choose to bring up the information, but you should not initiate the topic.
3. Avoid asking any personal questions or questions that will put the recruiter on the defensive. This includes questions such as the interviewer's educational background, marital status, past work experience and so on.
4. Don't ask questions that have already been answered during the interview. If you have prepared a list of questions and some of them have been addressed during the interview, do not repeat them unless you need clarification.

Questions You Should Ask

Now that you know what you shouldn't ask during the interview, determine what questions you should ask.

1. Ask specific questions about the position. You need to know what duties will be required of the person in the position to see if there is a fit between your interests and qualifications and the job you seek.
2. Try to find out as much as possible about qualities and skills the recruiter is looking for in job candidates. Once you determine the necessary qualities, you can then explain to the recruiter how your background and capabilities relate to those qualities.
3. Ask questions concerning advancement and promotion paths available. Every company is different and most advancement policies are unique. Try to find out what the possible promotion path is to see if it fits your career goals. You may also want to ask about periodic performance evaluations.
4. It is appropriate to ask specific questions about the company's training program if this information is not covered in company literature.
5. Ask questions about location and travel required. If you have limitations, this is the time to find out what is expected in the position.

Some Final Advice

The key to a successful interview is good communication and rapport with the recruiter. One of the fastest ways to damage this kind of relationship is by exhibiting ignorance about the company and asking inappropriate questions.

Listed below are questions you might ask during the interview. (*Used with permission from* Career Planning Today, *C. Randall Powell.*)

- How much travel is normally expected?
- Can I progress at my own pace or is it structured?
- How much contact and exposure to management is there?
- Is it possible to move through the training program faster?
- About how many individuals go through your training program each year?
- How much freedom is given and discipline required of new people?
- How often are performance reviews given?
- How much decision-making authority is given after one year?
- How much input does the new person have on geographical location?
- What is the average age of top management?
- What is the average time it takes to get to _____ level in the career path?

Questions to Ask Employers

1. Please describe the duties of the job for me.
2. What kinds of assignments might I expect the first six months on the job?
3. Are salary adjustments geared to the cost of living or job performance?
4. Does your company encourage further education?
5. How often are performance reviews given?
6. What products (or services) are in the development stage now?
7. Do you have plans for expansion?
8. What are your growth projections for next year?
9. Have you cut your staff in the last three years?
10. How do you feel about creativity and individuality?
11. Do you offer flextime?
12. Is your company environmentally conscious? In what ways?
13. In what ways is a career with your company better than one with your competitors?
14. Is this a new position or am I replacing someone?
15. What is the largest single problem facing your staff (department) now?
16. May I talk with the last person who held this position?
17. What is the usual promotional time frame?
18. Does your company offer either single or dual career-track programs?
19. What do you like best about your job/company?
20. Once the probation period is completed, how much authority will I have over decisions?
21. Has there been much turnover in this job area?
22. Do you fill positions from the outside or promote from within first?
23. What qualities are you looking for in the candidate who fills this position?
24. What skills are especially important for someone in this position?
25. What characteristics do the achievers in this company seem to share?
26. Is there a lot of team/project work?
27. Will I have the opportunity to work on special projects?
28. Where does this position fit into the organizational structure?
29. How much travel, if any, is involved in this position?
30. What is the next course of action? When should I expect to hear from you or should I contact you?



The Site Visit/Interview: One Step Closer

While on-campus screening interviews are important, on-site visits are where jobs are won or lost. After an on-campus interview, strong candidates are usually invited to visit the employer's facility. Work with the employer to schedule the on-site visit at a mutually convenient time. Sometimes employers will try to arrange site visits for several candidates to take place at the same time, so there may not be much flexibility…but you'll never know if the employer is flexible unless you ask.

1. An invitation to an on-site interview is NOT a guarantee of a job offer. It is a chance to examine whether or not you will be a good match for the job and for the organization.
2. If invited to an on-site interview, respond promptly if you are sincerely interested in this employer. Decline politely if you are not. Never go on an on-site interview for the sake of the trip. Document the name and phone number of the person coordinating your trip. Verify who will be handling trip expenses. Most medium- and large-size libraries (as well as many smaller ones) will pay your expenses, but others will not. This is very important, because expenses are handled in various ways: 1) the employer may handle all expenses and travel arrangements; 2) you handle your expenses and arrangements (the employer may assist with this), and the employer will reimburse you later; 3) the employer may offer an on-site interview, but will not pay for your travel.
3. Know yourself and the type of job you are seeking with this employer. Don't say, "I am willing to consider anything you have."
4. Thoroughly research the potential employer. Read annual reports, newspaper articles, trade journals, etc. Many libraries have websites where you can read their mission statements, find out about long-term goals, read recent press releases, and view library photos. Don't limit your research only to library-controlled information. The internet can be a valuable investigative tool. You may uncover key information that may influence—positively or negatively—your decision to pursue employment with a given organization.
5. Bring extra copies of your resume; copies of any paperwork you may have forwarded to the employer; names, addresses, phone numbers and email addresses of your references; an updated college transcript; a copy of your best paper as a writing sample; a notebook; a black and/or blue pen for filling out forms and applications; and names and addresses of past employers.
6. Bring extra money and a change of clothes. Also, have the names and phone numbers of those who may be meeting you in case your plans change unexpectedly. Anything can happen and you need to be ready for emergencies.
7. Your role at the interview is to respond to questions, to ask your own questions and to observe. Be ready to meet people who are not part of your formal agenda. Be courteous to everyone regardless of his or her position; you never know who might be watching you and your actions once you arrive in town.
8. Don't forget your table manners. Library trips may include several meals or attendance at a reception the night before your "big day." When ordering food at a restaurant, follow the lead of the employer host. For example, don't order the three-pound lobster if everyone else is having a more moderately priced entree. If you have the "dining jitters," some authorities suggest ordering food that is easy to handle, such as a boneless fish fillet or chicken breast.
9. Many employers have a set salary range for entry-level positions and others are more negotiable. Though salary should not be brought up until an offer is extended, it is wise to know your worth in advance. In as much as you are a potential employee, you also represent a valuable skills-set product. You should know what kind of product you have created, its value and what the company is willing to buy. Review the ALA-APA Salary Surveys to obtain more information on salaries..
10. Soon after the site visit, record your impressions of your performance. Review the business cards of those you met or write the information in your notebook before leaving the facility. You should have the names, titles, addresses and phone numbers of everyone who was involved in your interview so you can determine which individuals you may want to contact with additional questions or follow-up information. A thank-you letter should be written to the person(s) who will be making the hiring decision. Stay in touch with the employer if you want to pursue a career with them.

A site visit is a two-way street. You are there to evaluate the employer and to determine if your expectations are met for job content, company culture and values, organizational structure, and lifestyles (both at work and leisure). Take note of how the employees interact, and also assess the physical work environment.

Just as any good salesperson would never leave a customer without attempting to close the sale, you should never leave an interview without some sort of closure. If you decide that the job is right for you, don't be afraid to tell the employer that you feel that there is a good fit and you are eager to join their team. The employer is interested in hiring people who want to be associated with them and they will never know of your interest if you don't voice your opinion. Keep in mind that although the employer has the final power to offer a job, your demeanor during the entire interviewing process—both on and off campus—also gives you a great deal of power.

Written by Roseanne R. Bensley, Career Services, New Mexico State University.

Guide to Appropriate Pre-Employment Inquiries

ACCEPTABLE	SUBJECT	UNACCEPTABLE
"Have you worked for this company under a different name?" "Have you ever been convicted of a crime under another name?"	**NAME**	Former name of applicant whose name has been changed by court order or otherwise
Applicant's place of residence How long applicant has been a resident of this state or city	**ADDRESS OR DURATION OF RESIDENCE**	
	BIRTHPLACE	Birthplace of applicant Birthplace of applicant's parents, spouse or other relatives Requirement that applicant submit a birth certificate, naturalization or baptismal record
"Can you, after employment, submit a work permit if under 18?" "Are you over 18 years of age?" "If hired, can you furnish proof of age?" or Statement that hire is subject to verification that applicant's age meets legal requirements	**AGE**	Questions that tend to identify applicants 40 to 64 years of age
	RELIGION	Applicant's religious denomination or affiliation, church, parish, pastor or religious holidays observed "Do you attend religious services or a house of worship?" Applicant may not be told "This is a Catholic/Protestant/Jewish/atheist organization."
Statement by employer of regular days, hours or shift to be worked	**WORK DAYS AND SHIFTS**	
	RACE OR ETHNICITY	Complexion, color of skin or other questions directly or indirectly indicating race or ethnicity
Statement that photograph may be required after employment	**PHOTOGRAPH**	Requirement that applicant affix a photograph to the application form Request applicant, at his/her option, to submit photograph Requirement of photograph after interview but before hiring
Statement by employer that if hired, applicant may be required to submit proof of authorization to work in the United States	**CITIZENSHIP**	Whether applicant, parents or spouse are naturalized or native-born U.S. citizens Date when applicant, parents or spouse acquired U.S. citizenship Requirement that applicant produce naturalization papers or first papers Whether applicant's parents or spouse are citizens of the United States
Languages applicant reads, speaks or writes fluently	**NATIONAL ORIGIN OR ANCESTRY**	Applicant's nationality, lineage, ancestry, national origin, descent or parentage Date of arrival in United States or port of entry; how long a resident Nationality of applicant's parents or spouse; maiden name of applicant's wife or mother Language commonly used by applicant, "What is your mother tongue?" How applicant acquired ability to read, write or speak a foreign language
Applicant's academic, vocational or professional education; schools attended	**EDUCATION**	Date last attended high school
Applicant's work experience Applicant's military experience in armed forces of United States, in a state militia (U.S.) or in a particular branch of U.S. armed forces	**EXPERIENCE**	Applicant's military experience (general) Type of military discharge
"Have you ever been convicted of any crime? If so, when, where and what was the disposition of case?"	**CHARACTER**	"Have you ever been arrested?"
Names of applicant's relatives already employed by this company Name and address of parent or guardian if applicant is a minor	**RELATIVES**	Marital status or number of dependents Name or address of relative, spouse or children of adult applicant "With whom do you reside?" "Do you live with your parents?"
Name and address of person to be notified in case of accident or emergency	**NOTICE IN CASE OF EMERGENCY**	Name and address of relative to be notified in case of emergency
Organizations, clubs, professional societies or other associations of which applicant is a member, excluding any names the character of which indicate the race, religious creed, color, national origin or ancestry of its members	**ORGANIZATIONS**	List all organizations, clubs, societies and lodges to which you belong
"By whom were you referred for a position here?"	**REFERENCES**	Requirement of submission of a religious reference
"Can you perform all of the duties outlined in the job description?" Statement by employer that all job offers are contingent on passing a physical examination	**PHYSICAL CONDITION**	"Do you have any physical disabilities?" Questions on general medical condition Inquiries as to receipt of workers' compensation

Dealing With Rejection in the Job Search

After meticulously preparing your cover letters and resumes, you send them to carefully selected companies that you are sure would like to hire you. You even get a few job interviews. But all of your return correspondence is the same: "Thanks, but no thanks." Your self-confidence melts and you begin to question your value to an employer.

Sometimes, we begin to dread the BIG NO so much that we stop pursuing additional interviews, thereby shutting off our pipeline to the future. We confirm that we couldn't get a job because we stop looking. Remember, fear of rejection doesn't have to paralyze your job search efforts. Let that fear fuel your determination; make it your ally and you'll learn a lot.

Eight Guidelines to Ward Off Rejection

1. **Depersonalize the interview.**
   Employers may get as many as 500 resumes for one job opening. How can you, I and the other 498 of us be no good?

2. **Don't make it all or nothing.**
   Don't set yourself up for a letdown: "If I don't get this job, I'm a failure." Tell yourself, "It could be mine. It's a good possibility. It's certainly not an impossibility."

3. **Don't blame the interviewer.**
   Realize interviewers aren't in a hurry to think and behave our way. Blame your turndown on a stone-hearted interviewer who didn't flatter you with beautiful compliments, and you will learn nothing.

4. **Don't live in the past.**
   When you dredge up past failures, your nervous system kicks in and you experience all the feelings that go with failure. Unwittingly, you overestimate the dangers facing you and underestimate yourself.

5. **Don't get mad at the system.**
   Does anything less pleasurable exist than hunting for a job? Still, you must adjust to the world rather than make the world adjust to you. The easiest thing is to conform, to do what 400,000 other people are doing. When you sit down to play bridge or poker or drive a car, do you complain about the rules?

6. **Take the spotlight off yourself.**
   Sell your skills, not yourself. Concentrate on what you're there for: to find out the interviewer's problems and to show how you can work together to solve them.

7. **See yourself in the new role.**
   Form a mental picture of the positive self you'd like to become in job interviews, rather than focusing on what scares you. All therapists agree on this: Before a person can effect changes, he must really "see" himself in the new role. Just for fun, play with the idea.

8. **Keep up your sense of humor.**
   Nobody yet has contracted an incurable disease from a job interview.

Written by Roseanne R. Bensley, Career Services, New Mexico State University.

7 Elements of Wellness

ALA–APA wellness

Helping to Support Overall Wellness for All Library Workers

Individual and community well-being are inherently connected, so it is vitally important that workplaces be places of wellness for their employees. The ALA-APA is an organization dedicated to promoting the mutual professional interests of librarians and other library workers, so it has a distinct interest in helping library workers address their own wellness and the wellness of their libraries.

Wellness is an active and lifelong process, involving positive decision-making and finding balance between many priorities. It is tied to awareness and to making choices that lead to being happier, healthier, and more fulfilled.

Often, total wellness is an intersection between 7 different aspects:

Physical

When thinking about wellness, this is often the first element considered. It includes things like exercise, nutrition, ergonomics, and sleep. People with good physical wellness have healthy habits and routines, are aware of their health status, participate in preventative health care, and seek appropriate care for illness/injuries.

Emotional

All types of mental health are a part of this element of wellness, including aspects like stress management and overall attitude towards life. People with good emotional wellness set priorities, balance different aspects of life (family, work, friends, etc.), are self-aware of their mental health, and seek support when it is needed.

Occupational

Because people spend so much time at work, occupational wellness is a particularly important component of overall well-being. It includes job satisfaction, the ability to use one's talents and skills at work, and ambitions for professional growth and change. People with good occupational wellness find their work rewarding, have good relationships with co-workers, and find positive ways to handle workplace stress, all while also finding a good work-life balance.

Environmental

Perhaps the most outward-looking of all 7 wellness elements, it involves a person's awareness of nature and the general environment, as well as their more immediate surroundings. People with good environmental wellness take actions to both protect the environment (by using sustainable practices, recycling, etc.) and to protect themselves from environmental hazards.

Intellectual

Involves keeping current on issues and ideas, participating in activities that are mentally stimulating, and working on creative endeavors. People with good intellectual wellness are curious, lifelong learners that are interested in the world around them and challenge themselves regularly.

Spiritual

For many people, spiritual wellness includes religious participation and prayer, but it also encompasses all aspects of faith, values, beliefs, and morals, as well as activities like meditation, yoga, and affirmations. People with good spiritual wellness make time for relaxation, make value-guided decisions, and connect with a personal sense of purpose.

Social

Communication, relationships, and community involvement. People with good social health interact with–and can relate to–a variety of people, have positive and meaningful relationships of all kinds, and create a support system of family and friends.

Dr. Bill Hettler of the National Wellness Institute developed a now-standard model of overall wellness that had 6 dimensions. The seventh dimension—environmental wellness—is now commonly added.

For information on wellness, visit the APA Wellness website at http://ala-apa.org/wellness/.

BENEFITS

What kinds of benefits can you expect at your first job out of college? That depends, because they vary from employer to employer.

the BIG 3

- MEDICAL INSURANCE
- 401(k)
- VACATION/SICK TIME

Some employers still provide complete coverage with no out-of-pocket expense to workers, but most company plans now require the employee to pay part of the benefits, often in the form of payroll deductions.

Stock Options

Dental Insurance

Tuition Reimbursement

Life Insurance

Prescription Drug Plan

Vision Insurance

Flexible Spending Accounts

SOFT BENEFITS

These are usually very popular with employees and cost the company little or nothing. They may be included in the company's culture, or they may be negotiated with an employer.

TELECOMMUTING | FLEXTIME

SPORTS LEAGUES | PERSONAL PROJECTS

ON-SITE FACILITIES (restaurant, gym, daycare)

Excerpted from "The Benefits of Company Benefits" by John Martalo, a freelance writer based in San Diego. Graphics by Nan Mellem.

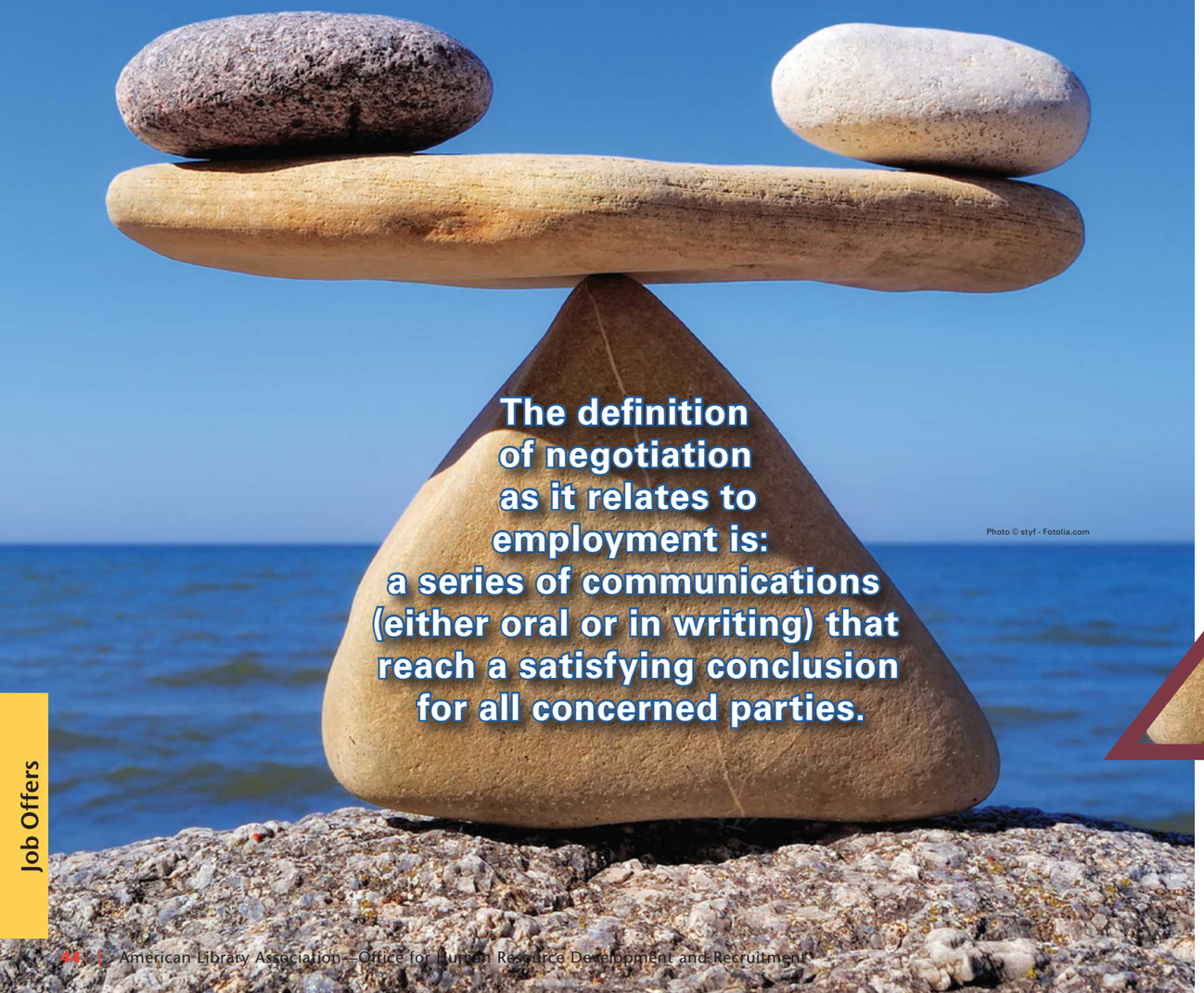
The Art of Negotiating

By Lily Maestas

AN AREA OF the job search that often receives little attention is the art of negotiating. Once you have been offered a job, you have the opportunity to discuss the terms of your employment. Negotiations may be uncomfortable or unsatisfying because we tend to approach them with a winner-take-all attitude that is counterproductive to the concept of negotiations.

Negotiating with your potential employer can make your job one that best meets your own needs as well as those of your employer. To ensure successful negotiations, it is important to understand the basic components. The definition of negotiation as it relates to employment is: a series of communications (either oral or in writing) that reach a satisfying conclusion for all concerned parties, most often between the new employee and the hiring organization.

Negotiation is a planned series of events that requires strategy, presentation and patience. Preparation is probably the single most important part of successful negotiations. Any good trial attorney will tell you the key to presenting a good case in the courtroom is the hours of preparation that happen beforehand. The same is true for negotiating. A good case will literally present itself. What follows are some suggestions that will help you prepare for successful negotiating.



The definition of negotiation as it relates to employment is: a series of communications (either oral or in writing) that reach a satisfying conclusion for all concerned parties.

Photo © styf - Fotolia.com

Research

Gather as much factual information as you can to back up the case you want to make. For example, if most entering employees cannot negotiate salary, you may be jeopardizing the offer by focusing on that aspect of the package. Turn your attention to other parts of the offer such as their health plan, dental plan, retirement package, the type of schedule you prefer, etc.

Psychological Preparation

Chances are that you will not know the person with whom you will be negotiating. If you are lucky enough to be acquainted, spend some time reviewing what you know about this person's communication style and decision-making behavior.

In most cases, however, this person will be a stranger. Since most people find the unknown a bit scary, you'll want to ask yourself what approach to negotiating you find most comfortable. How will you psyche yourself up to feel confident enough to ask for what you want? How will you respond to counteroffers? What are your alternatives? What's your bottom line? In short, plan your strategy.

Be sure you know exactly what you want. This does not mean you will get exactly that, but having the information clear in your head will help you determine what you are willing to concede. Unless you know what you want, you won't be able to tell somebody else. Clarity improves communication, which is the conduit for effective negotiations.

Practice

Rehearse the presentation in advance using another person as the employer. If you make mistakes in rehearsal, chances are that you will not repeat them during the actual negotiations. A friend can critique your reasoning and help you prepare for questions. If this all seems like a lot of work, remember that if something is worth negotiating for, it is worth preparing for.

Dollars and Sense

Always begin by expressing genuine interest in the position and the organization, emphasizing the areas of agreement but allowing "wiggle room" to compromise on other areas. Be prepared to support your points of disagreement, outlining the parts you would like to alter, your suggestions on how this can be done and why it would serve the company's best interests to accommodate your request.

Be sure you know exactly what you want. Unless you know what you want, you won't be able to tell somebody else.

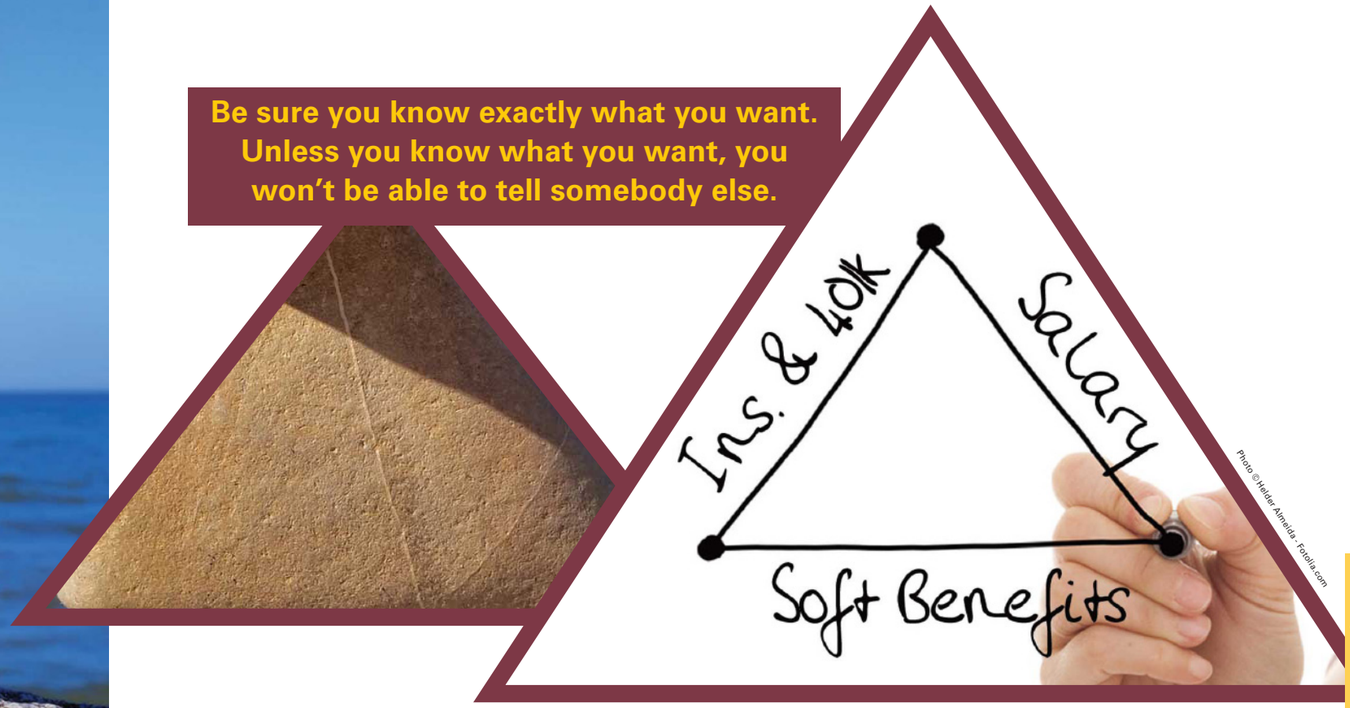


Photo © Helder Almeida - Fotolia.com

Job Offers

Be prepared to defend your proposal. Back up your reasons for wanting to change the offer with meaningful, work-related skills and positive benefits to the employer. Requesting a salary increase because you are a fast learner or have a high GPA are usually not justifiable reasons in the eyes of the employer. Meaningful work experience or internships that have demonstrated or tested your professional skills are things that will make an employer stop and take notice.

It is sometimes more comfortable for job-seekers to make this initial request in writing and plan to meet later to hash out the differences. You will need to be fairly direct and assertive at this point even though you may feel extremely vulnerable. Keep in mind that the employer has chosen you from a pool of qualified applicants, so you are not as powerless as you think.

Sometimes the employer will bristle at the suggestion that there is room to negotiate. Stand firm, but encourage the employer to think about it for a day or two at which time you will discuss the details of your proposal with him/her. Do not rush the process because you are uncomfortable. The employer may be counting on this discomfort and use it to derail the negotiations. Remember, this is a series of volleys and lobs, trade-offs and compromises that occur over a period of time. It is a process—not a singular event!

Once you have reached a conclusion with which you are both relatively comfortable, present in writing your interpretation of the agreement so that if there is any question, it will be addressed immediately. Negotiation, by definition, implies that each side will give. Do not perceive it as an ultimatum.

If the employer chooses not to grant any of your requests—and realistically, he or she can do that—you will still have the option of accepting the original offer provided you have maintained a positive, productive and friendly atmosphere during your exchanges. You can always re-enter negotiations after you have demonstrated your worth to the organization.

Money Isn't Everything

There are many things you can negotiate besides salary. For example, benefits can add thousands of dollars to the compensation package. Benefits can range from paid personal leave to discounts on the company's products and services. They constitute more than just icing on the cake; they may be better than the cake itself. Traditional benefits packages include health insurance, paid vacation and personal/sick days. Companies may offer such benefits as child care, elder care or use of the company jet for family emergencies. Other lucrative benefits could include disability and life insurance and a variety of retirement plans. Some organizations offer investment and stock options as well as relocation reimbursement and tuition credits for continued education.

Written by Lily Maestas, Career Counselor, Career Services, University of California, Santa Barbara.

The Cost of Living Index

The cost of living index is based on the composite price of groceries, housing, utilities, transportation, health care, clothing and entertainment in each city listed. Use the calculation to compare salaries in different cities. For further information about the data below, please refer to www.bestplaces.net/cost-of-living.

To compare information from other sources, refer to these websites: www.salary.com and www.homefair.com/real-estate/salary-calculator.asp.

Salary Comparison Equation

$$\frac{\text{City \#1}}{\text{City \#2}} \times \text{Salary} = \$_____$$

What is the New York City equivalent of a $50,000 salary in Chicago?

$$\frac{\text{New York City } 168}{\text{Chicago } 103} \times \$50{,}000 = \$81{,}553$$

Average City, USA	100
Alabama	
Birmingham	78
Montgomery	89
Alaska	
Anchorage	143
Arizona	
Flagstaff	119
Phoenix	99
Tucson	92
Arkansas	
Little Rock	88
California	
Fresno	105
Irvine	215
Los Angeles	164
Sacramento	113
San Diego	164
San Francisco	243
San José	197
Colorado	
Boulder	155
Colorado Springs	101
Denver	115
Connecticut	
Hartford	109
New Haven	113
Stamford	167
Delaware	
Wilmington	98
Florida	
Miami	119
Orlando	92
Georgia	
Atlanta	97
Hawaii	
Honolulu	199
Idaho	
Boise	107
Illinois	
Chicago	103
Springfield	87
Indiana	
Bloomington	98
Indianapolis	89
South Bend	83
Iowa	
Des Moines	82
Iowa City	105
Kansas	
Kansas City	85
Kentucky	
Lexington	95
Louisville	87
Louisiana	
Baton Rouge	90
New Orleans	99
Maine	
Portland	118
Maryland	
Baltimore	88
Massachusetts	
Boston	161
Michigan	
Ann Arbor	111
Detroit	73
Lansing	82
Minnesota	
Minneapolis	108
St. Paul	102
Missouri	
Kansas City	94
St. Louis	84
Montana	
Billings	107
Missoula	110
Nebraska	
Lincoln	91
Omaha	88
Nevada	
Las Vegas	99
New Jersey	
Atlantic City	100
Princeton	162
Newark	122
New Mexico	
Albuquerque	101
Santa Fe	120
New York	
Albany	102
Buffalo	74
New York City	168
Syracuse	89
North Carolina	
Chapel Hill	128
Charlotte	94
Raleigh	101
North Dakota	
Fargo	98
Ohio	
Cincinnati	83
Cleveland	79
Columbus	82
Dayton	76
Oklahoma	
Oklahoma City	89
Tulsa	85
Oregon	
Portland	126
Pennsylvania	
Philadelphia	96
Pittsburgh	84
South Carolina	
Charleston	109
Columbia	99
South Dakota	
Sioux Falls	95
Tennessee	
Chattanooga	88
Memphis	73
Nashville	99
Texas	
Austin	107
Dallas	106
Houston	98
San Antonio	92
Utah	
Salt Lake City	115
Vermont	
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ALA Policy Manual

Section B:9

Library Personnel (Human Resources) Practices

Excerpted from the ALA Policy Manual at http://www.ala.org/aboutala/governance/policymanual

Page numbers adjusted for this publication.

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B.9 Library Personnel Practices

B.9.1 Library and Information Studies and Human Resource Utilization: A Statement of Policy

To meet the goals of library service, both professional and supportive staff are needed in libraries. Thus, the library occupation is much broader than that segment of it which is the library profession, but the library profession has responsibility for defining the training and education required for the preparation of personnel who work in libraries at any level, supportive or professional.

Skills other than those of library and information studies also have an important contribution to make to the achievement of superior library service. There should be equal recognition in both the professional and supportive ranks for those individuals whose expertise contributes to the effective performance of the library.

The title "Librarian" carries with it the connotation of "professional" in the sense that professional tasks are those which require a special background and education.

(See "Policy Reference File": ALA Library and Information Studies Education and Human Resource Utilization: A Statement of Policy 2001-2002 CD #3 - PDF, 23 pgs).

B.9.2 Librarians: Appropriate Degrees

The master's degree from a program accredited by the American Library Association (or from a master's level program in library and information studies accredited or recognized by the appropriate national body of another country) is the appropriate professional degree for librarians.

(See "Policy Reference File": Historical Note on the Use of Terminology Pertaining to Degree Programs Accredited by the American Library Association - PDF, 4 pgs).

B.9.2.1 Academic Librarians

The master's degree in library and information studies from a library school program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians.

B.9.2.2 School Librarians

The master's degree in library and information studies from a program accredited by the American Library Association or a master's degree with a specialty in school librarianship from an ALA/AASL Nationally Recognized program in an educational unit accredited by the Council for the Accreditation of Educator Preparation is the appropriate first professional degree for school librarians.

(Adopted July 11, 1988, by ALA Council; revised 2008, MW2013.)

B.9.3 Equal Employment Opportunity

The American Library Association is committed to equality of opportunity for all library employees or applicants for employment, regardless of race, color, creed, sex, sexual orientation, gender identity or expression, age, disability, individual life-style, or national origin: and believes that hiring individuals with disabilities in all types of libraries is consistent with good personnel and management practices.

B.9.3.1 Affirmative Action Plans

Member libraries and library schools with 15 or more staff shall formulate written affirmative action plans and shall submit these plans to HRDR for review.

B.9.3.2 Library Services for People with Disabilities

The American Library Association recognizes that people with disabilities are a large and neglected minority in the community and are severely under-represented in the library profession. Disabilities cause many personal challenges. In addition, many people with disabilities face economic inequity, illiteracy, cultural isolation, and discrimination in education, employment and the broad range of societal activities.

Libraries play a catalytic role in the lives of people with disabilities by facilitating their full participation in society. Libraries should use strategies based upon the principles of universal design to ensure that library policy, resources and services meet the needs of all people.

ALA, through its divisions, offices and units and through collaborations with outside associations and agencies, is dedicated to eradicating inequities and improving attitudes toward and services and opportunities for people with disabilities.

For the purposes of this policy, "must" means "mandated by law and/or within ALA's control" and "should" means "it is strongly recommended that libraries make every effort to . . ." Please see http://www.ala.org/ascla/asclaissues/libraryservices for the complete text of the policy, which includes explanatory examples.

1. The Scope of Disability Law. Providing equitable access for persons with disabilities to library facilities and services is required by Section 504 of the Rehabilitation Act of 1973, applicable state and local statutes, and the Americans with Disabilities Act of 1990 (ADA).

2. Library Services. Libraries must not discriminate against individuals with disabilities and shall ensure that individuals with disabilities have equal access to library resources. Libraries should include persons with disabilities as participants in the planning, implementing, and evaluating of library services, programs, and facilities.

3. Facilities. The ADA requires that both architectural barriers in existing facilities and communication barriers that are structural in nature be removed as long as such removal is "readily achievable." (i.e., easily accomplished and able to be carried out without much difficulty or expense.)

4. Collections. Library materials must be accessible to all patrons including people with disabilities. Materials must be available to individuals with disabilities in a variety of formats and with accommodations, as long as the modified formats and accommodations are "reasonable," do not "fundamentally alter" the library's services, and do not place an "undue burden" on the library. Within the framework of the library's mission and collection policies, public, school, and academic library collections should include materials with accurate and up-to-date information on the spectrum of disabilities, disability issues, and services for people with disabilities, their families, and other concerned persons.

5. Assistive Technology. Well-planned technological solutions and access points, based on the concepts of universal design, are essential for effective use of information and other library services by all people. Libraries should work with people with disabilities, agencies, organizations and vendors to integrate assistive technology into their facilities and services to meet the needs of people with a broad range of disabilities, including learning, mobility, sensory and developmental disabilities. Library staff should be aware of how available technologies address disabilities and know how to assist all users with library technology.

6. Employment. ALA must work with employers in the public and private sectors to recruit people with disabilities into the library profession, first into library schools and then into employment at all levels within the profession. Libraries must provide reasonable accommodations for qualified individuals with disabilities unless the library can show that the accommodations would impose an "undue hardship" on its operations. Libraries must also ensure that their policies and procedures are consistent with the ADA and other laws.

7. Library Education, Training and Professional Development. All graduate programs in library and information studies should require students to learn about accessibility issues, assistive technology, the needs of people with disabilities both as users and employees, and laws applicable to the rights of people with disabilities as they impact library services. Libraries should provide training opportunities for all library employees and volunteers in order to sensitize them to issues affecting people with disabilities and to teach effective techniques for providing services for users with disabilities and for working with colleagues with disabilities.

8. ALA Conferences. ALA conferences held at facilities that are "public accommodations" (e.g. hotels and convention centers) must be accessible to participants with disabilities. The association and its staff, members, exhibitors, and hospitality industry agents must consider the needs of conference participants with disabilities in the selection, planning, and layout of all conference facilities, especially meeting rooms and exhibit areas. ALA Conference Services Office and division offices offering conferences must make every effort to provide accessible accommodations as requested by individuals with special needs or alternative accessible arrangements must be made. Conference programs and meetings focusing on the needs of, services to, or of particular interest to people with disabilities should have priority for central meeting locations in the convention/conference center or official conference hotels.

9. ALA Publications and Communications. All ALA publications, including books, journals, and correspondence, must be available in alternative formats including electronic text. The ALA website must conform to the currently accepted guidelines for accessibility, such as those issued by the World Wide Web Consortium.

(See "Policy Reference File": Library Services for People with Disabilities Policy, 2000-2001 CD #24 - PDF, 20 pgs)

B.9.4 Comparable Rewards

The American Library Association supports salary administration which gives reasonable and comparable recognition to positions having administrative, technical, subject, and linguistic requirements. It is recognized that all such specialist competencies can be intellectually vigorous and meet demanding professional operational needs. In administering such a policy, it can be a useful guide that, in major libraries, as many non-administrative specialties be assigned to the top classifications as are administrative staff. Whenever possible there should be as many at the top rank with less than 30 percent administrative load as there are at the highest rank carrying over 70 percent administrative load.

B.9.5 Faculty Status of College and University Librarians

The intellectual contributions made by academic librarians to the teaching, research, and service mission of their colleges and universities merit the granting of faculty status. Faculty status for librarians should entail the same rights and responsibilities granted to and required of other members of the faculty.

B.9.6 Security of Employment for Library Employees

Security of employment means that, following the satisfactory completion of a probationary period, the employment of a library employee under permanent appointment* carries with it an institutional commitment to continuous employment. Job competence, in accordance with the aims and objectives of the library, should be the criterion for acceptable performance for a library employee with permanent appointment. Library employees shall not be terminated without adequate cause and then only after being accorded due process.

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*Permanent appointment in different types of libraries is variously called tenure, continuous appointment, career service, regular contract, etc.

Employing anyone for successive, limited periods with the intent to avoid the granting of permanent appointment is deemed unethical.

Security of employment, as an elementary right, guarantees specifically

1. Intellectual freedom, defined as freedom to assume the responsibility placed upon a person by a democratic society to educate oneself and to improve one's ability to participate usefully in activities in which one is involved as a citizen of the United States and of the world, and institutional adherence to the Library Bill of Rights.

2. Appointments and promotions based solely on merit without interference from political, economic, religious, or other groups.

3. A sufficient degree of economic security to make employment in the library attractive to men and women of ability.

4. The opportunity for the library employee to work without fear of undue interference or dismissal and freedom from discharge for racial, political, religious, or other unjust reasons.

B.9.7 Inclusiveness and Mutual Respect

The American Library Association values, respects, and welcomes the contributions and participation of all library workers. ALA actively promotes inclusiveness within the Association and communicates images and information about all types of library careers. ALA provides services and developmental opportunities for all library workers.

The American Library Association affirms the importance of inclusiveness and mutual respect as essential for employee productivity, morale, and learning. Library employers that have developed respectful organizational cultures with inclusive language and developmental opportunities for all library workers should be recognized as models for others.

(See "Policy Reference File": ALA Policy on Inclusiveness and Mutual Respect, 2004-2005 ALA CD#49 - PDF, 4 pgs)

B.9.8 The Library's Pay Plan

In order to assure equal pay for equal work, libraries should have a well-constructed and well-administered pay plan based on systematic analysis and evaluation of jobs in the library.

(See "Policy Reference File": The Library's Pay Plan: A Public Policy Statement. - PDF, 4 pgs)

B.9.9 Permanent Part-Time Employment

The right to earn a living includes a right to part-time employment on a par with full-time employment, including prorated pay and fringe benefits, opportunity for advancement and protection of tenure, access to middle-and upper-level jobs, and exercise of full responsibilities at any level.

ALA shall create more voluntarily chosen upgraded permanent part-time jobs in its own organization and supports similar action on the part of all libraries.

B.9.10 Equal Opportunity and Salaries

The American Library Association supports and works for the achievement of equal salaries and opportunity for employment and promotion for men and women.

The Association fully supports the concept of comparable wages for comparable work that aims at levels of pay for female-oriented occupations equal to those of male-oriented occupations; ALA therefore supports all legal and legislative efforts to achieve wages for library workers commensurate with wages in other occupations with similar qualifications, training, and responsibilities.

ALA particularly supports the efforts of those library workers who have documented, and are legally challenging, the practice of discriminatory salaries, and whose success will benefit all library workers throughout the nation.

B.9.11 Collective Bargaining

The American Library Association recognizes the principle of collective bargaining as one of the methods of conducting labor-management relations used by private and public institutions. The Association affirms the right of eligible library employees to organize and bargain collectively with their employers, or to refrain from organizing and bargaining collectively, without fear of reprisal.

(See "Policy Reference File": Collective Bargaining, Statement of Guidelines. - PDF, 2 pgs)

B.9.12 Residency and Citizenship Requirements

The American Library Association is opposed to any rule, regulation or practice, imposing as a condition of new or continued employment in any library, a requirement of residence or U.S. citizenship except where a demonstrable danger to national security is involved.

B.9.13 Drug Testing

The American Library Association opposes mandatory drug testing of library employees and advocates employee assistance programs as the best way for library employers to respond to performance deficiencies due to drug use.

(See "Policy Reference File": 1987-88 CD #61 - PDF, 1 pg)

B.9.14 Information and Referral Services

ALA provides, through its offices, divisions, round tables, and committees, information and referral services regarding tenure, status, fair employment practices (including discrimination and sexual harassment), and the principles of intellectual freedom as set forth in policies adopted by Council.

B.9.15 Institutional Support of ALA Members to Attend ALA Conferences

The American Library Association supports the principle of giving preference, in libraries, to members of ALA in providing financial support and administrative leave to attend ALA Conferences. ALA supports encouraging staff in both administrative and non-administrative positions in libraries to attend the annual ALA Conference.

B.9.16 Gay, Lesbian, Bisexual, and Transgender Rights

The American Library Association supports equal employment opportunity for gay, lesbian, and transgender librarians and library workers.

(See "Policy Reference File." A Resolution Reaffirming Equal Employment Opportunity for Gay, Lesbian, Bisexual and Transgender Librarians and Library Workers, 2010-2011 ALA CD#43) (See also B.9.3)

B.9.17 Advertising Salary Ranges

Available salary ranges shall be given for positions listed in any placement services provided by ALA and its units. A regional salary guide delineating the latest minimum salary figures recommended by state library associations shall be made available from any placement services provided by ALA and its units.

All ALA and unit publications printing classified job advertisements shall list the salary ranges established for open positions where available and shall include a regional salary guide delineating the latest minimum salary figures recommended by state library associations for library positions.

B.9.18 Reproduction of Noncommercial Educational and Scholarly Journals

ALA encourages authors writing primarily for purposes of educational advancement and scholarship to reserve to themselves licensing and reproduction rights to their own works in the publishing contracts they sign.

ALA, in cooperation with other educational organizations, urges publishers to adopt and include in their journals or similar publications a notice of a policy for the noncommercial reproduction of their materials for educational and scholarly purposes.

B.9.19 AIDS Screening

The American Library Association opposes mandatory AIDS screening of library employees and advocates employee assistance programs as the best way for library employers to respond to performance deficiencies related to [such illness as] AIDS and AIDS-Related Complex (ARC).

(See "Policy Reference File": 1988-89 CD #22. - PDF, 1 pg)

B.9.20 Comprehensive Health Care

ALA recognizes the importance of comprehensive health care for all Americans and its impact on libraries.

ALA encourages that potential employers specify explicitly in their job announces in ALA publications or website whether or not they provide domestic partner benefits by means of appending one of the following two phrases; 'Domestic-partner benefits are not offered by this institution' or 'Domestic-partner benefits are offered by this institution.'

ALA urges other publishers and providers to encourage potential employers to specify explicitly in their job announcements whether or not they provide domestic partner benefits by means of appending one of the following two phrases: 'Domestic-partner benefits are not offered by this institution' or 'Domestic-partner benefits are offered by this institution'. Adopted 2005. Amended 2010

(See "Policy Reference File": Clarification within Job Listings as to the Presence or Absence of Domestic Partner Benefits, ALA CD#35)

B.9.21 Workplace Speech

Libraries should encourage discussion among library workers, including library administrators, of non-confidential professional and policy matters about the operation of the library and matters of public concern within the framework of applicable laws.

(See "Policy Reference File": Resolution on Workplace Speech, 2004-2005 ALA CD#38.1 - PDF, 1 pg)



ALA American Library Association

Office for Human Resource Development and Recruitment (HRDR)

Career Development Resource Guide