

TRICO YouthWorks presents:



Get  
A Job  
TOOLKIT

 **Tri-County Workforce Center**

730 Simms Street, Suite 300, Golden, Colorado 80401 Phone 303.271.4700

[www.tricoyouthworks.org](http://www.tricoyouthworks.org)



## Get a job!

These three words are capable of striking fear in the hearts of any youth, especially if they are unprepared for the rigors of finding a job. Whether looking for a first job, a new job, or a career, youth need not fear. Tri-County Workforce Center's youth program, TRICO YouthWorks, is here to help with a wide range of youth-oriented services.



We designed the *Get A Job Toolkit* to give youth an opportunity to learn job readiness skills through instructor guidance and hands on activities.

There are seven individual lessons in the Toolkit:



**Getting Started**  
**Job Skills**

**Job Search**  
**Applications**

**Cover Letters**  
**Resume Writing**  
**Interviewing**

Each lesson has the following components:



**Background Information**  
**Overview of Lesson**

**Objectives**  
**Resources and Materials**

**Activities**  
**Discussion/Questions**  
**Evaluation and Assessment**

The lessons can be taught individually or as a complete curriculum. Participants will gain the most from completing the entire curriculum and are encouraged to keep a notebook containing completed documents and handouts. Keep in mind, this toolkit is just one of the many ways we can help create the workforce of the future by helping youth establish their job skills and make positive career choices. *Remember...*



## Everyone starts somewhere.



Tri-County Workforce Center is an equal opportunity program and auxiliary services are available to individuals with disabilities.



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# Table of Contents



**Getting Started**



**Job Skills**



**Job Search**



**Applications**



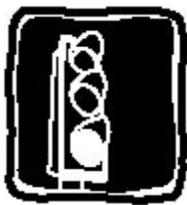
**Cover Letters**



**Resume Writing**



**Interviewing**



# Getting Started: *Overview*

Before you start your job search, it is important to take a look at yourself and your attitude. “Your attitude is one of the most important things that employers consider when they interview you or work with you. Having a great attitude often is as important as having good skills.”

\* [http://www.doleta.gov/youth\\_services/yocorner/present/attitude.cfm](http://www.doleta.gov/youth_services/yocorner/present/attitude.cfm) \*

Getting started with your job search is not an easy task. When job search comes up, people talk about resumes, cover letters, interview skills and applications. It can be very confusing but keeping a job search portfolio will help you keep track of all the material that will assist you in finding a job.

## Overview of Lesson Plan

- Participants will be provided with child labor laws and information about what they need to start job searching.

## Objective

- To become familiar with the essential steps and paperwork necessary in job searching

## Resources and Materials

- Getting Started: Child Labor Laws
- Getting Started: What You Need to Get Started
- Getting Started: Self-Reflection Worksheet
- Getting Started: Effective Job Readiness Checklist

## Activities

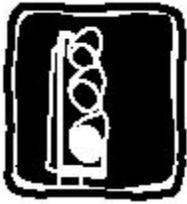
- Engage participants by asking about previous jobs and volunteer experiences (What did they do, like, gain and how did they get the position?)
- Initiate a discussion about the steps they go through to apply for a job.
- Provide youth with a copy of Child Labor Laws, What You Need to Get Started and Effective Job Readiness Checklist.
- Provide participants with a copy of the Self-Reflection Worksheet and review the directions.
- Use the Self-Reflection Worksheet as a guide to for participants to identify areas of improvement. Refer participants to future workshops based on areas of need.
- Discuss the Effective Job Readiness Checklist and the importance of being well organized by keeping a folder containing all the information they receive from the toolkit.

## Discussion/Questions

- Discuss with participants their next step in getting started on their job search.

## Evaluation and Assessment

- Completed Self-Reflection Worksheet



# Getting Started: *Child Labor Laws*

**THANKS FOR STAYING IN SCHOOL!**  
**THE COLORADO WORKPLACE NEEDS AN EDUCATED & SKILLED WORK FORCE.**

Colorado Department of Labor & Employment  
 Division of Labor Labor Standards Unit  
**COLORADO**  
 School-to-Career Partnership

**KNOW YOUR RIGHTS**

**A Young Person's Guide to Employment**

OCTOBER 1997



## Directory of Government Agencies

- **Federal Labor Laws:**  
U.S. Department of Labor  
Wage and Hour Division  
(303) 844-4405
- **Colorado Labor Laws:**  
Colorado Division of Labor,  
Labor Standards  
(303) 572-2241
- **Federal Employment Discrimination Laws:**  
Equal Employment Opportunity  
Commission  
(303) 866-1300
- **Colorado Employment Discrimination Laws:**  
Colorado Division of Civil Rights  
(303) 894-2997

## Colorado laws do not require nor prohibit:

- Paid time off or vacations, severance, holiday or sick pay.
- Advance notice for layoff or termination.
- Advance notice to quit or resign.
- Advance notice of work schedule changes.
- Premium pay for weekends, holiday or night work.
- Pay raises, bonuses or other fringe benefits.

Colorado is an "Employment at Will" state which means an employer or employee can terminate an employment relationship at any time with or without cause and with or without notice and with no penalty in most cases.

### 1 Minimum wage required in most instances:

**Federal:**  
 \$5.15 per hour  
 \$2.13 per hour plus tips using the tip credit formula

**Colorado:**  
 \$5.15 per hour  
 \$2.13 per hour plus tips using the tip credit formula

Call Labor Standards for exceptions to minimum wage requirements.

**2** Your employer **MAY NOT** deduct from your wages for breakage, cash shortages, tools and uniforms. Some exceptions to this rule are allowed. Call Labor Standards.

**3** Employers must pay you regularly, either weekly, every other week or monthly. You must be given a statement listing any deductions from your paycheck, like taxes, etc. ...

**4** Keep good records of hours worked. If there's a difference between your records and your employer's, review your records together. If you still have a dispute, call Labor Standards.

**5** You must be given at least a 30-minute unpaid meal period after no more than 5 hours of working. Some exceptions to this rule are allowed.

**6** If your employer calls you into work, but has no work for you when you arrive and ends up sending you home, your employer is only required to pay you for actual hours you are required to be present and/or working.

**7** If you are fired or laid off, your employer must immediately pay you all the wages you have earned. If you quit or resign, your final paycheck should be paid on the next regular payday.

**8** You have a right to a safe workplace! You can't be required to perform dangerous jobs. Contact the Labor Standards Unit to find out which jobs you are **NOT** allowed to do if you are a minor under 18 years of age.

**9** **14 and 15 year olds** may be employed no more than—

- 3 hours on a school day or 18 hours in a school week.
- 8 hours on a non-school day or 40 hours in a non-school week.

Also, work may not begin before 7 A.M. or end after 7 P.M. except from June 1 through Labor Day when evening hours are extended to 9 P.M.

**16 and 17 year olds** cannot be involved with—  
 Manufacturing or storing explosives; driving a motor vehicle and being an outside helper, except under certain conditions; coal mining with certain exceptions; logging and sawmilling; power-driven wood working machines; exposure to radioactive substances and to ionizing radiations; power-driven hoisting apparatus; power-driven metal forming, punching and shearing machines; mining other than coal mining; slaughtering, meat packing, processing, or rendering; power-driven bakery machines; power-driven paper products machines; manufacturing brick, tile, and kindred products; power-driven circular saws, band saws, and guillotine shears; wrecking, demolition, and ship-breaking operations; roofing operations; excavating operations.

**18 year olds**—  
 Can work in any job for unlimited hours.

**10** If your employer requires an age certificate (Colorado does not have a work permit), then you must get one from your school office or school district office.

**11** If you are injured on the job, tell your employer right away. Your employer has an obligation to provide you with employer-paid medical treatment, according to State Workers Compensation. Call (303) 575-8854 if you have questions.

**12** A minor is any person under 18 years of age, who may work as an adult in most cases if they have graduated from high school or received a passing score on the General Education Development (GED) examination.

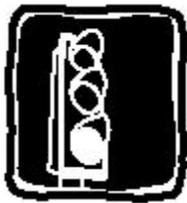
**13** The minimum age for employment in most industries is fourteen (14) years of age. Youths 14 and 15 years of age may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs.

**14** If you have a right to be free from physical, racial, sexual, or religious harassment and/or abuse at your work.



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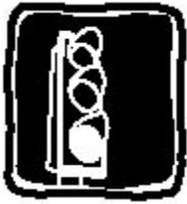
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# Getting Started: *What You Need to Get Started*

Employers require the following when hiring for a job for payroll purposes and to document eligibility to work. They are necessary when completing a W-4 (Federal Income Tax Withholding Form) and I-9 (Employment Eligibility Verification Form).

| You May Need                             | When Needed                                                          | How & Where to Get it                                                          | Issued by                                                                                |
|------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Social Security Card                     | Before you apply for a job                                           | Apply at your local Social Security office                                     | U.S. Social Security Administration                                                      |
| Birth Certificate                        | If required by employers to prove age                                | Contact the Health Department of county or state where you were born           | Health Department of county where you were born or your state's Vital Records Department |
| Work Permit (age certificate)            | If you're under 18; if you're under 16 you'll need a job offer first | Go to principal's office and/or county school board office or school counselor | Local junior/middle/high schools                                                         |
| Driver's License or State ID             | For identification purposes                                          | Apply at your local driver license office                                      | Colorado Department of Revenue, Driver's License Division                                |
| Student identification card (student ID) | If required to prove that you are a student                          | Ask in the school office                                                       | Your school                                                                              |



# Getting Started: *Self-Reflection Worksheet*

When getting ready to apply for a job it is important to look at ourselves and see if we are prepared. Complete the items below and think about how they will affect your job search.

Please check all that apply:

- I am looking for a job because:
  - I want/need the money
  - I want to gain work experience
  - I dislike my current job
  - My parents are making me
  - I am obligated to by the courts
  - I want to get out of the house
  
- I view work as:
  - A learning experience
  - Challenging
  - Exciting
  - A way to make money
  - Boring
  - A way to get my foot in the door
  - A way to meet people
  - Fun
  
- Working may require me to change my daily schedule. I am willing to spend less time \_\_\_\_\_ in order to work.
  - Talking on the phone
  - Reading
  - Playing video games
  - Hanging out with friends
  - Doing homework
  - Going to the movies
  - Watching TV
  - Shopping
  - Sleeping
  - Eating
  - Playing Sports
  - Other \_\_\_\_\_

| In general, I:                                            | Always | Sometimes | Never |
|-----------------------------------------------------------|--------|-----------|-------|
| 4. Am on time to work or school                           |        |           |       |
| 5. Pay attention to detail                                |        |           |       |
| 6. Listen to authority                                    |        |           |       |
| 7. Deal well with conflict                                |        |           |       |
| 8. Am able to communicate well with others                |        |           |       |
| 9. Work well with a team                                  |        |           |       |
| 10. Have a good attitude about work/school                |        |           |       |
| 11. Talk positively about my last employer and supervisor |        |           |       |
| 12. Am honest                                             |        |           |       |
| 13. Do not let personal issues interfere with work/school |        |           |       |
| 14. Have a good work ethic                                |        |           |       |
| 15. Call when I can't make it to work/school              |        |           |       |
| 16. Take pride in what I do                               |        |           |       |



# Effective Getting Started: Job Readiness Checklist

*Check off documents when you collect them:*

Documents you will need to get a job

- Social Security Card
- Driver's License or State ID

Other documents you may need to get a job:

- Birth Certificate
- Student ID Card
- Work Permit

Use this checklist as a self-evaluation of what you have now and what you need from future workshops. This will help you decide what workshops will benefit you the most. Keep in mind that although you may already have some of the items on this checklist, building on that knowledge will give you an even greater advantage in your job search. For example, if you already have a good resume, coming to the Resume Workshop will help you leave with a top-notch resume.

*Check off job readiness tools as you complete them:*

- Getting Started
- Career Exploration
- Understanding of job search methods and list of places to look for jobs
- Job Search Plan
- List of Skills and Traits I have to offer an employer
- A Two-Minute Pitch used to introduce myself to employers
- Contact 3 people and ask them if you can use them as good references
- Letters of Recommendation
- Sample Employment Application
- Resume(s)
- Cover Letter(s)
- Interview Skills
- Tips for Job Search if I have a criminal background
- All written material edited and in final draft form



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# Job Skills: *Overview*

When completing a job application or a resume and during an interview you will be asked about your skills. These skills are abilities that are acquired or developed through training or experience. Employers may also want to know personal traits that are distinguishing features of a person's character.

“Many of us have skills we are unaware of. By inventorying your skills—both those you are aware of and those you aren't, you will automatically put yourself way ahead in the job hunt.” (What Color is your Parachute? Richard Bolles. 1999 Page 70)

## Overview of Lesson Plan

- Participants will have completed the Job Skills worksheets and Two-Minute Pitch.

## Objective

- To become familiar with the essential steps and paperwork necessary in job searching
- To provide participants with the resources and information needed to effectively identify their work or job readiness skills
- To have participants identify skills and prepare a two-minute pitch which will assist them in completing job applications, writing a resume and interviewing effectively

## Resources and Materials

- Job Skills: Training and Experience
- Job Skills: Traits
- Job Skills: Worksheet
- Job Skills: Two-Minute Pitch

## Activities

- Instructor will provide each participant with a copy of Job Skills Identification, Traits and Worksheet to complete.
- Instructor will provide each participant with a copy of the Two-Minute Pitch and review the contents and instructions.

## Discussion/Questions

- Open a discussion with participants about how they can use their skills and traits to complete an application, write a resume and interview effectively.

## Evaluation and Assessment

- Completion of the Job Skills Worksheets and Two-Minute Pitch



# Job Skills: *Training and Experience*

Skills are proficiencies that are acquired or developed through training or experience. Review the skills listed below and circle the SKILLS you have:

- |                            |                           |                       |                   |
|----------------------------|---------------------------|-----------------------|-------------------|
| Selling products           | Customer service          | Repairing a house     | Writing           |
| Running effective meetings | Counseling                | Installing carpet     | Decorating        |
| Typing                     | Computer knowledge        | Fixing cars           | Making beds       |
| Solving difficult problems | Speaking Spanish          | Answering phones      | Painting          |
| Balancing checkbook        | Helping patients          | Working in the yard   | Cleaning          |
| Keeping records            | Working as a volunteer    | Changing tires        | Roofing           |
| Driving                    | Working with others       | Washing windows       | Bookkeeping       |
| Manual labor               | Customer complaints       | Working with children | Washing cars      |
| Compiling information      | Cooking                   | Planning trips        | Mowing grass      |
| Working on a committee     | Working on a team project | Preparing food        | Assembling parts  |
| Taking inventory           | Supervising others        | Woodworking           | Handling cash     |
| Mailing materials          | Welding                   | Feeding animals       | Stocking supplies |
| Scheduling appointments    | Cooking meals             | Filing                | Lifeguarding      |

## *My Sales Approach*

List your top five skills using those identified above or other skills you possess. Think of both unpaid and paid experiences to determine what skills you have to offer an employer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## *Informing the Employer*

Employers want to hire people who possess the skills necessary to be successful in their particular work environment. Unless you apply at a place where the employer can read minds, the employer won't know what skills you possess just by looking at you. Show the employer that you have the skills necessary to be an asset to their company.

- On applications, include your skills for a question such as:  
List special qualifications and skills you have.
- Be prepared to share your skills with the employer during the interview for questions such as:  
Why should we hire you for this position?  
In what ways do you think you can make a contribution to our company?  
Why do you want to work for this company?



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# Job Skills: *Traits*

Traits are distinguishing features of a person's character. Review the traits listed below and circle the TRAITS you have:

- |                          |                    |                       |                           |
|--------------------------|--------------------|-----------------------|---------------------------|
| Get to work every day    | Meet deadlines     | Ambitious             | Willingness to learn      |
| Arrive on time every day | Have enthusiasm    | Follow instructions   | Manage time effectively   |
| Self-motivated           | Conscientious      | Get things done       | Meet work deadlines       |
| Take initiative          | Loyal              | Get along with others | Set goals                 |
| Results oriented         | Problem solver     | Work hard             | Organized                 |
| Take responsibility      | Take pride in work | Honest                | Ability to solve problems |
| Optimistic               | Learn quickly      | Ask questions         | Have a sense of humor     |
| Mature                   | Eager              | Motivate others       | Motivate others           |
| Helpful                  | Responsible        | Careful               | Good communication        |
| Fast learner             | Sincere            | Friendly              | Detail oriented           |
| Assertive                | Creative           | Energetic             | Dependable                |
| Self starter             | Team player        |                       |                           |

## *My Sales Approach*

Use the table above and other traits you possess to list the five personal traits you want your future employer to know about.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## *Informing the Employer*

To be a step above the competition, make the employer aware of the personal traits you possess that will benefit the particular work environment. By informing the employer about your good qualities, you increase your chances of getting hired. Here are some examples of interview questions where you can incorporate information about your traits:

- What are your greatest strengths?
- What two things are most important to you in your job?
- Why do you think you would like this particular type of job?

Go above and beyond listing the personal traits and skills you have. Think of examples of unpaid and paid work experiences where you used your skills and traits to benefit situations. Also, what experiences have helped you to develop these skills and traits?

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# Job Skills: *Worksheet*

Your resume, application, and interview can showcase skills that you have obtained through previous employment, volunteer experiences and social activities. The following examples show common skills and duties associated with each position.

Position: Retail Sales

|         |                   |               |             |                  |
|---------|-------------------|---------------|-------------|------------------|
| Skills: | Bank deposits     | Cash handling | Concessions | Display setup    |
|         | Inventory control | Purchasing    | Receiving   | Customer service |
|         | Retail management | Returns       | Sales       | Stocking         |

Position: Cashier

|         |               |                   |                  |              |
|---------|---------------|-------------------|------------------|--------------|
| Skills: | Bank deposits | Cash handling     | Customer service | Inventorying |
|         | Taking orders | Ordering supplies | Cleaning         | Scheduling   |
|         | Stocking      |                   |                  |              |

Position: Food Service

|         |                  |                |                 |             |
|---------|------------------|----------------|-----------------|-------------|
| Skills: | Cash handling    | Cleaning       | Delivery driver | Dishwashing |
|         | Food preparation | Kitchen helper | Stocking        | Cooking     |
|         | Customer service |                |                 |             |

Now think about the jobs, volunteer experiences, or social activities where you have gained skills. Complete the 3 skill sets below and use them to assist in filling out an application, writing a resume and interviewing.

Position/title: \_\_\_\_\_

Skills/Duties:

---

---

Position/title: \_\_\_\_\_

Skills/Duties:

---

---

Position/title: \_\_\_\_\_

Skills/Duties:

---

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## Job Skills: *Two-Minute Pitch*

The two-minute pitch is a short statement to introduce yourself to employers.

Why job seekers use a two-minute pitch:

- To make a good first impression on an employer
- Convey to a potential employer what skills and abilities you have to offer
- To explain in what direction your career is going

Tips for your two-minute pitch:

- Say it enthusiastically
- Smile
- Use appropriate gestures
- Make eye contact with the listeners
- Tailor it to fit the situation; the whole pitch may not be necessary in all situations

When to use a two-minute pitch:

- When speaking to a potential employer
- During informational interviews
- When making cold calls to employers
- When asked “Tell me about yourself.”
- During a job interview

What the pitch consists of:

Complete the following to help you prepare your two-minute pitch. After completing the following questions write the information out in sentence and paragraph form. It should be clear and flow smoothly when repeated to an employer.

1. Who you are (Your name)

---

2. Your educational background

---

3. Your employment background

---

4. Your job objective/goal

---

5. Relevant skills, abilities and accomplishments

---

6. Why you stand out among your peers

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# Job Search: *Overview*

Job searching begins with knowing what type of job and work environment you would like and what geographical location you prefer. Developing a job search plan can help you take the next step in your job search.

Success is rarely an accident. Luck and chance are certainly a part of making changes in life. Preparation balances the chance factor so it is more in your favor. This is absolutely true for job searching.

## Overview of Lesson Plan

- Participants will be able to identify different job search tips and methods
- Participants will have a completed Job Search Plan

## Objective

- To provide participants with the resources and information needed to effectively search for a job
- To have participants identify the eight major job search methods and be able to apply them to their own job search

## Resources and Materials

- Job Search: Methods
- Job Search: Plan
- Job Search: Log
- Job Search: Cold Calling Script
- Job Search: Education Counts
- Job Search: Tips for Attending a Job Fair
- Job Search: Criminal Background

## Activities

- Instructor will provide participants with an overview of the job search process and eight different job search methods.
- Participants will be given a copy of the Job Search Log and the instructor will explain the importance of keeping track of job search contacts.
- Participants will be give a Cold Calling Script and instructor will explain the process.
- Participants will be provided with a Job Search Plan to complete.
- Instructor will provide participants with Tips for Attending a Job Fair, Education Counts and Criminal Background as needed.

*continued*

# Job Search: *Overview* continued

## Discussion/Questions

- Discuss with participants how they have searched for jobs in the past and what they have found to be successful.
- Discuss with participants how they may change their job search now that they have completed the lesson.

## Evaluation and Assessment

- Completed Job Search Plan



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# Job Search: *Methods*

Use a combination of job search methods to increase your chances of getting a job.

**Workforce Centers** - Workforce Centers provide a wide range of employment and educational programs for youth that include employment opportunities, job search assistance, job readiness training, educational and training programs in high-demand careers, mentoring opportunities and internships.

**Job Boards** - Youth centers, mentoring programs, libraries, community centers, grocery stores and other agencies who serve youth often have job postings on their announcement boards or in their student centers. Places such as high school counseling centers, recreation centers, community colleges and youth drop in centers are also good places to look.

**Networking** - Word of mouth is sometimes the best way to get job leads. Tell everyone you know that you are looking for a job. Start with your family and friends. Have them spread the word that you are looking for a job. Keep in touch with them and let them know how your job search is going.

**Store Windows** - Apply to a “Help Wanted” sign in the window of a business. For example, if you are interested in working in retail, you may walk around the local mall and look for any “Help Wanted” signs.

**Cold Calling/Direct Contact** with the places you want to work - You can make direct contact with an employer to see if they are hiring by calling them on the phone or by going into their place of business. Make sure you have a practice script and two-minute pitch ready when you contact the employer. Use the cold calling script to make contact with the employer and use the two-minute pitch to tell the employer about yourself and your skills.

**Internet** - There are a lot of job search web sites out there. Find the ones that provide you with the best and most up-to-date information and search them regularly.

**Responding to newspaper classifieds** - When looking in the newspaper, look for ads that display the businesses’ phone numbers, addresses, fax numbers, job descriptions, job qualifications and other important information. Complete ads will help you tailor your cover letter, resume or application to the needs of the employer. Also, you only want to spend time applying for jobs that you’re interested in and meet the qualifications.

**Job Fairs & Career Expos** - Job fairs are an excellent place to meet employers who are hiring. Don’t be afraid or intimidated about talking to employers. Make sure you bring copies of your resume, completed sample application, references and work history. Be ready to answer the question, “Tell me about yourself.” by having your two-minute pitch rehearsed.



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# Job Search: *Plan*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. My goal is to obtain employment by (date) \_\_\_\_\_  
by job searching \_\_\_\_\_ days a week for \_\_\_\_\_ hours a day. I plan on applying for \_\_\_\_\_ jobs  
a week in order to reach my goal.

2. I am looking for the following in my future job:

Job duties, tasks and responsibilities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Industries, settings or work environments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Locations (City/Cities):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Positions/titles

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Sources I will use in my job search:

- Local workforce center
- Store windows
- Internet
- Job fairs
- Employment agencies
- Cold calling

- Job boards
- Direct contact with places I want to work
- Classified ads
- Career expos
- Networking with family/friends
- Other \_\_\_\_\_

4. In order to apply for jobs, my portfolio (folder) contains:

- Resume(s)
- Cover letter(s)
- Pen

- Letters of Recommendation
- Completed Sample Application
- Schedule of when I am available to work

5. Documents I have collected:

- Social Security Card
- Birth certificate
- Student ID card

- Work permit
- Driver's license or State ID
- Other \_\_\_\_\_

6. I have prepared the following:

- A list of skills I have to offer an employer
- A list of traits that describe my character and work ethic
- A two-minute pitch that will be used to introduce myself to employers.



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# Job Search: Log

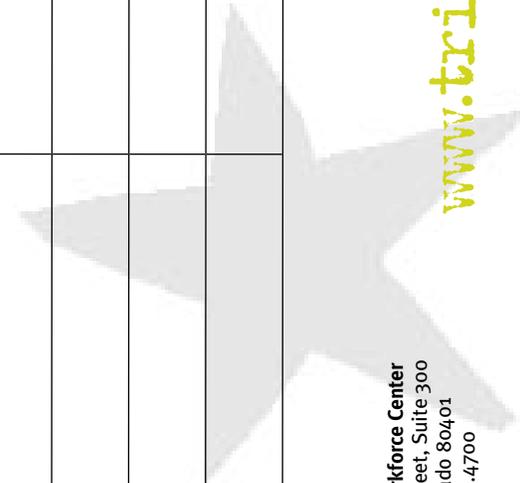
Name \_\_\_\_\_

| Date | Employer Name, Address, Phone number | Contact Person | Results (circle one)            | Position | Application or Resume filed (circle one) | Follow-up Results/ Comments |
|------|--------------------------------------|----------------|---------------------------------|----------|------------------------------------------|-----------------------------|
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |
|      |                                      |                | Not Hiring<br>Pending<br>Hiring |          | Yes<br>No                                |                             |



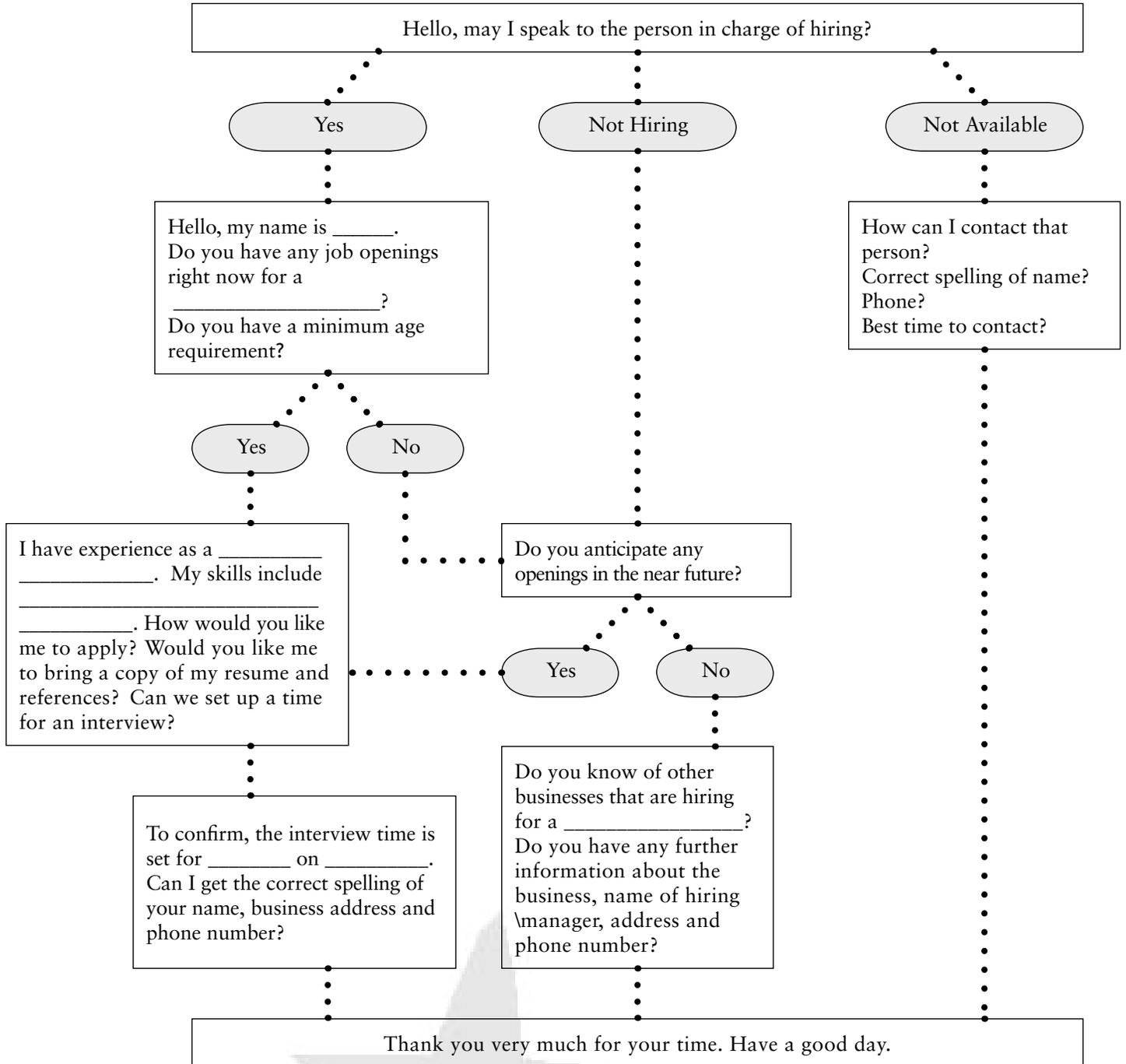
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# Job Search: Cold Calling Script





## Job Search: *Education Counts*

Studies by the U.S. Census Bureau and many other agencies have consistently shown that people with a higher level of education make more money than those with less education. For example, the U.S. Census Bureau issued data in July of 2002 that shows the following:

| Highest Education Level Achieved | Average Annual Income (1999) |
|----------------------------------|------------------------------|
| Professional Degree              | \$109,600                    |
| Doctoral Degree                  | \$89,400                     |
| Master's Degree                  | \$62,300                     |
| Bachelor's Degree                | \$52,200                     |
| Associate Degree                 | \$38,200                     |
| Some College                     | \$36,800                     |
| High School Graduate             | \$30,400                     |
| Not a High School Graduate       | \$23,400                     |



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## Job Search: *Tips for Attending a Job Fair*

Job fairs are excellent places to network with employers, gain more information about companies and ultimately assist you in getting that perfect position. As a job seeker, utilize these tips to make your job fair experience more successful.

- To find out about excellent job fairs, contact your local workforce center. To find more information on upcoming job fair, go to the Tri-County Workforce Center web site: [www.tricoyouthworks.org](http://www.tricoyouthworks.org).
- Prepare in advance for the job fair by registering early and mapping out your course of action. Look over the list of employers and types of jobs they have open, so you may research them before the job fair. Go to the job fair prepared to answer “Why do you want to work for us?” for each employer. In addition, show interest in employers by preparing some questions in advance. A good example of a question to ask an employer is, “What are you looking for in an applicant?”
- Be prepared to fill out an application or have an interview on the spot. It’s best to turn in the application right away so make sure you bring a sample employment application with all your information. Also, be prepared to quickly sell your skills, talents and experiences because you may be offered an interview at the job fair.
- Bring at least 25 resumes. When the employer asks for a resume, you want to be able to give them as many as they want. An even better strategy is offering the employer a resume whether they ask for it or not. Be aware that some employers will not take resumes at a job fair. If you don’t hand all of your resumes out, you can always use them in the future.
- Dress up. Strolling into a job fair with your favorite hat and your most comfortable jeans just won’t cut it. Be one step above the competition with a dressy, professional outfit and excellent hygiene.
- Act professional. Leave your chewing gum at home. Give a firm handshake rather than a high-five to the employer. Catch up with your friends later. An employer will be more impressed if you are responsible enough to approach them by yourself, rather than with five of your best buds. Speak the industry lingo rather than slang and always have great eye contact to show confidence.
- When speaking to an employer, be ready to give a two-minute pitch. A two-minute sales pitch consists of your educational and employment background, your relevant skills, abilities and accomplishments and other information that helps you stand out among your peers.



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# Job Search: *Criminal Background*

Looking for a job can be frustrating, especially if you have a criminal background. Following are some ideas to assist you in your job search.

## Arrest Record

Employers have access to your official arrest record. Employers can view information on your arrests, convictions and adjudications. If you are a youth offender you most likely received an adjudication instead of a conviction. An adjudication is different from a conviction because an adjudication can be sealed from your record. By sealing your record, employers won't have access to that information.

Even though an adjudication is different than a conviction, many employers don't know the difference. Even though you did not commit an adult crime in the eyes of the criminal justice system, an employer may still view the adjudication as a conviction.

In order to seal an adjudication, you need to know exactly what is on your official arrest record. You can get a copy through the county courthouse where you were adjudicated. You cannot seal an adjudication until after parole. You can request to have your record sealed by filling out a petition, which you can get through the courthouse.

## Applications

Commonly on the application, there is a question such as, "Have you ever been convicted of a felony? If yes, please explain." Do not lie on this question! An application with false information is automatic grounds for firing. If you have an adjudication, you are not lying on the application if you check "No." However, employers may think it is a conviction if they do a criminal background check.

There are a couple different ways you can handle this.

- Employers prefer if you check yes, write out your charge, the amount of time you served, if you have been paroled and what you are doing now.
- Another option is to check yes and write "Will explain in interview."

## Interviews

Before the interview, practice ahead of time to avoid fumbling through the answer or saying something you will regret after the interview. Start out strong with the good news, then give the bad news (your criminal background) and end strong with more good news.

- Express your interest in the position. Tell the employer about your skills and why you are qualified.
- Briefly explain your crime. Don't give a lot of details. If it takes more than 30 seconds, you're giving too much information.
- Explain what you've done to better yourself. Talk more about your skills and why he/she should hire you.



# Applications: *Overview*

“Many employers use applications as a way of standardizing the information they obtain from all job-seekers, including some things that you would not normally put on your resume. Your goal is to complete the application, as completely and honestly as you can — all the time remembering that the application is a key marketing tool for you in the job-hunting process. Remember that some employers will use your application as a basis for deciding whether to call you for an interview.”

\* [http://www.quintcareers.com/job\\_applications.html](http://www.quintcareers.com/job_applications.html) \*

Most every employer has a different application requesting the same information but a different format. Being prepared when filling out an application will increase your chances of getting a job. Complete a master application to use as reference when job searching.

## Overview of Lesson Plan

- Participants will be provided with information needed to complete a Master Job Application

## Objective

- To provide participants with the resources and information needed to effectively fill out an application
- To have participants complete a sample application they can use to fill out employment applications, thereby increasing their chances of being hired

## Resources and Materials

- Applications: Tips
- Applications: Master
- Applications: Completed
- Applications: With Mistakes
- Applications: Follow-Up

## Activities

- Instructor will provide participants with an overview of an employment application and how employers use them.
- Instructor will review Tips for completing a job application.
- Participants will review the sample Completed application and application With Mistakes and then complete the Master application.
- Provide participants with a copy of job application Follow-Up and discuss appropriate way to contact an employer.

## Discussion/Questions

- How do you increase your chances of the employer looking at your application?

## Evaluation and Assessment

- Master Employment Application correctly filled out



## Applications: *Tips*

The employer's first contact with you and your skills is through a job application. A well written application may be the deciding factor in whether an employer calls you for an interview or not. Completing the application fully and accurately is very important because the application is your chance to present your skills, abilities and work history to the employer.

**Be prepared** - When filling out an application, arrive prepared. Be sure to bring a completed sample application, resume, references, social security card and photo ID.

**Go alone** - Don't apply for jobs in groups or with your friends/family. Have them wait outside.

**Writing/Typing** - When possible type or complete the application on a computer. If you are unable to type the application print or write as neatly as you can using a black or a blue pen. Make sure they can easily read your application.

**Make minimal corrections** - To correct a mistake, use White Out or draw one or two lines through the error; do not scratch through or rip holes in the paper.

**Keep the application clean** - Employers often judge the appearance of an application as a clue to how much importance you put on the quality of your work. Ask for an application and then go make a copy of it before you start filling it out. Be careful not to smear ink or leave stains on the form from food or dirty hands. If you make a mess of the application, ask for a new one and start again.

**Follow instructions** - Make sure you read the whole document first and follow directions carefully. Do exactly what the directions tell you to do.

**Use complete words** - Avoid abbreviations and be sure to state your full name, not a nickname.

**Fill in all information** - Answer every question. Write "N/A" (not applicable) if a question doesn't apply to you. Do not say "see resume" where the application asks for a description of your job duties.

**Be positive** - Keep your responses positive but be honest. Keep it simple when dealing with negative information such as being fired or criminal background. Do not go into a lot of detail about the circumstance. The employer may ask for more information when you interview but don't say too much too soon. When asked, provide employer with the resolution to previous problems.

**Be accurate** - Be sure all information you give is correct; do not lie. Make sure you have the correct employment dates, addresses and references because the employer will be contacting them.



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# Applications: Master

SPECIAL TRAINING, CLASSES OR SKILLS

---

---

WORK EXPERIENCE

---

COMPANY NAME ADDRESS

---

DATES EMPLOYED POSITION TITLE REASON FOR LEAVING

---

DUTIES

---

COMPANY NAME ADDRESS

---

DATES EMPLOYED POSITION TITLE REASON FOR LEAVING

---

DUTIES

---

COMPANY NAME ADDRESS

---

DATES EMPLOYED POSITION TITLE REASON FOR LEAVING

---

DUTIES



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# Applications: Master

## ACHIEVEMENTS AND HONORS

---

---

## REFERENCES

PLEASE LIST PERSONAL (NON-RELATIVE) AND PROFESSIONAL REFERENCES.

1. \_\_\_\_\_  
NAME ADDRESS TELEPHONE NUMBER
2. \_\_\_\_\_  
NAME ADDRESS TELEPHONE NUMBER
3. \_\_\_\_\_  
NAME ADDRESS TELEPHONE NUMBER

Have you ever been convicted of any law violation? (Include any plea of guilty or no contest. Exclude minor traffic violations). \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, give details, location, date and outcome \_\_\_\_\_

I certify that the above information is true and accurate to the best of my knowledge. I am aware that falsified information is grounds for dismissal.

I authorize this prospective employer to request and receive any information concerning my previous employment and qualifications for employment.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_





# Applications: Completed

Page 1

## Application for Employment An Equal Opportunity Employer

Each question should be fully and accurately answered. No action can be taken on this application until all questions have been answered. Use blank paper if you do not have enough space for your answers. PLEASE PRINT, except for signature on back of application.

### PERSONAL INFORMATION

Smith  
LAST NAME

James  
FIRST NAME

B  
MI

6125 West 13th Avenue  
PRESENT ADDRESS

Golden  
CITY

CO  
STATE

80401  
ZIP CODE

303-123-4567  
TELEPHONE NUMBER

### EMPLOYMENT DESIRED

Sales Associate  
POSITION APPLYING FOR

June 1, 2004  
DATE YOU CAN START

Negotiable  
SALARY DESIRED

DAYS AVAILABLE TO WORK    SUN    MON    TUE    WED    THUR    FRI    SAT

TIMES OF DAY AVAILABLE TO WORK: 4:00 PM - 9:00 PM

### EDUCATION

|             | NAME                        | GRADUATED                 | DEGREE / DIPLOMA         |
|-------------|-----------------------------|---------------------------|--------------------------|
| HIGH SCHOOL | <u>Lakewood High School</u> | <u>Expected June 2004</u> | <u>General Education</u> |
| COLLEGE     | <u>N/A</u>                  | <u></u>                   | <u></u>                  |

### SPECIAL TRAINING, CLASSES OR SKILLS

Skills include: cash handling, stocking, display setup, inventory control, retail management, sales, returns, and purchasing.



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# Applications: Completed

## ACHIEVEMENTS AND HONORS

National Honor Society at Lakewood High School

---

## REFERENCES

PLEASE LIST PERSONAL (NON-RELATIVE) AND PROFESSIONAL REFERENCES.

- |                                  |                                                       |                                         |
|----------------------------------|-------------------------------------------------------|-----------------------------------------|
| 1. <u>Frank Roberts</u><br>NAME  | <u>1495 10th Street Lakewood, CO 80215</u><br>ADDRESS | <u>303-456-7890</u><br>TELEPHONE NUMBER |
| 2. <u>Jennifer Jones</u><br>NAME | <u>4605 88th Drive Arvada, CO 80003</u><br>ADDRESS    | <u>303-234-5678</u><br>TELEPHONE NUMBER |
| 3. <u>Robert Valdez</u><br>NAME  | <u>6542 14th Circle Lakewood, CO 80215</u><br>ADDRESS | <u>303-345-6789</u><br>TELEPHONE NUMBER |

Have you ever been convicted of any law violation? (Include any plea of guilty or no contest. Exclude minor traffic violations).  Yes  No

If yes, give details, location, date and outcome \_\_\_\_\_

I certify that the above information is true and accurate to the best of my knowledge. I am aware that falsified information is grounds for dismissal.

I authorize this prospective employer to request and receive any information concerning my previous employment and qualifications for employment.

Signature: X Date: June 1, 2003



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# Applications: *With Mistakes*

## Application for Employment An Equal Opportunity Employer

Each question should be fully and accurately answered. No action can be taken on this application until all questions have been answered. Use blank paper if you do not have enough space for your answers. PLEASE PRINT, except for signature on back of application.

### PERSONAL INFORMATION

|                                         |                            |                          |
|-----------------------------------------|----------------------------|--------------------------|
| <u>Smith</u><br>LAST NAME               | <u>James</u><br>FIRST NAME | <u>b</u><br>MI           |
| <u>6125 W 13 Ave</u><br>PRESENT ADDRESS | <u>Golden</u><br>CITY      | <u>CO</u><br>STATE       |
|                                         |                            | <u>80401</u><br>ZIP CODE |
| <u>303-123-4567</u><br>TELEPHONE NUMBER |                            |                          |

### EMPLOYMENT DESIRED

|                                                  |                                       |                                     |
|--------------------------------------------------|---------------------------------------|-------------------------------------|
| <u>Any</u><br>POSITION APPLYING FOR              | <u>Whenever</u><br>DATE YOU CAN START | <u>10.00 hour</u><br>SALARY DESIRED |
| DAYS AVAILABLE TO WORK                           | SUN MON TUE WED THUR FRI SAT          |                                     |
| TIMES OF DAY AVAILABLE TO WORK: <u>When Ever</u> |                                       |                                     |

### EDUCATION

|             | NAME            | GRADUATED      | DEGREE / DIPLOMA |
|-------------|-----------------|----------------|------------------|
| HIGH SCHOOL | <u>Lakewood</u> | <u>Not yet</u> | <u>Gym</u>       |
| COLLEGE     | <u>None</u>     | <u></u>        | <u></u>          |





# Applications: *With Mistakes*

## SPECIAL TRAINING, CLASSES OR SKILLS

Regusters, Chashier, Hostest  
\_\_\_\_\_

## WORK EXPERIENCE

Shoes & Socks                      14500 w colfax Ave Golden  
COMPANY NAME                      ADDRESS

still  
3/1-working                      Sales                      Stole money from cash reguster  
DATES EMPLOYED                      POSITION TITLE                      REASON FOR LEAVING

Chashier, cleaned stuff  
DUTIES  
\_\_\_\_\_

Treasure Falls Water Park                      4550 View Point DR.  
COMPANY NAME                      ADDRESS

Summer                      Life Gard                      Quit  
DATES EMPLOYED                      POSITION TITLE                      REASON FOR LEAVING

Saved people  
DUTIES  
\_\_\_\_\_

\_\_\_\_\_  
COMPANY NAME                      ADDRESS

\_\_\_\_\_  
DATES EMPLOYED                      POSITION TITLE                      REASON FOR LEAVING

\_\_\_\_\_  
DUTIES  
\_\_\_\_\_





# Applications: *With Mistakes*

## ACHIEVEMENTS AND HONORS

Won 1st place in egg toss at 3rd grade field day

---

## REFERENCES

PLEASE LIST PERSONAL (NON-RELATIVE) AND PROFESSIONAL REFERENCES.

- |                          |                     |                  |
|--------------------------|---------------------|------------------|
| 1. <u>mom</u>            | <u>Same address</u> | <u>Same</u>      |
| NAME                     | ADDRESS             | TELEPHONE NUMBER |
| 2. <u>Jennifer Jones</u> | <u>Arvada</u>       | <u>?</u>         |
| NAME                     | ADDRESS             | TELEPHONE NUMBER |
| 3. <u>Frank</u>          | <u>1495 10 st</u>   | <u>234-5678</u>  |
| NAME                     | ADDRESS             | TELEPHONE NUMBER |

Have you ever been convicted of any law violation? (Include any plea of guilty or no contest. Exclude minor traffic violations).  Yes  No  
If yes, give details, location, date and outcome \_\_\_\_\_

I certify that the above information is true and accurate to the best of my knowledge. I am aware that falsified information is grounds for dismissal.

I authorize this prospective employer to request and receive any information concerning my previous employment and qualifications for employment.

Signature: x Date: Today





## Applications: *Follow-Up*

Following up with an employer reminds the employer of your name and qualifications, as well as expresses your interest in the position. After filling out an application, follow-up in the next day or two. This will make the employer remember you!

Prepare before calling. On a paper write down a sample script similar to the one below and any questions you may want to ask. Practice saying the script until you feel comfortable.

Get the name of the person you finally end up speaking with and write it down. Ask for the correct spelling for their name.

### Example script for application follow-up

May I speak to the hiring manager?

Hello, this is \_\_\_\_\_.

I am calling to follow-up on an application I turned in on   (date)  . I was checking to see if you have had a chance to review my application and wanted to know if you have any questions for me?



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# Cover Letter: *Overview*

“Cover letters are a critical component of your job search arsenal and a necessary companion to your resume. A good cover letter complements your resume and encourages the recipient to read everything you have presented. A great cover letter reveals your understanding of the employer’s needs and hints of your professionalism and style. A magical cover letter does all of the above and more, propelling you far above the madding crowd.” ([Resume Magic](#). Susan Britton Whitcomb. 1999. Page 467).

Create a strong cover letter by following the proper format, personalizing your letter, highlighting your skills and abilities.

## Overview of Lesson Plan

- Participants will have learned how to write a cover letter.

## Objective

- To have participants write a well-designed cover letter which accurately reflects the participants experience, education and skills

## Resources and Materials

- Cover Letter: Tips
- Cover Letter: Outline
- Cover Letter: Sample

## Activities

- Participants will be given a copy of Tips for writing a great cover letter.
- Instructor will provide participants with a cover letter Outline.
- Instructor will discuss the content of a cover letter.
- Participants will be given a copy of the Sample cover letter.
- Participants will be asked to write his/her own cover letter and type it on a computer.

## Discussion/Questions

- Ask the participants if they have any questions about cover letter writing.

## Evaluation and Assessment

- Instructor will use completed cover letter as evaluation.



# Cover Letter: *Tips*

## What is a Cover Letter?

A Cover Letter serves as your introduction to the prospective employer and includes a summary of why you are the best candidate for the position.

A Cover Letter serves the following basic purposes:

1. To serve as a business letter to explain your interest in the position
2. To introduce you, your intentions and your background to an employer
3. To make the employer want to read more about you in your resume and to get you an interview

## Tips for Writing a Great Cover Letter

- Personalize the letter whenever possible; address your letter to the individual responsible for filling the position.
- Have someone you trust (teacher, parent, friend, employment counselor) proofread your cover letter. Poor grammar and spelling mistakes are unprofessional.
- Write it in your own words so that it sounds natural.
- Follow rules of layout and format of a standard business letter.
- Describe your skills and abilities as they relate to the specific job. Give some good examples that describe what you can offer the company.
- Keep your letter brief and to the point.
- Close with a invitation for an interview or appointment.
- Remember to tell the employer how and when they can reach you.



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## Cover Letter: *Outline*

Your name  
Your present address  
City, State, Zip Code

Date

Hiring Person's Name (If you know the name)  
Title  
Company  
Street Address  
City, State, Zip Code

Dear (Hiring Person's Name or Human Resources),

### Opening Paragraph:

State your interest in the company and the job, specifying the name of the position that you are seeking and how you found out about the opening. Refer the reader to the enclosed application form or resume.

### Body Paragraphs:

What you have to offer. Specify one or two qualifications you think would be of interest to the employer and relate them to what the employer is looking for in a candidate. Point out any special training or experience you have. Highlight your achievements and accomplishments.

### Closing Paragraph:

Close the letter by expressing your appreciation for the employer's time and asking him or her to contact you.

Sincerely,

(Signature)

Type Your Name



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## Cover Letter: *Sample*

James Smith  
6125 West 13th Avenue  
Golden CO 80401

January 1, 2003

Mr. Frank Jones  
Human Resources Supervisor  
Retail Candle Outlet  
14500 West Colfax Avenue  
Golden CO 80401

Dear Mr. Jones,

Please accept the enclosed resume as an application for the position of Sales Associate as advertised in the Denver Post on December 20, 2002.

I believe I would be an asset to your establishment as I have two years of experience working in the retail sales environment. By working as a sales associate, I gained strong customer service skills and sales experience. This position assisted me in developing the skills necessary to be an effective sales associate.

Thank you in advance for your consideration. You may contact me at 303-123-4567 to schedule an interview.

Sincerely,

James Smith



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# Resume Writing: *Overview*

Turning in a resume with an application sets you apart from others who are trying to get the same type of job. You portray yourself as prepared and more mature than your peers. Plus, sometimes you don't have to fill out an application because you can hand in a resume instead. Having a resume is important because it contains no errors or misspellings. If you fill out an application at the job site and make an error, you are less likely to get an interview.

“An eye-catching resume that stands out above all the others may be your best shot at getting noticed by a prospective employer.” ([Gallery of Best Resumes](#), David Noble, 1994 Page 7) Create an eye-catching resume by identifying action verbs that describe your experiences and discovering what kind of resume best highlights your strengths.

## Overview of Lesson Plan

- Participants will learn how to write a well-designed resume which accurately reflects their education and experience.

## Objective

- To have participants learn to identify their skills, use action verbs to write their accomplishments and complete a blank resume worksheet

## Resources and Materials

- Resume Writing: Tips
- Resume Writing: Choosing a Resume Format
- Resume Writing: Accomplishments Statements
- Resume Writing: Action Verbs
- Resume Writing: Chronological Example
- Resume Writing: Chronological Worksheet
- Resume Writing: Functional Example
- Resume Writing: Functional Worksheet
- Resume Writing: Combination Example
- Resume Writing: Combination Worksheet

## Activities

- Instructor will provide participants with resume Tips.
- Instructor will provide participants with Choosing a Resume Format. The instructor will identify the appropriate time to use a functional resume, chronological resume, or combination resume.
- Participants will identify their accomplishments using Action Verbs and Accomplishment Statements.
- Participants will be given a blank resume worksheet to complete using the skills and accomplishment statements from previous worksheets.
- Participants who have access to a computer will type their resume using the blank resume sheet or a computer template as a guide.

*continued*

# Resume Writing: *Overview* continued

## Discussion/Questions

- Ask the participants if they have any questions about resume writing.

## Evaluation and Assessment

- Instructor will use the completed resume as evaluation.



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# Resume Writing: *Tips*

## Tips:

- A resume should ideally be limited to one page, and it should never be longer than two pages.
- Type resumes or print on a computer printer. Use “8 ½ x 11” white paper.
- Use a font that is easy to read such as Times New Roman.
- Use bold type on all headings. (Job Objective, Employment History, Skills, Education, Volunteer Experience and Activities and Awards.)
- When entering employment history, only include jobs you have had for more than one month.
- When entering education, use your most recent school and include the dates or expected graduation date.
- Be positive by identifying your accomplishments. Use action verbs to describe your accomplishments and responsibilities.
- Use short and to-the-point sentences. It is okay to use either phrases or sentences when describing responsibilities and accomplishments
- Proofread your resume carefully. Have someone else proofread your resume before you give it to employers.
- If you have a limited employment history or no employment history you may want to include a section titled “Activities and Awards” which can include any sports, clubs, skills or special awards.
- Make sure your resume looks good, is easy to read, clear, free of smudges etc.
- Prepare a separate sheet with the names, titles, and addresses of 3 or 4 professional references; this sheet can be taken to an interview or mailed if requested. The statement “References Available Upon Request” may be added to the bottom of your resume.

## Things that should not be included on a resume:

- Photographs
- Criminal history and other negative information
- Do not disclose any information about a disability.
- The reason for leaving past jobs
- Salary history or requirements
- The heading RESUME
- Do not use “I” or “my.”
- Do not provide any personal information (height, weight, health, social security number, marital status, date of birth, ethnicity/race, religion, sexual orientation, number of children, etc).



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# Resume Writing: *Choosing a Resume Format*

| Type of Resume       | Why you would use it                                                                                                                                                                                                                                               | Why you would <u>not</u> use it                                                                                                                                                  |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological Format | <ul style="list-style-type: none"><li>• preferred by most employers</li><li>• highlights career growth</li><li>• highlights previous employers</li><li>• easy to show link between skills and previous positions</li><li>• documents stable work history</li></ul> | <ul style="list-style-type: none"><li>• not good if you are changing careers</li><li>• you have a poor work history with gaps</li><li>• you have changed careers often</li></ul> |
| Functional Format    | <ul style="list-style-type: none"><li>• changing careers</li><li>• 1<sup>st</sup> time job seeker</li><li>• emphasis should be on skills not experience (recent graduate, etc)</li><li>• need to camouflage unstable work history</li></ul>                        | <ul style="list-style-type: none"><li>• you want to focus on career growth</li><li>• you are applying for a traditional position in a traditional field</li></ul>                |
| Combination Format   | <ul style="list-style-type: none"><li>• you want to focus on skills, but still want to show stable work history</li><li>• can be accomplished in a variety of styles</li></ul>                                                                                     | <ul style="list-style-type: none"><li>• none</li></ul>                                                                                                                           |



# Resume Writing: *Accomplishment Statements*

The accomplishment statement lets the reader know what you did above and beyond the minimum requirements; highlights problems you solved, special projects, special assignments, training, areas of improvement, awards and honors.

An accomplishment statement also demonstrates the result of a problem, challenge or project you solved.

1. Start with an action verb.
2. Indicate who or what the action was and how many times it occurred.
3. Indicate why you did what you did.

| Step 1                     | Step 2                              | Step 3                                                                                    |
|----------------------------|-------------------------------------|-------------------------------------------------------------------------------------------|
| Action Verb                | Who/What/How Many                   | Why-<br>Goal, Purpose, Result, Benefit                                                    |
| 1 Designed and Implemented | Training manual for staff of 20     | Which clarified procedures and reduced error rate by 20%.                                 |
| 2 Created                  | New display items for store windows | Which resulted in 10% more sales, making it the number one selling store in the franchise |
| 3                          |                                     |                                                                                           |
| 4                          |                                     |                                                                                           |
| 5                          |                                     |                                                                                           |
| 6                          |                                     |                                                                                           |
| 7                          |                                     |                                                                                           |





# Resume Writing: *Action Verbs*

|            |               |            |             |             |             |
|------------|---------------|------------|-------------|-------------|-------------|
| accelerate | close         | eliminate  | innovate    | present     | save        |
| accomplish | co-author     | employ     | inspire     | preserve    | schedule    |
| achieve    | collaborate   | encourage  | inspect     | preside     | segment     |
| acquire    | collect       | enforce    | instigate   | prevent     | select      |
| activate   | combine       | engineer   | instruct    | process     | serve       |
| actuate    | communicate   | enhance    | insure      | procure     | service     |
| adapt      | compile       | enlarge    | install     | produce     | settle      |
| address    | compose       | enrich     | instill     | program     | shape       |
| administer | compute       | establish  | institute   | promote     | simplify    |
| advise     | conceive      | estimate   | interface   | prompt      | sell        |
| affect     | conceptualize | evaluate   | interpret   | propose     | solve       |
| allocate   | conclude      | examine    | interview   | prove       | stage       |
| amend      | condense      | exceed     | introduce   | provide     | standardize |
| amplify    | conduct       | execute    | invent      | publicize   | stimulate   |
| analyze    | consolidate   | expand     | investigate | publish     | streamline  |
| anticipate | construct     | expedite   | isolate     | purchase    | structure   |
| appraise   | contract      | explain    | issue       | react       | study       |
| appoint    | contribute    | expose     | launch      | recommend   | suggest     |
| approve    | control       | extend     | lead        | reconcile   | summarize   |
| arbitrate  | convert       | extract    | lighten     | record      | supersede   |
| arrange    | coordinate    | facilitate | localize    | recruit     | supervise   |
| assemble   | correct       | forecast   | locate      | rectify     | supply      |
| assess     | counsel       | form       | maintain    | redesign    | support     |
| assist     | create        | formulate  | manage      | reduce      | surpass     |
| assume     | cultivate     | formalize  | market      | refine      | survey      |
| attain     | decentralize  | fortify    | minimize    | regain      | systematize |
| attract    | decrease      | find       | moderate    | regulate    | teach       |
| audit      | define        | frame      | modify      | reinforce   | terminate   |
| augment    | delegate      | fulfill    | monitor     | reject      | test        |
| author     | demonstrate   | gain       | motivate    | relate      | tighten     |
| authorize  | design        | gather     | negotiate   | renegotiate | trace       |
| automate   | determine     | generate   | nurture     | reorganize  | trade       |
| award      | develop       | govern     | obtain      | replace     | train       |
| balance    | devise        | guide      | offer       | report      | translate   |
| broaden    | devote        | handle     | operate     | represent   | utilize     |
| budget     | diagram       | hire       | organize    | research    | write       |
| build      | direct        | identify   | orient      | resolve     |             |
| buy        | discover      | illuminate | originate   | restore     |             |
| calculate  | distribute    | implement  | overhaul    | restructure |             |
| capture    | document      | improve    | perceive    | retrieve    |             |
| centralize | double        | improvise  | perform     | revamp      |             |
| challenge  | draft         | inaugurate | pinpoint    | review      |             |
| change     | earn          | increase   | pioneer     | revise      |             |
| chart      | edit          | inform     | plan        | revitalize  |             |
| clarify    | elect         | initiate   | prepare     | salvage     |             |



# Resume Writing: Chronological Example

Name  
Address  
Phone Number  
E-mail

**Job Objective:** To utilize my receptionist/secretarial skills in a professional office environment.

## Employment History:

Administrative Assistant, Jeffrey S. English & Assoc., Lakewood, CO 09/01- 07/02

- Accepted clients' inquiries normally handled by supervisor; initiative enabled supervisor to concentrate on other business commitments
- Maintained all client files
- Provided support for both the attorneys and paralegals
- Scheduled appointments with new clients

Processor, Jackson Hewitt Tax Service, Arvada, CO 01/01- 05/01

- Provided an improved filing system for financial records which enabled closer tracking of budget funds
- Corrected tax returns rejected by the IRS
- Answered customer questions
- Reviewed clients' tax forms
- Organized deliveries for other J.H. offices

Sales Associate, Sears, Lakewood, CO 09/00- 01/01

- Created new display items for store windows which resulted in 10% more sales, making it the number one selling store in the franchise.
- Provided outstanding customer service
- Restructured stockroom to improve efficiency and inventory time

## Education:

Red Rocks Community College, Lakewood, CO Beginning 08/02

Wheatridge High School, Wheatridge, CO Graduation 05/02

- Grade Point Average 3.6
- Class rank - top 25% of graduating class
- Received award for Outstanding Academic Excellence

## Activities and Awards:

- Member of the DECA Club and competed successfully in the District IV DECA Competition
- Received award for Outstanding Academic Excellence



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# Resume Writing: *Chronological* Worksheet

\_\_\_\_\_  
First Name, Middle Initial, Last Name

\_\_\_\_\_  
Street Address, Apartment Number, City, State, Zip

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
e-mail address

**Job Objective: (or Career Goal)** \_\_\_\_\_

Describe the job objective or career goal in a one to two sentence statement.

**Employment History: (Most recent first)**

\_\_\_\_\_  
Your Title

\_\_\_\_\_  
Company Name

\_\_\_\_\_  
City/State

\_\_\_\_\_  
Year-Year

\_\_\_\_\_  
Accomplishments

\_\_\_\_\_  
Responsibilities

\_\_\_\_\_  
Your Title

\_\_\_\_\_  
Company Name

\_\_\_\_\_  
City/State

\_\_\_\_\_  
Year-Year

\_\_\_\_\_  
Accomplishments

\_\_\_\_\_  
Responsibilities



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# Resume Writing: *Chronological* Worksheet

## Education/Honors:

|               |             |            |                |
|---------------|-------------|------------|----------------|
| _____         | _____       | _____      | _____          |
| School's Name | City, State | Years-Year | Diploma/Degree |

Honors: \_\_\_\_\_

## Volunteer work: (Optional)

|              |                |            |           |
|--------------|----------------|------------|-----------|
| _____        | _____          | _____      | _____     |
| Company Name | Position title | City/State | Year-Year |

## Activities and Awards: (Optional)

---



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# Resume Writing: *Functional Example*

Name  
Address  
Phone Number  
E-mail

**Job Objective:** To utilize my receptionist/secretarial skills in a professional office environment.

## **Skills:**

### Clerical

- Maintained all client files
- Provided support for both the attorneys and paralegals
- Initiated the closing of finished files
- Scheduled appointments with new clients
- Exhibited strong abilities in receptionist work
- Assisted organization with general office duties, filing and answering phones

### Sales

- Provided outstanding customer service
- Opened and balanced cashier drawer daily
- Organized inventory for store sales

## **Education:**

Red Rocks Community College, Lakewood, CO  
Wheatridge High, Wheatridge, CO.

Beginning 08/02  
Graduation 05/02

- Grade Point Average 3.6
- Class rank - top 25% of graduating class
- Received award for Outstanding Academic Excellence

## **Activities and Awards:**

- Member of the DECA Club and competed successfully in the District IV DECA Competition
- Managed two DECA school stores



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# Resume Writing: *Functional Worksheet* Page 1

\_\_\_\_\_  
First Name, Middle Initial, Last Name

\_\_\_\_\_  
Street Address, Apartment Number, City, State, Zip

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
e-mail address

**Job Objective:** (or Career Goal) \_\_\_\_\_

Describe the job objective or career goal in a one to two sentence statement.

**Skills:** You should use this section to detail particular skills or achievements relating to the specific job you are applying for. Try to group common skill sets together.

Example: Clerical

- Accepted clients' inquiries normally handled by supervisor; initiative enabled supervisor to concentrate on other business commitments
- Assisted in general office duties, filing, copying and answering phones
- \* Detail oriented, highly organized and strong communication skills

**Skill Area:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Skill Area:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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# Resume Writing: *Functional Worksheet* Page 2

Skill Area: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Education/Honors:

|               |             |           |                |
|---------------|-------------|-----------|----------------|
| _____         | _____       | _____     | _____          |
| School's Name | City, State | Year-Year | Diploma/Degree |

Honors: \_\_\_\_\_

## Volunteer work: (Optional)

|              |                |            |       |
|--------------|----------------|------------|-------|
| _____        | _____          | _____      | _____ |
| Company Name | Position title | City/State | Dates |

## Activities and Awards: (Optional)

\_\_\_\_\_  
\_\_\_\_\_



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# Combination Resume Writing: Resume Example

Name  
Address  
Phone Number  
E-mail

**Job Objective:** To utilize my receptionist/secretarial skills in a professional office environment.

## Experience:

### Clerical

- Maintained all client files
- Provided support for both the attorneys and paralegals
- Initiated the closing of finished files
- Scheduled appointments with new clients
- Exhibited strong abilities in receptionist work
- Assisted organization with general office duties, filing, and answering phones

### Sales

- Provided outstanding customer service
- Opened and balanced cashier drawer daily
- Organized inventory for store sales

## Employment History:

|                                                                             |              |
|-----------------------------------------------------------------------------|--------------|
| <u>Administrative Assistant</u> , Jeffrey S. English & Assoc., Lakewood, CO | 09/01- 07/02 |
| <u>Processor</u> , Jackson Hewitt Tax Service, Arvada, CO                   | 01/01- 05/01 |
| <u>Sales Associate</u> , Sears, Lakewood, CO                                | 09/00- 01/01 |

## Education:

|                                                      |                  |
|------------------------------------------------------|------------------|
| <u>Red Rocks Community College</u> , Lakewood, CO    | Beginning 08/02  |
| <u>Wheatridge High School</u> , Wheatridge, CO.      | Graduation 05/02 |
| • Grade Point Average 3.6                            |                  |
| • Class rank - top 25% of graduating class           |                  |
| • Received award for Outstanding Academic Excellence |                  |

## Activities and Awards:

- Member of the DECA Club and competed successfully in the District IV DECA Competition



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# Resume Writing: *Combination* Worksheet

\_\_\_\_\_  
First Name, Middle Initial, Last Name

\_\_\_\_\_  
Street Address, Apartment Number, City, State, Zip

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
e-mail address

**Job Objective: (or Career Goal)** \_\_\_\_\_

\_\_\_\_\_  
Describe the job objective or career goal in a one to two sentence statement.

**Experience:** You should use this section to detail particular skills or achievements relating to the specific job you are applying for. Try to group common skill sets together.

Example: Clerical

- Accepted clients' inquiries normally handled by supervisor; initiative enabled supervisor to concentrate on other business commitments
- Assisted in general office duties, filing, copying and answering phones
- Detail oriented, highly organized and strong communication skills

**Skill Area:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

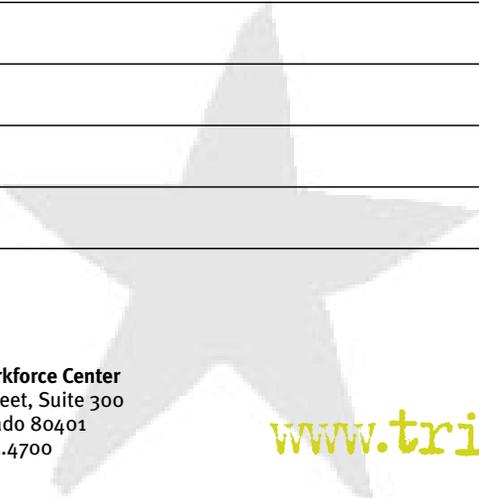
**Skill Area:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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# Resume Writing: *Combination* Worksheet

Skill Area: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Employment History:

|            |              |            |           |
|------------|--------------|------------|-----------|
| _____      | _____        | _____      | _____     |
| Your Title | Company Name | City/State | Year-Year |
| _____      | _____        | _____      | _____     |
| Your Title | Company Name | City/State | Year-Year |
| _____      | _____        | _____      | _____     |
| Your Title | Company Name | City/State | Year-Year |

### Education/Honors:

|               |             |           |                |
|---------------|-------------|-----------|----------------|
| _____         | _____       | _____     | _____          |
| School's Name | City, State | Year-Year | Diploma/Degree |

Honors: \_\_\_\_\_

### Volunteer work: (Optional)

|              |                |            |       |
|--------------|----------------|------------|-------|
| _____        | _____          | _____      | _____ |
| Company Name | Position title | City/State | Dates |

### Activities and Awards: (Optional)

\_\_\_\_\_  
 \_\_\_\_\_



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# Interviewing: *Overview*

“The personal interview is usually the final step in the job hunting process. The decision to hire you – or not to hire you – will probably be based on the impression you make here. Give yourself every opportunity to succeed...” (Career Choices: A Guide for Teens and Young Adults. Mindy Bingham and Sandy Stryker. 1990. Page 258)

No matter how articulate you are on the spot, you will always have better answers to interview questions if you have practiced ahead of time. In addition to answering common interview questions before the big day, understanding the process of interviewing will increase your odds of success.

## Overview of Lesson Plan

- Participants will have learned the basics of interviewing.
- Participants will have completed a mock interview.

## Objective

- To provide participants with the information and skills necessary to be successful in an interview
- To have participants practice their interviewing skills by participating in a Mock Interview

## Resources and Materials

- Interviewing: Outline
- Interviewing: Checklist
- Interviewing: Follow-Up
- Interviewing: Questions
- Interviewing: Mock Interview Evaluation

## Activities

- Instructor will provide participants with the Interview: Outline handout and discuss with them the interview process and how to prepare for the interview.
- Participants will be given a copy of the interview Checklist and the instructor will discuss each item to ensure participant understanding.
- Participants will be given a copy of common interview Questions to think about and the instructor will go over possible answers for these questions.
- Instructor will discuss appropriate Questions to ask during an interview.
- Instructor will discuss the importance of interview Follow-Up and provide participants with a sample script.
- Review the mock interview procedure and have participants choose 1-2 preferred jobs for the mock interview.
- Staff at your center may complete the mock interview or instructor may contact employers in the community to see if they would be willing to host a mock interview with participants. The mock interview should be as real as possible.
- The Mock Interview Evaluation should be completed by the interviewer and returned to the participant.

# Interviewing: *Overview* continued

## Discussion/Questions

- Discuss interviewer feedback with participants upon completion of the mock interview.
- Discuss with participants their thoughts about how they would change or improve their interview skills.

## Evaluation and Assessment

- Mock Interview Evaluation



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# Interviewing: *Outline*

Page 1

## Interview Purpose:

The interview is your chance to meet your potential employer and discuss your strengths, education, skills and work history. The interview provides you and the employer an opportunity to exchange information. The employer's objective is to learn information about your qualifications to determine if your skills and education meet the position requirements. Your objective is to convince the employer you are qualified for the position and to determine if you are interested in the position.

Nothing can help you more in an interview than being prepared. By following this interview preparation guide you will be assured a successful interview.

## Before The Interview:

- Research the company or business. Learn as much as you can about the company or business by visiting the company itself, reading pamphlets and brochures, talking to staff who work there, searching the internet, checking with the local library and checking with other companies that do the same type of business.
- Verify the exact time, date and location of the interview. Drive to the location the day before the interview to know the exact location, drive time and parking situation.
- Plan to arrive 5 – 10 minutes early for your interview. Arriving early will give you time to collect yourself and it shows the employer you are prepared.
- Be prepared by having your paperwork ready. Bring extra copies of your resume, references, letters of recommendation, pen, and paper.
- Review commonly asked questions that are asked in interviews. Think about the skills, knowledge and abilities you possess and how they relate to the necessary job requirements.
- Prepare a list of questions for the interviewer. Asking questions about the job expresses your interest. Try to avoid questions about wages and benefits. It also helps you decide if the job is the best fit for you.
- Prepare clothing. Try to dress like others in the company or a little nicer. Dress for success by being conservative. Generally men should wear pants not jeans, a collared shirt, tie, sports coat and dress shoes. Women should wear a dress, skirt, or dress pants with a nice shirt.
- Grooming. Shower before the interview. Make sure your hair is combed (get a haircut if needed) brush your teeth, take out any body piercings, hide visible tattoos and keep makeup and perfume/ cologne to a minimum.

*continued*



# Interviewing: *Outline*

page 2

## The Beginning of the Interview:

- When you arrive, introduce yourself to the staff member who greets you and state that you are there for an interview. Be sure to state whom the interview is with and the interview time.
- The secretary/receptionist may tell you to have a seat and the interviewer will come meet you. Use this time to read any available pamphlets or brochures.
- When you meet the interviewer, be sure to stand, look them straight in the eyes, smile, extend a firm handshake and introduce yourself.

## The Interview:

- Remember to have good posture and eye contact throughout the interview.
- Do not smoke, chew gum, curse, put your hand on your face, play with your hair, or fidget.
- Try to remain positive and excited about the interview and the position even if the interview isn't going very well. Remember that being negative about a previous employer or co-worker will only hurt your chances of getting the job.

## Answering the interview questions:

- Relate answers to your skills, abilities and to the current position.
- Take a moment to collect your thoughts before answering tough questions.
- Pay close attention to what the interviewer is saying and ask for clarification if you do not understand the question.
- Answer all questions honestly but avoid dwelling on weaknesses or negative information, such as being fired or criminal history.
- Keep your answers concrete and concise. Do not ramble or babble; stay focused on the question.
- Try not to answer questions with a simple yes or no; it doesn't provide the interviewer with any information about your skills and abilities.
- When the interviewer asks if you have any questions, use this opportunity to ask any questions you prepared or any questions you have thought of since the interview started. Do not ask questions about salary, benefits, vacation or sick leave until you have been offered the position.

*continued*



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# Interviewing: *Outline*

page 3

## Closing the interview:

- If you are hired on the spot, you do not have to answer right away. Ask them for a day to think about it. You may also want to ask some more specific questions such as salary, working hours, benefits and start date.
- The employer might tell you they will contact you later. Ask how long it might be before they contact you. Express your interest in the position by offering to call in a few days to follow-up on their decision.
- Before leaving make sure the interviewer knows the best way to contact you and that you can be contacted for additional information or questions. Get the employers contact information by asking for a business card.
- Thank the interviewer for his/her time and end the interview with a handshake.

## Post interview follow up:

- A follow-up letter should be sent to the interviewer within a day or two after the interview, thanking the interviewer for his/her time and expressing your interest in the position. The letter may include a brief summary of your skills and qualifications as they relate to the position.
- If you have not talked to the interviewer after about a week, call the interviewer to see if he/she has made a hiring decision or when a decision will be made.



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# Interviewing: *Checklist*

## Before the Interview

- Research the company.
- Verify the day, time and location of the interview.
- Give yourself a 20-30 minute leeway, but be prepared to walk in 5 minutes early.
- Be prepared by having your portfolio ready - additional resumes, list of references and letters of recommendation.
- Review commonly asked questions.
- Prepare a list of questions for the interviewer.
- Prepare clothing.
- Shower and put on clean appropriate clothing.

## Beginning the Interview

- Greet staff member and state your name, interview time and whom it is with.
- Read any company pamphlets or brochures, if available.
- When you meet the interviewer, stand, shake hands, make eye contact and smile.

## The Interview

- Remember to have good posture and eye contact.
- Listen carefully to the questions and ask for clarification if needed.
- Be honest, positive and direct when responding to questions.
- Ask questions.
- Do not smoke, chew gum, curse, put your hands on your face, play with your hair or fidget.

## Closing the Interview

- Find out when a decision will be made.
- Offer to follow-up or call back.
- Make sure the interviewer has your contact information.
- Thank the interviewer and end the interview with a handshake.

## Post interview follow up

- Send a follow-up letter.
- Call interviewer about a week later to follow up on when a hiring decision will be made.



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# Interviewing: *Follow-Up*

Following-up with an employer reminds the employer of your name and qualifications, as well as expresses your interest in the position. Following up in the next day or two will make the employer remember you! Follow-ups can be made over the phone or with a letter.

Prepare before calling. Write down a sample script similar to the examples below and any questions you may want to ask. Practice saying the script until you feel comfortable.

Get the name of the person you finally end up speaking with and write it down. Ask for the correct spelling for the name.

## Example Script for post interview follow-up

Hello \_\_\_\_\_, this is \_\_\_\_\_. I am calling to let you know I enjoyed interviewing with you and am very interested in working for you. Can you tell me the status of my application?

## Example follow-up letter

Dear Mr./Ms. \_\_\_\_\_,

I am writing this letter to let you know what a pleasure it was to meet with you last \_\_\_\_\_ and to interview for the job of \_\_\_\_\_. I am most impressed with your company's devotion to \_\_\_\_\_. The position is perfect for me because \_\_\_\_\_. I am excited by the prospect of working with you and hope you consider me strongly for the position.

Sincerely,

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# Interviewing: *Questions*

## Job interview questions

- Tell me about yourself.
- What do you see yourself doing five years from now? Ten years from now?
- How well do you work with people? Do you prefer working alone or in teams?
- What do you consider to be your greatest strengths and weaknesses?
- What would your last supervisor say about your work performance?
- Why should I hire you?
- What is your educational/career goal?
- How do you react under pressure?
- What are your expectations of your future employer?
- What is your greatest accomplishment?
- Why do you want to work here?
- Give an example of a problem you had to solve and how you solved it?
- What prompted your decision to apply for this position?
- Why did you leave your last job?
- What are you looking for in a job/career?

## Questions to ask the interviewer

- What qualities are you looking for in a candidate?
- Describe the duties and responsibilities of this job?
- Who would be my direct supervisor?
- What is the next step in the interview process?
- What would a typical day be like?
- Could you describe your training program?
- Could you describe possible advancement in the company?
- What learning opportunities (training, education, or professional development conferences) are there?



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# Interviewing: *Mock Interview Evaluation*

Interviewer: \_\_\_\_\_

Participant's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please rate the performance of the person being interviewed using the criteria listed below.

Ratings: 5=Outstanding, 4=Above Average, 3=Acceptable, 2=Limited, 1=Not Acceptable

| Criteria                                                                                                               | Rating |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------|--------|---|---|---|---|
| 1. Personal appearance<br>(Grooming, dress and neatness)                                                               | 1      | 2 | 3 | 4 | 5 |
| 2. Eye contact with interviewer<br>(Not looking around room and not staring)                                           | 1      | 2 | 3 | 4 | 5 |
| 3. Verbal communication<br>(Loud, clear, no slang)                                                                     | 1      | 2 | 3 | 4 | 5 |
| 4. Posture/body language:<br>(Good posture and tasteful gestures)                                                      | 1      | 2 | 3 | 4 | 5 |
| 5. Self-confidence/comfort level<br>(Maintained positive attitude and established rapport)                             | 1      | 2 | 3 | 4 | 5 |
| 8. Response to questions:<br>(Complete concise answers, no rambling)                                                   | 1      | 2 | 3 | 4 | 5 |
| 9. Effectiveness in describing skills<br>(Provided concrete description of skills/abilities<br>in relation to the job) | 1      | 2 | 3 | 4 | 5 |
| 10. Closed interview<br>(Thanked interviewer and provided handshake)                                                   | 1      | 2 | 3 | 4 | 5 |
| 11. Overall evaluation:                                                                                                | 1      | 2 | 3 | 4 | 5 |

Notes and Comments: \_\_\_\_\_

\_\_\_\_\_