

Come to the Career Center Today and Explore Your Options!

The Career Center is designed to help with all aspects of the Career Planning Process. The first step to making a career decision is knowing who you are and what major or career field is a good fit.

The Yuba Community College Career Center Offers:

- **Vocational Career Assessments**
 - True Colors
 - Myers Briggs Type Indicator
 - Self Directed Search
 - Major Finder
 - Strong Interest Inventory
 - COPS & COPES

- **Career Workshops**
 - Resume Writing Techniques
 - Internship Search
 - Etiquette Dinner
 - Career Speed Dating

- **Current Occupation Information**
 - EUREKA
 - Yuba College Job Board

- **Appointments with a Career Counselor**
 - Individualized assistance with career exploration
 - Formulation of job search strategies
 - Help setting meaningful goals
 - Plan development
 - Job Search

- **Career Exploration Classes**
 - COUNS 25 (3 units)
 - COUNS 45R (1 unit)

- **Career Library**
 - Over 300 resources to research the perfect career choice!

Career Planning Process



Self-Exploration

Explore Who You Are and What You Enjoy

- ◆ What are your interests?
- ◆ What classes have you enjoyed?
- ◆ What skills do you enjoy using the most?
- ◆ What hobbies or activities do you do for fun?
- ◆ What types of jobs or careers are the people around you doing?
- ◆ What have you dreamed about doing?



Research Careers / Academic Programs

Identify and Investigate Your Options

- ◆ Career resource library
- ◆ Roadtrip Nation videos
- ◆ Make an appointment with a Counselor
- ◆ EUREKA and/or Internet research
- ◆ Company web sites
- ◆ Transfer option exploration



Goal Setting

Identify Your Goals and How to Achieve Them

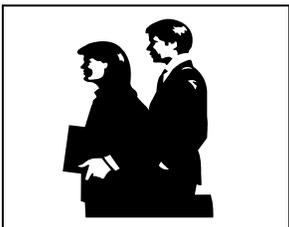
- ◆ Identify your career and/or education goals
- ◆ Develop an action plan to achieve your goals
- ◆ Obtain help with choosing or changing your major
- ◆ Learn how to relate your major to the world of work
- ◆ Meet with a Counselor if you are having difficulty identifying or achieving your education or career goals



Experiential Education

Gain Experience in Your Fields of Interest

- ◆ Informational interviews
- ◆ Part-time / Full-time jobs
- ◆ Job shadowing
- ◆ Career fairs
- ◆ Volunteer, Mentoring, or Community service positions
- ◆ Internships



Job Search or Advanced Study

Plan for Your Job Search or Transfer/University Admissions

- ◆ Interview practice sessions
- ◆ Part-time / Full-time job search information
- ◆ Professional appearance
- ◆ University program research
- ◆ Resumes / Cover letters

Job Search Strategies

Traditional job search techniques include:

Contacting companies directly, whether they currently have openings or not; applying online; Internet job posting sites; employment agencies; newspaper classifieds; trade and industry specific websites; and networking.

Non-traditional strategies include:

Attending local professional association meetings; trade and industry specific conventions or conferences; conducting informational interviews; and/or job shadowing prior to your job search. Internships, volunteering or co-op positions, while in school, provide you with excellent experience to put on your resume and an opportunity for employers to get to know you and your work. The Yuba College Counseling Center offers numerous opportunities to connect with employers and job listings, including: workshops, resume critique, mock interviews, and internship and job listings on the campus's online Job Board. Be patient and creative. Looking for work is a process. Jump in. Don't take rejection personally. Learn from your experiences and seek assistance from staff in the Counseling Center when you need a job search boost.

Steps to Take to be Successful in Your Job Search

- 1. Know Yourself:** Begin your job search by taking a thorough inventory of your interests, values, skills, and accomplishments. Be sure and include experiences from college, including projects, group work, research, major assignments, and technical skills pertinent to your field. Make a detailed list. The key to a successful job search is what makes you unique and communicating this effectively to a prospective employer.
- 2. Research the Company/Organization:** Interviewers like candidates who are familiar with the industry as well as the company's mission, products/services, and competitors. Study the position description and how it functions within the company. Research the company's anticipated growth, and career paths within the industry. Informational interviews, job shadowing, the Internet, the Career Center's Resource Library, and the Yuba College Library are all excellent resources for this type of research.
- 3. Consider Transition Experiences:** Consider positions that may be a stepping stone to the one you are seeking. Research what the career ladder is for a position and what the realistic path is for a new student just completing a degree. Often your dream job is one or two positions away. Be realistic, ask for assistance and research the company/industry to obtain suggestions from professionals.
- 4. Narrow Your Options:** Identify what you want in a job and specifically what your target occupation and industry is going to be. Your job search plan should include your preferred geographic areas, selected industries and functions within each industry, as well as specific positions of interest. You may prefer to target a specific company or industry first and learn what occupations are available later. Some companies decide where you will be placed after learning about your skills and experiences.
- 5. Prepare Your Paperwork:** Tailor your application packet, including your resume and cover letter to the requirements of the job. In addition, it is important that your application packet be presented professionally, free of spelling and grammar mistakes. Your reference page should include people that can address your skills, attitude, and abilities in relation to the position for which you are applying.
- 6. Practice Your Interview Skills:** Consider fine-tuning your interview skills by scheduling a practice for interview session in the Counseling Center. Getting feedback on how you interview is a valuable way to learn what not to say and do during the interview, as well as a service to learn new interview techniques and strategies.
- 7. Be Organized, Proactive, and Assertive:** Organize yourself during your job search. Keep careful records. Maintain a calendar, a binder or file to organize your materials, including copies of all the paperwork you submit to each employer. Be prepared with a job search contact list, stamps, a conservative, businesslike email address and voice mail message, resume paper/stationery, your job search business card, and a traditional interview suit and accessories. You will need access to a computer, email and printer to complete your application materials. Remember to follow-up on every employer contact and to send a "Thank You" letter to the interviewer.

Education and Career Planning Research Websites

The purpose of this publication is to assist you in putting together all of the components for a rewarding job search. The successful job hunter uses a combination of job search resources and strategies.

Yuba College Counseling Office: Help students clarify skills, interests and values in relation to choosing majors and classes, as well as explain transfer requirements, policies and procedures (*see catalog for more details). Drop-ins and appointments are available at: <http://yc.yccd.edu/student/counseling.aspx>

Yuba College Catalog: Read about the college's policies, academic programs, course requirements and descriptions, programs, services and more. <http://yc.yccd.edu/academics/courses-degrees.aspx>

EUREKA: This program covers three main sections. The Career section provides you with a wealth of occupational and career-related information. The Self-Assessment section gives you a chance to learn more about yourself, and the Education portion helps you learn more about educational and financial aid resources that may be appropriate for you. This program can only be accessed on campus.

Roadtrip Nation: Watch or read how other college students are finding their path in life. Teams of students interview professionals in a variety of fields and careers. www.roadtripnation.com

California Career Zone: Information and video clips on industries and occupations. Site includes a Self Assessment Module of values and interests. Also, use the Reality Check Module to find out how much money you will need to live the lifestyle you prefer and which occupations might provide that level of income. www.cacareerzone.org

California Labor Market Information: Obtain the latest information on California's job outlook based on your major or career interest. Take assessments and gain insight into different career options. www.labormarketinfo.edd.ca.gov

Inspired2Work: Search and view online videos of people explaining the type of work they do. www.inspired2work.com

The Sloan Career Cornerstone Center: An ever-expanding resource center for anyone interested in exploring career opportunities in science, technology, engineering, mathematics, computing, and medicine. www.careercornerstone.org

O*Net Online: Explore the Nation's primary source of occupational information, providing comprehensive information on key attributes and characteristics of workers and occupations. <http://online.onetcenter.org>

Yuba College Student Clubs and Organizations: A great way to meet students who share common interests! Search student clubs according to categories such as sports, hobbies, cultures, academics and professional fields. <http://yc.yccd.edu/campus/clubs.aspx>

Find the Missing Major: This website is a great resource for going through the process of choosing a major. www.missingmajor.com

Career Voyages: This website sponsored by the Department of Labor allows you to explore career options and other information, including industry overviews, in-demand occupations, emerging occupations, educational requirements, and videos of people in many professions www.careervoyages.gov

Getting the Most Out of a Career Fair

Career Fairs are an excellent place for students to gather information about companies and organizations that are interested in them. These fairs offer an opportunity for students to meet employers and learn about the fields in which they work. Students will also be able to obtain information about current and future career opportunities.

Before the Fair

1. View a list of companies attending the Job Fair event by researching the event online.
2. Select companies that interest you and research them by visiting their website.
3. Prepare a resume that provides an overview of your education and experience. Visit the Counseling Office for a resume review. Once your resume has been updated, make several copies to bring to the fair.
4. Prepare a short background statement on your education and experience. In addition, develop questions to ask employers at the fair. Express an interest in the company and relate your background to the company's needs.
5. It's recommended that students consider professional dress (suit and tie for men; pant or skirt suit for women) or business casual (slacks with a shirt and tie for men; pants or skirt with a blouse for women) when meeting employers. Keep accessories to a minimum.

During the Fair

1. Register and obtain a map with the location of the employer tables. You are encouraged to speak with employer representatives and gather company literature during the fair.
2. Employers are eager to speak with you about their company and industry. You are encouraged to ask questions and pick up company literature of interest. Ask for a business card and leave your resume.
3. If you are interested in a company after speaking with them, ask about the hiring process and any deadlines that may be approaching.

After the Fair

1. Send a cover letter along with a copy of your resume to the representative of the companies that interest you.
2. Follow-up a week later with an email or phone call regarding a specific position or other career opportunities within the company.

Questions You Can Ask Employers at the Fair

1. What types of career opportunities do you offer?
2. Can you describe the qualifications and skills you look for in an applicant?
3. What types of projects might I expect to work in my first year with the company?
4. What is a typical career path with your company?
5. What is a typical day like?
6. What makes someone successful with your company?
7. What advice would you give someone seeking work with your company?
8. What type of entry-level positions, internships, or co-op positions exists within your company?
9. Are there opportunities for ongoing training in your company?

Informational Interviews

What is an Informational Interview?

- ❖ An informational interview is a great way to gather first-hand information about an occupation or a field you'd like to know more about.
- ❖ Talking with someone who has knowledge of the field, or is already working in the profession, can be helpful in obtaining up-to-date information.
- ❖ The information you obtain can also assist you in making a more informed decision about the type of education you need for the career you are considering.
- ❖ Counseling Office staff can help you identify occupations and/or fields you may wish to explore. We can help you relate your major to different areas of interest; assist you in the process of deciding on a major or career field; and help you identify potential people to interview.

The Benefits of Informational Interviewing

- ❖ Gather up-to-date, first-hand information and perceptions to help you evaluate personal goals and career paths.
- ❖ Discover what is done on a daily basis by someone in the field; relate your individual skills and personal qualities to the functions performed.
- ❖ Discover how people feel about their work and relate this information to your individual values and skills.
- ❖ Test your assumptions and expectations against the reality of what you are seeing and hearing.
- ❖ Make contacts for future reference.
- ❖ Become well informed about trends in the field.
- ❖ Meet with potential employers in a non-stressful situation.
- ❖ Develop self-confidence.
- ❖ Make an informed career decision.

Getting Started

- ❖ **Brainstorming**
Devote some quality time to “brainstorming” people you already know on campus or in the community: faculty, friends, co-workers, family members and their connections. You may also consider speakers you have heard, people in the news, or past employers.
- ❖ **Yellow Pages/Other Directories**
Identify companies or organizations in the areas employing people doing work that interests you. Use the yellow pages, business journals, annual reports, Internet sites, Chambers of Commerce, and other reference guides that detail business and professions. Career Center staff can help you with this type of research.
- ❖ **Notebook**
Keep a notebook of the names of potential people to interview, their contact information, details of conversations, additional resources, and referrals.

Arranging the Interview

- ❖ **Contacting the Person**
Call the contact person directly and explain you are gathering information regarding a particular career field. Ask for thirty minutes or less, and be courteous.

You might say:

“Hello, my name is _____. I’m a student at Yuba College, majoring in _____. I am in the process of researching and exploring the _____ field. At this point in my research, I am interested in speaking with someone currently employed in the field. Would it be possible to meet with you to ask you some questions about the _____ field? Or, is there someone else that you would recommend I talk to?”

- ❖ **Preparation**
Prepare for the informational interview by jotting down specific questions in advance of the interview. Remember to include the individual’s name, title, and company/ organization, address, office number, and phone number.



Conducting the Interview

- ❖ Be on time! Take notes and consider asking some of the following types of questions:

What is a typical day like in your line of work?

How did you get started in this field?

What is your specific background and experience?

What entry-level jobs are best for learning as much as possible in this field?

What skills must someone absolutely have to succeed in this field?

What is the typical career path for advancement?

What do you like best about your work? Least?

How many hours a week do you usually work?

Can you describe your working environment?

What are the obligations outside of work?

What salary can someone expect at entry level?

What types of changes do you see occurring in this field?

What is the employment outlook in this field for the next ten years?

As you look back on your first few years after college, what would you do differently?

What other occupations are closely related to this one?

Are there other people you suggest I should talk with?

What general advice would you have for someone considering this field of work?

- ❖ At the end of the interview, ask them for their business card.



After the Interview

- ❖ To get the full benefit from your informational interview experience, take a few minutes to reflect on your impressions of the visit. Ask yourself the following questions:

What did I find most interesting about my experience?

What new information about the field or occupation did I learn?

How does what I learned today relate to my values, skill preferences, and interests?

How does what I learned relate to my education and/or career goals?

What was the most significant information that I learned about this field?

What new positive impressions do I have about this field of work?

What new negative impressions do I have about this field of work?

What special skills and qualifications do I already have to contribute to this profession?

What additional skills and qualifications do I need in order to enter this field?

What information do I still need and how can I acquire it?

- ❖ You may want to record your answers to the questions above in writing to assist you in future educational and/or career decisions.
- ❖ Use the person's business card and contact information to send a brief **"Thank You"** letter to them. They are now a part of your network. It is important to acknowledge their part in helping you to make an informed decision.

Resume Tools & Tips

Your resume and cover letter are often the first and only impression an employer will have of you prior to an interview, and the basis by which you will or will not be selected for an interview. Your resume should reflect your qualities and experiences that are most relevant to the position for which you are applying.

THE WINNING RESUME

- ❖ Is 100% honest.
- ❖ Presents your most important data first.
- ❖ Emphasizes assets and avoids information which might eliminate you from consideration.
- ❖ Utilizes white space for a format that is consistent and visually attractive.
- ❖ Is brief, concise, and easy to read.
- ❖ Avoids the use of personal pronouns.
- ❖ Is free of grammatical and spelling errors.
- ❖ Is limited to a maximum of two pages.

FORMAT/LAYOUT

- ❖ Your resume should be brief, well organized, and neatly printed on 8 1/2" X 11" white or off-white resume paper.
- ❖ The resume format you choose should highlight your strengths and underplay your weaker areas.
- ❖ There are two basic resume formats: the chronological and the combination.

Chronological:

- ❖ Is the most common format.
- ❖ Is especially good for a person with a strong history of directly relevant work experiences.

Combination:

- ❖ Organizes your most relevant experiences into skill areas.
- ❖ Provides employment history in a brief format.
- ❖ Works very well for career changers, gaps in employment, or little or no work experience.

Both formats usually include the following information.

PERSONAL INFORMATION

- ❖ The only required information is your name, address, telephone number(s), and email.
- ❖ No other personal information should be included on a resume.

Note: Use a professional greeting on your answering machine, and a conservative email address for job search purposes.

CAREER OBJECTIVE

- ❖ Stated beneath your personal information, preferably including the position title.
- ❖ Should be brief and concise.

EDUCATION

- ❖ Include degree, major, minor, concentration, institution, city, state, and date of graduation.
- ❖ You may also include scholarships, honors, awards, special training, relevant courses, internships, and extracurricular activities, especially those that have added to your skills and experience.

WORK EXPERIENCE

- ❖ Describe your most recent job experience first.
- ❖ Include both paid and unpaid experience.
- ❖ Include your job title, the company name, city, state, and dates of employment.
- ❖ Provide more detailed information about your experience that most relates to the work you are seeking.
- ❖ Use strong, descriptive action verbs to describe your responsibilities and accomplishments.

ACTIVITIES AND INTERESTS

- ❖ Include memberships, offices held in clubs or organizations, community involvement, and anything else that is related to your career objective or reveals something unique about you.

ADDITIONAL INFORMATION

- ❖ Include qualifications on equipment, licenses, certificates, language ability, computer skills, travel, publications, awards, and other achievements relevant to the desired position.

REFERENCES

- ❖ Do not list your references on the resume.
- ❖ List three to five employers and faculty members on a separate sheet of paper. (Be sure you have permission to use them as references.)
- ❖ List each reference's name, title, and professional address and telephone number.

Identify & Showcase Your Skills

People often feel uneasy speaking about what they do well. However, when looking for a job, it is important to identify your unique skills and qualifications, as well as the skills and qualifications a potential employer or industry is seeking. Employers like to know what skills and experiences you have that set you apart from others. Identifying your skills is required to successfully complete applications, resumes, and cover letters, as well as answer interview questions. When discussing your skills, it is important to give examples of where, when and how you demonstrated your skills and qualifications.

Students acquire skills through education and other life experiences. The word “skill” is commonly used to describe an ability to perform an activity in a competent manner. There are three types of skills:

- ❖ **Functional or Transferable Skills** are actions taken to perform a task, transferable to different work functions or industries. Based upon ability and aptitude. Expressed as verbs, such as: Analytical, communication, problem- solving, attention to detail, writing, public speaking, customer service, time management, project management, supervising, or training.
- ❖ **Personal Attributes** are personal qualities, traits or characteristics that contribute to performing a task or work. They measure how we come across to others. Developed primarily from childhood and life experiences. Expressed as adjectives, such as: ambitious, confident, creative, innovative, adaptive, flexible, careful, sensitive, assertive, confident.
- ❖ **Work Content Skills** are specific knowledge, procedures, or information required to perform a particular task or activity. Acquired through education, training and on the job experiences. Expressed in nouns, such as: C++ programming, accounting, counseling strategies, contract management, laboratory procedures, economic models, GIS, personnel administration.

To effectively target your skills to a specific position, analyze the three types of skills from a job announcement

<p>Store Merchandiser Seeking a high energy, motivated, self-starter who is able to work with little to no supervision. Responsible for product merchandising within large volume stores. This includes stocking shelves, rotating shelved product, setting up displays, cooler stocking, organization and movement of product from storage to the sales floor. Sales responsibilities and customer contact are essential. Merchandise store shelving, and displays with company products in accounts assigned by supervisor. Utilize promotional material in accounts. Keep back room stock in neat and orderly condition. Communicate sales results to store and management ◦ Customer service minded and ambitious. Drivers license and computer skills required.</p>	<p style="text-align: center;">Transferable/ Functional Skills (verbs)</p> <ul style="list-style-type: none"> ◆ Rotate ◆ Set Up ◆ Contact ◆ Communicate ◆ Build 	<p style="text-align: center;">Personal Traits (adjectives)</p> <ul style="list-style-type: none"> ◆ High Energy ◆ Motivated ◆ Customer Service Minded ◆ Ambitious 	<p style="text-align: center;">Work Content Skills (nouns)</p> <ul style="list-style-type: none"> ◆ Merchandising ◆ Stocking ◆ Drivers License ◆ Computer Skills
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Next, identify skills from your experiences that closely relate to the skills, traits, and knowledge required for the position. Write accomplishment or action statements to provide a summary of your skills. Employers evaluate these statements to determine if you have the skill sets required for the job. Examples of accomplishment/action statements:

- Organized the 2007 Little Valley Marathon Fundraiser - over \$20,000 raised.
- Communicated the timeline of events to 25 volunteer staff and five committees.
- Utilized Excel, Publisher, and PowerPoint software for project management and publicity purposes.

Action Verbs

Communication Skills	Admitted	Organizational Skills	Determined	Evaluated	Assist
Accommodated	Analyzed	Added	Developed	Examined	Clarified
Addressed	Appointed	Amended	Engineered	Experimented	Coached
Advertised	Approved	Approved	Fabricated	Explored	Collaborated
Arranged	Assigned	Arranged	Fortified	Extracted	Contributed
Articulated	Attained	Brainstormed	Installed	Formulated	Cooperated
Authored	Authorized	Catalogued	Maintained	Gathered	Counseled
Brainstormed	Chaired	Categorized	Mobilized	Inspected	Demonstrated
Clarified	Confirmed	Charted	Operated	Interviewed	Diagnosed
Collaborated	Considered	Classified	Overhauled	Invented	Educated
Communicated	Consolidated	Chartered	Printed	Investigated	Encouraged
Composed	Contracted	Coded	Programmed	Located	Ensured
Condensed	Controlled	Collected	Regulated	Measured	Expedited
Consulted	Converted	Commissioned	Remodeled	Organized	Facilitated
Contacted	Coordinated	Compiled	Repaired	Queried	Familiarized
Corresponded	Decided	Corrected	Replaced	Researched	Guided
Debated	Dedicated	Correlated	Restored	Reviewed	Helped
Defined	Delegated	Corresponded	Solved	Searched	Insured
Developed	Designated	Designated	Specialized	Solved	Instructed
Directed	Developed	Distributed	Standardized	Submitted	Interceded
Discussed	Directed	Executed	Studied	Summarized	Intervened
Drafted	Emphasized	Filed	Upgraded	Surveyed	Motivated
Edited	Enabled	Founded	Utilized	Systematized	Prevented
Enlisted	Endorsed	Generated	Data/Financial Skills	Tested	Provided
Explained	Enforced	Incorporated	Administered	Teaching Skills	Referred
Expressed	Enhanced	Inspected	Adjusted	Adapted	Rehabilitated
Formulated	Established	Logged	Allocated	Advised	Represented
Incorporated	Executed	Maintained	Amended	Authored	Resolved
Influenced	Founded	Minimized	Analyzed	Certified	Simplified
Interacted	Generated	Monitored	Appraised	Clarified	Supplied
Interpreted	Guaranteed	Obtained	Assessed	Coached	Supported
Interviewed	Handled	Operated	Audited	Communicated	Volunteered
Judged	Hired	Ordered	Balanced	Conducted	Creative Skills
Lectured	Hosted	Organized	Budgeted	Coordinated	Acted
Listened	Improved	Prepared	Calculated	Critiqued	Adapted
Marketed	Incorporated	Processed	Computed	Developed	Began
Mediated	Increased	Provided	Corrected	Enabled	Combined
Moderated	Initiated	Purchased	Determined	Encouraged	Composed
Negotiated	Inspected	Recorded	Developed	Evaluated	Conceptualized
Observed	Instituted	Refined	Estimated	Explained	Created
Officiated	Instructed	Reformed	Forecasted	Facilitated	Customized
Outlined	Led	Registered	Managed	Focused	Designed
Participated	Managed	Remedied	Marketed	Guided	Developed
Persuaded	Merged	Reserved	Measured	Individualized	Directed
Presented	Motivated	Responded	Planned	Informed	Displayed
Promoted	Navigated	Reviewed	Prepared	Instilled	Drew
Proposed	Organized	Routed	Procured	Instructed	Entertained
Publicized	Originated	Scheduled	Programmed	Licensed	Established
Reconciled	Overhauled	Screened	Projected	Motivated	Excelled
Recruited	Oversaw	Submitted	Qualified	Officiated	Formulated
Referred	Planned	Supplied	Reconciled	Persuaded	Founded
Reinforced	Presided	Standardized	Reduced	Reinforced	Illustrated
Reported	Prioritized	Systematized	Retrieved	Simulated	Initiated
Resolved	Produced	Updated	Research Skills	Stimulated	Integrated
Responded	Recommended	Validated	Analyzed	Taught	Introduced
Solicited	Reinforced	Verified	Authored	Tested	Invented
Spoke	Reorganized	Technical Skills	Clarified	Trained	Modeled
Suggested	Replaced	Adapted	Collected	Transmitted	Modified
Summarized	Restored	Applied	Compared	Tutored	Originated
Synthesized	Reviewed	Assembled	Conducted	Helping Skills	Performed
Translated	Scheduled	Built	Correlated	Accommodated	Photographed
Wrote	Secured	Calculated	Critiqued	Adapted	Planned
Management/Leadership Skills	Selected	Computed	Detected	Advocated	Revised
Accommodated	Settled	Conserved	Determined	Aided	Shaped
Acquired	Streamlined	Constructed	Diagnosed	Answered	Solved
Administered	Strengthened	Converted		Arranged	Visualized
	Supervised	Debugged		Assessed	
	Terminated	Designed			

Combination Resume Sample: Accounting

MICHAEL STUDENT
0000 Yuba College Lane
Marysville, CA 95800
(530) 000-0000
astudent@yubacollege.com

Objective: To obtain an accounting position with XY Company

Education

Associate of Science, Accounting

Yuba Community College, Marysville, May 2013

GPA major: 3.67 GPA overall 3.40

Honors: Dean's List

Computer Skills: Excel, Word, PowerPoint, QuickBooks

Language Skills: Fluent in Spanish

Achievement: Managed a restaurant that has been ranked #1 for three consecutive years in Sacramento Magazine

Skills and Qualifications

Accounting:

- Processed biweekly payroll, verified timesheets, for 3-10 restaurant employees
- Strong understanding of accounting principles and procedures obtained in a classroom setting
- Provided timely and accurate bookkeeping services for private clients' small businesses
- Verified incoming A/P invoices and paid vendors

Communication:

- Interacted with all levels of personnel in a restaurant from the owner to the servers
- Made several presentations to groups of 50 on the subject of motivation and persuasion techniques
- Wrote a research paper on American foreign policy and how it influenced the economy

Client Relations:

- Assisted customers in the selection of food items in a Mexican restaurant
- Resolved customer issues by listening to their concerns and offering reasonable solutions to problems
- Offered excellent customer service to customers with special needs and catering requirements; e.g., banquets, large parties, specialized food preparation

Work History

Manager, Tia's Mexican Restaurant, Colusa, CA 2006-present

Bookkeeper, private clients, Sacramento, CA 2003-present

Waiter, Max's Bistro, Sacramento, CA 2003-2004

Volunteer

Rotaract Club, President, 2009-2011

Sacramento Food Bank, Cook and Helper, 2006-2008

Chronological Resume Sample: Early Childhood Development

SUZANNE STUDENT

5000 Yuba College Lane • Marysville, CA 95800

(530) 000-0000 • astudent@yubacollege.com

Objective: To obtain a Pre-School Teaching position with Fun and Play Preschool

Education

Associate of Science, Early Childhood Education

Yuba Community College, Marysville, May 2013

GPA major: 3.67 GPA overall 3.40

Honors: Dean's List

Computer Skills: Excel, Word, PowerPoint

Experience

Recreation Aide, City of Sacramento Parks & Recreation, Sacramento, CA 2007-Present

- Supervised groups of 5-30 children during games and activities
- Developed and coordinated sports program and activities for children in grades K-8
- Provided child care and managed children in grades K-6
- Organized and trained Junior Olympics team of 40 team members for 3 years

Volunteer, Second Street School, Sacramento, CA 2002-Present

- Facilitated group activities with school-age children who are currently homeless
- Tutored children in reading, writing, and math
- Constructed a new playground facility with the assistance of other volunteers
- Planned daily lesson plans that included interactive learning activities

Nanny, Private Family, Yuba City, CA 2005-2007

- Cared for twin boys who were 3 years old
- Customized meal plans for breakfast and lunch
- Arranged daily activities and started a meet-up group at the local park
- Utilized the family's toys, movies, etc. for different games and activities

Ski Instructor, Sierra North, Lake Tahoe, CA 2002-2003

- Taught children and adults how to ski and snowboard
- Instructed students on the resort's rules and safety regulations
- Advised students on different ski and snowboarding techniques
- Supervised ski lift to ensure safety rules and regulations were being upheld

Affiliations

Running Club

Sierra Ski Club

Interests

Competitive marathon runner

Snowboarding & Skiing

Chronological Resume Sample: Nursing

RONALD STUDENT

5000 Degree Street, Marysville, CA 95000

(530) 000.0000

studentr@yubacollege.edu

OBJECTIVE

To obtain a Student Nurse Intern position with Kaiser Permanente.

EDUCATION

Associate of Science, Nursing (GPA 3.67)

Yuba Community College, Marysville, 2013

Certifications

American Red Cross CPR, Expires March 2013

Clinical Experience

UC Davis Medical Center: Trauma Nursing Unit

Med/Surge ICU

Surgical ICU, OR, PACU

Projects

Fall 2008: Nutritional Support of PICU Patients

Spring 2009: Obesity Issues Among Children

PROFESSIONAL NURSING EXPERIENCE

Student Nurse Extern

UC Davis Medical Center, Sacramento, CA 2011-Present

- Worked under general supervision of a UC Davis Medical Center Registered Nurse.
- Collaborated with professional and technical personnel to maintain constant care and treatment of up to four patients in Surgical ICU.
- Utilized nursing skills including changing IV tubing and use of drainage devices.
- Maintained constant communication with supervisor regarding patient needs.

RELATED WORK EXPERIENCE

Family Adoption Counselor

Sierra Adoption Agency, Sacramento, CA 2005-2010

- Counseled families on issues regarding adoption including legal qualifications and procedures.
- Worked with a diverse population.
- Developed parent training courses delivered to new adopting families.
- Created a safe and confidential environment for prospective parents.
- Conducted pre-screening of potential parents.

VOLUNTEER WORK

Youth soccer coach for Del Norte Parks and Recreation District, Sacramento, CA 2006-2010

AFFILIATION & ACTIVITIES

California Student Nurse Association 2011-present

Captain, Yuba College Soccer Team 2010

The Cover Letter

The cover letter is your introduction to the prospective employer. It should be addressed to a specific person and always in business letter format. It identifies the kind of position that you are seeking, and why you would be an asset to that particular organization. A cover letter allows you to expand upon any experiences and skills that do not appear on your resume. It should be written in a clear, concise, professional yet natural, and always courteous style. The following suggested format may help you get started.

ANGELA D. STUDENT
1111 University Street
Sometown, CA 00000
(999) 999-9999 • studentad@email.com

Date of Writing

Contact Name
Title of Contact
Name of Organization
Street Address
City, State ZIP Code

Dear Mr. or Ms. _____:

State the purpose for writing: the name of the position or field, or the general vocational area about which you are asking. Be as specific as possible. Tell how you heard of the opening or organization.

Summarize your qualifications which you think would be of greatest interest to the employer, slanting your remarks to their point of view. Cite relevant education and experience, particular skills, competencies and interests as they relate to the position.

Sincerely state your interest in their organization, location, or type of work. Include information that you know about the company or the position. Explain why you especially want to work for them.

Thank them for taking the time to review your enclosed resume and/or application. Let them know you are looking forward to the next step in the process and the opportunity to meet with them in person. Indicate how you can be reached and thank them for their consideration.

Sincerely,

Your Signature in Black Ink

Your Typed Name
(Legal Name, No Abbreviations)
Enclosure: Resume

Cover Letter Sample

IMA STUDENT
1111 College Street
Sometown, CA 00000
(999) 999-9999 • studentad@email.com

January 15, 2011

Ms. Maria Chen, Human Resource Director
Human Resource Department
XY Industries
2006 Securities Drive
Port Town, CA 00000

Dear Ms. Chen:

I am writing to express my interest in the Administrative Assistant position that was posted on the Yuba College Job Board. I will be receiving my Associate of Science in Business Administration in May 2011 from Yuba Community College. I also have a Typing Certificate.

Through my college work and previous employment, I have gained valuable hands-on experience using computers. I have working knowledge of software packages such as Excel, Microsoft Access, Word, and WordPerfect. Additionally, I have experience in both financial and economic research and analysis through my college coursework. My past work settings have provided me with experience in various organizational structures and interacting with diverse groups of people.

I am impressed by XY Industries' Mission Statement that I discovered on your website. The values expressed are honesty and commitment; these are important to me in my personal and professional life. I would be of value in meeting the goals of XY Industries requiring integrity and commitment. I am excited about XY Industries' involvement in the community and I desire to work with a company that makes such commitments.

I want to join the team at XY Industries and be part of the "legend." My resume is enclosed for your review. I appreciate the opportunity to be considered for the position. If you have any questions or need further information, I can be reached at (916) 444-3333.

Sincerely,

Ima Student

Ima Student
Enclosure: Resume

Interview Basics

Be Prepared

Now is the time to bring all your abilities, knowledge, experience and personality into the light! Take time to reflect on who you are, what you want from work, what you need, and what you have to offer. Review some of the questions frequently asked in interviews. How would you respond? Will your answers demonstrate the kind of attributes employers seek?

Ten Personal Characteristics Employers Seek

- ❖ Integrity
- ❖ Motivation/Initiative
- ❖ Communication Skills: Verbal and Written
- ❖ Self-Confidence
- ❖ Flexibility
- ❖ Interpersonal Skills
- ❖ Strong Ethical Standards: Personal and Work
- ❖ Teamwork Skills
- ❖ Leadership
- ❖ Enthusiasm

Frequently Asked Interview Questions

Personal

- ❖ Tell me about yourself.
- ❖ What are your long-range and short-range goals?
- ❖ What are your major strengths? Weaknesses?
- ❖ What two or three accomplishments have given you the most satisfaction? Why?
- ❖ What are your salary expectations?
- ❖ What qualifications do you have that make you feel that you will be successful in this field?
- ❖ What personal characteristics are necessary for success in your chosen field?
- ❖ How do you determine or evaluate success?
- ❖ What qualities should a successful manager possess?
- ❖ Are you willing to relocate?
- ❖ How do you spend your spare time? What are your hobbies?

Company and Position

- ❖ Why are you interested in our company?
- ❖ What do you know about our company?
- ❖ What type of position are you most interested in?
- ❖ What position in our company do you want to work toward?
- ❖ What qualifications do you have that will allow you to be successful with this company?

Work Experiences

- ❖ What jobs have you held? How were they obtained and why did you leave?
- ❖ What did you learn about yourself from some of the jobs you have held?
- ❖ What jobs did you enjoy the most? Least?
- ❖ Do you prefer working with others or by yourself?
- ❖ With what type of management style do you work the best?

Education and Campus Activities

- ❖ Why did you choose your college major?
- ❖ Why did you select your college?
- ❖ What subject did you like best? Why?
- ❖ Do you have plans for continued study? An advanced degree?
- ❖ Do you think that your grades are a good indication of your academic achievement?
- ❖ How has your college experience prepared you for a career?
- ❖ What school/community activities have you participated in? Why?

Interview Basics

Your Turn

Questions for You to Ask Employers

What do you feel are the essential factors for success in this position?

What kind of assignments might I expect in the first six months on the job?

You asked a lot of questions concerning_____. Tell me more about the specific expectations you have for the successful candidate regarding this area.

You have described your training program. What would you like me to accomplish in the job as a result of that training?

Does your company encourage further education?

What is the largest single problem facing your staff (department) now?

Is there a lot of team/project work?

Will I have the opportunity to work on special projects?

What do you enjoy most about working for this company?

What is the next course of action? When should I expect to hear from you or should I contact you?



Acing the Behavioral Interview

Adapted from D.J. Stimac (1997). Job Search Handbook: A Concise, Step-by-Step Guide to Career Transitions: SEATON Corp.

What is a Behavioral Interview?

“Tell me about a time when you were on a team, and one of the members wasn’t carrying his or her weight.”

If this is the type of question being asked in your job interview, you might be in the middle of a behavioral interview.

A behavioral interview is designed to get you to reveal more about yourself, how you think, solve problems, and interact with others. The questions are more open-ended than the types of questions asked in traditional interviews. Behavioral interview questions provide an opportunity for you to share examples of how you have behaved in actual situations rather than how you think you would behave.

The behavioral interviewer has been trained to objectively collect and evaluate your information. He or she works from a profile of desired behaviors that are needed for success on the job. The interviewer expects detailed responses including results from your actions in a particular situation. Canned, vague, or hypothetical answers are viewed negatively.

Sample Behavioral Questions

❖ **Communication Effectiveness:** *“Describe a situation where mistakes were made because your classmates (associates) misunderstood the intent of your e-mail.”*

Tip: Mention the components of an effective e-mail. Cite how you follow up with questions to ensure your message is understood.

❖ **Interpersonal Effectiveness:** *“Describe a time when you put the needs of an associate ahead of your own.”*

Tip: Cite an example where you are as concerned with the well-being of others as you are in reaching your goals.

❖ **Strategic/Critical Thinking:** *“Give me a specific example of a time when you anticipated the possible consequences of a plan of action and came up with a better solution.”*

Tip: Give an example of how you evaluate potential problems and identify solutions.

❖ **Creativity and Imagination:** *“Tell me about the most creative thing you have done outside of school or work.”*

Tip: What motivated you to do this? What was the outcome?

❖ **Team Building:** *“Describe a time when you were the team leader and had to coordinate the efforts of the other team members.”*

Tip: How did you decide which members received which duties? How did you establish accountability? Results?

❖ **Time Management:** *“Tell me about a time when you had to put in long hours or work weekends to meet a deadline.”*

Tip: Working long hours could mean you are truly dedicated to helping a team/company meet a deadline or that you procrastinate and don’t manage your time well. What could you have done differently?

Preparing for Behavioral Interviews

Because your previous behavior is a good indication of how you will perform in the future, you will be asked to share situations that demonstrate the desired behaviors the interviewer is seeking. Advanced preparation is vital to your success during the interview.

- ❖ Recall situations that show favorable behaviors or actions, especially those involving course work, work experience, leadership, teamwork, initiative, planning and customer service.
- ❖ Don’t be afraid to share a negative experience; no one is 100% successful in every situation. Just let the interviewer know what you learned from the experience and what you do differently now.
- ❖ Prepare a short description of each situation and be ready to give additional details if asked.
- ❖ Be sure each story has a beginning, a middle, and an end.
- ❖ Practice responding to behavioral questions using the

S.T.A.R.* Concept:

Situation

Task(s) to be accomplished

Action(s) taken

Results or outcome of action(s)

*The S.T.A.R. Concept is a registered copyright of Development Dimensions International, Inc., Pittsburgh, PA.

The Behavioral Interview: Summary

It is up to you to use the opportunity provided by behavioral questions to display your accomplishments and skills; and to set yourself apart from other candidates.

- Come to the interview prepared: know yourself and the value of your experiences.
- Know about the company.
- Be an excellent listener: listen without interrupting and answer questions specifically.

Tip: *It is perfectly acceptable to take some time to evaluate the question and identify the example that best illustrates the attributes being sought.*

- Be positive.
- Don't ramble: the interviewer will ask if more information is required.
- Cite specific examples and results.

Tip: *Don't generalize about several events; give a detailed accounting of one event.*

- Be honest. Don't embellish or omit any part of the story. The interviewer will find out if your story is built on a weak foundation.
- Be sure the outcome or result you describe reflects positively on you.

Tip: *Even if the result itself was not favorable, what did you learn and how have you changed your behavior.*

- Identify company challenges and offer solutions.
- Ask great questions.

Tip: *Don't ask about salary, benefits, or vacation. Do ask about company challenges, goals, and new products.*

- Tell the interviewer you really want the job.
- Write a thank you note.



Disability Disclosure & the Interview Process

To Disclose or Not to Disclose

One of the issues that you will face during your job search is whether or not to disclose your disability to potential employers. It is important that you are aware of your rights regarding employment and the interview process. Under the Americans with Disabilities Act (ADA, Title I), it is illegal for an employer to ask if you have a disability. You are not legally obligated to disclose your disability unless you will require accommodation, and then only after a position has been offered to you. The best way to determine whether or not you will need any accommodations on the job is to learn as much as possible about the position for which you are applying. This will allow you to make a confident decision about disclosing information concerning your disability. When deciding at what point, or even if you will disclose, weigh the risks and benefits involved. Consider such factors as: the type of employment you are seeking, if any accommodations are needed in the work place or during the interview process, how your disability might affect an employer's perception of your ability to perform on the job, and how comfortable you are discussing your disability. Also, consider your functional limitations and what corresponding accommodations you may need; e.g., alternative or flexible work schedule.

When to Disclose

If you decide that is appropriate to disclose information about your disability, then it is largely up to you when that takes place. Remember, you have the right to establish yourself as a qualified candidate before discussing any aspect of your disability. That does not mean, however, that you should feel discouraged from disclosing earlier if you feel comfortable doing so. A willingness to discuss your disability candidly might demonstrate your understanding of accommodations and your ability to perform on the job. Consider the following guidelines when deciding on a suitable time for disclosure.

Disclosing Prior to the Interview:

- ❖ It is not recommended that you disclose your disability on your cover letter or resume. Doing so will make it difficult to determine whether or not an employer has fully considered your qualifications.
- ❖ It is illegal for employers to ask if you have a disability. However, an employer may ask if you are able to perform the essential functions of the job either with or without reasonable accommodations.
- ❖ If you know that you will require an accommodation prior to or during an interview, then you will need to disclose when you are called to schedule the interview. This will allow the employer to make any necessary arrangements.
- ❖ There are some advantages to early disclosure. A visible or otherwise obvious disability will be evident at the time of the interview so you may choose to acknowledge it in advance. Early disclosure may also eliminate anxiety.

Disclosing During the Interview:

- ❖ The main objective of any interview is to discover who you are, what you can do, and why the employer should hire you. Keep the focus of the discussion on your ability to perform the essential functions of the position, not your disability.
- ❖ There are two factors to consider when deciding whether or not to disclose during the interview: If your disability is readily apparent and if you will require any accommodation.
- ❖ Whether or not your disability is readily apparent, if you know that you will require an accommodation on the job, you may choose to discuss this in a proactive manner during the interview rather than waiting until the job offer has been made. First, identify the functions of the position that will require an accommodation. Then, provide specific information concerning the accommodation strategies and/or resources required, and how they will result in your productivity and effectiveness.

Resources

o Career Center, California State University, Sacramento, www.csus.edu/careercenter, (916) 278-6231.
o Services to Students with Disabilities, California State University, Sacramento, www.csus.edu/sswd, (916) 278-6955.
o Job Accommodation Network (JAN), is funded by the U.S. Department of Labor to provide advice on accommodating employees with disabilities. (800) 526-7234 (Voice/TTY), www.jan.usdoj.gov

o American's with Disabilities Act (ADA) information line for publications, questions, and referrals. (800) 514-0301 (Voice), (800) 514-0383 (TTY), www.ada.gov.
o Equal Employment Opportunity Commission (EEOC) offers technical assistance on the ADA provisions applying to employment and also provides information on how to file ADA complaints. (800) 669-4000 (Voice), (800) 669-6820 (TTY), www.eeoc.gov.

• First Impressions

• Second Interviews

• Higher Salaries

In a mere 30 seconds, quick and potentially lasting impressions are made based on appearance. According to Susan Bixler, CEO of The Professional Image, Inc. (2005), before you speak a word, your clothes, hairstyle, grooming, carriage, smile and eye contact have made a silent impression on your interviewer. In only moments, your appearance communicates information about your education level, career competence and success, personality, level of sophistication, trustworthiness, sense of humor, and social heritage.

Put Your Best Self Forward:

Basic Guidelines for Traditional Business Dress

For Women

Suit

- ❖ Cut: Two piece, long sleeve, professional suit (either skirt or pants are acceptable)
- ❖ Fabric: 100% wool for winter or polyester blend year round
- ❖ Color: Navy, dark gray, black, winter green, plum
- ❖ Skirt: Skirt length: knee or 1" below the knee

Blouse

- ❖ Color: White or variety of colors that blend in with skin tone
- ❖ Style: Tailored, long-sleeved, cuffed blouse, or jewel-neck shell
- ❖ Fabric: Silk, fine knit, or polyester blends

Jewelry/Accessories

- ❖ Necklace: Pearls, single strand; gold or silver
- ❖ Earrings: Small and close to the ear, gold, silver or pearl (one per ear)
- ❖ Rings: Wedding set, or conservative gold, silver, platinum, one per hand, no pinkie rings or oversize dinner rings
- ❖ Watch: Analog, slim, gold, silver, or leather band
- ❖ Handbag: Small, conservative style, not over-stuffed
- ❖ Glasses: Flattering to your coloring and face shape

Hose/Shoes

- ❖ Hose: Natural tone
- ❖ Shoe style: Closed toe, closed heel, dress pump or flat heel, leather, in good repair and polished

Binder/Briefcase

- ❖ Binder or portfolio: Dark color, slim
- ❖ Briefcase: Not recommended

Cosmetics

- ❖ Perfume: No perfume
- ❖ Makeup: Light application
- ❖ Hair: Neatly groomed, professional cut
- ❖ Nails: Clear or neutral color, not too long
- ❖ No visible tattoos or piercings (other than pierced ears)

For Men

Suit

- ❖ Cut: Two-piece, single-breasted, traditional cut
- ❖ Fabric: Tropical-weight wool
- ❖ Texture: Matching color, texture, pattern
- ❖ Color: Navy, dark gray, black with a pattern, pinstripe

Shirt

- ❖ Color: White
- ❖ Style: Straight or button-down, long-sleeved
- ❖ Fabric: 100% cotton or cotton-polyester blend

Tie

- ❖ Color: Burgundy, deep greens, paisley, stripes, small geometric patterns

Belt

- ❖ Color: Black, dark brown, cordovan to match shoes
- ❖ Material: Leather

Jewelry

- ❖ Watch: Slim, analog watch and leather band
- ❖ Ring: Wedding band and/or signet ring, no more than one per hand
- ❖ Cuff links: With French cuffed shirts, small, conservative
- ❖ Glasses: Flattering to face shape, close to hair color, follow natural line of eyebrows

Socks/Shoes

- ❖ Socks: Black, navy blue over the calf, fine-ribbed cotton or wool (no white socks)
- ❖ Shoe style: Tie shoe, all leather, wing-tips dress slip-ons, polished and well-maintained (no man-made soles)
- ❖ Shoe color: Black, dark brown, cordovan to match belt

Binder/Briefcase

- ❖ Binder or portfolio: Dark color
- ❖ Briefcase: Not recommended

Grooming

- ❖ Cologne: No cologne or aftershave
- ❖ Hair: Neatly groomed, professional cut
- ❖ Facial Hair: Clean-shaven preferred
- ❖ No visible tattoos or piercings

You Have an Offer! Now What Happens?

Keys to Negotiation: Know Yourself, Know the Industry, Know the Person

The whole point of interviewing is to get that job offer. Your first instinct might be to accept immediately with joy and relief. Finally, you can stop job hunting and get on with your life! Not so fast. Job offers come in a wide variety of packages. You have to be prepared to consider your needs in relation to the options presented in an offer. Once again it is time to put your research and analytical skills to work. This is not just about salary; it's about how you will spend your days working for this particular company, the assets you bring to the table and what you will receive in return.

ANALYZE your finances: What are your expenses each month? Plan a realistic budget. Rent, loans, car, insurance, food, health care, professional wardrobe, utilities, and entertainment...what is the absolute minimum compensation you will accept?

RESEARCH the marketplace: Use Career Center counselors, staff, salary surveys, industry reports, and business publications to gather information on salaries for similar jobs. What is happening in the industry, area economy, and region? What is involved in the job? What are people in this position, in this geographical area, typically being paid to do the kind of work you will be doing?

ASSESS your selling points: Focus on the needs of the employer. What is important: Your 3.2+ GPA? Major? Degree level? Problem solving skills? Technical expertise? Experience? Soft skills? Is the employer looking for social skills, leadership, teamwork, project management, business acumen? What do you provide that adds value to the company?

DETERMINE an acceptable salary range: Once you know your baseline and typical starting salaries, create a salary range using a \$6000 spread. You don't want to undersell yourself, just as you don't want to price yourself out of the market.

SHOW your enthusiasm: When an offer is made, let the employer know that you are excited about the job and company. Let them know you appreciate the offer. Then...

ASK for details: Salary is only one component of a compensation package. Basic non-wage benefits to be considered are: health care, insurance, vacation, sick leave, and retirement plans. This is an area that varies widely between employers. It pays to fully understand what is included in an offer. And...

TAKE TIME: Give yourself at least 24 hours to consider the offer before you make your decision. Analyze what is important to you. Does this opportunity relate to your interests and goals? Is this position and company a good fit for you?

ACCEPT the offer: Only if and when you are satisfied that it is right for you.



Social Networking Sites: Make Yours Employer-Friendly

If you are like most students, you have a profile on a social networking site like MySpace, Facebook, Twitter, or LinkedIn. Whether you are looking for a part-time job, internship, or a full-time position, it is important to consider how social networking sites may impact your job search. Because social networking sites are designed primarily for socializing and networking, you may not have considered that employers can view information on social networking sites. Legally, any information that you put on your site can be viewed by anyone, including employers. Many employers are beginning to conduct Internet searches on candidates during the recruitment and hiring process. What an employer sees about you online, will form an impression that may influence a hiring decision or promotion. In addition to your social networking site, you are encouraged to consider the impression that an employer may form of you during any contact you have with them, including your email address, phone answering message, and blog postings.

The following are some helpful tips concerning social networking sites:

- Review your privacy settings, profiles and postings.
- Review the words, phrases and sentences on your site. Ask yourself: “Would I want to hire this person?”
- Remove any pictures or other information that may not be viewed positively by an employer. Remember some managers may not have the same “acceptance level” for information or pictures as you might; e.g., visible piercings, tattoos.
- Blogs are fair game also. Remove any content that may be offensive to employers.
- Check to see that your profile information is truthful.
- Search the major social networking sites and the Internet using your own name.
- Be aware of the content friends post on your pages.

You are encouraged to begin shaping your business persona even before you graduate. Use social networking sites to influence your job search in a positive way to communicate with professionals, company representatives, or hiring managers. Start now and be prepared. Don’t let your online “image,” or the attitude you project online, be the reason an employer passes you over for an interview or withholds an offer.

