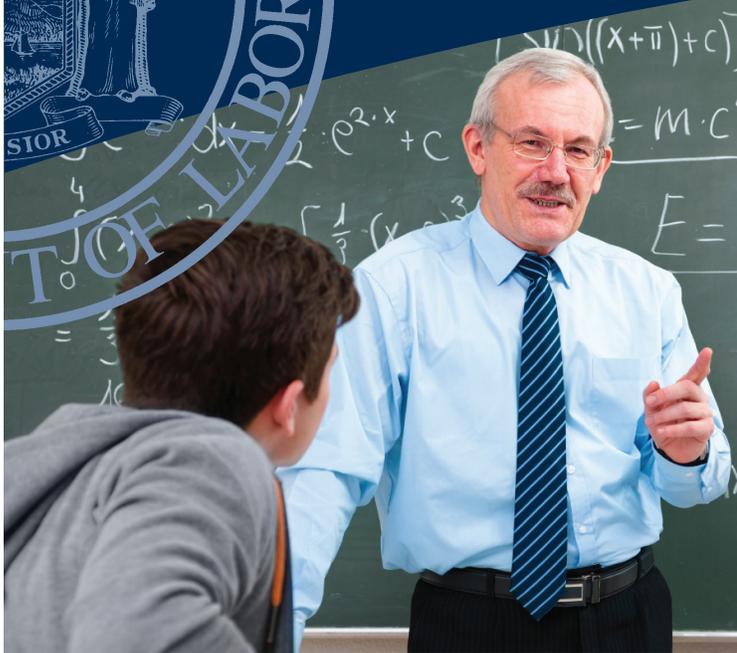
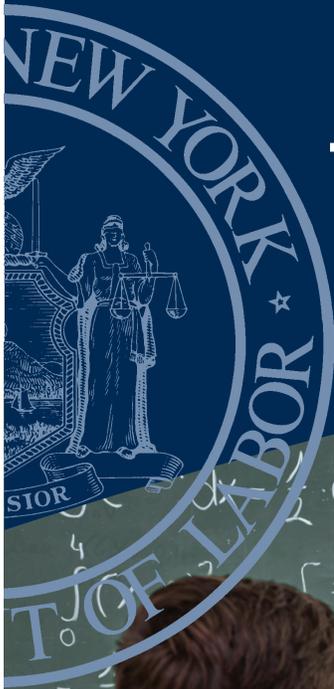


DIVISION OF EMPLOYMENT AND WORKFORCE SOLUTIONS

# Job Search Guide for School District Employees

Second Edition



## **Job Search Guide for School District Employees Second Edition**

Your feedback is welcomed. Please complete the survey at  
<http://www.surveymonkey.com/s/NYSDOLISGSEmployees>

## Table of Contents

Introduction .....	1
Career Centers .....	2
Career Exploration .....	5
Transferable Skills by Subject.....	8
Resume Writing .....	13
Required Elements on a Resume .....	14
Optional Elements on a Resume .....	15
Action Verbs by Skill for Resume Preparation .....	17
Sample Resume of a Teacher Changing Careers – BEFORE .....	21
Sample Resume of a Teacher Changing Careers – AFTER.....	22
Sample Resume of a Teacher Changing Careers – AFTER RE-TRAINING .....	24
Another Sample Resume of a Teacher Changing Careers .....	26
Sample Resume for Non-Teaching Professional .....	27
Cover Letters.....	28
Sample Cover Letter – Teacher Looking for a Teaching Job .....	29
Sample Cover Letter – Teacher Looking for a Non-Teaching Job .....	31
Sample Cover Letter – Applying on-line .....	32
Letters of Recommendation .....	33
Professional Portfolio.....	33
Skills Matching and Referral Technology .....	34
The Visible Job Market.....	37
Labor Market Information.....	39
Alternative Career Opportunities .....	40
Social Networking .....	43
Web 2.0 Glossary .....	46
How to Register on Facebook.....	48
How to Register for a Twitter Account .....	48
How to sign up for a LinkedIn Account .....	49
How to Connect Twitter to Facebook Status Updates.....	49
How to Connect Facebook to Twitter .....	49
Seven Secrets to Getting Your Next Job Using Social Media .....	50
Successful Interviewing.....	55
General Principles of Wage Information and Salary Negotiation.....	57
Supporting Websites and Blogs .....	59

# Introduction

Welcome to the New York State Department of Labor's Job Search Guide for School District Employees, second edition. This booklet contains the current guidance and resources from the careers community. This guide will take you through all aspects of an effective job search. The process of searching for a job and the tools used have changed greatly in recent years. Make sure that you get off to a good start by understanding today's labor market and learning about job search strategies that work. Please continue this discussion with the staff at your Career Center and the Rapid Response Team.

We look forward to working with you!

# Career Centers

Career Centers are a great resource to help you plan your job search. The services available at the Career Centers are listed below.

Where is your local Career Center? Use the link below to find your nearest Career Center (arranged by county) and its contact information. **NOTE:** Your county may be combined with another county. For example, the Allegany County Career Center serves both Cattaraugus and Allegany counties.

[www.labor.ny.gov/workforcenypartners](http://www.labor.ny.gov/workforcenypartners)

You also can call the NYS Department of Labor Contact Center at 1-888-469-7365 from 8:00 A.M. to 5:00 P.M., Monday – Friday.

## **Career Exploration and Planning – career counselors can help you with:**

- Career interest and aptitude assessments
- Job market information, trends in demand skills and identifying transferable skills
- Local education options
- Financial aid and Workforce Development System assistance for training programs
- Computer instruction – Metrix E-Learning available in some areas:  
[www.metrixlearning.com](http://www.metrixlearning.com)
- Workshops – career information and strategies to get you noticed by your next employer
- Individual Employment & Training Plans – get on the right track and move forward

## **Job Search help via:**

- New York's Jobs Express website: [www.newyork.us.jobs](http://www.newyork.us.jobs)
- Employment referrals
- Company recruitment sessions and job interviews
- Information on upcoming job/career fairs
- Resume workshops, development, review and revision
- Job search strategies and resources
- Interview preparation workshops
- SMART – Skills Matching and Referral Technology
- Veterans representatives and special services: [www.vetcentral.us.jobs](http://www.vetcentral.us.jobs)

## **Resource Rooms provide:**

- Copiers and fax machines
- Telephones – local and long distance service
- Computers, printers, and Internet access
- Resume and cover letter drafting
- Resume and cover letter self-help books
- Newspapers, business periodicals, business directories and job search guides

**Additional information and referrals on:**

- Child care options
- Transportation help
- Healthcare options and credit counseling
- Adult education/Dislocated Worker training
- Disability navigators and counselors for Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) [www.acces.nysed.gov](http://www.acces.nysed.gov)
- Veterans employment representatives and resources
- Support programs such as New York State Supplemental Nutrition Assistance Program (SNAP), Heat Energy Assistance Program (HEAP), Medicaid, etc.

**Labor Market Information:**

- Our Labor Statistics data offer key facts that can assist with your job search strategy. Learn about growing industries, expanding companies, career outlooks, demand occupations, wage rates and training information.

**Rapid Response Services**

Rapid Response helps workers facing job loss because their employer is downsizing or closing. This reemployment service is extremely valuable and early participation, even before layoffs happen, helps workers find the next job sooner. Be sure to attend Rapid Response sessions when they are offered so that you know about all the benefits for which you may be eligible. The Rapid Response team will be on hand to help you with all aspects of the job change process, including:

- Support in finding alternative employment
- Unemployment insurance information
- Health insurance options
- Education and training opportunities
- Connections to other reemployment services

**Regional Rapid Response Coordinator contact information** is found at [www.labor.ny.gov/workforcenypartners/rr/RapidResponseCoordinators.pdf](http://www.labor.ny.gov/workforcenypartners/rr/RapidResponseCoordinators.pdf)

# Part I

## - How Do I Begin?

# Career Exploration

Many people still consider career planning a one-time event – a concern for high schoolers and college students who will be entering the workforce for the first time. In reality, the current job market can be unstable and requires career flexibility. Each year, 20 million Americans (17%) change jobs and 14 million of them need some career-planning help. Building a career is no longer about finding the right job and keeping it. Now you must make constant career choices in response to a rapidly changing labor market.

Here are some resources that the New York State Department of Labor offers that will help you launch a career search. Remember that there are other tools not mentioned here. We encourage you to find and use them.

## ***Career Exploration Tools***

1. **JobZone:** [www.jobzone.ny.gov](http://www.jobzone.ny.gov) JobZone is a New York State Department of Labor website you can use at no charge. It offers information on over 800 occupations, updated with our latest labor market information. JobZone offers you local content based on your interests. It has assessments that will help you better understand who you are, what motivates you and what you need from a job. The self-exploration section lets you match your personality and skills with real jobs. It has local information on job openings, trainings, job/career fairs and Career Center locations. The Resume preparation section lets you build and store multiple resumes, customized for the jobs that you want.

JobZone is a one-stop, online job search and management system to help you:

- Create a secure, password-protected account with new username/password reset options
- Assess and build on your career interests
- Explore detailed career and job choices
- Search open jobs and apply to positions directly from JobZone
- New Job Scout function: Job seekers who enable Job Scout will get e-mail job search updates and help organizing their job search
- Develop customized resumes, cover letters and reference lists
- Improved Resume, Cover Letter and Reference Builders, including the ability to upload pre-existing documents
- Save assessments, profilers, college, training and career searches
- Enhanced Search Tools, including the ability to search Bright Outlook and Green jobs
- Improved Google Translate allows users to view information in over 64 languages
- New budgeting tool (Dollars and \$ense) to help manage your finances and estimate your future income/expenses

2. **CareerZone:** [www.careerzone.ny.gov](http://www.careerzone.ny.gov) CareerZone is a no cost career exploration and planning website for youth from the New York State Department of Labor. The end result includes a State Education Department Career Plan document for middle and high school students and young adults. CareerZone has many of the same features as the JobZone system, but is meant to help guide youth as they begin to explore the world of work and make decisions about their post secondary path.
  
3. **O\*NET:** [www.online.onetcenter.org](http://www.online.onetcenter.org) O\*NET stands for the Occupational Information Network. O\*NET is the nation's primary source of occupational information. It offers comprehensive information on key characteristics of workers and occupations. The site allows you to search occupations by:
  - Education requirements
  - Keywords
  - High growth industries
  - Knowledge, skills and abilities
  - Work value
  - Interests
  - Work activity
  - There is also a basic skills survey
  
4. **Occupational Outlook Handbook:** [www.bls.gov/oco/](http://www.bls.gov/oco/) The Occupational Outlook handbook is a nationally recognized source of career information. The Handbook offers valuable information to people making decisions about their future work lives.

It reports on careers within 25 occupational groups, including information on:

- Nature of work
  - Working conditions
  - Employment outlook
  - Qualifications
  - Earnings
  - Related occupations
5. **Job Hunter's Bible:** [www.jobhuntersbible.com](http://www.jobhuntersbible.com) This site provides links to many assessments including transferable skills, personality and motivation. You can find them under the "counseling" tab. Many are available at no cost.
  
  6. **Quintessential Careers:** [www.quintcareers.com](http://www.quintcareers.com) This site provides information to career changers or job seekers on networking, adding to your resume, etc.

# **Part II**

## **- Marketing Yourself**

# Transferable Skills by Subject

A “transferable skill” is a skill you can use across different occupations. These skills may be something you learned through your previous work experience or life experience (coaching, graduate school, mentoring, etc.). Reviewing your transferable skills can help you identify jobs that may interest you.

See the following lists of transferable skills. This list is not comprehensive. However, the words will trigger ideas, whether you are exploring different fields or looking for skills to include in a resume.

<b>Tasks</b>	<b>Functional Skills</b>
Teaching	Training, coordinating, communicating and arbitrating.
Coaching	Group facilitating.
Making lesson plans	Designing curricula, incorporating learning strategies, problem solving, developing rapport.
Assigning grades	Evaluating, examining, assessing performance, interpreting test results, determining potential of individuals, monitoring progress.
Writing proposals	Assessing needs, identifying targets, setting priorities, designing evaluation models, identifying relevant information, making hypotheses about unknown phenomena, designing a process, judging likely costs of a project, researching funding sources.
Advising school club/staff project	Planning, promoting, fund-raising, group facilitating, handling detail work, meeting deadlines, assembling items of information, coordinating, creating, dealing with pressure, delegating tasks, displaying ideas in artistic form, editing, making layouts.
Supervising teacher interns	Training, evaluating, mentoring, monitoring progress, diagnosing problem areas, inspiring, counseling, guiding.
Interpreting diagnostic tests	Screening, placing, identifying needs, diagnosing.
Interacting with students, parents, and administration	Confronting, resolving conflicts, establishing rapport, conveying warmth and caring, drawing out people, offering support, motivating, negotiating, persuading, handling complaints, mediating, organizing, questioning, trouble shooting.

Chairing a department/committee	Administering, anticipating needs or issues, arranging meetings, creating and implementing committee structures, coordinating, delegating tasks, guiding activities of a team, having responsibility for meeting objectives of a department, negotiating, organizing, promoting.
Working under pressure	Meeting deadlines, having the ability to carry out lesson plans multiple times a day for a sometimes unpredictable audience, having flexibility and a contingency plan to address the current needs of the classroom and compensate for when planned-for supplies or technology are suddenly unavailable.

For more information about transferable skills, visit Cleveland State University website at [www.csuohio.edu](http://www.csuohio.edu).

***Transferable Skills for the following fields:***

**Art:**

Imagination and creativity  
 Strong communication skills  
 Flexibility

Time Management  
 Attention to detail  
 Problem solving

Related Art Career Titles

Advertising Artist  
 Bookplate Artist  
 Fashion Artist/Designer  
 Motion Picture Artist  
 Advertising Designer  
 CAD Designer  
 Filmmaker  
 Motion Picture Scenic Designer

Airbrush Artist  
 Car and Bus Card Artist  
 Freelance Letter/Designer  
 Mural Artist  
 Animator  
 Caricaturist  
 Furniture Designer  
 Museum Artist

**Biology:**

Operate scientific equipment  
 Biology theory and practical knowledge  
 Analytical & quantitative abilities

Information handling & organization  
 Oral and written communication  
 Problem solving

Related Biology Career Titles

Technical Writer  
 Pharmacy Technician

Botanist  
 Industrial Hygienist

**Chemistry:**

Developing theories  
 Science and math ability  
 Attending to data

Conduct research  
 Perseverance  
 Curiosity

Related Chemistry Career Titles

Quality Assurance Manager  
Environmental Engineer

Pharmaceutical Sales Representative  
Food Scientist Technician

**Counseling:**

Evaluation/Assessment  
Listening  
Empathy

Persuasion  
Encouragement  
Paraphrasing

Related Counseling Career Titles

Marriage and Family  
Rehabilitation Counselor  
Admissions Counselor

CASAC / Substance Abuse Counselor  
Vocational, School and Career Counselor

**Education Major:**

Ability to teach/train  
Writing and presenting  
Organization  
Summarizing ideas

Explaining ideas clearly  
Decision making  
Flexibility  
Lesson planning

Related Education Career Titles

Alumni Relations Coordinator  
Student Personnel Administrator  
Adult Education Teacher

Grant Writer  
Employee Trainer

**English:**

Influencing and persuading  
Clarifying ideas  
Problem solving

Making oral presentations  
Presenting alternative viewpoints  
Developing hypotheses

Related English Career Titles

Translator  
Labor Relations Specialist  
Public Relations Specialist

Reporter  
Marketing Writer

**Foreign Language:**

Speaking to groups  
Reading/writing another language  
Explaining complex concepts  
Gathering information  
Evaluating evidence

Clarifying ideas  
Writing clearly  
Reading critically  
Organizing materials/information  
Interpreting data

Related Foreign Language Career Titles

Customs/Immigration Officer  
Bilingual Educator  
Public Health Administrator

Interpreter  
Civil Service Employee

**History:**

Explaining ideas  
Analyzing ideas and information  
Seeing relationships between factors  
Examining evidence  
Decision making

Writing and presenting information  
Interpreting events and ideas  
Explaining the present by referring to the past  
Developing a world view

Related History Career Titles

Historic Site Tour Guide  
Park Ranger  
Economist

Urban Planner  
Lobbyist

**Math:**

Problem solving  
Ability to analyze and interpret data  
Efficient  
Systemizing skills  
Logical thinking  
Computer literacy

Organizational skills  
Team skills  
Testing skills  
Critical thinking  
Advanced quantitative skills  
Numerical computation

Related Math Career Titles

Software Developer  
Purchasing/Contract Agent  
Auditor

Estate Planner  
Credit Officer

**Geography:**

Plan long-term projects  
Write grant proposals  
Maintain records

Develop project designs  
Evaluation  
Surveying and sampling

Related Geography Career Titles

Surveyor  
Environmental Quality Specialist

Cartographer  
Transportation Analyst

**Music:**

Creativity  
Singing/instrumental talents  
Basic reading, writing, editing skills  
Entertaining skills

Ability to read and write music  
Perseverance  
Self-discipline  
Observation skills

Related Music Career Titles

Instrument Service Specialist  
Church Music Director

Composer  
Music Critic

**Physical Education and Health:**

Interest in coaching  
Motivational skills  
Patience

Motor skills  
Interest in health issues  
Interest in physical activities

Related Physical Education  
and Health Career Titles

Physical Therapist/Assistant  
Athletic Trainer

Recreation Specialist  
Emergency Medical Technician

**Physics:**

Define research problems  
Establish hypotheses  
Evaluate ideas

Develop research models  
Gather/analyze data  
See relationships among factors

Related Physics Career Titles

Meteorologist  
Research and Development

Hydrologist  
Test Engineer

**Special Education:**

Ability to teach/train  
Writing and presenting  
Organization  
Summarizing ideas

Explaining ideas clearly  
Decision making  
Flexibility  
Lesson planning

Related Special Education Career Titles

Recreational coordinator/director  
Education program specialist  
Training/development specialist

Private tutor  
Family advocate  
Fundraising professional at not-for-profit organization

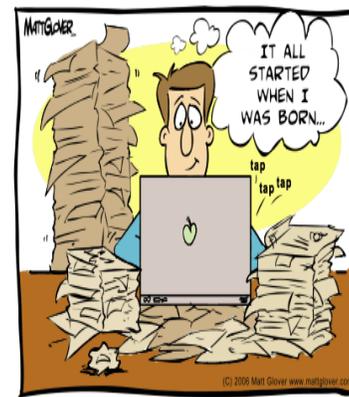
# Resume Writing

The job of a resume is to generate job interviews. To do so, it must show more than just your job history and academic credentials. It must be powerful and performance based. In other words, don't tell it, sell it!

Use industry or occupational specific keywords to focus on your major accomplishments and outcomes. Save the little details for the interview. Few resumes get more than a 10-second look, so make sure it is easy to read and understand.

For tips on educator resumes, resume examples and templates, visit: [www.bc.edu/offices/careers/resourcesfor/soeresources/edresume.html](http://www.bc.edu/offices/careers/resourcesfor/soeresources/edresume.html)

You can also take your resume to your local Career Center and have a representative submit it to the SMART system.



Resume not Autobiography

## 1. Professional format and appearance

Your resume makes the first impression, so make it a positive reflection on your skills and accomplishments. Use neutral paper and a professional looking font. The font size generally ranges from 10 to 12 point.

The most common resume formats are chronological and combination. The chronological format lists education and employment history by date, with the most recent listed first. This format works well where there is no gap in employment and when recent employment is related to occupational goals. The combination format highlights skills and abilities while providing employment history. This format works well if there are gaps in employment history or significant job hopping.

## 2. Little mistakes make a big difference

Use good grammar; have at least two people proofread your resume. Use phrases instead of complete sentences and begin with action verbs. This section includes a list of action verbs arranged by subject area, which will help you avoid using the same verb too often. The list can also serve as an idea generator for skills you may not have listed on your resume.

## 3. Focus on your related experience

Resumes are not generic overviews of your education and work experience. They should focus on the skills you have that relate to the position for which you are applying.

Emphasize all applicable skills that made you successful in your last position. They will serve as evidence of your ability to perform and succeed. You may choose to include volunteer work and/or hobbies in addition to paid experience. It does not matter where you gained the experience; the focus is on proving your abilities.

4. **Using keywords in your resume is critical**

For a great article on the value of keywords, go to [www.quintcareers.com/resume\\_keywords.html](http://www.quintcareers.com/resume_keywords.html).

A list of keywords is available on the New York State Department of Labor website:

[www.labor.ny.gov/agencyinfo/industrykeywords.shtm](http://www.labor.ny.gov/agencyinfo/industrykeywords.shtm).

**Small Sample of Keywords**

**Educators**

Cooperative Learning Process  
Multi-Age Grouping  
Literature Based Curriculum  
Curriculum Development  
Peer Counseling  
Hands-On Team Teaching  
Whole Language  
Team Teaching  
Academic Advisement  
Classroom Management  
Curriculum Development  
Annual Professional  
Performance Review (APPR)

**Support Staff**

Administrative Support  
Confidential  
Correspondence  
Contract Administration  
Document Management  
Efficiency Improvement  
Front Office Operations  
Policy And Procedure  
Microsoft Office  
Records Management  
Technical Support  
Workflow Prioritization

**Janitorial / Maintenance**

Building & Grounds  
Maintenance  
HVAC Certified  
Skilled Trades: Masonry,  
Framing, Painting, Roofing,  
Sheetrock  
Small Engine Repair  
HAZMAT Certified  
Class A With Endorsements  
Facilities Management  
Equipment Maintenance and  
Repair  
New Staff Orientation and  
Training  
Implement Fire Safety  
Procedures

**Required Elements on a Resume**

1. **Identification:** Include your name, address, phone number and e-mail address. Your name should have a larger font size than the other text. Ensure your email address is professional, such as [johnjdoe@gmail.com](mailto:johnjdoe@gmail.com).
2. **Licenses/Certification:** Include if required for the job. If not required, it is optional.
3. **Employment Experience:** Use action verbs to describe your applicable experiences and activities. Increase the resume’s power and effectiveness by adding keywords, skills and results. Remember: “Don’t tell it, sell it.” See examples on the following pages in this section.

If you have gaps in your employment history, the staff at your Career Center can help. Speak with them about resume formats. Examples of different resume formats are provided in this section. Visit our website at [www.labor.ny.gov/stats/publications/winning\\_edge/winnedge\\_resume.shtm](http://www.labor.ny.gov/stats/publications/winning_edge/winnedge_resume.shtm) for more resume examples.

4. **Education:** Recent graduates typically put Education above Employment while those with experience list it after; put whatever is stronger first. Include the name of your college, city and state of the college, the degree earned and your major. If you graduated within the last 10 years, list the year you obtained the degree.

## ***Optional Elements on a Resume***

The rest of your resume can include additional material. Again, choose the items that sell you best.

1. **Career Objective or Profile**- this statement makes it easy for the reader to see what position interests you. It may also include skills or a statement about your successes. We recommend you include a focused statement, not a generic one.
2. **Qualifications Summary**- make it easy for the reader to see why and how you qualify for the job. Pull key points from the resume and put the most important information in one place. Use either a *Qualifications Summary* or a *Keyword Summary* (#3), but not both.
3. **Keyword Summary**- you can scatter keywords throughout a resume. To catch the attention of a person reading your resume, highlight your skills in a keyword summary.
4. **Honors and Activities**- include any impressive honors (Dean's list, Phi Delta Kappa, any scholarships or achievement awards) or activities, if earned recently.
5. **Special Skills**- list abilities that help in your occupation; i.e., foreign languages, keyboarding speed, and use of specific computer software, machines or tools. Do not include hobbies unless they are relevant; marathon running indicates high energy and stamina, participation in a Toastmasters Club indicates an interest in public speaking, etc.
6. **Professional Development**- cite special workshops or seminars that you have attended. List activities that have challenged your professional growth (publishing, mentoring, presentations, program development, grant writing, etc.).
7. **Professional Memberships**- list your professional associations. Include any leadership positions, committee memberships or special activities.
8. **Non-related employment**- you may need these to account for certain periods of time. Include transferable skills and activities that relate to the position you want.

### **DON'T TELL IT, SELL IT**

Most people applying for a job will have a similar background, so you need to stand out by including accomplishments and outcomes that help prove worth.

#### **Duty:**

1. Taught five sections of sixth grade math.
2. Specialized in programs serving at-risk students and their families.
3. Developed and implemented Individualized Education Plan (IEPs).

### **Accomplishments and Outcomes:**

1. Voted Teacher of the Year in 2012 by a local news channel.
2. Utilized math manipulatives such as geoboards as well as varied assessment tools to supplement structured curriculum.
3. Participated in Saturday and after school tutoring programs, gaining a high student attendance rate. Produced above average scores on Regents exams, with 97% passing the Trigonometry exam.
4. Selected to serve as a mentor for new teachers.
5. Coached five undefeated football teams, including one that went on to win the state championship.
6. Initiated the introduction of a learning-based in school suspension program to address the high rate of daily suspensions in the high school; later instituted the program at a middle school based on outstanding results.
7. Used cross-curriculum, cooperative learning, motivational environment, team planning and “real-world” examples to stimulate learning and learner retention.
8. Pioneered “Scientists in the Classroom” Program, partnering with local companies to provide scientific demonstrations and Q&A sessions.
9. “Your demeanor and patience lend themselves to creating a positive learning environment...You take the profession of teaching seriously on a daily basis.” (Principal’s Evaluation, 2012.)
10. Designed and implemented a new program targeted toward third and fourth grade students: “The Achievers Program.” Small groups met twice per week to focus on developing life skills such as motivation, resilience, resourcefulness, goal setting, time management, and decision-making. Mastery of skills evidenced by academic and behavioral improvement.
11. Coordinated the annual sixth grade fundraiser, raising over \$2,000.

# Action Verbs by Skill for Resume Preparation

Compiled 6/05 H. Rados

Management Skills		Communication Skills		Creative Skills
Administrated	Produced	Acquainted	Proposed	Acted
Allocated	Recommended	Adapted	Promoted	Composed
Analyzed	Recruited	Addressed	Publicized	Conceived
Assigned	Represented	Advised	Persuaded	Conceptualized
Attained	Restored	Appraised	Reconciled	Created
Chaired	Restructured	Answered	Recruited	Customized
Consolidated	Reviewed	Arranged	Reported	Designed
Consulted	Scheduled	Authored	Responded	Developed
Controlled	Selected	Briefed	Spoke	Devised
Contracted	Solved	Clarified	Summarized	Directed
Coordinated	Spearheaded	Communicated	Synthesized	Displayed
Decided	Sponsored	Conducted	Taught	Drafted
Delegated	Staged	Contacted	Trained	Dramatized
Developed	Started	Convinced	Translated	Edited
Directed	Strengthened	Corresponded	Transmitted	Entertained
Elected	Supervised	Demonstrated	Wrote	Established
Enlisted	Synthesized	Developed		Exhibited
Established		Directed		Fashioned
Evaluated		Drafted		Founded
Expanded		Edited		Illustrated

<b>Management Skills (cont'd)</b>		<b>Communication Skills (cont'd)</b>		<b>Creative Skills (cont'd)</b>
Formed		Educated		Initiated
Founded		Enlisted		Innovated
Governed		Explained		Instituted
Hired		Familiarized		Integrated
Implemented		Formulated		Introduced
Improved		Handled		Invented
Increased		Influenced		Modified
Initiated		Informed		Originated
Innovated		Instructed		Planned
Inspired		Interpreted		Performed
Instituted		Interviewed		Produced
Led		Introduced		Revitalized
Managed		Lectured		Shaped
Moderated		Listened		Sketched
Motivated		Lobbied		Stimulated
Operated		Mediated		Synthesized
Organized		Met		Updated
Oversaw		Moderated		
Planned		Motivated		
Pioneered		Negotiated		
Presided				

<b>Research Skills</b>	<b>Helping Skills</b>	<b>Administrative/ Clerical Skills</b>	<b>Financial/Selling Skills</b>	<b>Technical Skills</b>
Analyzed	Aided	Approved	Administered	Assembled
Assessed	Assessed	Arranged	Allocated	Built
Audited	Assisted	Assembled	Analyzed	Calculated
Catalogued	Attended	Assisted	Appraised	Computed
Clarified	Clarified	Catalogued	Arbitrated	Constructed
Classified	Coached	Checked	Audited	Controlled
Collected	Collaborated	Classified	Balanced	Designed
Compiled	Comforted	Collected	Budgeted	Devised
Completed	Contributed	Compiled	Calculated	Engineered
Consulted	Counseled	Coordinated	Computed	Fabricated
Critiqued	Demonstrated	Corrected	Convinced	Formulated
Defined	Diagnosed	Corresponded	Developed	Handled
Detected	Educated	Dispatched	Dissuaded	Installed
Diagnosed	Enabled	Disseminated	Encouraged	Invented
Discovered	Encouraged	Distributed	Estimated	Maintained
Documented	Evaluated	Enforced	Formulated	Measured
Edited	Expedited	Executed	Forecasted	Modified
Estimated	Facilitated	Expedited	Managed	Monitored
Evaluated	Familiarized	Formalized	Marketed	Networked
Examined	Focused	Generated	Mediated	Operated
Extracted	Fostered	Handled	Negotiated	Overhauled

<b>Research Skills (cont'd)</b>	<b>Helping Skills (cont'd)</b>	<b>Administrative/ Clerical Skills (cont'd)</b>	<b>Financial/Selling Skills (cont'd)</b>	<b>Technical Skills (cont'd)</b>
Found	Guided	Implemented	Obtained	Processed
Gathered	Helped	Inspected	Persuaded	Programmed
Generated	Inspired	Installed	Planned	Remodeled
Identified	Instilled	Located	Procured	Repaired
Inspected	Instructed	Maintained	Projected	Solved
Interpreted	Listened	Monitored	Promoted	Tested
Interviewed	Mentored	Organized	Publicized	Trained
Investigated	Motivated	Planned	Reconciled	Updated
Measured	Participated	Prepared	Reduced	Upgraded
Organized	Persuaded	Printed	Researched	
Predicted	Provided	Processed	Resolved	
Reported	Referred	Purchased	Saved	
Researched	Rehabilitated	Recorded	Secured	
Reviewed	Represented	Retrieved	Sold	
Revised	Resolved	Routed	Solicited	
Searched	Served	Reorganized	Utilized	
Standardized	Settled	Screened		
Summarized	Stimulated	Specified		
Surveyed	Strengthened	Systematized		
Systematized	Supported	Updated		
Tested	Taught	Validated		
Verified	Trained	Verified		

## **Resume of a Teacher Changing Careers – BEFORE**

**CHENG LEE**  
**243 State Street, Our Towne, NY 99999**  
555-555-5555 (home)  
555-555-5555 (cell)  
clee@yourdomain.com

**OBJECTIVE** - To secure a job in special education utilizing educational preparation, life experiences, and skills to make a difference in the lives of my students.

### **EDUCATION**

<b>Graduate Studies – Special Education</b> Le Moyne College, Syracuse NY	1997
<b>Graduate Studies – Elementary Education</b> SUNY OSWEGO, Oswego NY	1996-1997
<b>Master of Science Degree – Rehabilitation Counseling/Vocational Education</b> Syracuse University, Syracuse NY	1981
<b>Graduate Studies – Vocational Evaluation</b> University of Wisconsin – Stout, Menomonie, WI	
<b>Bachelor of Science – Industrial Arts Education</b> State University College at Buffalo, Buffalo NY	

### **EXPERIENCE**

<b>Special Education Teacher (Homebound)</b> Baldwinsville School District, Baldwinsville, NY	Spring 2002-Present
<ul style="list-style-type: none"><li>○ Homebound teacher for special needs students, K-12. Prepared lessons and taught individual plans.</li></ul>	
<b>Special Education Resource Teacher</b> Ray Middle School, Baldwinsville, NY	2002-2003
<ul style="list-style-type: none"><li>○ Taught academics, with modifications, to resource students.</li></ul>	
<b>Substitute Special Education and Elementary Education Teacher</b> East Syracuse-Minoa, Liverpool, Solvay, and Baldwinsville School Districts	1996-Present
<ul style="list-style-type: none"><li>○ Skilled at classroom management, organization, discipline and maintenance of a positive environment.</li></ul>	
<b>Special Education Teacher Assistant</b> Liverpool Early Education Program, Liverpool, NY	Summer 1999
<ul style="list-style-type: none"><li>○ Taught three-year-old group educational and cooperative play.</li></ul>	
<b>Special Education Teacher Assistant</b> OCM-BOCES @ Liverpool Special Ed. Summer Program, Liverpool, NY	Summer 1997
<ul style="list-style-type: none"><li>○ Assisted in Special Education Class.</li></ul>	
<b>Job Coach/Counselor</b> Liverpool School District, Liverpool, NY	1993-1998
<ul style="list-style-type: none"><li>○ Trained students in community based vocational training program.</li></ul>	

## **Resume of a Teacher Changing Careers – AFTER**

### **CHENG LEE**

243 State Street, Our Towne, NY 99999

555-555-5555 (home)

555-555-5555 (cell)

[clee@yourdomain.com](mailto:clee@yourdomain.com)

**OBJECTIVE:** Position working at ACCES-VR as a Rehabilitation Counselor, utilizing my educational preparation, life experiences, and skills to make a difference in the lives of others.

### **SUMMARY OF QUALIFICATIONS**

- Collaborative approach to resolving vocational/rehabilitative challenges
- Master of Science Degree focusing upon Rehabilitation Counseling and Vocational Education
- New York State Permanent Certification in Elementary Education
- Provided counseling and educational support for physically and emotionally traumatized children
- Eight years experience educating students and family members about various topics, such as communication techniques, and strategies to cope with or to avoid personal misunderstandings
- Organization, motivational, and maintain a positive environment

### **PROFESSIONAL EXPERIENCE**

#### **Training and Instruction**

- Provided individual instruction to students in techniques for more effective communication, including sign language, lip reading, and voice improvement
- Instructed students in academic subjects using a variety of techniques such as phonetics, multisensory learning, and repetition to reinforce learning and to meet their varying needs and interests
- Employed special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory

#### **Programming**

- Established long-range objectives and specified the strategies and actions to achieve them
- Developed and implemented treatment plans for problems such as stuttering, delayed language, swallowing disorders, and inappropriate pitch or harsh voice problems, based on own assessments and recommendations of physicians, psychologists, or social workers

#### **Evaluation and Assessment**

- Evaluated hearing or speech and language test results, and background information to plan treatment for speech, language, fluency, voice, and swallowing disorders
- Administered oral, written, and performance tests to measure progress and to evaluate training effectiveness

**Counseling**

- Applied active listening and learning strategies to classroom and individual activities
- Established and enforced rules for behavior and procedures for maintaining order among students

**Community Outreach**

- Taught three-year-old class educational and cooperative play
- Trained students in community based vocational training program

**Administration and Organization**

- Completed administrative responsibilities, such as coordinating paperwork, scheduling case management activities, or writing lesson plans

**PROFESSIONAL WORK HISTORY**

<b>Special Education Homebound Teacher</b> (Homebound), Baldwinsville School District, Baldwinsville, NY	2002-2010
<b>Special Education Resource Teacher</b> , Ray Middle School, Baldwinsville, NY	2002-2003
<b>Substitute Special Education and Elementary Education Teacher</b> East Syracuse-Minoa, Liverpool, Solvay, and Baldwinsville School Districts	1996-2002
<b>Special Education Teacher Assistant</b> , Liverpool Early Education Program, Liverpool, NY	Summer 1999
<b>Special Education Teacher Assistant</b> OCM-BOCES @ Liverpool Special Ed. Summer Program, Liverpool, NY	Summer 1997
<b>Job Coach/Counselor</b> , Liverpool School District, Liverpool, NY	1993-1998

**EDUCATION**

- Master of Science – Special Education (K-12)**  
Syracuse University, Syracuse NY
- Master of Science Degree – Rehabilitation Counseling/Vocational Education**  
Syracuse University, Syracuse NY
- Bachelor of Science Degree – Industrial Arts Education**  
State University College at Buffalo, Buffalo NY

## **Resume of a Teacher Changing Careers – AFTER RE-TRAINING**

### **CHENG LEE, R.N., BSN**

243 State Street, Our Towne, NY 99999

555-555-5555 (home)

555-555-5555 (cell)

[clee@yourdomain.com](mailto:clee@yourdomain.com)

**PROFILE:** Newly licensed Registered Nurse offering a unique and diverse array of skills and educational preparation. Pediatric and juvenile health with an emphasis on special needs is of particular interest as such patients benefit from a blend of nursing, special education teaching, and rehabilitation counseling skills. Accustomed to developing and carrying out action plans with high needs clients, their families and other professionals under extremely stressful conditions. Known for maintaining calm, creativity and humor while motivating clients to push through unimaginable obstacles. American Sign Language certified.

### **EDUCATION**

**Bachelor of Science in Nursing** 2010

*Le Moyne College, Syracuse NY*

Studies focused on Pediatrics and Developmental Disabilities

- Recipient of the B.G. Baxter Student Award for Acute and Critical Care and Follow-Up

**Master of Science – Special Education (K-12)**

*Syracuse University, Syracuse NY*

**Master of Science – Rehabilitation Counseling/Vocational Education**

*Syracuse University, Syracuse NY*

**Bachelor of Science – Industrial Arts Education**

*State University College at Buffalo, Buffalo NY*

### **HEALTHCARE EXPERIENCE**

**Neo-Natal Unit:** Crouse-Irving Memorial Hospital 2010

Syracuse, New York

- Team member caring for critically ill infants and their families, nursing many to health and discharge

**Pediatric Oncology:** Upstate Medical Center 2009

Syracuse, New York

- Assisted in the implementation of medical orders for up to 12 long-term inpatients
- Delivered the “best medicine” through patience, a gentle touch, laughter, and a smile

**Intensive Psychiatric Rehabilitation Treatment Unit:** St. Joseph’s Hospital Health Center 2009

Syracuse, NY

- Worked with children and adults in the inpatient and outpatient wards on a spectrum of disorders
- Treatment programs were implemented with mental health professionals to improve their overall functioning

**Pediatric Comprehensive Care Program Nurse Externship** Summer 2009

Crouse-Irving Memorial Hospital, Syracuse, NY

- Provided preventive and routine health care for pediatric patients. When needed, parents of special needs children were provided with guidance and education relating to local services and effective advocacy.

**Student Nurse** 2008-2009  
 American Red Cross, Syracuse, NY  
 Assisted with Blood Drives across four counties

**Amputee Inpatient Care Unit:** Veterans' Administration Medical Center 2008  
 Syracuse, NY

- Cared for military veterans, most of whom were new amputees. Assisted with emotional and physical transitions.

**SPECIAL EDUCATION TEACHING**

**Special Education Teacher (Homebound)** 2002-2008  
 Baldwinsville School District, Baldwinsville, NY

- Homebound teacher for special needs students, K-12. Prepared lessons and taught individual plans

**Special Education Resource Teacher** 2002-2003  
 Ray Middle School, Baldwinsville, NY

- Taught academics with modifications to resource students

**Substitute Special Education and Elementary Education Teacher** 1996-2008  
 East Syracuse-Minoa, Liverpool, Solvay, and Baldwinsville School Districts

- Skilled at classroom management, organization, discipline and maintenance of a positive environment

**Special Education Teacher Assistant**  
 Liverpool Early Education Program, Liverpool, NY

- Taught three-year-old class educational and cooperative play

# Resume of a Teacher Changing Careers

**Maria Hernandez**

275 Franks Road, Our Towne, NY 99999  
555-555-5555 - MHernandez@yourdomain.com

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## *Foreign Language Translator and Interpreter*

### **QUALIFYING EXPERIENCES**

- Traveled throughout France, Russia, Germany, Austria, England and Canada
- Provided interpretation services to French and Russian speaking patrons
- Conducted bi-lingual tours of tourist attractions
- Translated documents for foreign adoptions
- Comprehensive planning arrangements for student international travel to Montpellier, France

### **EMPLOYMENT HISTORY**

#### **Document Translator**

*ABC International Adoption Agency*

1989-Present

Glens Falls, NY

- Met stringent guidelines when translating documents for acceptance by embassies and foreign courts, leading to the adoption of foreign-born children. Documents included:
  - University diplomas, medical examinations, income statements, psychological evaluations, birth and marriage certificates, reference letters, and immigration documentation

#### **Curriculum Coordinator / French Teacher**

*Schuylerville Central School District*

2007-2010

Schuylerville, NY

- Linked with a school district in Montpellier, France through which students corresponded with pen-pals. Coordinated annual international student travel, and made all related arrangements.
- Ensured district curriculum complied with NYS Education standards.
- Soccer coach, Mock Trial Advisor, elected Union President.
- Taught reading, writing and verbal skills to students enrolled in beginning, intermediate and advanced levels of French. Provided tutorial assistance when needed.
- Utilized innovative and constructive teaching methods to assist students in their learning process.

### **EDUCATION**

#### **Master of Arts**

SUNY at Albany, Albany, New York

- Certificate: NYS Permanent Certification in Secondary Education

#### **Bachelor of Arts**

Siena College, Loudonville, New York

- Concentration in International Studies
- Successful completion of courses in French and Russian

#### **Intensive French Immersion Program**

Middlebury College, Middlebury, Vermont

- Selected to participate in a nine-week program worth nine credit hours

## **Resume for Non-Teaching Professional**

### **JAMIL KESSEN**

111 State Road \* Our Towne, NY 99999  
555-555-5555 \* [jamilkessen@yourdomain.com](mailto:jamilkessen@yourdomain.com)

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#### **PROFILE**

Experienced Facilities Manager with a proven record of success maintaining properties and adhering to the highest standards of both quality and service. Skilled and knowledgeable in all aspects of maintenance and janitorial functions and duties. Excellent organizational skills and able to effectively manage time and priorities.

#### **QUALIFICATIONS**

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- Knowledgeable in lean efficiency practices and cost saving strategies
- Saved school district \$7,500 by performing all floor waxing
- Selected as one of two custodians to develop and implement an “on-line electronic work order program” which streamlines all janitorial activities performed district-wide
- OSHA certified with a demonstrated commitment to safety
- Initiated a base line inventory control program – cutting supply costs by 11%
- Selected to serve on safety committee

#### **WORK EXPERIENCE**

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**LEVEN CENTRAL SCHOOL DISTRICT, Our Towne, NY**  
**Facilities Manager/Head Custodian**

**1998-2013**

##### *Facilities Maintenance*

- ◆ Regulated heat, air conditioning and ventilation systems
- ◆ Oversaw quality of cleanliness for 200+ classrooms
- ◆ Performed lawn maintenance and snow removal
- ◆ Unlocked all building and classroom doors daily
- ◆ Repaired and recorded all damages, including acts of vandalism

##### *Management*

- ◆ Supervised six custodial staff
- ◆ Responsible for inventory of cleaning equipment and cleaning supplies
- ◆ Directed all activities pertaining to furniture set up for special school district events
- ◆ Facilitated monthly meeting as Safety Coordinator for District – effectively communicating any safety policies and changes
- ◆ Coordinated safety inspections daily
- ◆ Oversaw electrical repair work and plumbing repair as needed

#### **EDUCATION AND CERTIFICATIONS**

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HS Diploma + Vocational Certificate in Building Trades

7A Pesticide Application Certified

OSHA Certified

Asbestos Inspection Certified

HVAC Certified

# Cover Letters

The purpose of a cover letter is to get the attention and interest of the hiring manager. The letter should let the employer know what job you are qualified or applying for, your connections with and/or interest in the business, and why you are the candidate to hire.



Limit the letter to one page. Expand on the two to three most important aspects of your resume. Write the letter as if you anticipate talking with the manager or employer soon. Your cover letter should emphasize your strengths through positive, concrete examples.

1. Demonstrate that you are interested in applying to that particular school/company.
  - Research the company or district to which you are applying. Check the website for major programs or goals and values. Then “weave” your interest and experience into how you can support one or two of their goals or programs.
  - Express enthusiasm for the position and for the employer by referencing parts of the job description as something you are good at, like to do and want to do.
  - Targeted letters get more attention than generic letters, so you should personalize your cover letter. Address the letter to a particular person in the school district or business. If you cannot find that person on the website, call the district office or company to get that person's name and title. Do not address the letter to “whom it may concern” or “Dear Sir or Madam.”
2. Highlight your two or three greatest strengths, using specific experiences. See examples below:
  - "To my practicum teaching experiences I brought classroom management techniques that were honed in my two camp counseling jobs, where I was frequently in charge of 30 to 40 seven and eight year old children."
  - "I believe it's important to understand the different learning styles and strengths that students bring to the classroom. In my full practicum at Ignatius Elementary School, I used movement and dance to encourage the more tactile learners. To help engage the more auditory learners, I incorporated music, rhythms and nature sounds into some of my science lessons."
  - "I strongly believe that every child is teachable. This was made real for me when a learning disabled first-grader that I had been working with one-on-one for nearly a semester had a breakthrough in his reading ability that even surprised his classroom teacher."

### 3. Cover letter formatting tips:

- Use simple, direct language and correct grammar.
- State your purpose for writing immediately: “Your ad posted on the New York State Jobs Express website for a Program Director caught my attention due to...”
- DO NOT use clichés in your cover letter such as the ability to "think outside the box" and "juggle multiple tasks." Be different and stand out.
- Do not list an acceptable salary. Leave this for negotiation after they offer you a job. To address the salary issue without providing a number, you could say, “I do not yet know enough about the position or its requirements to set a required salary. If the position is mutually beneficial, I am confident that we can agree on an appropriate salary and benefits package.” If the job ad specifically notes that resumes without a salary history will not be considered, give a historical salary range. Then state that your salary requirements are flexible based on the opportunity the position will provide.
- Close with a commitment to action by saying when you will call to schedule a meeting time. Don’t wait to hear from them – take the initiative.
- Fold business letters in thirds and mail in long envelopes. Or, use 9x12 envelopes to avoid folding at all.
- Be sure to sign your letters, and make certain your address is plainly visible.
- Include your phone number and e-mail address in your closing paragraph.
- The cover letter should be one page. An e-mailed cover letter follows the same format and content rules as hard copy. On the subject line, use your name and the job title of the position for which you are applying.
- If you are mailing a hard copy, use plain bond paper in white, off-white, light beige or light gray for both the cover letter and resume. Also, use matching envelopes.

**Do not rely on spell check or an e-grammar check for your final version – conduct a visual check and then ask someone to review it.**

These basic tips apply to all positions. There are several sample letters for both classroom and support titles included in this Job Search Guide for School District Employees.

Additional tips and cover letter examples are available at:

[www.bc.edu/offices/careers/resourcesfor/soeresources/edcover.html](http://www.bc.edu/offices/careers/resourcesfor/soeresources/edcover.html)

## **Cover Letter – Teacher Looking for a Teaching Job**

May 23, 2013

Mrs. Mary Vanderwinkle, Superintendent of Schools  
Our Towne Central School District  
87 Education Avenue  
Our Towne, NY 99999

Dear Ms. Vanderwinkle:

I am writing to apply for the middle school and high school Social Studies positions in the Social Studies Department for the 2013-2014 school year. As an alumnus of the Our Towne Central School District, I have long anticipated the opportunity to return to the School District to be part of one of the most respected education programs in the state. The path I have chosen as an educator was formed and nurtured in no small part by the teachers at Our Towne.

As a successful teacher with a strong passion for the subjects that I teach, I am convinced that knowledge of both history and global affairs is essential to helping form global citizenship. Notable achievements and contributions of my teaching abilities include:

- Current teaching assignments include Advanced Placement World History, tenth grade Global History and Geography, and eleventh grade United States History and Government. In addition, I have gained experience teaching Global History and Geography, Economics, and seventh grade United States History throughout my full year graduate school internship at Watkins High School and Independent Middle School.
- Extensive travel throughout Europe, allowed me a firsthand experience of what I studied during college. These experiences have proven crucial in a classroom as I have been able to use my personal experiences as context for students, allowing them to better understand that history shapes us as nations, as cultures and the world as a whole.
- Active involvement with extra-curricular activities has made me a well- rounded educator. I currently serve as the Mock Trial Advisor, Advisor for the Class of 2013, Head Modified Baseball Coach, and a member of the Professional Development Team. I have also participated on interview committees to hire new teachers.
- Respected and trusted by both the administration and the faculty of Bolt High School. The former president of the Bolt school board recently said to a friend, “We give thanks in our house everyday for Joseph Smith. His class is the only reason our son will get up in the morning. He hates everything in life but loves his class.”

With my relevant experience, energy for Social Studies and the cultures of the world, I am most enthusiastic about a chance to contribute to the faculty, administration and most importantly, the students at Our Towne. I will forward letters of reference and other relevant information for your review. Also, I will be happy to send a copy of my teaching portfolio. I look forward to discussing possible opportunities in more detail.

Sincerely,

*Joseph Smith*

Joseph Smith  
123 Somewhere Avenue  
Our Towne, NY 99999  
(555) 555-5555  
[JSmith@yourdomain.com](mailto:JSmith@yourdomain.com)

Enc: resume

**Cover Letter – Teacher Looking for a Non-Teaching Job**

**CHENG LEE**  
**243 State Street, Our Towne, NY 99999**  
555-555-5555 (home)  
555-555-5555 (cell)  
[clee@yourdomain.com](mailto:clee@yourdomain.com)

May 19, 2013

Mrs. Rita Sloane  
Children's Medical Center  
5566 New Trend Road  
Our Towne, NY 99999

Dear Mrs. Sloane:

Thank you for taking the time to talk with me yesterday. As I mentioned in our phone conversation, your name was given to me by John Jones, Director of Business Services who recommended that I call you in regard to the open position of Rehabilitation Counselor. I have enclosed a resume per your request.

You will see by looking at my resume that I have a Master of Science Degree in Rehabilitation Counseling and Vocational Education with additional graduate level training in Special Education. While I have worked primarily in education, my current situation presents a unique opportunity as I have long had an interest in helping children before they reach school. As a Special Education and Resource Teacher with over eight years experience, I have organized pupil services conferences with parents and special needs facilitators. In addition, I have been involved in resource classes, homebound classes, and home visits. I have worked with students who are mentally or physically challenged, have hearing loss, cleft palate, cerebral palsy, or suffer from emotional problems. Many of these students have been able to make progress in spite of their difficulties leaving them in a position to become contributing members of society.

I am a strong team player and has bridged with a wide variety of local community agencies to assure the needs of my students were met. As a member of your Rehabilitation Department, the skills I possess as an educator would enable me to make a significant contribution to the needs of your patients and I welcome an opportunity to personally discuss with you how I can benefit your institution. I may be reached at the above listed phone number to schedule an interview and look forward to hearing from you.

Sincerely,

*Cheng Lee*

Enc: resume

**Cover Letter – Non-Teaching Employee Looking For the Same Title and Applying On-Line**

Dear Mr. Loftin:

The job opening for University Facilities Manager (NY009876) at New York State University, posted on The New York State Department of Labor's Jobs Express website caught my eye.

Within my 17 years of experience as a facilities manager, I most recently served the Leven Central School District. I hold four current licenses and certifications including 7A Pesticide application and Asbestos Inspection. As facilities manager, I oversaw a team of six custodians, coordinated Health and Safety plans, established a new on-line electronic work order system, began a base line inventory control program for maintenance supplies, and served as project supervisor for various plumbing, electrical, and HVAC system upgrades. In 2012, I wrote and submitted a Readiness and Emergency Grant. As a result, the Leven Central School District was awarded \$101,600 for facilities upgrade projects.

I have experiences that I believe qualify me for the open position; I would appreciate the opportunity to interview with you and discuss how my background and management qualifications can benefit New York State University. I will call your office next week to arrange a mutually agreeable time. However, feel free to contact me during the interim should you wish to discuss this opportunity sooner.

Sincerely,

Jamil Kessen

# Letters of Recommendation

★ Remember, it is not what you say about yourself that is important – it is what others say about you.

Generally, you do not give references when you submit an application, but you should have references ready before potential employers ask you to provide them. Generic letters of reference are useful and give an extra boost to your presentation. However, potential employers often want to speak with your references directly. Here are some guidelines for references:

- A reference can come from anyone who knows you well and can speak highly of your abilities and ambition.
- Get references from: former supervisors, colleagues, clients or customers; committee chairs or members of charitable groups where you volunteered; neighbors; politicians; and, if necessary, family.
- References belong on their own page, not on a resume. Include name, address, e-mail address, phone number and how you know this person.
- Ask permission from references before you use their names. Do not assume that because you got along with someone they will give you a good reference. Most people want to serve as a good reference, but they often don't know how. Make sure to discuss your goals with them and provide a current resume. This will help them to help you.
- Provide references who can speak about your past, in addition to your skills and accomplishments for the position you seek.
- You may also include references on your LinkedIn account. Please refer to the section of this guide for information on "How to Create a LinkedIn Account."
- For an example of a letter of recommendation for a potential teacher, please visit [www.eduers.com/reference/teacher.htm](http://www.eduers.com/reference/teacher.htm).

# Professional Portfolio

A professional portfolio showcases your credentials and creative accomplishments.

Arrange the below suggested materials in a clear view binder. Separate sections with clearly labeled professional tab dividers.

1. Demographic information about each of the school districts you have been employed by. You can obtain this information about NYS schools by visiting [www.reportcards.nysed.gov](http://www.reportcards.nysed.gov).
2. Current resume.
3. Current copy of license or certification.
4. Lesson plans of which you are particularly proud.
5. Examples of technology used (i.e., PowerPoint presentations).
6. Letters of recommendation (if available).
7. Awards and grants.
8. Thank you cards and letters from students, parents or caregivers, administrators and other staff.

When you arrive at an interview, place your Professional Portfolio in the center of the table and let the interviewers know that they are welcome to look through it. If you are being interviewed by a panel, members who are not asking you questions may look at your portfolio while other panel members ask questions.

## Mini Portfolio

A small version of your professional portfolio that contains only the most important documents (e.g., resume, references, awards, certifications, license) can be a way to leave a great impression. Make sure to bring enough copies to leave with each interviewer, as it provides a quick reference for their future consideration.

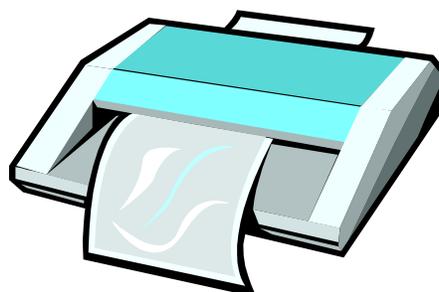
# SMART – Skills Matching and Referral Technology

The New York State Department of Labor offers job seekers a valuable tool to help them identify Visible Job Market (VJM) positions. Skills Matching and Referral Technology (SMART) is a web-based program that analyzes resumes for skills and work experience.

SMART uses:

- Artificial intelligence software designed to analyze the whole resume. The software, using a carefully constructed algorithm, analyzes a customer’s resume for skills, work experience and talents within context.
- The system compares its data with the selected resume, sorting through hundreds of words and similar themes. At the end, the system asks, “What skills does this person have?” and “What career paths have others with these skills followed?”
- The program then contacts unemployed New Yorkers via e-mail and recommends job openings in their areas. SMART recommends job leads based on the chance that the person will follow a similar career trajectory as others with their work history, experience and skills.
- Contact your local Career Center to have your resume submitted to SMART.

Transferable skills on your resume are especially important for Skills Matching and Referral Technology. SMART goes beyond buzzwords and keywords and looks at the entire person – their strengths, skills and talents. The more versatile your resume appears – the better chance SMART will have at matching you to job openings.



# Part III

## - Job Discovery

# Job Search

## The Visible Job Market

Businesses and other employers only advertise 15-20 percent of all available jobs. Advertised positions make up the Visible Job Market (VJM). Job seekers find visible jobs in newspapers and on websites, through the civil service system, apprenticeship programs, temporary and permanent placement agencies and job/career fairs. Although jobs do exist in the VJM, many of the positions are high turnover, low paying, highly competitive or slow to materialize. Spend no more than 20 percent of your time using VJM methods.

## The Hidden Job Market

Although absolute documentation is hard to find, experts agree that approximately 85 percent of job seekers find jobs through the hidden job market (HJM). The HJM consists of all the jobs that are not viewable through a company's website, job boards, at job fairs, and other public sources.

Opportunities through the HJM are most often accessed through traditional and non-traditional networking. Traditional networking involves informing contacts of your needs and goals. Non-traditional networking could include developing new relationships through online tools such as LinkedIn. Regardless of the strategies you choose, it is essential that you provide regular updates on progress and activities to your network. Most people are willing to help but need you to provide specific information regarding your needs.

This guide contains a section devoted to networking, offering ideas and tips for traditional and non-traditional methods. Please remember that effective networking is not reaching out one time to ask for a favor. For this job search technique to work effectively, a job seeker should be organized, maintain contact with the people in their network and constantly seek to develop new relationships. Remember, networking is about relationships and communication with the first rule being “give more than you take.”

Examples of traditional networking as reported by past Career Center customers:

What began as a friendly discussion while volunteering at a local homeless shelter ended in a possible job opportunity...the following story is from Jennifer Wan, an unemployed teacher.

“While volunteering to serve dinner at the local homeless shelter, I struck up a conversation with a fellow volunteer. In the course of the conversation, I mentioned to him that I was a recently laid off High School English teacher. We began sharing ideas about challenges facing school districts today and innovative ways to keep students engaged and meet the new educational standards. By the end of our volunteer shift, the man let me know that he is a High School principal and knows of several potential openings within the area for the upcoming school year. He gave me his email address and asked that I send him my resume and references.”

What began as discussion about sports at his daughter's softball game, ended in a new job opportunity...the following story is from Bob Smith, an unemployed custodian.

"While watching my daughter's softball game, I began to talk to the man sitting next to me, a father of a player from the opposing team. I mentioned that I was recently laid off from my job as a school custodian. As luck would have it, this gentleman was the general manager of a large manufacturing plant and was actively looking to hire a general maintenance specialist. Our conversation ended with him handing me his card, and requesting I send him my resume and references."

### **Stages of Job Openings**

The four stages show that job openings do not happen suddenly. Looking at the stages will help you better understand the need to and benefit of networking. Less competition exists in Stage 1. Thus, your odds of success are greater if you find a job at that stage than if you came across the same position in Stage 4. You also have better odds in Stage 1, as someone in the company will likely put in a good word for your resume, instead of having your resume arriving en masse with all the others.

#### **STAGE 1 – NO OPENING EXISTS**

- Things are about to happen: someone quits, gets fired, becomes ill or moves.

#### **STAGE 2 – ONLY A FEW PEOPLE KNOW**

- Company leaders know that they are going to hire, but are not taking any action yet.

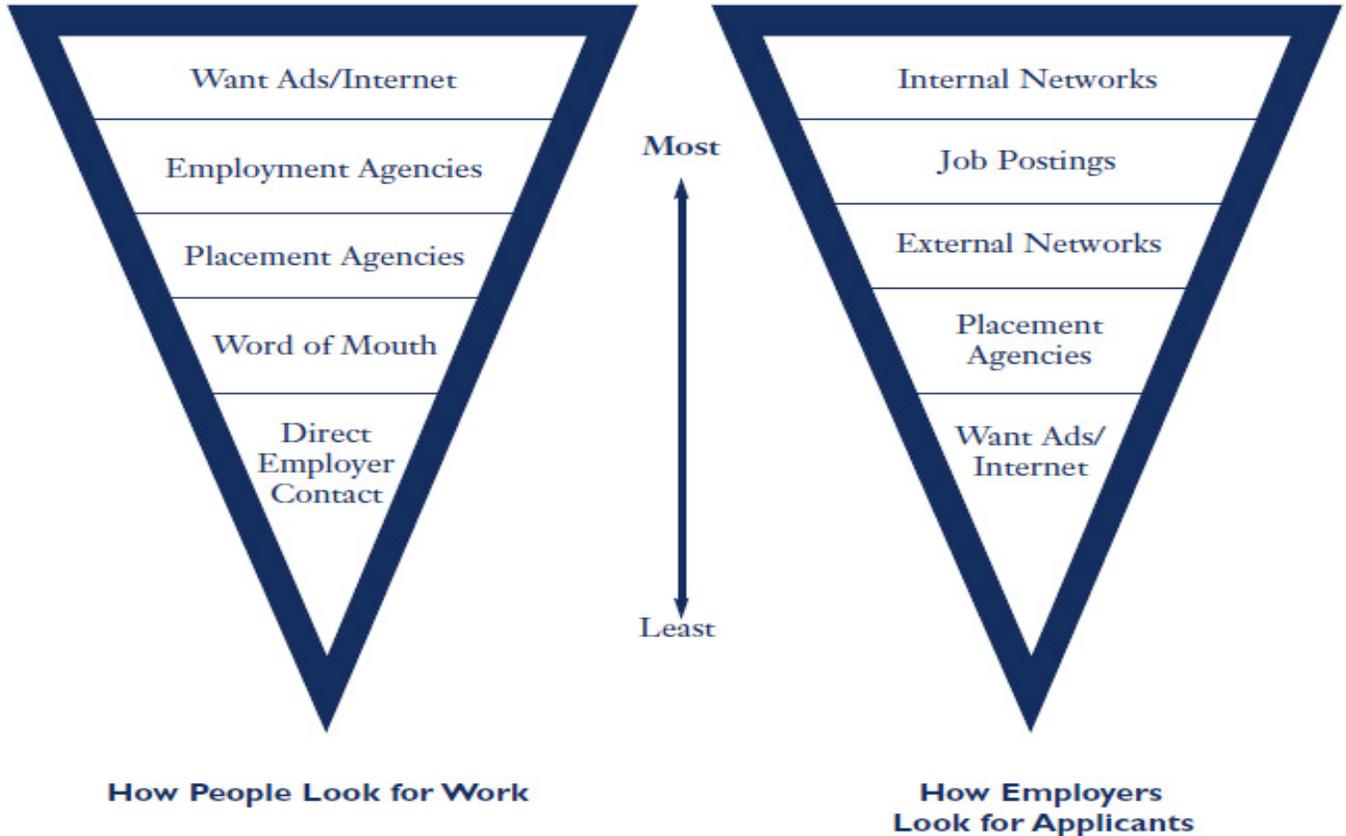
#### **STAGE 3 – PEOPLE WITHIN THE ORGANIZATION AND SELECTED OTHERS KNOW**

- The job is now "open." Businesses and other employers will likely turn to people they know and seek referrals from workers, professional peers and social acquaintances. They are accepting applications.

#### **STAGE 4 – EVERYONE KNOWS**

- Employer advertises the position. Resumes arrive in large quantities. Competition is great. Selection is time-consuming.

**Take a look at how job seekers find work and how companies find employees:**



## **Labor Market Information**

Projections of opportunities for careers in education appear limited for the next two to three years. You must consider all employment options, including a different education position, and explore other career directions, even if only temporarily.

For more information about what labor markets are projected to have growth and wage information associated with these labor markets, please visit [www.labor.ny.gov/stats/lproj.shtm](http://www.labor.ny.gov/stats/lproj.shtm).

# Alternative Career Opportunities

You may need to retrain for a new career, but many teachers successfully transfer their teaching skills to careers outside of the classroom. You may have an advantage if you majored or minored in other subjects.

Rutgers University and the State University of New York College at Oneonta websites have more information on careers typically associated with academic concentrations.

- **Rutgers University:** [www.careerservices.rutgers.edu/mh/education.shtml](http://www.careerservices.rutgers.edu/mh/education.shtml)

Academic Advisor	Fundraiser	Public Information Officer
Admissions Counselor	Government Agency Administrator	Radio/Television Newscaster
Adult Educator	Human Resources Administrator	Researcher
Advertising Account Executive	Journalist	Sales Representative
Audio-visual Specialist	Learning Disabilities Specialist	School Administrator
Consultant	Librarian	School Psychologist
Consumer Advocate	Media Buyer	Social Worker
Continuing Ed. Program Planner	Lobbyist	Speech Consultant
Convention Organizer	Market Researcher	Student Affairs Administrator
Corporate Trainer	Non-profit Administrator	Tour Guide
Counselor/Guidance Counselor	Personnel Recruiter	Teacher
Curriculum Coordinator	Private Tutor	Technical Writer
Editor	Public Lecturer	
ESL Teacher	Public Relations Specialist	

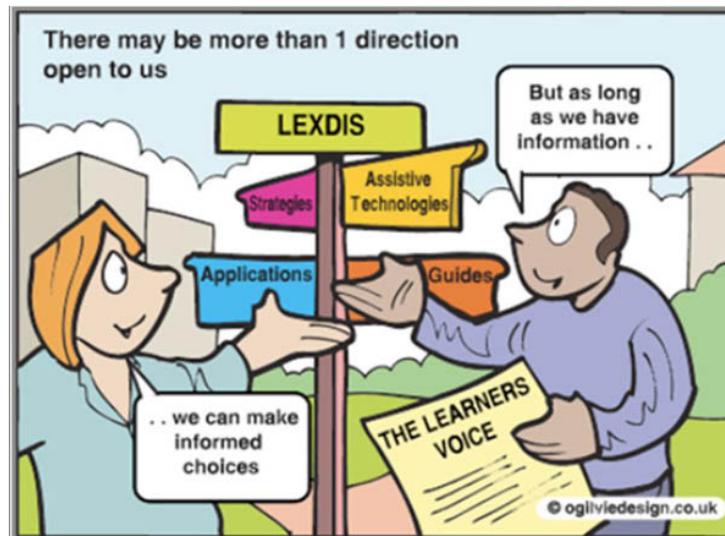
- **SUNY Oneonta:** <http://www.oneonta.edu/development/cdc/pages/documents/whatcanidowithmajor/Education.pdf>

Adapted Physical Education	Child Psychologist	Editor-Educational Resource Coordinator
Admissions Counselor	Consultant	Educational Advocate
Adult Educator	Consumer Advocate	Employee Dev. Specialist
Advertising Account Executive	Continuing Education Program Planner	Employment Interviewer
Advertising Director	Convention Organizer	Fundraiser
Athletic Coach/Director	Corporate Trainer	Govt. Agency Administrator
Audio- Visual Specialist	Counselor/Guidance Counselor	Human Resources Administrator
Autism Center	Creative Arts Therapist	Journalist
Manager / Teacher	Critic	Language/Audiologist
Biographer-Child Life Specialist	Day Care Center Owner/Operator	Librarian
Camp Director		Lobbyist

Market Researcher	Public Relations Specialist	Speech Consultant
Media Buyer	Radio/Television Newscaster	Speech Pathologist
Non-Profit Administration	Recreational Therapist	Station Programmer
Occupational Therapist	Registrar/Admissions Director	Student Teacher Advisor
Orientation & Mobility Specialist	Rehabilitation Counselor	Teacher
Peace Corps/Vista Worker	Research Assistant	Teacher of English as a Second Language
Personnel Recruiter	Researcher	Teacher of the Hearing Impaired
Physical Therapist	Sales Representative	Teacher-Adult Education
Pre-school Administration	School Principal	Technical Writer
Private Tutor	School Psychologist	Tour Guide
Professor College/University	Screen/Script Writer	Tutor
Public Information Officer	Social Worker	
Public Lecturer	Special Education Teacher	

Use JobZone ([www.jobzone.org](http://www.jobzone.org)), CareerZone ([www.nycareerzone.org](http://www.nycareerzone.org)), or O\*NET ([www.online.onetcenter.org](http://www.online.onetcenter.org)) to find other career choices.

After you finalize the “short list” of possible job titles, use the Directory of Possible Employers on [www.labor.ny.gov](http://www.labor.ny.gov) to help identify businesses and other employers. Look for businesses in your county that hire the title that interests you.



# **Part IV**

## **- Virtual Job Discovery**

# Social Networking

## What is Social Networking?

Networks get things done. Whether you are sending a letter or lighting your home, networks make it happen. To travel from Chicago to Santa Fe you need to find the network of roads that can take you there. You can see that Chicago connects to St. Louis, St. Louis connects to Dallas and Dallas links to Santa Fe. In the same way, people networks can help you find jobs, meet new friends and find partners.

You know how it works – Bob is your friend. He knows Sally and Sally’s friend Jim has a job to fill. This is a social network. The problem with social networks in the real world is that you cannot see most of the connections between people. Your network may have huge potential, but it is only as valuable as the people and connections that you know about. You can solve this problem on a type of website called a social networking site. These websites can help you see the connections that exist out of sight in the real world.

You can sign up for a free account, fill out your profile and then look for people that you know. Once you connect with your friends, you can see who your friends know. This solves a real world problem because now you can see the hidden opportunities in your network. Social networking sites make connections between people visible. Like a map for a highway, they show you the people network that can help you get to your next destination – a new job. Your network is suddenly more useful.



*Adapted from Commoncraft “Networking in Plain English.”*

## Four Tips for Effective Social Networking

**Look for Ways to Expand Your Network**

**Know What You Want & What You Can Offer**

**Contact the Person Privately**

**Follow Up Regularly**



Look beyond your immediate circle. Seek out and join professional organizations and online social networking groups. Ask your contacts who you should meet and then get them to introduce you.



Prepare your networking conversations in advance. Know what you need or want from your contact. It is human nature to want to help someone. Most people will be receptive if your requests are reasonable.



Once you have gotten to know a person, send a warm-up message to reintroduce yourself. Be friendly, respectful and brief. Also, be very clear about what you are looking for. Be realistic. A new contact is unlikely to provide a job offer. Your goal is to gather valuable information in your field or occupation of interest.



Follow up. It is your responsibility to keep the communication lines open. Touch base with people every so often, updating your contact on your progress.

## **POTENTIAL SOURCES OF INITIAL NETWORKING CONTACTS**

### ***Personal Contacts***

- Family
- Friends
- Neighbors
- Holiday Card List
- Sports Contacts
- Mentors
- Fellow Job Seekers
- Volunteer Supervisors
- School Associates

### ***Employment Related Contacts***

- Co-Workers
- Former Co-Workers
- Bulletin Board Listings
- Online Social Networking Sites (LinkedIn)
- Organization Newsletters
- Information Interviews
- Walk-in Contacts
- Job Boards
- Employment Specialists
- Job Fairs
- Yellow Pages

### ***Work With Services and On-Line Providers for Leads & References***

- Women's Centers
- Federal Job Service
- Placement Services
- State/Local Government
- Civil Service Commission
- Community Colleges
- Private Employment Agencies
- Libraries
- NYS Department of Labor

### ***Published Sources, in print and on-line, for Employer Information and To Learn of Vacancies***

- Chamber of Commerce
- Yellow Pages
- Surveys
- Professional Magazine Ads
- Newspaper Classified Ads
- Job Search Websites

### ***Created Opportunities***

- Unsolicited cover letter and resume
- Volunteer or temporary work (to get a foot in the door)

# Online Social Networking

## *Web 2.0 Glossary*

**Aggregators:** Software and applications that collect web content from multiple online sources in one place for easy viewing.

**Atom Feed:** A protocol for sharing content, using an XML file. It is one of the main ways to aggregate content from publishing platforms such as blogs and websites, with the protocol pushing new content out to subscribers.

**Avatar:** A computer user's representation of him/her self.

**Blog (weblogs):** A simple content management system designed to make content publication simple for non-technical people for the initial purpose of maintaining online diaries. Blogs have evolved to be key drivers of news and discussions online due to the ease of use and immediacy of outputs. They have also become an important part of many integrated marketing strategies as they provide a great tool for building communities, managing online PR and contributing to other efforts such as Search Engine marketing.

**Blogosphere:** The term given to the ever-growing collection of blogs across the Internet. The expression was coined due to the interconnectivity of blogs, with many of them entwined via comments, links and trackbacks to create a perceived sphere.

**Cloud Computing:** Computing resources (hardware and software) available over a network (usually the Internet), such as email.

**Communities:** Websites that Internet users can join to network, find information and interact with other members. They often form around particular areas of interest or to provide an online area where people can socialize "virtually."

**Consumer Generated Media / Consumer Generated Content (CGM / CGC):** Online content created and distributed by the web community via the new generation of online publishing platforms such as blogs, wikis or social networks.

**Crowd Sourcing:** The act of taking tasks traditionally performed by an employee or contractor and outsourcing them to a group of people or community through an "open call" to a large group of people (a crowd).

**Folksonomy:** The organization of the web based on community use of tags for categorization of content. This contrasts with the traditional approach to web classification, known as Taxonomy, where editors and computers categorize the web.

**Geo-tagging:** The process of adding geographical identification data to various media, such as photographs, video, websites, or RSS feeds. It is used to create visual maps.

**Glocalization:** The combination of globalization and localization. It refers to providing local services on a global scale via the Internet.

**Mash Up:** Application, media or tool created by combining data, content or other services to provide a single integrated experience.

**Micro-Blogging:** A form of blogging where users publish a very short post – often seen in Twitter or text messaging.

**Open Source Software (OSS):** A public and collaborative way to use, change and improve software to redistribute it in modified or unmodified form.

**Podcast:** An audio file made available online for users to download, provided via feeds and syndication. Podcast content can vary from traditional music to news, reviews, presentations and audio diaries.

**RSS (Really Simple Syndication):** A family of content feed formats (using XML) used to publish content from websites, blogs, podcasts and other publishing platforms. An RSS document may contain either a summary of the content or the full version. RSS also includes the older versions known as RDF Site Summary and Rich Site Summary.

**Social Bookmarking:** The process of storing and tagging websites and Internet resources (URLs and descriptions) using online tools - similar to the traditional browser bookmarking (adding to favorites). These social bookmarks can be made public, providing a valuable, human-edited resource for other Internet users.

**Social Media:** Online mediums used to facilitate online social interactions, such as the sharing of content, opinions, insights, experiences, perspectives, and actual media. Social media takes on various forms including blogs, communities/social networks, wikis and podcasts.

**Social Network:** Like communities, social networks enable users to become members and connect based on common interests or demographics. They facilitate the creation of personal online profiles and virtual interactions.

**Software as a Service (SaaS):** Software that is used on a subscription basis (usually for a fee). Most SaaS applications are delivered via the Internet.

**Tag Cloud:** Is a visual representation of the content tags for a website, blog or community. Font size is used to indicate the relative use of the tag - with larger fonts used for the most popular tags.

**Tagging:** The process of labeling items such as posts, photos, web pages or video by the online community to help classify the content and make searching and sharing easier.

**User-Generated Content (UGC):** Refers to content that is created by Internet users. It is another term for Consumer Generated Media.

**Viral:** Content that “catches on” via word of mouth (online and/or offline). Entertains, engages, or entices users such that they want to (and do) share it with others.

**Vlog or video blog:** A blog where the content is provided in the form of video rather than text or audio. Like blogs and podcasts, vlogs can be syndicated via feeds.

**VoIP:** Voice Over Internet Protocol are free or low-cost platforms that allow you to make individual or conference phone calls from one computer to another.

**Web 2.0:** The 2nd generation of the internet, where online content and applications are created, collaborated on and shared by the web community. It describes the web as a community-controlled interactive tool rather than a publishing medium.

**Widgets:** Mini portable applications that can be added to a website or social networking page.

**Wiki:** Community publishing tool or website that allows users to edit and control content. Wikis are collaborative projects that can be used to create extensive databases. The resource is developed, edited and expanded by its users.

**XML (Extensible Markup Language):** A system for sharing complex data structures and documents across multiple platforms. It is used to encode documents and serialize data; users are able to define their own tags. It is the basis of the feeds and syndication that are driving web 2.0 content distribution.

Adapted from Wikipedia

### **How to Register on Facebook**

1. Go to the Facebook Homepage at [www.facebook.com](http://www.facebook.com). Enter your full name, your e-mail address and password.
2. Your password must include both letters and numbers. Select your gender – Male or Female. Select your birthday.
3. After you have entered this data, click on the Signup button. Go to your e-mail that you used to join Facebook. Open the Registration Confirmation e-mail from Facebook. Click on the verification link. Now you can access Facebook and find your friends online.

### **How to Register for a Twitter Account**

1. Go to the Twitter home page at [www.twitter.com](http://www.twitter.com).
2. Type in your name, username, password and e-mail address. Usernames can't have spaces, so many people just use their real name without the spaces. For example, JohnDoe.
3. Type in the CAPTCHA words from the image. If you have a hard time reading them, you can listen to the words by clicking the link just to the right of the image.
4. Click on the Create My Account button.
5. The next step is to see if your friends are on Twitter. This will look through the addresses in your e-mail if you use Gmail, Yahoo, Hotmail or another popular Internet e-mail service. You can skip this by clicking on the Skip This Step link just below the Continue button.
6. Twitter may want to brag about the celebrities on Twitter and ask you to follow them. Feel free to skip this step just like you did above!
7. The next page that asks how you are doing is your main Twitter page. Type in something in the text box and click update to send. Anyone who is following you will see the message in their Twitter feed. This is your first 'tweet' – which is a Twitter message.

## How to sign up for a LinkedIn Account

Go to [www.Linkedin.com](http://www.Linkedin.com). Sign up for LinkedIn by filling out the short form below the title, "Join LinkedIn Today." Enter your full name, your e-mail address and password. The password has to be six or more characters.

## How to Connect Twitter to Facebook Status Updates

You can link or connect your Twitter account to your Facebook account so every update you make on your Twitter will also be displayed on your Facebook automatically.

1. Log into your Facebook account and search for "Twitter" in search box.
2. The result will be "Twitter Application." Now you must click "View Application."
3. Go to Twitter application.
4. You will then be asked whether you want to allow access for Twitter – click allow.
5. Enter your Twitter user name and password.
6. The last click you need to do now is to allow Twitter to update Facebook status.

## How to Connect Facebook to Twitter

What you will need:

- [Twitter](#) Account
- [Facebook](#) Account
- Cell Phone Capable of Sending Text Messages

1. Install the Twitter application on your Facebook account. Log in to Facebook and go to [Twitter's application](#). You can find it by searching for "Twitter" in the search bar. Once on Twitter's page click "Go to Application."
2. It will ask you if you want to allow access to the Twitter application on Facebook. Click "Allow."
3. Now it will ask you to enter your Twitter user name and password. Enter it and click "Log In."
4. Now, click on "Allow Twitter to Update Your Facebook Status"
5. The next screen will confirm. Click "Allow" and you are good to go!

# 7 Secrets to Getting Your Next Job Using Social Media

Adapted from Dan Schawbel

[This article](#) originally appeared on [Mashable.com](#), the top source for news in social and digital media, technology and web culture.



## 1. Conduct a people search instead of a job search

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The three-step people search:

### 1. Identify the top five companies where you would like to work.

Use a focused approach instead of flooding thousands of in-boxes with spam. You want to brand yourself, not just as the person who is the best fit for a job, but as someone who is eager and ecstatic to work for the company.

### 2. Use search engines to track employees who currently work there.

There are over 130 million blogs in [Technorati](#) and you can search through them to possibly find someone who works at one of your top five companies. You can search through corporate groups, pages and people on [Facebook](#). You can even do the same on Twitter. Then there are people search engines such as [pipi](#), [peek you](#), and [wink](#). Once you find a contact name, try googling it to see if there is any additional information about that person.

### 3. Connect with the person directly.

Social media has broken down barriers to a point where you can message someone you aren't friends with and don't have contact information for without any hassles. Before you message a target employee, realize that they receive messages from people asking for jobs all the time. They might not want to be bothered on Facebook, where their true friends are. As long as you've done your homework on the company and them, tailor a message that states who you are and your interest, without asking for a job at first. Get to know them before asking if there is an available opportunity.

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## **2. Use attraction-based marketing to get job offers**

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The traditional way of searching for a job was reactive, forcing you to start a job that you might not have enjoyed. The new approach is about building a powerful personal brand and attracting job opportunities directly to your doorstep. How do you do this? You become a content producer instead of just a consumer. The number one way to do that on the web is to launch a blog that centers around both your expertise and passions.

You need to be passionate to be committed to this project because it requires a lot of writing, creativity and consistency for it to actually help you. A blog is a non-intrusive, harmless and generous way of getting recruiters interested in your brand, without even asking for a job! Make the recruiters fall in love with you and only send you opportunities that are related to your blog content, so you end up happy in the end.

This works a lot and is expected for new-age marketing jobs that require experience in social media. It can even help you jump-start a new business from your blog platform. By pulling recruiters into your world, you are able to impress them with what you want them to see. They can make a quick decision whether to hire you or not, without you hearing about rejection. Start a blog today using [Wordpress.com](http://Wordpress.com) (for beginners) or install [Wordpress.org](http://Wordpress.org) onto your own host (such as [GoDaddy](http://GoDaddy) or [Bluehost](http://Bluehost)).

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## **3. Be proactive on Twitter**

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[Twitter](http://Twitter) has become the ultimate utility to connect directly with recruiters and employees at companies where you want to work. By conducting Twitter searches, following recruiters on your account and using the “@” sign to communicate with them on occasion, you will start to learn a lot about them and their companies.

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## **4. Capitalize on LinkedIn**

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It’s no surprise that [LinkedIn](http://LinkedIn) has been extremely profitable and successful as of late. Recruiters are starting to use LinkedIn as the main place for sourcing candidates because it’s free and the top professionals are on there. Many people don’t use LinkedIn to the best of their ability and fail to complete their entire profile, such that it says “100% complete.”

Just like any other search engine recruiters are using, keywords are extremely important. You want to fill out your entire profile, just as you would a resume, but include the same avatar you are using on Twitter (see above) and ensure that the summary section is complete. You'll also want to get at least one recommendation from a supervisor or friend, which will give you a "1" next to a "thumbs up" graphic when people search for you.

Then, you should import all your contacts from Outlook, Gmail, hotmail, etc, so that you can start to build your network or grow your existing network. The more people you are connected to the better, because you're only able to reach other people in your network (1st, 2nd & 3rd degrees) by having these connections. You may want to pay for a premium account, so you can contact other recruiters that may help you. Finally, you should conduct searches on there for jobs that you may be interested in and reach out to those individuals that may supply you with an interview or referral.

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## ***5. Advertise your brand using AdWords and Facebook Social Ads***

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[Google AdWords](#) is Google's advertising platform, which offers CPC (cost-per-click) and CPI (cost-per-impression) pricing for advertisements on Google and partner sites. Some of their partner sites are newspapers, radio and TV.

Before running your advertisement, you need a landing page. If you have a website or blog, then use the resume page within it to display through advertising. This works beautifully because recruiters can see that single resume page and notice all the other pages/options on your website, to get a better sense of your brand.

Here's how to create your ad:

1. **Title.** When you create your ad, label yourself as a specialist, expert or guru on the title tag. You might want to state the fact that it's your resume first.
2. **Description.** In the next two description tags, pull out your biggest achievements in six words or less and list your personal brand statement or a few descriptors.
3. **URL.** For your URL, don't use the URL for your resume page. Instead, use *yourname.com* for personal branding purposes. Drop the "www" from the domain you want to promote because it is unnecessary.

**Facebook Social Ads** allow businesses and individuals to advertise using Facebook's news feed or left rail (will change to two ad spots on the right when the new interface swaps over). This program works similarly to Google's but you can use a picture and it's more "word-of-mouth friendly" because ads travel through the news feed of friends.

Here is how to create your ad:

1. **Title.** What is the purpose of the ad? The title is the most important piece of your ad because it has the most “text” emphasis. I would say “I want to work for <insert company name>” or “Resume for <insert position type>.” Try to be as specific as you can.
2. **Picture.** Just like your Facebook picture, don’t use a picture that you wouldn’t want shown to your future employer. I would go for a professional yet personal picture.
3. **Description.** Don’t write your resume, but instead give the viewer a quick description of who you are, what you do and what job you want in 25 words.

Once you create your ad, link it either to your Facebook page, LinkedIn profile or blog/website. These ads are meant to target a specific group that would care about your resume or hiring you. When you select your target audience, keep your major in mind, as well as the company and location.

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## ***6. Construct a video resume and upload it to YouTube***

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A search for “video resume” on [YouTube](#) will give you over 1,700 results. Many video resumes are good, while others are so amateur and rehearsed that they detract from the candidate’s marketing program. The key with a video resume is that very few people have actually created one, so they serve to make you stand out in the recruiting process.

A good video resume is short, describes the value you can contribute to a given position, explains why you’re the best person for the job and talks about your background in a story-like format. If you aren’t a person with an outgoing and lively personality, then don’t bother creating one. Since you’re filming yourself, don’t rush because you can always try it a hundred times before you upload the final version to YouTube.

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## ***7. Subscribe to blogs that have job listings***

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We all subscribe to blogs to receive information based on our interests. Over time, we rely on these sources for information to keep us updated on what is happening in certain industries or different trends that are developing. In the past few years, the larger blogs have started to integrate job banks into their own websites, using software/hosting from companies such as [Job-a-matic](#). Blogs that have taken this approach include [Guy Kawasaki’s blog](#), [GigaOM](#), and [Jeremiah Owyang’s Web Strategy Blog](#).

# Part V

## - Your Time to Shine

# Successful Interviewing

Preparing for an interview is critically important for success. It is even more crucial if you are trying to break into a new field. Career Centers can help you prep for an interview through workshops or individual counseling (by appointment).

Make sure you look your best. You may not be able to buy a new suit, but you can iron a shirt and shine your shoes. You only get one chance to make a good first impression.

You must express motivation and enthusiasm during the interview, as those are innate qualities that businesses and other employers value. Businesses and other employers know that they can train you to have the hard skills that they need, like computer skills. They cannot train you to take an interest or show initiative – those are internal attributes that you must demonstrate.

Looking your best is important, but not enough. It is also essential to feel good about yourself and this requires preparation.

Preparation has three parts:

1. Think about why you want this position. What skills or experiences do you have that qualify you for the job? What are your related accomplishments? What can you do for the employer? Research your skills, interests, abilities – refer to your Career Exploration and Self-Assessment research used in JobZone or the other tools listed in Career Exploration.
2. Practice likely interview questions. For lists of potential education-related interview questions and how to best answer the questions, go to “A+ Resumes for Teachers”:  
[www.resumes-for-teachers.com/news/education-interview-questions.htm](http://www.resumes-for-teachers.com/news/education-interview-questions.htm) or  
[www.csus.edu/careercenter/](http://www.csus.edu/careercenter/).

If you are considering a career change, you can Google “interview questions for (job title you are preparing for).”

Several other websites that offer valuable interviewing advice include:

- [www.labor.ny.gov/stats/pdfs/winningedge.pdf](http://www.labor.ny.gov/stats/pdfs/winningedge.pdf)
- <http://career-advice.monster.com/job-interview/careers.aspx>
- [www.quintcareers.com/job\\_interview\\_preparation.html](http://www.quintcareers.com/job_interview_preparation.html)
- [www.quintcareers.com/intvres.html](http://www.quintcareers.com/intvres.html)
- [www.collegegrad.com/intv/](http://www.collegegrad.com/intv/)
- [www.workforce.com/archive/index.php](http://www.workforce.com/archive/index.php)
- [www.rileyguide.com/netintv.html](http://www.rileyguide.com/netintv.html)
- [www.careerjournal.com/jobhunting/interviewing/](http://www.careerjournal.com/jobhunting/interviewing/)

3. Research companies and school districts. Some popular resources include:
  - Company annual reports, sales catalogs and marketing brochures
  - Visit the websites of the company and its competitors
  - Network with people who do (or did) work there, who do (or did) business with them
  - Read what employees have to say at [www.glassdoor.com](http://www.glassdoor.com)
  - Read the Business Review at [www.bizjournals.com](http://www.bizjournals.com)
  - Visit your local library or Chamber of Commerce for publications
  - Local library reference sections often contain publications (i.e., Dun & Bradstreet Million Dollar Directory)
  - Check school districts' Board of Education webpage
  
4. Suggested topics for research:
  - Address and directions
  - Mission statement
  - Company goals
  - Managerial structure
  - Interesting facts (i.e., community involvement)
  - What the company does and what product or service they provide
  - Company structure – locations, divisions, size
  - Company history
  - Financial information
  - Information about competitors

# General Principles of Wage Information and Salary Negotiation

**Salary negotiation is part of your job search and interviewing. Keep in mind that:**

1. Businesses and other employers want to hire you at the lowest possible salary.
2. Employees want to earn the highest possible salary.

**You can negotiate most salaries. Salary negotiation works best *after* the job is offered.**

If asked your salary requirements early in the process you can say, "I will be able to better answer that question after I know a little more about the responsibilities of the job." However, be prepared to discuss salary, if pushed.

**Remember these key points:**

1. Before negotiating, research the salary range for the position you seek. See below websites:
  - [www.labor.ny.gov/stats/](http://www.labor.ny.gov/stats/)
  - [www.salary.com/](http://www.salary.com/)
  - [www.payscale.com](http://www.payscale.com)
  - [www.careeronestop.com/](http://www.careeronestop.com/)
  - [www.bls.gov/bls/wages.htm](http://www.bls.gov/bls/wages.htm)
2. Do not be first to name a definite figure.
3. Ask the interviewer, "What range does the company usually offer for an experienced person in this position?"
4. Bracket your salary request. Tell the interviewer, based on your research "For the position you have described, and the experience I bring to it, I would expect to be paid somewhere between the low to mid \_\_\_\_\_. Is that in line with what has been budgeted?"
5. In successful negotiation, both parties win. If necessary, be prepared to drop your salary a reasonable amount, staying within your requirements.

**IMPORTANT CONSIDERATIONS – It's not just about one number.**

- Expect to earn a salary that is competitive with others in the same title. This may be lower than your current salary, but is it a fair offer? What are other local companies currently paying for similar positions?

- Ask for and receive a salary that is reasonable for your skills, ability and work experience.
- Consider these questions:
  - Is your experience right on target? This would save the company training money.
  - Is your experience close but lacking some specific elements of the position?
- Look beyond the salary. Consider the entire benefit package (which is worth 30 – 35 percent of your salary). Is there a medical plan or a dental plan with family coverage available? What will it cost you? Is there a retirement (pension, 401(k), etc.) plan? Do they offer sick or personal leave, vacation allowances or tuition assistance?
- Agree on a salary that represents your value to the company/organization. How well do you fit the needs of that employer?
- At first glance, some jobs may seem to offer a salary less than you want, but sometimes there is a substantial increase after the company knows you can do the job. Will you receive a pay increase after 30 or 60 days, 3 months, maybe 6 months? Also, consider the chances to make up the difference through promotions.

# **Part VI**

## **- Supporting Websites and Blogs**

## Great sites for all positions

Business / Networking Cards – [www.vistaprint.com](http://www.vistaprint.com)

Online Resume – [www.visualcv.com](http://www.visualcv.com)

Potential employers, job postings on AJE, Jobs in the News, Assessments, Apprenticeships, Employer Recruitments and job/career fairs – [www.labor.state.ny.us](http://www.labor.state.ny.us)

Job Search articles and advice – [www.quintcareers.com](http://www.quintcareers.com) & [www.job-hunt.org](http://www.job-hunt.org)

Company research and what's happening – [www.bizjournals.com](http://www.bizjournals.com)

Human Services Agencies – [www.ccsnys.org/hsd/](http://www.ccsnys.org/hsd/)

Labor Market Information – [www.labor.state.ny.us](http://www.labor.state.ny.us) & [www.bls.gov](http://www.bls.gov) & [www.acinet.org](http://www.acinet.org)

Professional Associations – [www.weddles.com/associations/index.cfm](http://www.weddles.com/associations/index.cfm) & [www.marketingsource.com/products/directories/usassociations](http://www.marketingsource.com/products/directories/usassociations) & [www.associationsdirectory.org](http://www.associationsdirectory.org)

50+ – [www.aarp.org/work/jobhunting](http://www.aarp.org/work/jobhunting)

## Business & General Research

The Bureau of Labor Statistics – [www.bls.gov](http://www.bls.gov)

Zoom Info – [www.zoominfo.com](http://www.zoominfo.com)

About – [www.about.com](http://www.about.com)

About (job search) – [www.jobsearch.about.com](http://www.jobsearch.about.com)

Answers – [www.answers.com](http://www.answers.com)

Bloomberg – [www.bloomberg.com](http://www.bloomberg.com)

Tracked – [www.tracked.com](http://www.tracked.com)

Wikipedia – [www.wikipedia.org](http://www.wikipedia.org)

## Career Advice Resources

Business Week – [www.businessweek.com/managing/career](http://www.businessweek.com/managing/career)

Career Hub – [www.careerhubblog.com/main](http://www.careerhubblog.com/main)

College Recruiter – [www.collegerecruiter.com/profiles/blog/list](http://www.collegerecruiter.com/profiles/blog/list)

NY Post @ Work – [www.nypost.com/news/business/jobs](http://www.nypost.com/news/business/jobs)

NY Times Career Advice – [www.jobmarket.nytimes.com/pages/jobs](http://www.jobmarket.nytimes.com/pages/jobs)

Secrets of the Job Hunt – [www.secretsofthejobhunt.com](http://www.secretsofthejobhunt.com)

WSJ Careers – [www.online.wsj.com/public/page/news-career-jobs.html](http://www.online.wsj.com/public/page/news-career-jobs.html)

Google – [www.google.com/alerts](http://www.google.com/alerts); Google Blog Search; [www.blogsearch.google.com](http://www.blogsearch.google.com); Google Reader – [www.google.com/reader](http://www.google.com/reader)

Indeed.com; Industry Trends – [www.indeed.com/jobtrends/industry](http://www.indeed.com/jobtrends/industry); Job Trends – [www.indeed.com/jobtrends](http://www.indeed.com/jobtrends); Salary Search – [www.indeed.com/salary](http://www.indeed.com/salary)

## **International Jobs**

About.com International – [www.about.com/jobsearch/internationaljobs](http://www.about.com/jobsearch/internationaljobs)

Job-Hunt.org International – [www.job-hunt.org/international.html](http://www.job-hunt.org/international.html)

The Riley Guide International – [www.rileyguide.com/internat.html](http://www.rileyguide.com/internat.html)

Indeed (all countries linked at the bottom of Indeed homepage)

## **Salary Research**

Glassdoor – [www.glassdoor.com](http://www.glassdoor.com)

Indeed Salary Search – [www.indeed.com/salary](http://www.indeed.com/salary)

Payscale – [www.payscale.com](http://www.payscale.com)

QuintCareers – [www.quintcareers.com/job-offer-tutorial/](http://www.quintcareers.com/job-offer-tutorial/)

Salary.com – [www.salary.com](http://www.salary.com)

Salary Expert – [www.salaryexpert.com](http://www.salaryexpert.com)

## **Social Networking Websites**

Facebook – [www.facebook.com](http://www.facebook.com)

LinkedIn – [www.linkedin.com](http://www.linkedin.com)

Twitter – [www.twitter.com](http://www.twitter.com)

Others – [www.jobsearch.about.com/od/networkingsites/a/networkingsites.htm](http://www.jobsearch.about.com/od/networkingsites/a/networkingsites.htm)

## **For Teachers Looking For Teaching Jobs**

New York Job Bank – [www.americasjobexchange.com/ny](http://www.americasjobexchange.com/ny)

Indeed – [www.indeed.com](http://www.indeed.com)

OLAS Jobs (Online Application System for Educators) – [www.olasjobs.org](http://www.olasjobs.org)

BOCES substitute teacher services assists most schools throughout New York State. Visit the website representing all 37 Boards of Cooperative Educational Services (BOCES) in New York State – [www.boces.org](http://www.boces.org)

Pennsylvania Education Jobs – [www.pareap.net](http://www.pareap.net)

New Jersey Education Jobs – [www.njschooljobs.com](http://www.njschooljobs.com)

State and Federal Prison teaching jobs – [www.career-opportunities.net/career\\_profiles/state\\_federal\\_prison\\_teacher](http://www.career-opportunities.net/career_profiles/state_federal_prison_teacher)

Private schools in NY State – [www.privateschoolreview.com/state\\_private\\_schools/stateid/NY](http://www.privateschoolreview.com/state_private_schools/stateid/NY)

New York Education Jobs – [www.nyeducationjobs.com](http://www.nyeducationjobs.com)

American Mathematic Society – [www.ams.org](http://www.ams.org)

Chronicle of Higher Education – [www.chronicle.com](http://www.chronicle.com)

Higher Education Jobs – [www.higheredjobs.com](http://www.higheredjobs.com)

Academic Professionals – [www.academic360.com](http://www.academic360.com)

K-12 Jobs – [www.k-12jobs.com](http://www.k-12jobs.com)

Education America.Net – [www.educationamerica.net/info\\_js.html](http://www.educationamerica.net/info_js.html)

[www.jobs.teachers.net/Teachers/tabid/53/Default.aspx](http://www.jobs.teachers.net/Teachers/tabid/53/Default.aspx)

[www.job-hunt.org/academia.shtml](http://www.job-hunt.org/academia.shtml)

[www.teachers-teachers.com/](http://www.teachers-teachers.com/)

Several specific job search sites for teachers in one place – [www.careeroverview.com/education-jobs.html](http://www.careeroverview.com/education-jobs.html)

Tips for teacher resumes, cover letters & interviews – [www.atozteacherstuff.com/pages/1876.shtml](http://www.atozteacherstuff.com/pages/1876.shtml)

## **Interviewing and Portfolio Development**

[www.resumes-for-teachers.com/news/education-interview-questions.htm](http://www.resumes-for-teachers.com/news/education-interview-questions.htm)

[www.tepservers.ucsd.edu/courses/tep129/InterviewQuestions.htm](http://www.tepservers.ucsd.edu/courses/tep129/InterviewQuestions.htm)

[www.members.aol.com/amberp813/Interview.html](http://www.members.aol.com/amberp813/Interview.html)

[www.buzzle.com/articles/teacher-interview-questions.html](http://www.buzzle.com/articles/teacher-interview-questions.html)

[www.ezinearticles.com/?6-Common-Teacher-Interview-Questions-and-How-to-Answer-Them&id=510891](http://www.ezinearticles.com/?6-Common-Teacher-Interview-Questions-and-How-to-Answer-Them&id=510891)

[www.teachingheart.net/teacherinterview.html](http://www.teachingheart.net/teacherinterview.html)

[www.k6educators.about.com/od/becomingateacher/a/interviewsq.htm](http://www.k6educators.about.com/od/becomingateacher/a/interviewsq.htm)

[www.lesley.edu/services/crc/interviewforteachers.html](http://www.lesley.edu/services/crc/interviewforteachers.html)

[www.teachnet.com/how-to/employment/portfolios/port002.html](http://www.teachnet.com/how-to/employment/portfolios/port002.html)

[www.ftad.osu.edu/portfolio/](http://www.ftad.osu.edu/portfolio/)



