

The Seattle Department of Transportation

# UPWARD MOBILITY MANUAL





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# INTRODUCTION

SDOT's Race and Social Justice Initiative (RSJI) Change Team developed this manual with the goal of providing information, tools, and resources to help employees, especially those in remote locations with limited computer access, reach their career goals. Ideas were turned into outlines, and in 2014, writing the Manual became a priority for the Change Team and an important part of its work program. A small team wrote the text and gathered the wealth of information already prepared by the City Personnel Department, organizing it all into one comprehensive document.

We're very pleased to present the Upward Mobility Manual to you. It's intended to help you explore career options while you grow your skills at the job you have. A number of SDOT employees who have succeeded in doing just that have added their stories to this Manual. While it is primarily designed to help you set and meet your personal goals, it will also help SDOT recruit and retain employees in classifications where diversity is lacking, which will ultimately strengthen our workforce.

The Manual presents information in the order a job seeker would need it: deciding on a career goal, gathering information, filling knowledge gaps with experience and training, applying for positions, and interviewing. Materials already prepared by the City Personnel Department are included in most topic areas, and include the following:

- Career Quest packet
- Personnel Citywide Training Catalog
- Training materials (information interviews, resume, cover letter, job interview).

If you have any questions about the Upward Mobility Manual, contact SDOT Human Resources at 684-3185. If you need assistance with translating any part of this Manual, contact the City Employee Language Bank. It is staffed by City employees who can help with short translation projects that take less than an hour.

<http://inweb/LanguageBank/>



RACE & SOCIAL JUSTICE  
INITIATIVE

## ADVANCE OPPORTUNITY. ACHIEVE EQUITY.



# WHAT IS UPWARD MOBILITY?

Upward mobility is the planned development and advancement of employees from one job class or position to another more challenging, higher skilled and higher paying position.

## Steps to take to achieve upward mobility may include:

- Preparing a development plan so you can work towards and ultimately achieve your career goals. This can happen with the guidance of the employee's supervisor or manager.
- Seeking out opportunities for training or Out of Class assignments.
- Identifying resources that are available to help develop knowledge, skills, and abilities so that one is more competitive for different job opportunities.
- Finding out where jobs are advertised.
- Utilizing career counseling such as the City's Career Quest program.
- Receiving academic counseling from a community college, university, or vocational tech school.
- Taking night or weekend classes at a community college, university or vocational tech school.

## Different types of upward mobility could include:

- Moving up in your current class series. For example, from a Laborer to a Maintenance Laborer. This type of experience could better position you for promotion to a crew chief. Or from a Civil Engineer (CE), Assistant to a CE Spec, Associate to a CE, Senior.
- Transferring from one Department to another Department that has position more in line with your interests and goals.

Upward mobility is the joint responsibility of the employee and management. All employees are entitled to have a fair and equal opportunity to be considered for advancement.

If you have any questions about this manual or would like assistance with any of the areas included here, please contact SDOT Human Resources at 684-3185.





# DO YOUR BEST!

Ultimately upward mobility is up to you! This manual can provide encouragement, tips and resources—but not personal motivation. Go for what you want! Look for training and OOC opportunities. Take advantage of various groups, within SDOT or other \*City organizations, and get involved – whether it be with the Race and Social Justice Initiative and the Change Team, Seattle Shares, Seattle Engineering Department Service Organization (SEDSO), Shining Star Award Committee, or various \*\*Toastmasters in the City – or any other extra project that is available. Meet other employees outside of your work unit and develop the network of people who know you, your skills and your work ethic. Most important—do your best!

As you learn, meet people and involve yourself in projects—strive for excellence. Be the employee who will step in wherever needed. This will help you develop great work habits and develop customer service skills for internal and external customers. Get noticed for independent thinking as well as for being a great team member. Take advantage of the help of Managers, Human Resources representatives, and Training Coordinators.



Consider investing in yourself if the city cannot offer training opportunities you want. Take classes, get a certificate or a degree. Perfect your writing and language skills whether or not English is your first language.

Self-motivation is the key to developing your skills and job growth potential!

DO YOUR BEST at all times!

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\*The City of Seattle is host to a number of independent employee groups working to promote multiculturalism. Known as “Affinity Groups”, these groups provide forums for employees to gather and share information. Even though the groups may be sponsored by a particular department, they are open to all interested City Employees. Learn more about these groups at <http://inweb.ci.seattle.wa.us/affinitygroups/>

\*\*Toastmasters, to name a few:

- City Toasters meets every Monday (except government holidays) in SMT-4080, 12:00-1:00 – it is a general interest club. Virginia McHenry is the contact at 684-8138, or by City email.
- Career Masters meets every Thursday (except national holidays) in SMT-4096, 12:00-1:00 – it is focused on career development and honing presentation skills. Virginia McHenry is the contact at 684-8138, or by City email.
- RSJ Toastmasters, Eddie Ferrer is the contact at 684-4534, or by City email.



# SUCCESSFUL JOB HUNTING

“People don’t plan to fail, they fail to plan.”

## GETTING ORGANIZED

A successful job search requires organization and effort. Planning and organizing are critical to job search success. For those who are used to having someone else organize their activities, this will require mastering new skills. You can learn these skills.

Organizing your job search will save you time and effort. You will have to create a new routine, and a new set of priorities and schedules, to be successful in your job search. Be aware that many things will distract you. Just about anything will sound better than looking for work. However, your number one priority is finding that new job. Don’t let anything get in your way!

Getting started is the hardest part. Once you get momentum into your search, you will want to keep moving forward.

**Set your schedule and stick to it:** Set aside a regular block of time for your job search. The only reasons you would not conduct your job search would be the same reasons for not going to work. Work at your job search on a regular basis.



**Make yourself accountable:** You are now self-employed at job-hunting; you are the boss. It’s up to you to make sure the job gets done. Check your progress at the end of each day and week. See if you accomplished your goals. If you did, commend yourself and decide if you can set tougher goals next time. If you didn’t accomplish the goals, explore why and decide what you need to do to succeed in the future.

**Keep accurate records:** If you are conducting a serious job campaign, you may make hundreds of contacts and generate new opportunities daily. Do not simply rely on your memory. You need to have and maintain a filing system, just as you would make a grocery or “to do” list, or keep accurate records on a contract at work. There are a variety of systems you can use including alphabetized three-ring binders, small pocket calendars, notebooks, or 5 x 8 cards. Find one that works for you.

## SELF-ASSESSMENT

The first step in job hunting is self-assessment, in which you decide what you want to do and where, and what you have to offer. To do this:

- Do an inventory of skills you’ve acquired in the workplace and elsewhere.
- Identify and understand the skills, strengths and abilities you’ve developed.
- Update your resume often.

Identifying your skill sets, what you value in the organization you work for, and your requirements for location and other job parameters will help you narrow down your job search.

## CHART YOUR CAREER GOALS

- List career goals that are reasonable and measurable with a specific timetable.
- Identify strategies and action steps to reach your goals and implement them
- Identify barriers and obstacles and how you plan to eliminate them.

## TARGETING

Everything you do in a job hunt grows out of the job market you're targeting. If you have targeted well, you will be focused and more successful in your search.

- Select a geographic area you'd be willing to work in, the type and size of business or organization you want and a job or function that you'd like to do.
- Identify the "Organizational Culture" of your job target, and look for compatibility with your skills and your work style.
- Conduct a campaign to get interviews in your target area.

## LOCATING THE JOBS

The more diverse your job-hunting methods are, the more opportunities you'll uncover and the greater the chance you'll find, and land, the job you really want.

- Network, network, network!
- Contact professional organizations in your field.
- Visit the company and organization websites.
- Apply directly to organizations you know you want to work for.
- Participate in job fairs.
- Tell people you know that you're interested in a new job or career change, and ask about vacancies or new positions.
- Ask successful people to tell you about their jobs and career histories.
- Use a placement agency or recruiter/headhunter.
- Consider temporary work.
- Network some more!
- View How to Find the Hidden Job Market for more tips on networking.



I created a seven (7) year plan, a goal, to be a St Use Inspector, Civil Engineering Spec Assoc. In the meantime, I obtained a CDL endorsement on my license (B) to drive trucks. That gave me an advantage for other options for upward mobility. I soon had gained the skill to become an out of class truck driver. Once I became a truck driver a large part of the truck drivers' job is paperwork. The paperwork helped me understand the daily accounting of the work. Then, St Use asked for six Inspectors. I applied and was accepted for an interview. This was my second attempt. The first time I was turned down and did not receive an interview. That made me work harder at my goal. "First you don't succeed, try harder". On July 2001, my first goal came true. I was fortunate to be accepted in the training program as an assistant. I worked my way to a CES Spec, Associate, Senior and Supervisor.

### **MANDEL SCOTT**

Manager, Street Maintenance

Generally the most effective job-hunting approach, networking is simply talking to people to either track down helpful personal contacts or learn about job openings that may not necessarily be widely advertised at all. Start by talking to your own family, friends and acquaintances. Let everyone in your life know you're looking for a job, and give them an idea of what type of job you want.

## GETTING AN INTERVIEW

Your job interview is your "foot in the door". It is your opportunity to show the employer that you are the right person to hire. The purpose of your resume is to get you that opportunity to interview.

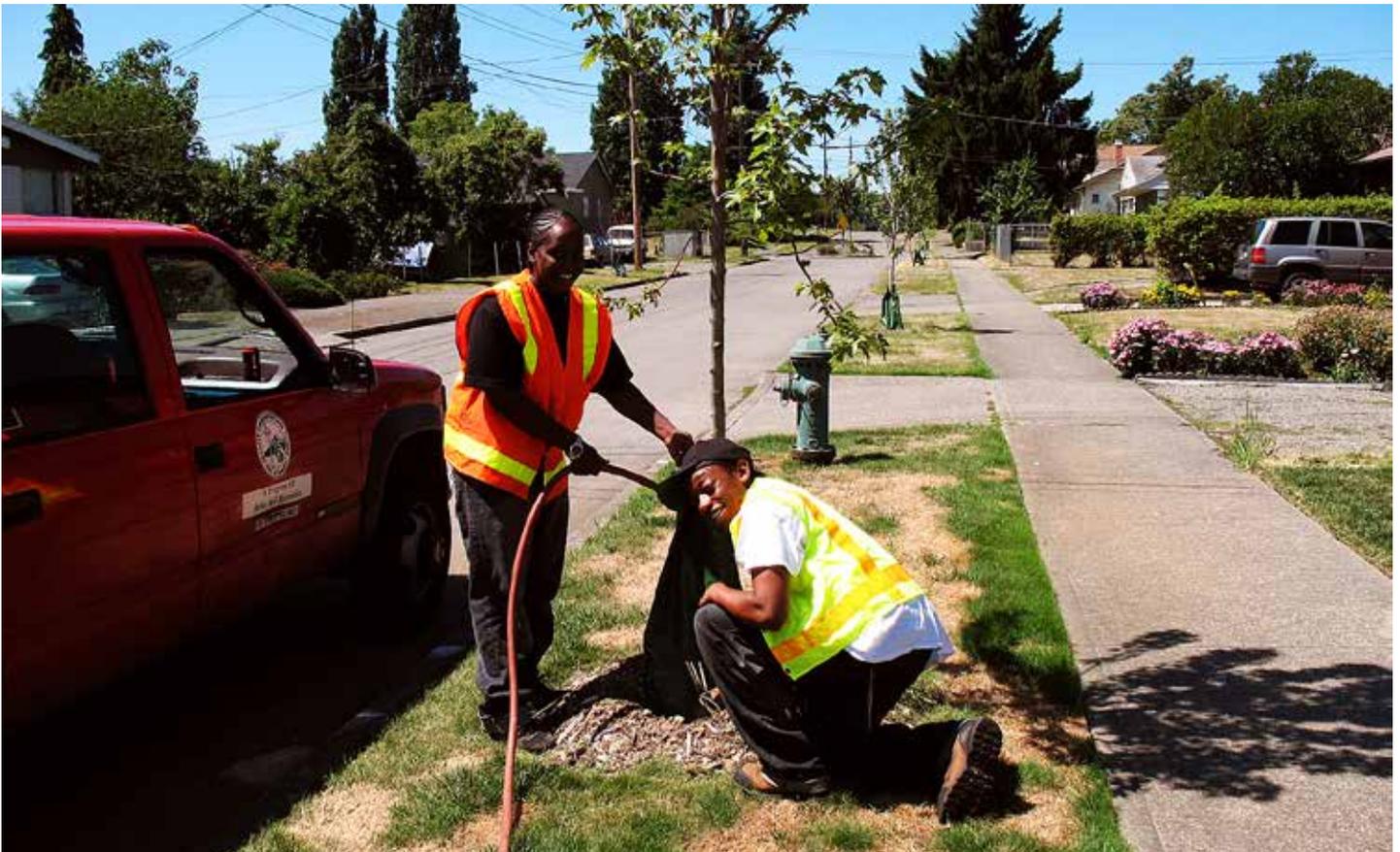
## KEEPING YOURSELF GOING

How can you keep your head and your energy up when it feels like you're barely hanging on? Here are some tips:

- **Put things into perspective.** In the grand scheme of things, "this too shall pass!" Focus on what you have done in the past, and what you can do in the future.

- **Get support.** To maintain your focus and gain new contacts, you may need a support system. Join a job-hunting support group, often called Job Hunt Clubs; get Career Counseling (available for City employees through the *Employee Assistance Program*); or "contract" with a friend or family member to check in on your progress.
- **Remember that this is part of a bigger picture.** Though shattered when they lose their jobs, many people say it was the best thing that could have happened to them. This is a time when people often re-examine their values and decide what is now important to them, decide what they really want to do with their careers, develop new skills, and improve their situations.
- **Continue to do your job, which is job hunting.** Do your best at it every day. Explore new career options constantly.

*Adapted from several sources including articles by Peter Vogt and Kate Wendleton.*





# CITY CLASSIFICATION SPECIFICATIONS

The City's job structure is largely based on a series of hundreds of "Class Specifications," usually called Class Specs. Most jobs in the City's employment structure have class specs associated with them, and reading them closely is one of the most important steps in planning a career with the city. This section discusses what to look for when reading a spec.

Many SDOT jobs –inspection, monitoring, drafting, research, plan review, permit review, preparing

construction plans and estimates, administering contracts, assisting in design preparation—are included in the Civil Engineering (CE) Specialist specification, which is used as an example here because more than 90 SDOT employees are so classified.

Reading the class specification is the best first step for determining whether you would be interested in becoming a CE Specialist and what skills you might need to be ready to enter this field.

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*The information in the heading is self-explanatory and very important. The CES Asst I class is represented by PTE Local 17's technical unit, and current class series' job codes (i.e., class codes) are assigned and arranged numerically by the Personnel Department Class/Comp Unit. The salary is currently set at an opening step of \$25.74 per hour and top step of \$29.94 (2014 rates).*

**Class Title:** Civil Engrng Spec,Asst I  
**Bargaining Unit:** PTE, Local 17-Technical Unit  
**Class Code:** 53300  
**Salary:** \$25.74 - \$29.94 Hourly

If the salary meets your needs and union membership works for you, read on.

## **Class Summary:**

Performs entry-level technical civil engineering and construction related activities including

- drafting;
- performing well-defined design work;
- approving, monitoring and inspecting construction projects and materials;
- reviewing plans, specifications and development proposals;
- developing project and contract specifications and cost estimates;
- providing assistance in administering construction contracts;
- enforcing ordinances controlling public property and facilities;
- maintaining records on City facilities and projects;
- surveying; and
- sampling and testing materials.

*This section lists duties included as CES Asst I work. This section summarizes the general body of work. The particular SDOT job you are interested in will contain many of these elements. The format is modified here to enable easier reading.*

*If you're interested in construction and wish to begin your career in any of the areas listed, keep reading. If not, move to another class spec.*

## Distinguishing Characteristics of the Class:

Positions in this class require

- a knowledge of the basic principles and practices of civil and construction engineering, including the methods, materials, equipment and techniques used in civil engineering, construction, and inspection; and
- knowledge and ability to perform civil engineering surveying, drafting, mapping and computations, as well as to read and interpret plans, specifications, property descriptions, construction schedules, contracts and other construction inspection-related documents.

Positions in this class are distinguished from higher level specialists by the lower degree of complexity of work assigned and the greater amount of supervision received. This class performs the less complex assignments/projects and/or less complex portions of more complicated/difficult projects.

Guidelines available include

- engineering drafting, and construction standards, plans and specifications,
- architectural and engineering manuals, and
- relevant codes, ordinances, laws and regulations.

Judgment is exercised in

- interpreting data from engineering documents,
- determining appropriate engineering methodology to apply,
- reconciling conflicts between the City and contractors,
- or determining whether to halt construction and reject contractor's work products when they do not meet established standards.

Positions in this class work under continuing supervision, resolving most routine problems but informing the supervisor of unusual or controversial problems.

This class may train less experienced specialists or support personnel.

*This section sets out the knowledge required for the class, what differentiates this class from classes including higher level positions, what guidelines are available, the nature of supervision, and the contacts likely to be encountered in the work. Again, the format is modified here for easier reading.*



*This is the point where you must begin to determine if you have gaps in your knowledge or experience that you might wish to fill, or areas that you would like to strengthen. Perhaps you have worked on road building projects and have learned the "how" of construction, but would like to follow a career in inspection or permitting. Perhaps you have experience reading basic plans, and would like to learn more about drafting and design. Or, your long-term goal might be construction management and you would like to start planning the steps to move from your current job to a management role.*

*This is an entry level class which can provide excellent opportunities for gaining experience and significant training in the area.*

*If you're still interested, read more. If not, take a look at other class specs with duties more likely to fit your interests and career plans.*

*This is not the full list of duties that can be assigned to this class, but it includes many that are commonly found in SDOT jobs.*



#### Contacts include

- inter and intra departmental administrative, engineering and construction personnel,
- other government agencies,
- contractors,
- consultants and
- the public to exchange information, coordinate work, answer questions and respond to complaints

#### Examples of Duties

- Performs detailed computer-aided, ink, or pencil drafting of drawings and maps including, base maps, quarter section maps, cross sections, topographical maps, contract plans, as-built drawings, sketches, and graphs.
- Makes right-of-way and alignment calculations. Updates existing maps and drawings. Visits work sites to inspect, monitor, survey, or verify information for construction and civil engineering-related projects and facilities. Prepares work orders to start repairs; assists in design work; keeps notes, diaries, records and drawings to document findings.
- Researches and verifies data pertaining to maps and drawings. Interprets inspectors' notes, field checks, surveys and existing records to assure that maps and drawings are accurate and reflect improvements.
- Reviews plans and development proposals for impacts related to utilities, traffic, transportation, and street improvements. Recommends revisions and permit requirements to mitigate negative impacts of development and assure plans conform to City policies. Responds to inquiries from the public and other departments about the process, requirements, and procedures of the development process. Investigates and resolves complaints from the public.
- Performs contract administration activities including, developing monthly progress reports, processing monthly and final payments to contractors, verifying final quantities and costs, compiling requisite documentation, drafting change orders, and auditing as-built records.

- Assists in preparing preliminary and final construction estimates and specifications for construction projects. Assists in preparing bid item lists and estimated quantities. Updates construction cost data records.
- Acts as a liaison among contractors, subcontractors, manufacturers, fabricators or suppliers and City. Negotiates problems of changes, errors or deficiencies and ensures compliance with project specifications and requirements.
- Assists in issuing permits, collecting fees, receiving and returning deposits and maintaining records of transactions.
- Processes, maintains, and updates engineering and permit data and records used for a variety of engineering and construction activities as well as for drafting and revising maps and drawings.
- Ensures and enforces compliance with terms of permits authorizing construction projects and controlling use of public properties and facilities.
- Assists in preparation of plans and designs for traffic related improvements including signing, channelization, detours, traffic controls and traffic survey and analysis.
- Coordinates and cooperates with other agencies, departments, divisions and private utilities involved in or affected by project(s).
- Performs other related duties of a comparable level/type as assigned.



*If any of the kinds of work listed above sound like you would like to pursue them, the next step is to compare what you know with what you need to know and start planning a training program. You can find examples of job descriptions for SDOT jobs in this class to help you choose the direction that looks most promising for you. Contact SDOT Human Resources for more information at 684-3185 or go to the City of Seattle Classification Specifications link: [www.seattle.gov/personnel/employment/default\\_ClassSpecs.asp](http://www.seattle.gov/personnel/employment/default_ClassSpecs.asp)*

### Minimum Qualifications

Positions in this Class require

- An Associate degree in Civil Engineering Technology or
- Two years of college level coursework in engineering and construction technology of
- A combination of education and/or training and/or experience which provides an equivalent background required to perform the work of the class.

*There are many programs offering formal training in this field, and information in the Training and Education sections of this manual will help you learn about them. Note that training and experience providing an equivalent background can also be used to qualify. Learning as much as possible on the job, taking advantage of free training programs, and being willing and available to take on work to build the skills you think you need are always wise moves when looking ahead. Talking with others in SDOT who have worked in the areas of your interest can provide very valuable insight in how to fit preparation for your career into your life.*

*Given the wide variety of SDOT jobs in this classification, working conditions can vary from no field work at all to days spent almost entirely in the field. Job descriptions always identify where the work will be done and under what conditions.*

### **Work Environment/Physical Demands**

These can vary significantly between jobs. The spec captures the possibilities as follows:

- Most work is performed in a normal City work/office environment.
- Field assignments entail exposure to all types of weather, traffic, hazardous/toxic substances and work in or near construction sites.
- May be required to lift over 50 pounds.
- May be required to stand, walk, or bend for extended periods of time.
- Overnight travel may be required.

### **License, Certification and Other Requirements**

The only requirement for this class is a current Washington State Driver's license or evidence of equivalent mobility.





# OUT OF CLASS

An out-of-class assignment is the temporary assignment of an eligible employee to perform the normal ongoing duties and responsibilities associated with a higher-paying title. The City recognizes that out-of-class assignments can provide employees an opportunity to expand upon their work experience for career growth and upward mobility.

An employee assigned to perform the duties of a higher-paid position on an out of class basis must meet the minimum qualifications of the higher classification or position. He or she must also have demonstrated or be able to demonstrate that he or she can perform the normal duties of the higher position.

There are 2 types of OOC assignments:

- The first type is an intermittent or short-term assignment. These are for peak workload (intermittent) assignments which are defined as “as-needed” assignments of less than 30 days (i.e. crew chief absence for a few days/ vacation/sick leave, worker’s compensation, leaves, manager/supervisor absence for same).
- The second type is a long-term assignment. These are for assignments that will last for greater than 30 days. A mini hiring process is required for any long-term out-of-class assignment. This mini process would require a cover letter, an updated resume, and an interview.

If you are interested in working in an out-of-class assignment to get experience under your belt, it is important to let your supervisor know that you are interested and what type of assignments you would like.



## **\*OUT-OF-CLASS BEST PRACTICES** **Workforce Equity & Planning Advisory** **committee (WEPAC)**

The City of Seattle Personnel Department updated the out-of-class (OOC) work assignments rule to create increased access to OOC opportunities and greater consistency across departments in 2010. These best practices are recommended for all 90+ day OOC assignments (or 520 hour equivalence). Following these best practices for out-of-class assignments will help ensure equity, transparency and consistency.

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\*Out-of-Class Best Practices was prepared by a citywide group led by the Office for Civil Rights and the Personnel Department.

## Be clear and transparent about the purpose of the out-of-class opening

- Clearly state the purpose of the position in the position posting. Be clear: will this OOC posting be developmental (i.e. intended for upward mobility), a special work assignment with a limited term, or designed to meet a specific business need (e.g. a hauler is needed on Fridays)?
- Clearly state the job requirements and qualifications. Be explicit about the minimum qualifications.

## Be clear and transparent in all your communications about out-of-class opportunities

- Clearly state the work duties and the time frame for the assignment in the out-of-class announcement.
- Be clear about the selection criteria, process and timeline. Is this OOC position open only within a work group, at the department level, or City-wide?
- Communicate all OOC opportunities broadly. Distribute the information both electronically and with hard copies, and provide status updates on the posting (e.g. has it been filled, is it still open, etc.).
- Provide employees with feedback regarding the application process. Ask candidates if

they would like to receive feedback on their own application; if they request it, provide constructive suggestions that could help the applicants in the future.

## Share the wealth

- Whenever possible, distribute OOC opportunities among all qualified employees.
- Establish a talent bank of individuals qualified for intermittent out of class assignments within the most frequently assigned job classifications. As openings come up, rotate the assignments through the list of qualified employees.
- Have supervisors document their reasons for not releasing an employee for an OOC assignment.

## Provide clear supervisory support

- Make sure everyone involved – the OOC employee, the OOC supervisor and the employee’s original supervisor – all have a clear understanding of the job’s responsibilities, time commitment and supervisory authority.
- The supervisor should set clear workplace expectations at the beginning of the assignment.
- The supervisor should provide feedback to the OOC employee that is consistent with the purpose of the OOC at previously defined intervals.



There are several things I did that helped me my upward mobility in my career. I applied for and received a SEDSO scholarship and was awarded tuition assistance for one class that was directly related to my work. I also applied for and received a scholarship from the professional organization, Women’s Transportation Seminar. I studied and took a test to receive the professional certification for planners from the American Institute of Certified Planners, and have kept up with the annual training required to keep my certification current. In addition to continuing my education I also took advantage of several cross-training and out of class opportunities where I learned about different aspects of the department and got to know coworkers in other divisions which helped me be able to network.

**KRISTEN SIMPSON**  
Manager, Traffic

## Help ensure clear and consistent administration of out-of-class assignments across your department

- Distribute policies, rules and best practices for OOC and other workforce equity topics broadly to ensure all employees in your department are aware of the City's RSJI workforce equity efforts.
- Make sure your department's record-keeping system complies with the Personnel Rule and these best practices through an annual self audit of OOC assignments.
- Pilot Neogov to track all 90+ day OOC assignments.
- Make sure your department collaborates with your Change Team on auditing and compliance with the OOC Rule.

## \*OOO ASSIGNMENTS: GENERAL ADMINISTRATIVE GUIDELINES

### Purpose

The purpose of an Out-Of-Class ("OOO") assignment is to provide short-term solutions to staffing problems or needs on a temporary basis. These guidelines are intended to minimize the need for retroactive payments to employees working OOO Assignments.

OOO assignments are usually that of a higher level classification, including but not limited to APEX, SAM, and IT Programs. The Division must submit an OOO form and identify the title, employee's qualifications (which includes attaching a resume)<sup>1</sup>, a brief job description for the defined body of work, if applicable, before the employee will be authorized to perform the higher level assignment.

### Out-of-Class Thresholds

- A. Check each respective Collective Bargaining agreement for thresholds after which payment is required.

- B. Salaried employees (APEX/SAM) on an out-of-class assignment must perform the duties of a higher-paying position for a minimum of 2 consecutive work weeks to be eligible for compensation for the higher-paying duties.
- C. Out-of-class assignments are limited to 6 months. Extensions must be authorized in writing by the Division Director. Out-of-class assignments of non-represented employees to positions represented under the terms of a collective bargaining agreement (CBA) are subject to any out-of-class assignment limitation and extension provisions of the agreement. HR will determine when and which CBA sections apply.

### Authorization

- A. Reasons for out-of-class assignments include:
  - The absence of the employee who would normally perform those duties;
  - A position vacancy;
  - Peak workload periods (intermittent); and
  - Completion of special projects.
- B. OOO assignments will begin only after the OOO assignment information is authorized and start dates have been entered into the HRIS system.
- C. An employee assigned to perform the duties of a higher-paid position on an out-of-class basis must meet the documented minimum qualifications of the higher classification or position. The employee must also have demonstrated, or be able to demonstrate, that he/she can perform the normal duties of the OOO position.

### Process

- A. Identify a need for OOO
  - For assignments of greater than 30 days, all OOO opportunities must be internally advertised within SDOT for at least 5 working days:
    - Send requests to HR's OOO Coordinator;

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\*OOO Assignments General Administrative Guidelines is the SDOT procedure for determining the need for an out-of-class assignment and filling the position.

<sup>1</sup> Personnel Rule 3.5.3 (C) An employee assigned to perform the duties of a higher-paid position on an out-of-class basis must meet the documented minimum qualifications for the higher classification or position. He or she must also have demonstrated or be able to demonstrate that he or she can perform the normal duties of the position.



- Send interview questions to HR for review and approval;
- Advertisement will be drafted by the hiring division and HR will finalize for posting within 5 working days of receiving the drafted job advertisement;
- HR will send the advertisement to the hiring manager for approval;
- HR will advertise throughout the department via email and will post on the HR website and at appropriate locations for employees without email access - <http://inweb/sdot/hr>;
- Resumes will be submitted to HR hiring lead;
- HR will forward resumes that meet the minimum qualifications to the hiring supervisor;
- Hiring supervisor will schedule interviews;
- Hiring supervisor will notify HR of the employee who is selected for the OOC and complete the OOC form;
- Hiring supervisor will send the OOC form to HR for review and approval; and
- HR will ascertain if the selected candidate meets the minimum qualifications and work with the hiring supervisor when concerns arise.
- For peak workload (intermittent) assignments which are defined as “as-needed” assignments of less than 30 days (i.e. crew chief absence for a few days/vacation/sick leave, worker’s compensation, leaves, manager/supervisor absence for same):
  - On a regular basis (at least monthly at dispatch and/or staff meetings) ascertain if anyone is interested in working OOC to fill in for these occasional absences;

- Send one completed form to HR for each person interested in the OOC;
- Once HR approves the intermittent assignments, the dates will be sent to each division for input.

B. Complete one form for each classification:

- The OOC form can be found @ <http://inweb/sdot/hr/hiringforms.htm#ooc>
- Signatures are needed from the employee, supervisor, manager, and Division Director
- Division Directors will advise HR of any designation of their signature authority. These designations will be kept on file until changed. If no one is designated, then no OOC form will be processed until the Division Director signs.

C. Specify start and end dates. Keep in mind; if you forward the OOC form for processing after the specified start date, you are placing the employee in a position where he/she may incur a retroactive payment. These instances shall be minimal.

- All OOCs should be submitted to HR at least one week before the expected start date of the OOC assignment;
- Start dates should coincide with pay period begin dates. When a circumstance exists that the start date is different than a pay period begin date, the record may not be timely entered and the employee may incur a retroactive payment.

### SDOT HR Responsibilities

- Review all new assignments and all assignment extensions
- Verify primary title classification and pay rate
- Verify OOC title and determine pay rate
- Verify employees meet minimum qualifications for the OOC, including proper licenses, etc.
- Identify pay period begin and end dates
- HR will forward the names of OOC employees to be added to the “drug testing” pool, when applicable
- Return approved OOC forms/extensions to divisions for entry in the HRIS system
- If there is a discrepancy, the manager/ supervisor will be contacted
- Assignments that require retroactive pay beyond 30 days must be approved by the Deputy Director and HR

### Division Responsibilities

- Provide HR with timely lists of eligible OOC workers
- Ensure no OOC assignment is begun before workers are approved and records entered
- Enter activation and inactivation dates into the HRIS record after authorized to do so by HR
- The Division Director is responsible for notifying the HR Director, as the data custodian, if a Division employee with HRIS access has transferred to another division/department to have HRIS access canceled





# FIND A JOB SHADOW/MENTOR

Job shadowing is a mentoring technique that can help employees gain exposure and knowledge in their career of interest or it can be a process to decide which career path to take. It can provide an opportunity to better understand, connect and experience the work of others, it is a great opportunity to get to know one another, learn about each other's interests and aspirations, and provide mentorship. By job shadowing, the employee will learn the various types of activities required of the job, the important tasks that are a crucial, and the specific skills, knowledge, abilities, and education someone must have to be successful in the job.

Find a job shadow or mentor in or outside of the department. Start the process of finding a job shadow opportunity/mentor by letting people know that you

are interested in exploring options for career growth and request an opportunity to job shadow. Talk to your supervisor, coworkers, or a Human Resources Representative for suggestions as to whom you can connect with.

## QUESTIONS TO ASK AT YOUR JOB SHADOW

Once you find the opportunity to job shadow/mentor, assemble a list of questions that will help you learn more about a specific career. You may want to ask 8-10 questions to ask during your job shadow experience. The idea is to ask about those things that are important to you. You may want to take a list of questions with you on your job shadow. You should come away from the experience with a good understanding of what the job entails, what it takes to get into the field, and what is required to be successful.

I started at SDOT as an Associate Civil Engineer and I had no experience in traffic signal or street lighting design at all. On my first day I met my supervisor and found out that he has been working with signal and lighting at SDOT for over 40 years. I spent as much time with him as I could and absorbed as much information from him as possible before he retired three years later. The biggest piece of advice he gave me was that I could never make a mistake that couldn't be corrected. I ran with that and treated every project I was on whether it was a small paving project or a megaproject like the Mercer Corridor with the utmost confidence. As I gained knowledge and continued my education I moved up through the Civil Engineer class series and then successfully competed for an out of class position as a Manager 1. I have tried to make the most of each opportunity I came across and built up a good reputation that I can be proud of.

**AHMED DARRAT**  
Civil Engineer Sr, Traffic



## Nature of the Work

- What are the specific duties and responsibilities?
- Describe a typical day/week?
- What are the toughest problems you deal with?
- What part of this work do you find most rewarding?

## Work Qualification

- What kind of training, education, or course work is required?
- What skills or talents are most essential in this career?
- What personal qualities are important?
- What kinds of prior experiences are absolutely essential?
- How did you prepare yourself for this work?

## Working Condition

- What type of setting, hours, atmosphere, etc. can be expected?
- What obligation does this type of work place upon you outside of the ordinary work week?
- How much flexibility do you have in terms of hours of work, dress, vacation, etc.?

## Work Entry

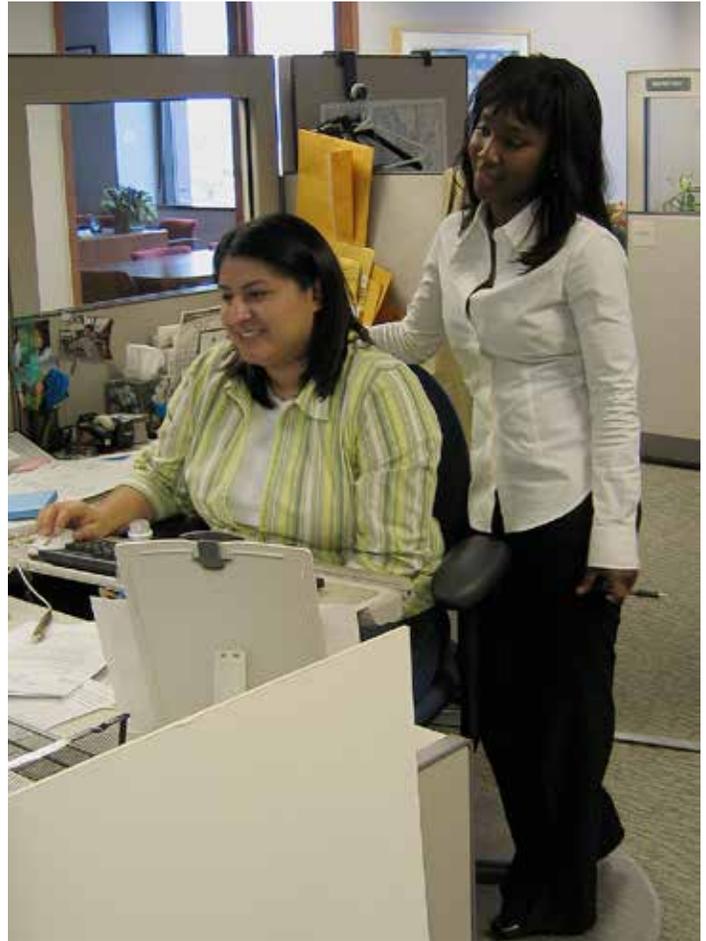
- What types of employers hire people in this field? Where are they located?
- How do I find out about internships/job openings in this field?

## Work Advancement

- What additional training or qualifications are necessary for advancement?
- What are some of the job possibilities for experienced workers in this field?
- Is turnover high in this field?
- Do people normally move to another company/organization or do they move up in the company/organization?

## Employment Outlook

- How rapidly is the present career field growing?
- If the work you do was suddenly eliminated, what different kinds of work do you feel you could do?
- How would you describe or estimate future prospects?



## Salary Questions

Do not ask them for their salary.

## Referral Questions - ALWAYS Ask These

- Based on our conversation today, what other people do you believe I should talk to?
- Can you name a few people who might be willing to see me? May I have permission to use your name when I call or contact them?
- What are the professional associations in this field?

# CAREER QUEST

## BUILDING YOUR CAREER AND YOUR COMMUNITY

Career Quest is a career management program that provides customized career development opportunities for City of Seattle employees who wish to broaden their skills or seek assistance with their long-term career planning. The program has two primary goals:

- Provide customized career development opportunities for City of Seattle employees seeking to develop and upgrade their skills; and,
- Align career development opportunities with the City of Seattle's current and future workforce needs.

## SERVICES OFFERED

### Career Coaching

All Career Quest participants are matched with a career coach who can work with them to identify and plan career goals.

### Career Readiness Workshops

Access to career development workshops including resume skills, interview skills, networking skills, and others.

### Scholarships

Opportunity to apply for scholarship funds to support training and education connected with current or future City of Seattle employment.



## ELIGIBILITY REQUIREMENTS

1. Regular, full-time or part-time employee of the City of Seattle,
2. Beyond the new-hire probationary period (typically one year), and
3. Committed to developing skills and workplace competencies

## HOW DO I APPLY?

- Read the Information Packet
- Complete and submit the Participant Application

## FOR MORE INFORMATION

Visit <http://personnelweb/career/careerquest.aspx>  
e-mail [careerquest@seattle.gov](mailto:careerquest@seattle.gov)



# Information Packet



*Updated 4.9.14*

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## WELCOME TO CAREER QUEST!

Thank you for your interest in the City of Seattle Career Quest program! This information packet provides an overview of the Career Quest program and guidelines. If you have any questions, please contact **Dave Trovato, Workforce Planning Manager**, at (206) 727-8497.

### **CAREER QUEST GOALS**

The Career Quest program, designed in 1998 by a joint labor-management cross-departmental team and implemented in 2000, is an integral part of the City's comprehensive human resource management strategy.

The Career Quest program is designed to:

- **Provide customized career development opportunities for City of Seattle employees seeking to develop and upgrade their skills; and,**
- **Align career development opportunities with the City of Seattle's current and future workforce needs.**



*Building your Career and your Community*

### **ABOUT THE SEATTLE PERSONNEL / HUMAN RESOURCES (HR) DEPARTMENT**

The Career Quest program is housed within the Seattle Personnel / HR Department. The mission of the City of Seattle Personnel / HR Department is to provide strategic and operational human resources services that meet the City's workforce and organizational needs. Our values reflect our best thinking of how we want to act and interact with customers, consumers, stakeholders and each other: ingenuity, integrity, inclusion, commitment, and respect.

Go to [www.seattle.gov/personnel](http://www.seattle.gov/personnel) for additional information about our department.

## PROGRAM DESCRIPTION

The purpose of Career Quest is to provide customized career development opportunities for City employees who wish to prepare themselves for workplace changes - such as new technologies or departmental reorganizations; or for those who want assistance with their long-term career goals within the City. Career Quest services include **access to career coaching, career development workshops**, and an opportunity to apply for **scholarship** funding.

When employees upgrade their skills and capitalize on their experience, they can enhance their career prospects and make a positive contribution to effective City performance. Additionally, by offering these career development services, the City is better able to meet its long-range business needs and respond to the changing requirements of citizens.

There is no cost to the employee or their department for Career Quest services, and employees can participate to the degree that best suits their needs.

Once accepted into the Career Quest Program, participants have access to the following services:

### CAREER COACHING

Career coaches will work with you on discussing and developing a Career Quest plan. This plan will help you identify your career goals and the actions you may need to take to reach them. Your career coach will be available to answer your career-related questions and serve as a resource while you are in the program.

### CAREER DEVELOPMENT WORKSHOPS

While engaged in the Career Quest Program, you will have access to a number of career development workshops. These workshops may include resume skills, interview skills, networking skills, and many others. You will be notified by Career Quest staff when these trainings are available.

### SCHOLARSHIP

All Career Quest participants have an opportunity to apply for scholarship assistance for training and education related to their current or future work within the City of Seattle.

## ELIGIBILITY

To be eligible for the Career Quest Program, you must be:

- a regular (full-time or part-time) employee of the City of Seattle,
- no longer within the new-hire probationary period, and
- committed to developing your skills and workplace competencies.

## PARTICIPANT EXPECTATIONS

The Career Quest program offers a range of career development resources and opportunities to City of Seattle employees. These opportunities are **self-directed** – and it is the participant’s responsibility to reach out to their coach for information and advice.

Career Quest participants are expected to:

- 1. take total responsibility for their engagement and success in the program, and**
- 2. follow all procedures and policies outlined in this packet.**

The Career Quest **is not**:

- a job finding or placement program
- intended for employees with performance or discipline issues
- for employees who are unwilling to invest time and resources in their future

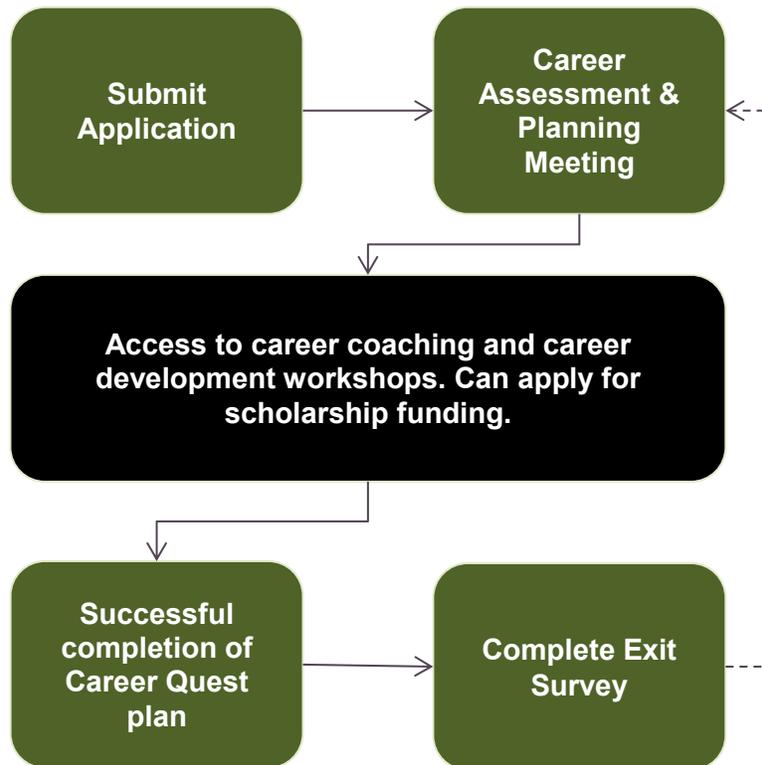
## CAREER COACH EXPECTATIONS

Career Quest coaches are city employee volunteers who support participants with their career development. They will assist participants with developing their Career Quest Plan and serve as a resource for information on an as-needed basis. Meeting frequency must be agreed upon by both the coach and participant. Once an agreement is made, setting up meetings and ongoing communication will be **driven by the participant**. Contact Dave Trovato, Workforce Planning Manager, at (206) 727-8497 if you are interested in applying to be a Career Quest coach.

Career Quest coaches are expected to:

- be good listeners and have unconditional respect for other people and their choices
- devote a reasonable amount of time to meet with their assigned participants
- provide information, resources, and/or advice to participants

## PROGRAM PROCESS FLOW



## PROGRAM COMPLETION and EXIT-SURVEY

Once you have accomplished your Career Quest goal(s) or are ready to leave the program, we ask that you complete a brief exit survey distributed at the end of each calendar year. This information is extremely important and will help us improve the program for future participants.

Career Quest participants who complete the program in good standing are welcome to return at any time. Simply contact the Career Quest staff and you will be re-connected with your coach to develop an updated Career Quest plan. Prior scholarship recipients must have successfully completed their most recent training experience to re-apply for scholarship funds.

## SCHOLARSHIP OVERVIEW and POLICIES

City employees participating in Career Quest may apply for scholarship assistance for training that helps them achieve their career goals while also meeting City business needs. Funds may be requested for a single training course or multiple programs – **up to a maximum of \$2,500 per year**. You can choose to be directly reimbursed for approved expenses, have the award payment made directly to the training institution, or split the award payment method.

Award of scholarship funds is not an entitlement for Career Quest participants. All awards from the fund are contingent upon approval of the Career Quest Scholarship Committee. The Committee may decide to approve less than the full amount requested or may consider granting funds in phases, based on the applicant's progress and performance.

To apply, you must read these scholarship guidelines and submit a complete application.

### **NOTE TO MEMBERS OF PROFESSIONAL & TECHNICAL UNION (PTE) - LOCAL 17**

*The City of Seattle and Professional and Technical Employees (PTE) Local 17 recognize that information technology (IT) professionals need specialized training to prepare them for career growth, as well as long-term technology change. To address this unique workforce need, Local 17 members may access a separate scholarship fund in addition to the Career Quest scholarship.*

*City of Seattle IT in PTE Local 17 should speak with their union representative or go to [www.ptelocal17.org](http://www.ptelocal17.org) to learn more about this resource.*

## SCHOLARSHIP POLICIES

### 1.0 PURPOSE

The City of Seattle is committed to the professional development of its employees. The Career Quest Scholarship is one tool used to enhance employee performance and create a stronger workforce. This fund is designed to provide opportunities for employees to participate in training, educational programs, and professional development courses that will assist in expanding job knowledge, developing new skills, and improving job performance.

Below are the policies and procedures regarding the Career Quest Scholarship Fund for education that leads to completion of the following:

- Professional certifications and related training
- Associate of Arts Degree
- Baccalaureate Degree
- Post-Graduate Degrees

## 2.0 TERMS AND DEFINITIONS

- 2.1 **Career Quest Scholarship Fund**- The scholarship fund offered by the City of Seattle to assist employees with their educational expenses.
- 2.2 **Eligible Employee**- A regular full-time or part-time City of Seattle employee working a minimum of 20 hours per week and qualifying for benefits. Temporary, contract, or probationary employees are not eligible.
- 2.3 **Scholarship Application**- A required form that must be completed by the Career Quest participant to be considered for a scholarship. The Scholarship Application consists of three parts:
- I. Education Plan – a document describing your educational goals and their relationship to your professional development and City business needs.
  - II. Training Information – a document that provides training details and costs.
  - III. Scholarship Award Agreement - An agreement that will allow the City of Seattle to recover any awarded scholarship funds should the employee voluntarily terminate employment with the City of Seattle, or be terminated (with cause) prior to course completion.

## 3.0 OVERVIEW

- 3.1 The Career Quest Scholarship Fund can be used towards training, certificate, and/or degree programs that develop skills related the participant's current job or provide new skills for a future position within the City of Seattle. There must be a mutual benefit to the employee's career development and long-term interests of the City. Careful consideration should be given to the curriculum and a realistic timetable for completion.
- 3.2 The Career Quest Scholarship Fund applies to training at appropriately accredited organizations and/or those trainings approved by the Career Quest Scholarship Committee. You can search an institution's accreditation through the U.S. Department of Education by going to [www.ope.ed.gov/accreditation](http://www.ope.ed.gov/accreditation).

## 4.0 CAREER QUEST SCHOLARSHIP FUND PAYMENTS

- 4.1 The *maximum amount* allowable per regular employee *per calendar year* is **\$2,500**.
- 4.2 Under certain circumstances, it is possible that the Career Quest Scholarship Fund can be coordinated with other funding sources. *In all instances*, total financial assistance will not exceed the educational expenditures incurred.

- 4.3 Employees who receive financial assistance for their education from another source ***must*** disclose the source and amount on their applications. If employees are receiving 100% funding for their education from another source, the City of Seattle will ***not*** provide scholarship assistance.

## **5.0 EMPLOYEE ELIGIBILITY**

- 5.1 City of Seattle employees are eligible to apply for the Career Quest Scholarship Fund provided they meet the following criteria:
- Employee is an active participant in the Career Quest Program
  - Employee works a regular full-time or part-time schedule and qualifies for benefits
  - Employee has completed at least one year of employment with the City of Seattle
  - Employee remains on regular pay status during the entire time period for which the scholarship award is requested
- 5.2 **Past Award Recipients** – To be eligible for additional scholarship awards, past award recipients must provide documentation that they successfully completed the training for which they received funding (e.g. transcript with passing grades, letter from the institution/agency verifying completion; copy of Certification or License received, etc.). This documentation must be included in your scholarship application.

## **6.0 EMPLOYEE RESPONSIBILITIES**

- 6.1 Participation in training and educational activities funded through the Career Quest Scholarship should not in any way interfere with the employee's ability to perform his/her or job or normal work schedule, or result in the need for overtime. Employees *may not* take courses during their scheduled work hours.
- 6.2 Employees who are suspended, terminated, or resign from City employment will be denied scholarship for courses approved, in progress, or under consideration.
- 6.3 If eligible employees are involuntarily laid off, have their hours reduced, or go on a disability leave of absence, any approved course(s) in progress will be reimbursed, provided the participant satisfactorily completes the course and fulfills the other provisions of these policies.
- 6.4 Exceptions to these guidelines will require the approval from the Career Quest Scholarship Committee.

## **7.0 APPROVAL PROCESS**

### **7.1 Application, Review, and Selection**

7.1.1 Eligible Career Quest participants must submit a completed Scholarship Application directly to the Career Quest staff by the quarterly application deadline (posted on the Career Quest InWeb page) to be considered for a scholarship the following quarter. A complete Scholarship Application will include the:

- **Education Plan**
- **Training Information**
- **Scholarship Award Agreement**

7.1.2 The Career Quest Scholarship Committee will review the request on a quarterly basis. Scholarship applications missing information or attachments will be sent back to the applicant and may not be considered for that round of scholarships.

7.1.3. Applicants will be notified if they did or did not receive a scholarship award within 10 business days of the Career Quest Scholarship Committee making a final decision.

7.1.2. In the case that the total support requested exceeds the capacity of the available funds, the Career Quest Scholarship Committee will select those requests which best support workforce development needs of the City of Seattle.

7.1.3. The Career Quest Scholarship Committee will be the reviewing and approving body for any scholarship issues that deviate from these policies.

### **7.3 Change of Student Status**

If an employee withdraws, cancels, drops, or substitutes approved course(s), he or she must email Career Quest staff within 15 business days of the change. The email should include an explanation for the change and how any new courses relate to their career development within the City of Seattle. Requests for substitutions after the completion of a course will not be approved.

## **8.0 REIMBURSABLE COSTS**

Allowable expenses include:

- tuition, fees, and supplies required for class enrollment or job relevant training
- textbooks and publications
- laboratory fees
- fee for on-line access, if the class is only held on-line

## 9.0 NON-REIMBURSABLE COSTS

Non-allowable expenses include:

- non-training related and/or discretionary supplies
- parking and transportation
- student body, association fees
- fines (e.g. library fines)
- any optional fees (e.g. athletic fees)

Tuition and fees are not eligible for scholarship funding when an employee:

- voluntarily terminates employment with the City of Seattle, or is terminated for cause, prior to course completion
- fails to receive advance approval
- has completed the training before entering the Career Quest program
- provides incomplete documentation of costs and/or proof of payment for reimbursable costs.

## 10. SCHOLARSHIP FUNDING and PAYMENT PROCESS

- 10.1 Scholarship funding amount is based on the quality of application, type of training, alignment of training with City business needs, and funding available. All funding is contingent upon approval by the Career Quest Scholarship Committee.
- 10.2 Approved payment will be made through reimbursement to the scholarship recipient or checks payable to the school or institution. Employees will be reimbursed directly for approved amounts upon submittal of appropriate receipts and documentation of tuition payments and/or related expenses. Advance payments will not be made directly to individual employees. No payments will be awarded for training or education expenses incurred prior to an employee's participation in Career Quest.
- 10.3 If applying for reimbursement for books, attach a copy of the syllabus for each course indicating that the book is "required" for that course. Book receipts must be from a verifiable retail book vendor and must also show the title of the required book.
- 10.4 Copy of receipt(s) detailing payment for tuition will be required to initiate a request for tuition reimbursement (i.e. cash register receipt, debit receipt and/or credit card statement along with the receipt that lists items purchased).
- 10.5 Scholarship fund recipients have until the end of the calendar year to submit all required supporting documentation to Career Quest staff (Note: December awards have a very short turnaround). Untimely or incomplete documentation may result in

the denial of tuition reimbursement provided for under this policy. After receipt of the required information, a reimbursement check will be mailed to the recipient.

- 10.7 Employees who receive a scholarship award are required to sign a Scholarship Award Agreement. This agreement will allow the City of Seattle to recover any awarded scholarship funds and/or deny reimbursement should the employee leave City employment for unapproved reasons outlined in section 6.0 – EMPLOYEE RESPONSIBILITIES.

#### **11.0 OTHER REFERENCES**

- Seattle Municipal Code 4.04.210 Employee Development and Upward Mobility
- City Personnel Rule 5.1 Training

#### **12.0 ADDITIONAL CONSIDERATIONS**

- 12.1 The City of Seattle reserves the right to terminate or modify Career Quest Scholarship policies at any time. When budgeted funds are exhausted, requests for scholarship funds will not be granted for the rest of the budget year.
- 12.2 Mandatory training and certification courses required by the business unit are not covered under this program.
- 12.3 The Career Quest program shall not provide tuition reimbursement for classes or courses taken that are “audited”.

## FREQUENTLY ASKED QUESTIONS (FAQ)

### What is Career Quest?

The purpose of Career Quest is to provide customized career development opportunities for City employees who wish to prepare themselves for workplace changes or for those who want assistance with their long-term career goals. Career Quest services include **access to career coaching, career development workshops**, and an opportunity to apply for **scholarship** funding. All participants are matched with a career coach who will work with them to identify and plan for career goals.

### Do I have to stick with my goals and plans?

No – the career planning document is for you to use in thinking about your career goals. It will evolve with you and your decisions over time. We recommend evaluating your progress and changes with your coach as needed.

### Can I choose my own coach?

No – you will be assigned a coach to work with. Requests for new coaches will be reviewed by the Career Quest staff on a case-by-case basis.

### How often do I need to meet with my coach?

The Career Quest program is meant to be customizable based on your individual career development needs. We ask that you meet with your coach **at least once** to discuss your career goals. Following this meeting, you and your coach will agree on the frequency of communication. Some participants may wish to communicate once a month, while other participants may prefer to only communicate on an as-needed basis.

### How soon can I join and what is the procedure?

You have to work for the City of Seattle a minimum of 1 year and be a regular (full-time or part-time) employee receiving benefits to participate in the program. You will be assigned a coach within a few weeks of submitting an application.

### Do I have to inform my department and get permission to participate in the program?

No – you can submit your application without notifying your department or supervisor, if you prefer. You will have to negotiate time away from the job in order to meet with your coach, work on documents, and do research – or use your personal time to do these things.

### **Is there a work code designated for Career Quest?**

No – if your department requires work codes for tracking time on a timesheet, you will have to ask the department for that information. NOTE: You will have to negotiate time away from the job in order to meet with your coach, work on documents, and do research – or use your personal time to do these things.

### **If I want to go to school, what should I do to get started?**

Begin by working with your assigned coach to brainstorm, strategize, and build your Career Quest plan. You might want to investigate which schools in your area have the curriculum you seek. Also, check with professionals who are doing the work you want to do and ask them about their education and background. Find out if they belong to professional organizations you can join or if they read industry-specific publications. This work can help you make an informed decision about what school you want to attend, what classes you want or need to take, and what your educational goal will be.

### **When am I eligible to apply for a scholarship?**

As a Career Quest participant, you may apply for a Career Quest scholarship after your first meeting with your Career Quest coach. You should also explore tuition assistance options within your department.

### **How do I apply for a Career Quest scholarship?**

You will need to submit a complete scholarship application before the quarterly application deadlines (posted on the Career Quest InWeb page). The application will be reviewed by a Scholarship Committee shortly after this deadline and you will be notified of an award following the decision. This process may take up to 20 business days.

### **How much funding can I expect from Career Quest?**

Award of scholarship funds is not an entitlement for Career Quest participants. All awards from the fund are contingent upon approval of the Career Quest Scholarship Committee. The Committee may decide to approve less than the full amount requested, based on the participant's application, progress, and performance. The maximum amount is \$2,500 annually.

### **What criteria are used to decide my award?**

The Scholarship Committee reviews scholarships once a quarter. The Committee considers the response to each question carefully and considers many factors, including:

- **Level of education requested** – a higher priority will be given to first time training programs, associates degrees, bachelor degrees, and career-related certificate programs.
- **Amount of awards** - requested scholarship amount may be subject to a scholarship reduction based on available funds. Applicants are encouraged to seek additional funding through their departments.
- **Relevance to City Employment** – the training must enhance skills for your current job or prepare you for a future position within the city.

### **How often can I apply for Scholarship Funding?**

Prior to reaching the annual maximum (\$2,500), you may apply any time before the final deadline in December. Once the maximum is reached in any given year, you must wait until the following year to apply again.

### **When and how are awards announced?**

Awards are announced quarterly, usually within 20 business days of the quarterly application deadline. Scholarship award winners are notified by email to their City of Seattle email account. If you do not use your City of Seattle email account, you may request email notifications to be sent to your home email or you can ask that a letter of notification be sent to your home address that is posted in Employee Self Service.

### **When does my funding become available?**

If you receive an award, your funds become available as soon as you receive the award announcement - typically no later than the first of the month following the month you applied.

### **How is the Career Quest Scholarship award paid?**

When completing the payment / reimbursement form, you can select if you would like the award to be paid as a reimbursement to you, paid directly to the training institution, or if you'd like the payment split. Payments will only be made for approved expenses with appropriate receipts and documentation.

### **How soon will a check be mailed?**

Checks are typically mailed within 20 business days of receipt of a completed payment / reimbursement form with adequate documentation. Submitting all of your receipts or an invoice from your educational institution expedites this process.

**Is there an appeal process for an award decision?**

No – the Scholarship Committee decisions are final. You may submit a new scholarship application if your first was denied.

**Who do I contact if I have more questions?**

Contact Dave Trovato, Workforce Planning Manager, either by phone (206) 727-8497 or email at [dave.trovato@seattle.gov](mailto:dave.trovato@seattle.gov).





**5) PLEASE INDICATE WHICH CIRCUMSTANCES APPLY TO YOUR SITUATION (CHECK ALL THAT APPLY):**

- I do not seem to be able to move out of my current job classification.
- I want to plan and prepare for career progression within the City.
- My current job may be going away in the next 1 to 5 years.
- My job is changing and requires new skills.
- I am seeking a job that is less physically demanding.
- I would like to enhance my skills for better performance in my current job.
- Other (please specify):

**6) PLEASE RANK YOUR LEVEL OF AGREEMENT (OPTIONAL):**

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I like my current work experience.	<input type="checkbox"/>				
I need additional skills to do my current work more effectively.	<input type="checkbox"/>				
I have the skills I need for career growth within the City of Seattle.	<input type="checkbox"/>				
The City of Seattle supports my career development.	<input type="checkbox"/>				

**7) WHAT WOULD YOU LIKE TO ACHIEVE THROUGH PARTICIPATION IN THE CAREER QUEST PROGRAM?**

**8) WHAT SPECIFIC CAREER DEVELOPMENT SERVICES ARE YOU SEEKING?**

- Career coaching
- Access to career development workshops and/or services (resume writing, interview skills, etc.)
- Opportunity to apply for scholarship funding
- Other (please specify):

**9) BY CHECKING THE BOX BELOW, I AM CONFIRMING THAT I UNDERSTAND CAREER QUEST IS NOT A JOB-FINDING OR JOB-PLACEMENT PROGRAM.**

- I understand.

**10) BY SIGNING (OR TYPING) MY NAME BELOW, I AM CONFIRMING THAT I UNDERSTAND THE GOALS OF THE CAREER QUEST PROGRAM.**

<b>Signature</b>		<b>Date</b>	
------------------	--	-------------	--



# INFORMATION INTERVIEWS

## Q. WHAT IS AN INFORMATION INTERVIEW?

**A.** An Information Interview is an appointment you schedule with a particular individual for the purpose of gaining current information about a field of work from an “insider” point of view. Arrange Information Interviews with people who can provide direct information or with people who can refer you to others with information about some career and job options.

### Tip!

An information interview should never be used to sell yourself to get a job. All you want is information, so relax and enjoy the conversation.

## Q. WHY DO AN INFORMATION INTERVIEW?

**A.** The information you obtain at an interview allows you to collect facts tailor-made to your specific needs. You ask the questions about a company, a department, or a specific job or field, and probe for information that is helpful to you.

### Tip!

People who do information interviews say that they can often result in unexpected job information and opportunities down the road.

## Q. WHO SHOULD I INTERVIEW AND HOW DO I FIND THEM?

**A.** Look for people who work in jobs, career areas, or organizations you’re interested in or who share a common professional interest, enthusiasm, or involvement in some activity or lifestyle that appeals to you. You can find these people by asking friends, family, co-workers and professional colleagues. Attend meetings of professional associations in your career interest field, call community service agencies, or anyone else you know who can provide you with names.



## Q. HOW DO I APPROACH THE PERSON FOR THE INTERVIEW?

**A.** After reading about the person’s career area and organization, know exactly what kinds of information you want by having a list of questions in mind. Write out a “script” that you would be comfortable using, and practice the questions before you contact the interviewee.

## Q. HOW SHOULD I CONDUCT THE INTERVIEW?

**A.** Write down your questions before you start and when the interview starts, tell the person briefly about your interests and skills so he/she can offer you relevant information. Take notes if you can.

## Q. WHAT TYPE OF QUESTIONS SHOULD I ASK?

**A.** Ask about a specific job, career path, organization, opportunities for advancement, general advice, and referrals.

### Tip!

Take a few moments to write a note thanking the person for his/her time. They will appreciate it and may contact you next time a job opportunity comes up.

---

Adapted from Florida State University Career Center and Canada’s WorkSearch.

# Information Interviews



Compiled from:

Career Center - Texas A & M University

<http://careercenter.tamu.edu/Students/S1/S1H.shtml>

Work Search Canada

<http://worksearch.gc.ca/english/index.pl?tid=12>

Career Center Guides - Florida State University

<http://www.career.fsu.edu/ccis/guides/infoint.html>

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### What Is An Information Interview?

An Information Interview is an appointment you schedule with a particular individual for the purpose of gaining current information from an "insider" point of view.

- Some call it the most effective way to Network.
- Unlike job interviews, Information Interviews do not require you to sell yourself to an employer. While an employer may not grant a job interview because vacancies do not exist, Information Interviews can often be arranged regardless of an existing vacancy.

Arrange Information Interviews with people who can provide direct information or with people who can refer you to others with information. If you are in the process of making career choices, changing careers, or beginning a job hunt, Information Interviews may help you explore your possibilities.

**Tip!**

**An information interview should never be used to sell yourself to get a job. All you want is information, so relax and enjoy the conversation.**

### Why Do Information Interviews?

The information interview allows you to collect information tailor-made to your specific needs.

- You get first-hand, real information about a career/occupation.
- You learn about a particular organization, how you might fit in, and what problems or needs the employer has. Knowing these things will help you slant your qualifications towards the needs of the organization.
- You can find out facts about earnings, work conditions and opportunities.
- You can see if the career/occupation matches your needs, interests and skills.
- You get valuable information for your job hunting and career planning. It's a good way to "reality check" what you've read, heard and think.
- You build your network, making contacts with people who may be able to help you in the future.
- You get to practice your communications skills and gain confidence for job interviews – gain confidence discussing yourself and your career interests
- You enlarge your circle of "expert" contacts in the area. REMEMBER, IT IS WHO YOU KNOW – **OR GET TO KNOW** – THAT GETS YOU A JOB.
- You can ask for other referrals (i.e., "Can you suggest some other people that I might talk to about careers in this field?") These referrals can lead to a "snowball" of discovery about unknown jobs.

**Tip!**

**People who do information interviews say that they can often result in unexpected job information and opportunities down the road.**

## Who To Contact

Identifying who to talk to is often the hardest step. ("I don't know anyone in this field..."). Look for people who:



- Share a common professional interest, enthusiasm or involvement in some activity or lifestyle that appeals to you...or
- Work in a setting you like (e.g. hospitals, textile company, colleges, airlines)...or
- Work in career areas you're interested in (e.g. counseling psychologist, market researcher, public relations)...or
- Work in specific jobs in specific organizations (e.g., counseling psychologist at University counseling center, consumer education representative at Utility Company).



## Where To Find These People

- Ask friends, family, neighbors, co-workers and professional colleagues, and former employers...anyone you know for an Information Interview or for a referral.
- Call community service agencies, trade and professional organizations (e.g., women's organizations, Chamber of Commerce, Information Management Association).
- Scan the Yellow Pages, articles in newspapers, magazines, and journals.
- Attend meetings (local, state, regional) for professional associations in your career interest field(s).
- Once you get an interview with one person, ask for names of other people you could call.

**Tip!**

**Try to get as much background information on the career or occupation before you start interviewing. Check out your local library or do a Web search.**

## How To Prepare

Research . . . Research . . . Research. Remember, people are generally interested in talking about what they do and how they do it. **But, don't waste their time or your time – be prepared!**



Know how your interests, skills, values relate to the career field represented by the persons you're interviewing. You'll get the most out of an Interview if you prepare for it.

### **Tip!**

**Remember--most people enjoy talking about their work to someone who is genuinely interested in what they do.**

Read about the person's career area and organization. Know exactly what kinds of information you want by having a list of questions in mind. Generally, don't ask something routine that is readily available elsewhere.

- First, check out materials in the Library for information.
- If no printed materials are available, you may want to call and ask the organization to send you any literature they might have (annual report, promotional brochures, etc.).
- You can also check the Internet for any web sites associated with the organization or career field in which you're interested. Use the list on the following pages to help in formulating your own.



## What to Say – How to Get Started

Starting a conversation with a stranger is a challenge. You may feel shy, or afraid to impose, or worried that the person may not want to talk to you.

- Write out a "script" that you would be comfortable saying.
- Practice your "script" ahead of time. Think of it as a rehearsal and say the "script" until it feels natural. Try it out on a family member or friend.
- Make sure you identify yourself and why you're calling.
- Let the person know that you need only 10 or 15 minutes of his/her time.
- Make sure it's convenient time for your interview. If not, ask if you can schedule another time.



## Starting-Off – Script Suggestions

### **Approach A:**

"Hello, my name is \_\_\_\_\_, and I understand that you are a (or work as a) \_\_\_\_\_. I'm currently exploring this career/occupation as a possibility for the future. I wonder if I could take about 10 minutes of your time to find out more about what you do (your career field)."

### **Approach B:**

"Hello, my name is \_\_\_\_\_. A mutual acquaintance, \_\_\_\_\_, suggested I give you a call. He/she said you would be the right person to talk to about working in your career field (occupation). Would you be able to talk to me now? I only need about 15 minutes of your time."

### **Approach C:**

"Hello, my name is \_\_\_\_\_ and I understand that you are a (or work as a) \_\_\_\_\_. I'm looking for advice about entering your career field (occupation). Could I take a few minutes of your time to find out what you would say to someone who wanted to get into your line of work?"



## What if You Get A Negative Response

Chances are, you won't. But just in case not everyone will be willing to help you, **DO NOT** quit. Try these responses:

**Worker:** "I'm too busy right now to talk to you."

**You:** "Thank you for your time. Could you recommend anyone else to speak to?"

**Worker:** "I'd like to help you, but I have too much work to do right now."

**You:** "I really appreciate your interest and I understand you're busy. Is there a more convenient time that we could talk?"

**Tip!**

**Don't use one rejection as an excuse not to try again!**

### How To Arrange The Interview

- Phone or write to explain your request and obtain an appointment.
- Introduce yourself using a personal referral. If possible, have a mutual acquaintance or your contact. (e.g., "I'm Jessica Long, I received your name from James Davenport at SPU).
- Explain your request to schedule an appointment for gathering information about their career. If questioned, indicate clearly that you are not seeking a job from them but merely conducting career research which will help you make better decisions.
- Schedule a 20-30 minute appointment in person or by phone at their convenience. If the present time is too busy for the person you contact, ask when would be a better time in the future.
- If your intent is to make a personal interview appointment (which is best), do not let your phone call to schedule the appointment turn into the actual interview. Be sure and ask for directions and parking information.
- Letter requests for appointments are most effective if followed up by a telephone inquiry to confirm an appointment time.

### You've Arranged an Information Interview – Now What?

#### What to Wear

- "You never get a second chance to make a first impression." Don't show up dressed too casual.
- Dress codes can vary greatly from one industry to another, so **do your homework** to research appropriate attire. (Hint: You wouldn't wear a three-piece suit to Microsoft.)
- By all means, your clothes should be clean and presentable

#### Should You Bring A Resume?

- Bring a few copies of your resume!
- Will help you to reinforce the "sound bite" you give about yourself.
- If your information interview is going well and you have established rapport with your contact, ask them to critique your resume at the end of the interview.
- If that goes well, the contact may want to keep several copies to pass on.

### Tips on Handling the Information Interview

- Do not exceed your requested time, but be prepared to stay longer in case the contact indicates a willingness to talk longer.
- Dress as if it were an actual job interview. First impressions are always important.
- Get to your appointment a few minutes early and BE COURTEOUS to everyone that you meet - secretary, receptionist, etc.
- Take the initiative in conducting the interview. The interview is in your ball park. You ask the questions, you interview the person. Ask open-ended questions which promote a discussion and cannot be answered with one word responses.
- Once inside the organization, look around. What kind of working environment is there – dress style, communication patterns, sense of humor, etc? Is this a place you would want to work?

### What Questions to Ask?

**Tip!**

- **Write down your questions before you start.**
- **When the interview starts, tell the person briefly about your interests and skills so he/she can offer you relevant information.**
- **Take notes if you can.**

**Choose any of the following questions that would best suit your purposes.**

#### Questions About a Specific Job

- On a typical day in this position, what do you do?
- What training or education is required for this type of work?
- What personal qualities or abilities are successful in this job?
- What are the ideal qualifications for someone in this job?
- What kind of education/training is needed for this position?
- What part of this job do you find most satisfying? Most challenging?
- How did you get your job?
- How do you see jobs in this field changing in the future?
- Is there a demand for people in this occupation?

### Questions About A Career Path

- What are the various jobs available in this field?
- What is the employment outlook? How much demand is there for people in this career?
- What are the typical entry-level job titles and functions?
- What entry-level jobs offer the best opportunities for learning?
- What skills or personal characteristics do you feel contribute most to success in this industry?
- What opportunities for advancement are there in this field?
- What are the salary ranges for various levels in this field?
- What are the basic education/training/experience prerequisites?
- What special advice would you give a person entering this field?
- What types of training do companies offer persons entering this field?
- Which professional journals and organizations would help me learn more about this field?
- What do you think of the experience I've had so far in terms of entering this field?
- From your perspective, what are the problems working in this field?
- If you could do things all over again, would you choose the same path for yourself? Why?



### Questions About Your Contact's Specific Career Path

- In what way did this type of work interest you and how did you get started?
- What jobs and experiences have led you to your present position?
- What are related jobs for which your background would prepare you?
- Where do you go from here in your career?
- Where do you see yourself going in a few years? What are your long term goals?
- If you could do it all over again, would you choose the same path for yourself? Why? What would you change?

### Questions About Organizational Culture

- What do you like most about this company?
- What kinds of behavior are rewarded?
- How would you describe the atmosphere at the company? Is it formal or more laid-back?
- What values are most treasured here; what is the company's vision statement?
- How does the company recognize the contributions of outstanding employees?



### Questions About Opportunities for Advancement

- What are the advancement opportunities?
- How long does it take to move from one step to the next?
- What is the typical career path for someone in this field?
- Where could I expect to be in three years/ five years?
- What is the highest position that someone can hold in this career?
- Is turnover high?
- How does one move from position to position?
- Do people normally move to another company/division/agency?
- What is your policy about promotions from within?
- How are employees evaluated?

### Questions Seeking General Advice and Referrals

- Do you know of other people whom I might contact who have jobs similar to yours?
- What do you wish you had known before you entered this field?
- What kinds of experience, paid or unpaid, would you encourage for anybody pursuing a career in this field?
- How would you assess the experience I've had so far in terms of the requirements for this field?
- If you were conducting a job search today, how would you go about it?

## Other Questions For The Information Interview

- **Life Style:**
  - ✓ What obligation does your work put on you outside the work week?
  - ✓ How much flexibility do you have in terms of vacations, dress, work hours?
- **Advice:**
  - ✓ How well-suited is my background for this field?
  - ✓ When the time comes, how would I go about finding a job in this field?
  - ✓ What experience, paid or volunteer, would you recommend?
  - ✓ What suggestions do you have to help make my resume more effective?
  - ✓ What education might help me become more qualified?
- **Demand:**
  - ✓ What types of employers hire people in this line of work?
  - ✓ Where are they located?
  - ✓ What other career areas do you feel are related to your work?
- **Hiring Decision:**
  - ✓ What are the most important factors used to hire people in this work (education, past experience, personality, special skills)?
  - ✓ Who makes the hiring decisions for your department?
  - ✓ Who supervises the boss?
  - ✓ When I am ready to apply for a job, who should I contact?
- **Job Market:**
  - ✓ How do people find out about your jobs?
  - ✓ Are they advertised in the newspaper (which ones?) by word-of-mouth (who spreads the word?) by the Personnel Office?
- **Referral to Other Information Opportunities:**
  - ✓ Can you name a relevant trade journal or magazine you would recommend?
  - ✓ What professional organizations might have information about this career area?
- **Referral to Others:**
  - ✓ Based on our conversation today, who else should I talk to?
  - ✓ May I have permission to use your name when I contact them?
- **Do you have any other advice for me?**



## How to End the Interview

Make sure you don't take up more of a person's time than you asked for and he/she agreed to.

- Thank the person for their time and help.
- Tell them you've learned very useful information and want to know more.
- Ask the person: "Who do you know that I should talk to next?"
- If the person gives you another name and number, ask: "**When I call him/her, may I use your name as a reference?**"



**Tip!**

**Think of the end of an information interview as a way to expand your network of contacts.**

## What to do After the Interview

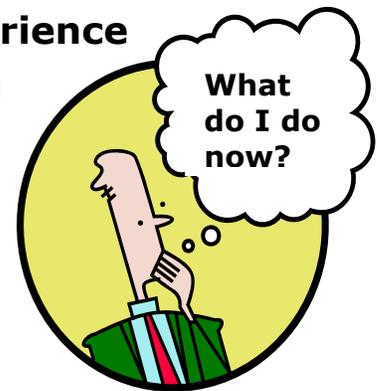
- Fill out a card or Network log with the interviewee's name, contact information, and the names of his/her referrals.
- If you took notes, attach the card to your notes.
- If you didn't take notes, jot down the information you learned on the card.
- Keep all the information from your interviews in one place. You never know when you might need a person's name or information again.

**Tip!**

**Take a few moments to write a note thanking the person for their time. They will appreciate it and may contact you next time an opportunity comes up.**

## Next Steps & Follow Up – Evaluate Your Experience

- How did you manage in scheduling and conducting the Information Interview?
- How sufficiently did you prepare?
- Did you get the information you sought?
- What information do you still lack?
- Do you need to interview more people in order to get more than one biased viewpoint or additional information?
- What do you need to do next?



## **Next Steps & Follow Up – Keeping It All Together**

Your efforts can get out of control if you don't maintain a record of your contacts, the information that you gained, and the follow-up activities recommended by your contacts. Keep a notebook or a log of your activities to stay organized and on track. Following is a Sample Networking Log to track you Interviews:

### **Sample Networking Log**

<b>Contact Name:</b>	
<b>Company/Organization:</b>	
<b>Address:</b>	
<b>Referral Source:</b>	
<b>Meeting or Contact Date:</b>	
<b>Key Points I Learned:</b> Include both positive and negative impressions; also note if the information helped you to clarify your career objectives	
<b>Suggestions from Networking Contact:</b>	
<b>Thank-You Letter Sent:</b>	
<b>Suggested Contacts:</b>	
<b>Next Steps:</b>	

### Next Steps – Follow-Up With A Thank-You Note

Why is this important? Two reasons. First, a Thank You Note will reinforce the positive impression you made during your Interview. Second, following up with your contacts presents you as an organized person who pays attention to details. (Think: they'll be more inclined to recommend you for jobs.)



And, don't just send a single thank-you letter, but stay in touch with your network of contacts to keep them informed of your activities and make a special point to let them know the results of the advice they gave you. Doing this will help them to think of you when they hear of an opportunity that would be perfect for you. Be sure to:

- Thank them for their time and interest as well as cite your conclusions/decisions resulting from the interview.
- You may decide to follow-up now or later with a resume and an application letter or form.
- Record the information that you obtained: names, comments, and new referrals for future reference.
- Make appointments to interview the referrals.

Following are guidelines to use in writing thank-you letters to your contacts.

#### First Paragraph:

- Begin your thank-you letters by thanking your networking contacts for their assistance, whether this consisted of meeting with you for an information interview, providing you with other contacts, or informing you of job leads.
- "I appreciate the time you gave me to speak with you", "thank you for your assistance in my search for information about opportunities in public relations", or "it was a delight to meet you" are good lead-ins.
- Also, summarize how their advice helped you. For example, "I now have a good base of knowledge about the career of social worker", or "I was able to learn of job openings that are a good fit for my skills and interests".

#### Second Paragraph

- Refer to specific advice or information that your contact provided to you. Statements such as "your suggestions about how I can obtain a job in biotechnology have helped me to refine my resume and to focus my job search". This serves to make your thank-you letter special by personalizing it.
- Also, you may note why you believe you would be a strong applicant for positions in this career, if your networking purpose is to obtain a job. Additionally, in this paragraph you can inform them of your next steps in your career or job search.

### Third Paragraph

- Again, thank your contact for their time and assistance in your final paragraph.
- A nice touch: offer to keep them posted of your progress.
- This accomplishes two important networking objectives. One, it makes them feel good about the time they spent with you because you seem to value the relationship. And, two, it keeps them in your network so you can call on them for future advice and information.

### Summary

After doing several Information Interviews you will be more informed. You will be able to make better decisions which are based on accurate, current information.

- You will be more familiar with various career paths.
- You will be aware of position titles, job descriptions and qualifications, types of employers, the skills utilized, as well as the interests and values expressed in several occupations.
- You will be more familiar with potential employer contacts and the hiring process.
- You'll improve your interviewing skills and receive feedback on your resume and job hunting strategies.
- You'll demonstrate assertive job hunting behaviors by selecting, scheduling, participating in and following through interview appointments.



# TRAINING

Training serves to promote employee development and strengthens the work force. It is important to take advantage of training that is available within the City and outside and continually improve your skills, knowledge, and abilities by attending training in order to be competitive. Training is also a valuable tool to be utilized in the supervisor/employee relationships to build bench strength, knowledge, and advancement opportunities.

## CITY TRAINING

The City offers a variety of courses for employees from Accounting and Computer Skills (Excel, Word, etc.) to Strategic Planning and Time Management. View the current list of available training by logging into Employee Self Service. Available training is updated quarterly.

## City of Seattle Apprenticeship Programs

City Light Apprenticeships

[www.seattle.gov/light/apprentice/](http://www.seattle.gov/light/apprentice/)

Seattle Public Utilities Apprenticeships

[www.seattle.gov/util/aboutus/careers/apprenticeshipopportunities/](http://www.seattle.gov/util/aboutus/careers/apprenticeshipopportunities/)

## OUTSIDE TRAINING

[www.dol.wa.gov/driverslicense/cdl.html](http://www.dol.wa.gov/driverslicense/cdl.html)

Commercial Driver's License Information

<http://boilermakerslocal104.org/>

Boilermakers 104 Apprenticeship Program

[www.wa.gov/esd/EventCalendars/seattle-king.htm](http://www.wa.gov/esd/EventCalendars/seattle-king.htm)

WorkSource Calendar, career development workshops that are open to the public

I was always interested in learning more about my own tasks and job duties as well as what others were doing. Because I showed interest, while I was a laborer another employee took me under his wing and began to teach me about paving. As I gained skill and knowledge I was promoted to a maintenance laborer and then to an asphalt raker. Next, with the help of the driver and equipment operator that I worked with I soon had gained the skills to become an out of class truck driver and then was asked to work as an out of class heavy truck driver. The next thing I did was work out of class as a crew chief until a permanent position opened up and I completed successfully for that job and then was promoted to a section manager. I utilized what I learned and did the best that I could at whatever I did and still do.

### LORIE MUNGER

Manager, St Maint





PERSONNEL/HUMAN RESOURCES DEPARTMENT

# CITY OF SEATTLE MANAGEMENT, LEADERSHIP, AND EMPLOYEE DEVELOPMENT

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*“one city, one employer”*

Published March 20, 2014

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# DIRECTORS



## REINFORCING LEADERSHIP DEVELOPMENT

Participants will walk away with the skills and resources they need to support their Supervisory Personnel before, during, and after training, so that the City maximizes its return on its investment in leadership development. At the end of the session, participants will be able to:

- Support individuals before, during, and after they participate in training events or activities.
- Share accountability with managers and supervisors for identifying opportunities to apply newly learned skills in the workplace.
- Champion the value of using best practices in daily work.
- Provide as well as promote the use of specific, balanced, and timely feedback.

**Instructor(s):** Personnel/Human Resources - Training Services

**Target Audience:** Directors of supervisors and managers participating in leadership development training.

**Duration:** 3.5 hours

**Location:** Received upon registration email confirmation

**Dates:** Check ESS.

**Provided:** Six offerings in 2014 to serve 80% of existing directors, then on an as needed basis.

# MANAGERS



## CDL TRAINING FOR SUPERVISORS & MANAGERS

This training satisfies the Federal Motor Carrier Safety Administration (FMCSA) requirements, which mandate that each employer shall ensure that all persons designated to supervise holders of Commercial Drivers Licenses (CDL) receive training on alcohol misuse and controlled substances use. The training will be used by the supervisors to determine whether reasonable suspicion exists to require a driver to undergo testing. The training shall include the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances. It will also include a brief overview of FMCSA drug & alcohol regulations and City policies & procedures.

**Instructor(s):** Personnel/Human Resources – Safety Unit

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## COACHING FOR PEAK PERFORMANCE

Coaching is all about providing timely guidance and feedback to help others strengthen specific skills, knowledge, and behaviors needed for strong performance. In this 4-hour session participants will learn to:

- Recognize opportunities to provide coaching to ensure a direct report's success or enhance his or her work performance.
- Apply three techniques for coaching both proactively and reactively.
- Practice incorporating specific elements into every coaching conversation.

**Instructor(s):** Personnel/Human Resources - Training Services

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 4 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** 12 offerings in 2014

**Pre-requisite:** Communicating for Leadership Success

## COMMUNICATING FOR LEADERSHIP SUCCESS

Communicating for Leadership Success provides a common language and communication approach that management staff can use across the entire city. This class is a pre-requisite for Coaching for Peak Performance.

In this 4-hour session, participants will learn to:

- Recognize people's personal and practical needs and the importance of responding to both.
- Apply a set of principles and guidelines to enhance communication with team members and with others.
- Leverage a discussion planner to prepare for a real-life conversation.
- Practice a technique to provide meaningful, supportive feedback.

**Instructor(s):** Training personnel from across the City

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 4 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** 18 offerings in 2014

## ETHICS FOR SUPERVISORY PERSONNEL

Do you know that allowing an employee to violate the City's Ethics Code could be a violation in itself? And that violation of the Code can result in fines of \$5,000 or more and can be the basis for termination?

The Ethics Code is the City's pledge to the people of Seattle that our only allegiance is to them when we conduct City business. Seattle supervisors and managers are responsible for seeing that not only they support this pledge, but their employees do too.

This session provides an overview of the Code and presents solutions to common ethical dilemmas. The training includes:

- Key provisions of the Ethics Code
- Potential Code violations and how to avoid them
- Problem solving approaches and resources to help with ethical dilemmas
- An opportunity to work with other departments to identify ethics issues, potential dilemmas, and solutions.

**Please note:** the content of this class is the same as that of the Ethics class for City employees. The examples and discussion are tailored to supervisory personnel.

**Instructor(s):** Gary Keese, Ethics and Elections

**Target Audience:** Supervisors and managers

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## **FIT FOR DUTY MEDICAL EXAM**

This three-hour training course is designed to help City of Seattle managers and supervisors understand and use the City's Fit for Duty Medical Examination Policy and Procedure. Supervisors will understand the Fit for Duty Medical Exam policy and procedure; be able to describe what a Fit for Duty Medical Exam is, its purpose, and how to determine when FFD medical exams are appropriate; understand how to observe and document an employee's behavior, speech or appearance that indicates a physical or psychological condition that may be impairing the employees ability to satisfactorily perform work with reasonable skill or safety; understand how to complete the Behavior Observation Form and manage the Employee Acknowledgement and Release Form; and understand the supervisors role and responsibility and also that of Safety and HR.

**Instructor(s):** Personnel/Human Resources – Safety Unit

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## **INTERVIEWING SKILLS FOR HIRING MANAGERS**

The effectiveness of your interview and hiring process has a tremendous long-term impact on building your team and the overall success of your group. In this 4-hour session, hiring managers will learn to:

- Define and prioritize the necessary skills and experience for the position.
- Create interview questions to assess candidates
- Develop criteria for a successful answer
- Evaluate candidate responses to the interview questions

**Instructor(s):** Personnel/Human Resources - Training Services/Employment Services

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 4 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Five offerings in 2014

## NEW SUPERVISOR ORIENTATION

This 18-hour series is conducted in four weekly ½-day sessions with one 2-hour follow-up session a month later. Each session shines a light on different content. The sessions define the role of supervisory personnel at the City of Seattle, provide a crash course in the art of people management, and introduce new supervisors to City policies, procedures, and resources that help them become more effective leaders. This newly redesigned series is highly interactive and will provide practical tools.

### Session Topics:

- Defining and assigning the work to be done through planning, setting expectations, and delegating
- Building collaborative relationships that facilitate open dialogue and trust
- Enabling direct reports to do the work well through setting expectations and performance coaching
- Representing the organization's and employee interests by upholding City policies

**Instructor(s):** Gary Ford with Guest Speakers from across the City

**Target Audience:** New managers and supervisors are highly encouraged to attend this class.

**Duration:** 18 hours, 4 half days and one 2-hour follow up.

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Four offerings of the series in 2014

## PREVENTING HARASSMENT

This workshop provides supervisors and managers an overview to learn the laws related to harassment, understand what behaviors are considered harassment, the effects and a supervisor's responsibility to recognize, respond and prevent harassment.

### You will learn:

- laws related to harassment;
- unconscious bias and micro-aggressions;
- what behaviors are considered harassment;
- impacts of harassment in the workplace;
- supervisor's responsibility to Recognize, Respond, and Prevent Harassment

**Instructor(s):** Seattle Office of Civil Rights Staff

**Target Audience:** Supervisors and managers

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

# SUPERVISORS



## BEST HITS OF THE NSO

Portions of the redesigned New Supervisor Orientation were beta tested with existing managers and supervisors, and the request repeatedly came up, "Can existing managers and supervisors attend the New Supervisor Orientation." In response to that request, we have created an abbreviated "Best Hits Of" session. The 18-hour NSO has been abbreviated to 6 hours for existing managers and supervisors.

### Session Topics:

- Defining and assigning the work to be done through setting expectations and delegating
- Effective performance coaching
- Representing the organization's and employee interests by upholding City policies
- Recognizing the wide range of resource options sups/mgrs have for getting work done

**Instructor(s):** Gary Ford with Guest Speakers from across the City

**Target Audience:** Managers and supervisors are highly encouraged to attend this class.

**Duration:** 6 hours, offered 9am - 4pm with one hour lunch break.

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** 12 offerings in 2014

## CDL TRAINING FOR SUPERVISORS & MANAGERS

This training satisfies the Federal Motor Carrier Safety Administration (FMCSA) requirements, which mandate that each employer shall ensure that all persons designated to supervise holders of Commercial Drivers Licenses (CDL) receive training on alcohol misuse and controlled substances use. The training will be used by the supervisors to determine whether reasonable suspicion exists to require a driver to undergo testing. The training shall include the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances. It will also include a brief overview of FMCSA drug & alcohol regulations and City policies & procedures.

**Instructor(s):** Personnel/Human Resources - Safety Unit

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## COACHING FOR PEAK PERFORMANCE

Coaching is all about providing timely guidance and feedback to help others strengthen specific skills, knowledge, and behaviors needed for strong performance. In this 4-hour session participants will learn to:

- Recognize opportunities to provide coaching to ensure a direct report's success or enhance his or her work performance
- Apply three techniques for coaching both proactively and reactively
- Practice incorporating specific elements into each of your coaching conversations

**Instructor(s):** Training personnel from across the City

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 4 hours

**Location:** Received upon registration - email confirmation

**Provided:** 12 offerings in 2014

**Dates:** Check ESS.

**Pre-requisite:** Communicating for Leadership Success

## COMMUNICATING FOR LEADERSHIP SUCCESS

Communicating for Leadership Success provides a common language and communication approach that management staff can use across the entire city. It is a pre-requisite for Coaching for Peak Performance.

In this 4-hour session, participants will learn to:

- Recognize people's personal and practical needs and the importance of responding to both.
- Apply a set of principles and guidelines to enhance communication with team members and with others.
- Leverage a discussion planner to prepare for a real-life conversation.
- Practice a technique to provide meaningful, supportive feedback.

**Instructor(s):** Training personnel from across the City

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 4 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** 18 offerings in 2014

## ETHICS FOR SUPERVISORY PERSONNEL

Do you know that allowing an employee to violate the City's Ethics Code could be a violation in itself? And that violation of the Code can result in fines of \$5,000 or more and can be the basis for termination?

The Ethics Code is the City's pledge to the people of Seattle that our only allegiance is to them when we conduct City business. Seattle supervisors and managers are responsible for seeing that not only they support this pledge, but their employees do too.

This class provides an overview of the Code and presents solutions to common ethical dilemmas. The training includes:

- Key provisions of the Ethics Code
- Potential Code violations and how to avoid them
- Problem solving approaches and resources to help with ethical dilemmas
- An opportunity to work with other departments to identify ethics issues, potential dilemmas, and solutions.

**Please note:** the content of this class is the same as that of the Ethics class for City employees. The examples and discussion are tailored to the participants' situations.

**Instructor(s):** Gary Keese, Ethics and Elections

**Target Audience:** Supervisors and managers

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## FIT FOR DUTY MEDICAL EXAM

This three-hour training course is designed to help City of Seattle managers and supervisors understand and use the City's Fit for Duty Medical Examination Policy and Procedure.

Supervisors will understand the Fit for Duty Medical Exam policy and procedure; be able to describe what a Fit for Duty Medical Exam is, its purpose, and how to determine when FFD medical exams are appropriate; understand how to observe and document an employee's behavior, speech or appearance that indicates a physical or psychological condition that may be impairing the employees ability to satisfactorily perform work with reasonable skill or safety; understand how to complete the Behavior Observation Form and manage the Employee Acknowledgement and Release Form; and understand the supervisors role and responsibility and also that of Safety and HR.

**Instructor(s):** Personnel/Human Resources - Safety Unit

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## INTERVIEWING SKILLS FOR HIRING MANAGERS

The effectiveness of your interview and hiring process has a tremendous long-term impact on building your team and the overall success of your group. In this 4-hour session, hiring managers will learn to:

- Define and prioritize the necessary skills and experience for the position.
- Create interview questions to assess candidates
- Develop criteria for a successful answer
- Evaluate candidate responses to the interview questions

**Instructor(s):** Personnel/Human Resources - Training Services/Employment Services

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 4 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Five offerings in 2014

## NEW SUPERVISOR ORIENTATION

This 18-hour series is conducted in four weekly ½-day sessions with one 2-hour follow-up session a month later. Each session shines a light on different content. The sessions define the role of supervisory personnel at the City of Seattle, provide a crash course in the art of people management, and introduce new supervisors to City policies, procedures, and resources that help them become more effective leaders. This newly redesigned series is highly interactive and will provide practical tools.

Session Topics:

- Defining and assigning the work to be done through planning, setting expectations, and delegating
- Building collaborative relationships that facilitate open dialogue and trust
- Enabling direct reports to do the work well through setting expectations and performance coaching
- Representing the organization's and employee interests by upholding City policies

**Instructor(s):** Gary Ford with Guest Speakers from across the City

**Target Audience:** New managers and supervisors are highly encouraged to attend this class.

**Duration:** 18 hours, 4 half days and one 2-hour follow up.

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Four offerings of the series in 2014

## **PREVENTING HARASSMENT**

This workshop provides supervisors and managers an overview to learn the laws related to harassment, understand what behaviors are considered harassment, the effects and a supervisor's responsibility to recognize, respond and prevent harassment.

You will learn:

- laws related to harassment;
- unconscious bias and micro-aggressions;
- what behaviors are considered harassment;
- impacts of harassment in the workplace;
- supervisor's responsibility to Recognize, Respond, and Prevent Harassment

**Instructor(s):** Seattle Office of Civil Rights Staff

**Target Audience:** Supervisors and managers

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

# CREW CHIEFS AND LEADS



## CDL TRAINING FOR SUPERVISORS & MANAGERS

This training satisfies the Federal Motor Carrier Safety Administration (FMCSA) requirements, which mandate that each employer shall ensure that all persons designated to supervise holders of Commercial Drivers Licenses (CDL) receive training on alcohol misuse and controlled substances use. The training will be used by the supervisors to determine whether reasonable suspicion exists to require a driver to undergo testing. The training shall include the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances. It will also include a brief overview of FMCSA drug & alcohol regulations and City policies & procedures.

**Instructor(s):** Personnel/Human Resources - Safety Unit

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## COMMUNICATING FOR LEADERSHIP SUCCESS

Communicating for Leadership Success provides a common language and communication approach that management staff can use across the entire city. Pre-requisite for Coaching for Leadership Success.

In this 4-hour session, participants will learn to:

- Recognize people's personal and practical needs and the importance of responding to both.
- Apply a set of principles and guidelines to enhance communication with team members and with others.
- Leverage a discussion planner to prepare for a real-life conversation.
- Practice a technique to provide meaningful, supportive feedback.

**Instructor(s):** Training personnel from across the City

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 4 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** 18 offerings in 2014

## CREW CHIEF AND LEADS ORIENTATION

In March 2014, we offered a pilot of a redesigned New Supervisor Orientation. Crew chiefs and lead workers were invited along with supervisors and managers. Gathering feedback along the way from auditors from multiple departments and the crew chiefs and lead workers themselves, we decided to create a new orientation for lead workers and crew chiefs that was more relevant to their role, their needs, their daily challenges. This orientation for crew chiefs and lead workers is currently being developed, and we plan to start delivering it 3<sup>rd</sup> quarter of 2014.

## ETHICS FOR SUPERVISORY PERSONNEL

Do you know that allowing an employee to violate the City's Ethics Code could be a violation in itself? And that violation of the Code can result in fines of \$5,000 or more and can be the basis for termination?

The Ethics Code is the City's pledge to the people of Seattle that our only allegiance is to them when we conduct City business. Seattle supervisors and managers are responsible for seeing that not only they support this pledge, but their employees do too.

This class provides an overview of the Code and presents solutions to common ethical dilemmas. The training includes:

- Key provisions of the Ethics Code
- Potential Code violations and how to avoid them
- Problem solving approaches and resources to help with ethical dilemmas
- An opportunity to work with other departments to identify ethics issues, potential dilemmas, and solutions.

**Please note:** the content of this class is the same as that of the Ethics class for City employees. The examples and discussion are tailored to the participants' situations.

**Instructor(s):** Gary Keese, Ethics and Elections

**Target Audience:** Supervisors and managers

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## **FIT FOR DUTY MEDICAL EXAM**

This three-hour training course is designed to help City of Seattle managers and supervisors understand and use the City's Fit for Duty Medical Examination Policy and Procedure. Supervisors will understand the Fit for Duty Medical Exam policy and procedure; be able to describe what a Fit for Duty Medical Exam is, its purpose, and how to determine when FFD medical exams are appropriate; understand how to observe and document an employee's behavior, speech or appearance that indicates a physical or psychological condition that may be impairing the employees ability to satisfactorily perform work with reasonable skill or safety; understand how to complete the Behavior Observation Form and manage the Employee Acknowledgement and Release Form; and understand the supervisors role and responsibility and also that of Safety and HR.

**Instructor(s):** Personnel/Human Resources - Safety Unit

**Target Audience:** All managers, supervisors, and any others who have supervisory responsibility are highly encouraged to attend this class.

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## **PREVENTING HARASSMENT**

This workshop provides supervisors and managers an overview to learn the laws related to harassment, understand what behaviors are considered harassment, the effects and a supervisor's responsibility to recognize, respond and prevent harassment.

You will learn:

- laws related to harassment;
- unconscious bias and micro-aggressions;
- what behaviors are considered harassment;
- impacts of harassment in the workplace;
- supervisor's responsibility to Recognize, Respond, and Prevent Harassment

**Instructor(s):** Seattle Office of Civil Rights Staff

**Target Audience:** Supervisors and managers

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

# ALL EMPLOYEES



## COLLABORATIVE CONFLICT RESOLUTION SKILLS FOR THE WORKPLACE

Unresolved conflict can be stressful and costly, robbing you of time, energy, productivity, morale, relationships, peace of mind, health, and joy. This interactive workshop, which consists of two half-day sessions, will provide you with tools to reduce friction, improve relationships, and collaboratively resolve conflict.

You will learn:

- How collaboration differs from other responses to conflict
- How differences affect our language, values and perspectives
- How to listen for what's really important
- How to identify underlying interests
- How to speak your mind without blaming or judging
- How to create mutually beneficial solutions

**Instructor:** Personnel/Human Resources – Alternative Dispute Resolution Staff

**Target Audience:** Employees, work teams, supervisors, and managers who want to learn useful tools and improve their skills in resolving conflict. The workshop is participatory, so come prepared to share and practice

**Duration:** 8 hours, provided in 2 half days

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Four offerings in 2014

## ETHICS FOR CITY CONTRACTS

This lively 90 minute interactive training course is taught by Seattle Ethics and Election (SEEC) staff. It is designed to help City employees who deal regularly with City vendors, consultants, and other contractors understand how the City Ethics Code applies to situations they often face in their jobs.

This course will address questions such as:

- I am on the board of a non-profit that is now competing for a City contract. Can I participate in the selection process? Can I participate if I disclose all the circumstances first? If I don't participate in the City process, can I help them prepare their materials?
- Can I manage a City project if my husband's company is a subcontractor on the project?
- A City contractor I work with offers to buy me lunch? What should I do?

**Instructor:** Gary Keese, Ethics and Elections

**Target Audience:** If you regularly interact with City vendors, consultants, or contractors (or subcontractors), this class is designed for you. It focuses on issues faced by City employees involved in all phases of purchasing, contract administration, and project management - the development of purchasing/contracting proposals and selection criteria, the vendor/contractor selection process, and contract management, evaluation and enforcement.

**Duration:** 2 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** 12 offerings in 2014

## EXCEL 2010 BASICS

In this workshop, you'll learn all the basics you need to comfortably use Excel 2010. This session is recommended for beginner users and those who need a little brush-up review of the basics. At the end of this session, you will be able to:

- Understand the difference between a Workbook, Worksheet and a Page
- Enter a Name for a Workbook or Worksheet
- Enter text into a cell and the relationship into the Formula Bar
- Select a column, row or cell
- Change column width or row height
- Create a custom sort
- Filter and Un-filter data in the Worksheet
- Use scroll bars
- Freeze panes
- Insert or remove page breaks
- Use print set up

**Requirement(s):** Solid Mouse and Keyboard skills are required.

**Instructor:** Personnel/Human Resources - Training Services

**Target Audience:** All City employees needing basic computer skills training

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings in 2014

## INTERVIEWING SKILLS

This 4-hour workshop will help you prepare for a job interview. Participants will select a job title that is of interest to them and practice as if they had an interview for that position. The last hour of the workshop will be devoted to mock interviews to give participants the opportunity to put newly developed skills into action.

### Session Topics:

- How to research the position and workgroup
- How to think like a recruiter and create your own practice interview questions
- Identifying your skills and accomplishments and how to speak to them in an interview
- Tips on preparation and handling difficult interview questions

**Instructor(s):** Personnel/Human Resources - Training Services/Employment Services

**Target Audience:** All City employees

**Duration:** 4 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Six offerings in 2014

## OUTLOOK 2010 BASIC

In this workshop, you'll learn all the basics you need to comfortably use Outlook 2010. We recommend this session for beginner users or those who need a little brush-up review of the basics. At the end of the workshop, you will be able to:

- Address and send an email
- Open, reply or forward an email
- Preview/open, and save an attachment
- Send an attachment
- Create an appointment on the calendar
- Send a meeting request to other people
- Drag & drop an email to create an appointment
- Navigate the Ribbons, File Tab "Backstage View" and folders

**Requirement(s):** Solid Mouse and Keyboard skills are required.

**Instructor(s):** Personnel/Human Resources - Training Services

**Target Audience:** All City employees needing basic computer skills training

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

## RESUME WRITING

Want to learn the latest, up-to-date techniques on how to write effective resumes and cover letters? In this 1/2 day class, participants receive a comprehensive toolkit, complete with written instructions, examples of good online, word lists, a workbook on how to use keywords, tips to writing accomplishment statements. You will also learn tips on how to format your resume and cover letter for online application submittals.

You will learn:

- How to draft and finalize resumes and cover letters that are clear, concise, and easy to read.
- How to write strong skill summaries, skill-set bullets and key words.
- How to write statements of accomplishment.
- Techniques to write resumes that are compatible with electronic/online formats for positions inside or outside the City.

**Instructor(s):** Personnel/Human Resources - Training Services

**Target Audience:** All City employees

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** One offering in 2014

## WORD 2010 BASIC

In this workshop, you'll learn all the basics you need to comfortably use Word 2010. We recommend this session for beginner users or those who need a little brush-up review of the basics. At the end of this workshop, you will be able to:

- Use the Ribbon
- Open and pin a new document
- Find and open an existing document
- Edit text
- Format text
- Use Format Painter
- Change margins
- Customize the Quick Access Toolbar
- Understand the "backstage View"
- Navigate Windows folders

**Requirement(s):** Solid Mouse and Keyboard skills are required.

**Instructor(s):** Personnel/Human Resources - Training Services

**Target Audience:** All City employees needing basic computer skills training

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

## WORD 2010 INTERMEDIATE

This class is for the Intermediate-level user. You'll see how to use create and edit Tables and use Tables as a formatting tool and how to accurately insert Headers and Footers, Section and Page Breaks into your Word documents.

This class covers how to:

- Create a table and adjust column and row size
- Use tabs with tables
- Use the Table Contextual Tabs
- Format tables
- Work with headers and footers
- Use the Header/Footer Contextual Tab
- Format page numbering

**Requirement(s):** Solid Mouse and Keyboard skills are required.

**Instructor(s):** Personnel/Human Resources - Training Services

**Target Audience:** All City employees needing basic computer skills training

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

# NEW EMPLOYEE TRAINING



## **ETHICS AND WHISTLEBLOWER CODES**

Do you know the City has an Ethics Code? Do you know that violation of the Code can result in fines of \$5,000 or more and can be the basis for termination? Come to this workshop for an overview of the Code, examples of situations you might encounter, and guidelines for making ethical decisions. The Seattle Ethics & Elections Commission encourages employees to call with questions about specific ethical concerns.

This workshop will help you know what to ask and when. You will learn key provisions of the Ethics Code; Potential Code violations and how to avoid them; and Problem solving approaches for ethical dilemmas.

**Please note:** The content of this class is the same as that of the Ethics classes for Supervisors and Managers. The examples and discussion are tailored to the participants' situations

**Instructor:** Gary Keese, Ethics and Elections

**Target Audience:** All City employees

**Duration:** 2 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** One offering monthly

## **NEO: CIVIL RIGHTS AND ANTI-HARASSMENT**

### **Training Objectives:**

- Learn what constitutes illegal discrimination in the workplace and what protections exist under the law
- Recognize what constitutes harassment in the workplace and what protections exist under the law
- Find out how to request a disability accommodation in the workplace
- Identify the laws regarding criminal records relating to employment

**Instructor(s):** Seattle Office of Civil Rights Staff

**Target Audience:** All City employees

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** One offering quarterly

## NEO: EMERGENCY PREPAREDNESS / COMPUTER SECURITY

Objectives of this session include:

Emergency Management:

- City response after a disaster; how department functions and your role as a city employee may change
- Preparedness resources within the city
- How personal preparedness and planning impacts your ability to respond as a city employee

Information Technology Security:

- What we protect; how we protect it; and what you can do to be an information security partner to be safe on your computers both here and at home.

**Instructor(s):** Debbie Goetz, Seattle Police Department - Emergency Operations Center and Bryant Bradbury, Office of Information Security

**Target Audience:** All City employees

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings quarterly

## NEO: INTRODUCTION TO SAFETY IN THE WORKPLACE

Session objectives:

- An overview of the City's Workplace Violence Prevention, its structure and elements.
- An overview of the City of Seattle's Drug Free Workplace Policy and how it affects each employee.
- How the Fit for Duty Medical Examination process works.
- General overview of services offered by Citywide Safety.

**Instructor(s):** Personnel/Human Resources – Safety Unit

**Target Audience:** All City employees

**Duration:** 3 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Six offerings yearly

## NEO: RACE AND SOCIAL JUSTICE & CULTURAL COMPETENCY

This orientation provides an overview of the Race and Social Justice Initiative (RSJI) and its relationship to cultural competency. You will engage in a facilitated discussion to explore the complexity of communicating effectively across cultures, identify ways to make our work relevant to all cultures, and techniques for addressing resistance to greater equity and cultural competency.

The objectives of the class are:

- Introduction to the City's Race and Social Justice Initiative
- A facilitated discussion on cultural complexities.
- Introduction of key concepts in cultural competence and how to apply them to departmental work efforts.

**Instructor(s):** Seattle Office of Civil Rights Staff

**Target Audience:** All City employees

**Duration:** 3.5 hours

**Location:** Received upon registration - email confirmation

**Dates:** Check ESS.

**Provided:** Two offerings per quarter

## NEW EMPLOYEE ORIENTATION (NEO)

New Employee orientation consists of an online resource plus a classroom session. You are encouraged to complete both within your first 30 days at the City. NEO is a fast-paced orientation, providing overviews of critical employee policies and beneficial programs.

The New Employee Orientation provides overviews related to:

- City Government
- Budget and Legislative processes
- Policies related to Ethics, Harassment, Discrimination, and Records Management
- The Race and Social Justice Initiative (RSJI)
- The Seattle Shares Program
- Training and Development Opportunities
- Career Advancement Opportunities
- Commuting Benefits
- Alternative Dispute Resolution (ADR) Services
- City Benefits (medical, dental and vision benefits, life and disability insurance, and flexible spending accounts)
- Retirement and Deferred Compensations plans

**Instructor(s):** Training personnel across the city

**Target Audience:** All City employees

**Duration:** 5.5 hours

**Location:** Received upon registration - email confirmation

**Provided:** Thursday after the 1<sup>st</sup> day in a pay period



# EDUCATION

A degree can bring greater employment opportunities, career advancement, financial rewards, greater recognition and credibility. It also brings personal growth and a sense of accomplishment leading to lifelong learning. Certificates are affordable and usually take less than a year to complete and often yield high returns.

Keep learning by obtaining a certificate or a college degree.

<http://checkoutcollege.com/FindProgram/CollegeList.aspx>

## **Community and Technical Colleges in Washington State**

Washington's two-year public colleges offer a wide range of choices and a lot of flexibility. Classes help students prepare to get job training, gain basic skills, learn English, and pursue continuing education.

[www.sccd.ctc.edu/](http://www.sccd.ctc.edu/)

Seattle Community Colleges now offer Bachelor degrees, Associates Degrees and many certificate programs. Each college offers different programs.

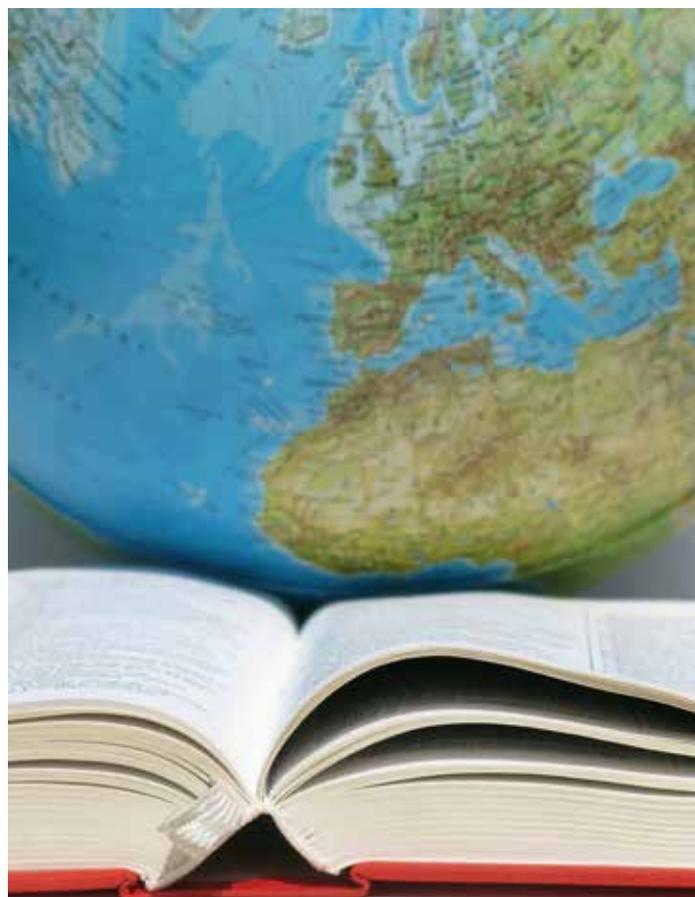
<http://checkoutcollege.com/FindProgram/FourYearColleges.aspx>

## **Four-Year Colleges in Washington**

[www.KeepLearning.uw.edu](http://www.KeepLearning.uw.edu)

## **University of Washington Professional & Continuing Education (UWPCE)**

Flexible Degrees, Certificates and Courses Include Part-Time, Evening, Weekend and Online Options for Busy Adults. UWPCE offers onsite and online undergraduate degree completion, master's degrees, certificate programs and workshops. Courses are available when, where and how today's diverse adult students prefer to learn.



- Undergraduate Degree Completion: Finish a Bachelor's Degree With Evening Classes or Online
- Professional Master's Degrees: Onsite/Online
- Certificate Programs: Onsite/Online, those with or without a previous degree may want to explore a specific interest, update their career skills, pursue a professional credential or try something new. UWPCE offers 130 certificates across diverse subject areas. Some certificates are targeted to careers, while others provide activity-based learning in diverse personal interest and enrichment areas.

UWPCE also offers other programs for adults, including:

- UW Summer Quarter
- International & English Language Programs
- OSHER Institute for Lifelong Learning at the UW
- UW Free Online Courses

[www.CityU.edu](http://www.CityU.edu)

### **City University of Seattle**

A private nonprofit university dedicated to change lives for good by offering a high quality and relevant education to anyone with the desire to learn. CityU primarily serves the working adult, transfer student, the parent going back to school, the executive needing an MBA, and the person who wants to pursue a different career.

[www.wgu.edu](http://www.wgu.edu)

A nonprofit, online university, offers more than 50 affordable, online bachelor's and master's degree programs in business, K-12 teacher education, information technology, and health professions, including nursing. WGU Washington is a great fit for busy adults, thanks to its unique, one-on-one faculty mentoring, flat-rate tuition (less than \$6,000 a year for most programs), and competency-based education model that allows students to leverage prior experience and education.

[www.cwu.edu/masters/seattle](http://www.cwu.edu/masters/seattle)

### **Central Washington University**

Provides 38 graduate school programs – eight of which are online-with branch campuses in the Puget Sound area, including Des Moines, south of Seattle.

[www.seattleu.edu/yourfuture](http://www.seattleu.edu/yourfuture)

### **Seattle University**

32 accredited graduate and professional programs across seven colleges and 23 graduate certificates. Learn more about the full range of full-time and part-time graduate, professional and certificate programs.

[www.spu.edu](http://www.spu.edu)

### **Seattle Pacific University**

Offers an exceptional array of graduate programs that take full advantage of our proximity to the natural, cultural, and urban resources of Seattle and the Pacific Northwest. Choose from 39 masters, doctoral, and certificate programs in business, education, psychology, nursing, theology, creative writing, and teaching English as a second language.

[www.uwb.edu/mba](http://www.uwb.edu/mba)

### **The UW Bothell School of Business MBA program**

## **FINANCING YOUR EDUCATION**

<https://studentaid.ed.gov/>

The Federal Student Aid website is a great place to begin to learn about financial aid.

<http://inweb/sdot/hr/sedso.htm>

Seattle Engineering Department Service Organization (SEDSO)

[www.wtsinternational.org/education/scholarships/](http://www.wtsinternational.org/education/scholarships/)

Women's Transportation Seminar

# OTHER RESOURCES/WHERE DO I LOOK?

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

A Seattle Public Library card and PIN gives job seekers the ability to prepare for tests in a variety of fields with e-books and online tests, including nursing, air traffic control, firefighting, and postal service exams. To find the online test portal, type "Learning-Express Library" in the search bar.

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

The King County Library's Resume Builder portal offers mock-interview videos, a resume wizard and a cover-letter builder. King County Library System cardholders can also access resume and career-test services through its website.

Research pay at [www.Salary.com](http://www.Salary.com). The Cost of Living Wizard helps determine whether a move to say, Spokane might require less pay; the Salary Wizard calculates the city-specific average pay for your job title. [http://swz.salary.com/costoflivingwizard/layoutscripts/coll\\_start.aspx](http://swz.salary.com/costoflivingwizard/layoutscripts/coll_start.aspx)

## SELF-ASSESSMENT TOOLS

[www.careerbridge.wa.gov](http://www.careerbridge.wa.gov)

Visit Career Bridge to take a quiz based on interests and personality to identify possible career matches.

[www.wtb.wa.gov](http://www.wtb.wa.gov)

Workforce Training & Education Coordinating Board, click Publications & Links and select the Where Are You Going? Career guide [www.wtb.wa.gov/CareerGuide.asp](http://www.wtb.wa.gov/CareerGuide.asp)

[www.self-directed-search.com/Default.aspx](http://www.self-directed-search.com/Default.aspx)

John Holland's SELF-DIRECTED SEARCH

[www.Career-Intelligence.com](http://www.Career-Intelligence.com)

career-intelligence.com The smart woman's online career resource



[www.assessment.com](http://www.assessment.com)

MAPP - Motivational Assessment of Personal Potential

[www.truity.com](http://www.truity.com)

Truity offers free and fee-based tests and quizzes that assess your personality traits for career fit.

## SEARCH FOR JOBS

[www.seattle.gov/personnel/employment/default.asp](http://www.seattle.gov/personnel/employment/default.asp)

City of Seattle Government Jobs

[www.seakingwdc.emsicareercoach.com](http://www.seakingwdc.emsicareercoach.com)

King County WorkSource offers free online tools to area job seekers. The web-based tool Career Coach can help you explore career options, including wages, education requirements, employment projects and transferable skills.

[www.go2worksource.com](http://www.go2worksource.com)

WorkSource's online job posting can help job seekers find a suitable match.

[www.kingcounty.gov/jobs.aspx](http://www.kingcounty.gov/jobs.aspx)

King County Government Jobs

[www.careers.wa.gov](http://www.careers.wa.gov)

Washington State Government Jobs

[www.usajobs.gov/](http://www.usajobs.gov/)

The Federal Government's official source for federal job listings and employment opportunity information, USAJOBS.gov provides a variety of opportunities. USAJOBS.gov is available to everyone! Setting up a USAJOBS account simply requires an email to sign up. Registered users can build a resume or upload a resume in a compatible format for submission across most Federal Agencies. To search for potential job matches, seekers can look for positions through a variety of methods including agency, job type, location or salary range.

[www.awcnet.org/Jobnet.aspx](http://www.awcnet.org/Jobnet.aspx) (Association of Washington Cities Jobnet job search site)

[www.colors-careers.com/home.aspx](http://www.colors-careers.com/home.aspx)  
(diversity networking and job search site)

<https://apply.govjobstoday.com/default.aspx>  
(local municipality job site)

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

[www.monster.com](http://www.monster.com)

[www.craigslist.com](http://www.craigslist.com)

[www.jobsonline.com](http://www.jobsonline.com)

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

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

[www.simplyhired.com](http://www.simplyhired.com)

[www.linkup.com](http://www.linkup.com)

[www.us.jobs/index.asp](http://www.us.jobs/index.asp)

[www.jobing.com](http://www.jobing.com)

[www.nwjobs.com](http://www.nwjobs.com)



# RESUME



Consider your resume as your initial interview. A straightforward, easy to read resume works best for most jobs.

The City offers Resume Writing classes. In this 1/2 day class, participants receive a comprehensive toolkit, complete with written instructions, examples of good online resumes, word lists, a workbook on how to use keywords, and tips to writing accomplishment statements. You will also learn tips on how to format your resume and cover letter for online application submittals. Look for this class in Employee Self-Service.

Contact SDOT Human Resources for assistance in resume writing at 684-3185.

## EFFECTIVE RESUME WRITING

### Resume Writing Basics

- Remember you have ninety seconds to “make your case”, since reviewers can usually spend only that much time per resume and cover letter.
- Always tell the truth! Don’t inflate or misrepresent your skills. However, be sure to state them in their most positive form.
- Don’t short-change yourself! Give yourself credit for outside activities—including volunteer experience—in the best wording possible.

- If you have had a number of part-time or temporary positions, make that clear so you don’t look like you are unreliable or a job-hopper.
- Leave out personal information such as marital or parental status or religious affiliation.
- Express political and/or religious experience in neutral or general terms, in most resumes.
- No need to waste space on “References Available on Request”—of course they are!
- Revise your resume all the time, not just when you want to present it.
- Create and save several versions of your resume emphasizing different skill areas.

### Length, Style, & Format

- Create an Online Resume that is plain text so it is compatible with online application systems. (see next section)
- Resumes should be one to two pages long, and can pack a lot of information with creative margins and spacing.
- Your primary resume can be a “hybrid” of chronological & skills-based formats.
- The first bullet of each job should be the basic job description.
- The subsequent bullets should describe each skill set you use to do your job, written in the form of “accomplishment Statements”.
- Have a summary statement of skills, with keywords, at the beginning of your resume.
- Remember to add “community accomplishments” that highlight volunteer experience when relevant.

### Tips for Writing Online Resumes

Many employers, including the City of Seattle, have an Online Employment System. Online Systems require plain text resumes, **NOT** formatted resumes. If you copy and paste a formatted resume into an Online Employment System, you run the risk of your resume looking like gibberish because formatting does not translate well online.

- When applying to an Online System, (like the City of Seattle’s Online Employment System) you should submit a PLAIN TEXT resume, not a formatted resume.
- If you have a formatted resume, do a “save a”s and remove bullets, fancy graphic lines, columns and other formatting.
- Use asterisks instead of formatting bullets.
- Use **ALL CAPS** and underline keywords at the beginning of each bullet.
- **ALL CAP** words you’d normally **bold**.

## Summary Statement

Start your resume with a “Summary Statement” that captures your best experience, accomplishments, and skills. Think of it as your resume’s “headline”.

- This is really a collection of keywords.
- List your most marketable technical and/or transferable skills and attributes so that the first thing the employer sees is your best traits.
- This can be either a bulleted list or paragraph form—and can be called whatever suits you best, such as “Professional Attributes”, “Summary of Skills”, “Executive Summary”, or “Qualifications Summary”.
- Summary Statements can be tailored for each job without rewriting the whole resume!

## Skill Sets

Skill sets are collections of skills used on the job. As you write your resume, think in terms of the **Skill Sets** you use on a particular job. Each resume bullet should represent one of those sets of skills. Here are tips for writing Skill Sets:

- List all activities that describe the use of a specific set of skills in the same bullet.
- Start each bullet with keywords—nouns or noun phrases that describe the skills used.
- Use clear, accurate, and powerful action verbs to describe your Skill Sets.
- Write in clear, specific language, not “jargon”.
- Write in active voice, not passive voice (“I did this”, **NOT** “This was done by me”.)
- If you need to use an acronym, state the name or title first, then put the acronym in parentheses.
- Sentence fragments are OK and may be easier to read than full sentences.

- For each Skill Set, write as many “Accomplishment Statements” as you need to describe the Situation, Action, and Result that illustrates your skills. Accomplishment Statements say how your actions were beneficial to your team or employer, and should make clear the “so what?” of your activity.

## Keywords

Keywords are **proper names, nouns, noun phrases, verbs** or other words which describe a person’s knowledge, skill, or expertise. These are what a scanning computer is programmed to find. “Keywords” is a computer-age term. Keywords are those words that define the prerequisites of a particular job. If your scanned resume does not contain the keywords for a job, the computer passes it by...and you’re out of the running.

Here are tips for adding appropriate keywords to your resume:

- Research your profession, reviewing ads and job postings, and make a list of the qualifications, technical expertise, industry jargon, product knowledge, and personality traits that employers are looking for in your field.
- You may add a list of keywords under your Summary Statement, where you can concentrate as many of your keywords as possible.
- Include BOTH the acronyms and the phrases that explain them in the body of your resume.
- Be aware that a general term like “manage” is not a keyword. Everyone “manages” something. Scanners will not look for such verbs, which could yield thousands of resumes; hence the emphasis on scanning for more specific nouns.

## Links

Here is a small sample of links to resume tips on the internet.

- The Damn Good Resume site offers tips for job seekers. [www.damngood.com/introjobseeker.html](http://www.damngood.com/introjobseeker.html)
- Monster.com offers resume tips, among other job-search guidelines. <http://resume.monster.com/>
- Advanced Resume Concepts features articles by author Pat Kendall. [www.reslady.com/home.html](http://www.reslady.com/home.html)

# How to Write a Good Online Resume



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# OVERVIEW – RESUME WRITING DOS:

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## WHAT'S OUT – WHAT'S IN

### What's Out

- One Page Resume
- Objective Statements
- Paragraphs
- Arbitrary Sections
- Little detail
- Just Stating What You Did

### What's In

- Two Page Resume
- Summary of Skills
- Bulleted Sections
- Key Word Bulleted Sections
- More detail
- Giving Outcomes to Your Work

### ONE MINUTE TO MAKE YOUR CASE:

**Resume reviewers usually spend only 60 – 90 seconds per resume and cover letter. Think of it this way: You have ONE MINUTE to "make your case."**

## STYLE, LENGTH, & FORMAT:

- Don't waste space with an "Objective" Statement". **Your cover letter is the objective statement.** The job of the resume is to persuade employers why ***they*** should "**want**" ***you***.
- Most resumes are submitted ONLINE, which usually requires a **Plain Text** resume instead of a fancy, formatted resume.
- Resumes can be 1 - 2 pages long.
- For your **Primary Resume**, use a "hybrid" chronological/skills based format that lists skills by "bulleted sections" under each of your jobs.
- The first bulleted section of each job should be the basic job description.
- The subsequent bulleted sections should describe **each SKILL SET** you use to do your job. List all activities that describe a specific **SKILL SET** in the same section.
- In other words, each section describes a **COMPETENCY**.
- Write these bulleted sections in the form of "**ACCOMPLISHMENT STATEMENTS.**" (see next page)
- Have a **SUMMARY OF SKILLS** with **KEYWORDS** at the beginning of your resume.
- Remember to add "**PROFESSIONAL/COMMUNITY ACCOMPLISHMENTS**" that highlight volunteer experience and skills when relevant.
- If you've taken special courses, be sure to include a "**SPECIALIZED TRAINING**" section, or list your special course work in the section called "**PROFESSIONAL/COMMUNITY ACCOMPLISHMENTS**".

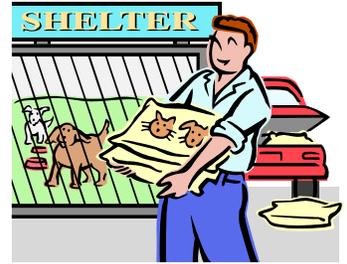


## OVERVIEW – RESUME WRITING DOS:

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### TIPS TO REMEMBER:

- Remember to include volunteer experience ~ it counts!! Experience is experience, whether you were paid for it or not. Give yourself all the skills credit you deserve. Don't sell yourself or your skills short.
- Always tell the truth! Don't inflate or misrepresent your skills. However, be sure to state them in their most positive form.
- Instead of: ". . . baked cookies and cupcakes for PTSA," - you can word the same information like this: ". . . participated in fundraising activities for the school district."
- Don't short change yourself!! Give yourself credit for outside activities in the best language possible while still telling the truth.
- When you want to use an acronym, be sure to spell it out first. For example, say Certified Public Accountant (CPA). Then, you can use CPA from that point on.



### TIPS ON AVOIDING COMMON RESUME ERRORS:

- **Politics:** If part of your volunteer experience includes work on partisan political campaigns or for elected officials, refer to this as "**Volunteered on the 2012 Presidential campaign.**"



- **Political Agenda:** If you volunteer for a non-profit with a political agenda, refer to it as a "**Service Organization**".
  - **Religion:** If you volunteer for your church, call it "**faith-based**" volunteering.
  - **Temp Jobs:** If you've had lots of part-time or temporary jobs, make that clear so you don't look like a job hopper by indicating "Temporary Position" or "Part-Time Position" next to job title.
- **Time Gaps:** Address time gaps – don't leave them blank.

## RESUME WRITING DON'TS:

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- Don't include personal information such as marital status, parental status, or religious affiliation.
- Don't waste space with the phrase "**REFERENCES AVAILABLE ON REQUEST**" -- of course they are!

# HOW TO USE KEYWORDS

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- **KEYWORDS** are **PROPER NAMES, NOUNS, NOUN PHRASES, VERBS** or **OTHER DESCRIPTORS (WORDS OR PHRASES)** that **define the requisites of the job** and **describe a person's knowledge, skill, ability or expertise.**
- The "**KEYWORDS**" for an Accountant, for example, might include "BS Accounting, Accounts Payable, Accounts Receivable, IRS Amendments, and CPA."



## **KEYWORD LISTS**

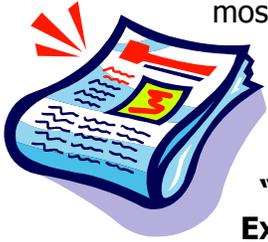
- So, how do come up with your **KEYWORDS**? For City employees, look at:
  - ✓ Position Description Questionnaire (PDQ) and Class Spec. You'll find words and phrases that describe your job. Ask your Supervisor for your PDQ; look up your Class Spec at:  
<http://www.cityofseattle.net/personnel/classcomp/default.asp>.
  - ✓ Performance Reviews – more language that describe your job.
  - ✓ Ads and job postings – make a list of the qualifications, technical expertise, and personality traits that employers are looking for in your field.
- For instance, typical keywords for an Administrative Support staff might look like this:  
10 Years Administrative Support Experience:  
Document Preparation & Word Processing; Scheduling and Organizational Skills; Customer Service; Writing and Editing Skills; Team Player; Word 2003 XP; PowerPoint; Excel; Access
- If your current resume includes a **QUALIFICATIONS SUMMARY**, it already contains the keywords.
- Remember to add the "**SKILLS SUMMARY**" or, even, "**KEYWORDS**," where you concentrate as many of your **KEYWORDS** as possible. Remember, a "**SKILLS SUMMARY**" section is really a collection of **KEYWORDS** - the nouns and noun phrases that best summarize your experience, skills, education and association memberships.



# SUMMARY STATEMENTS

(adapted from Jeannine B. Hall)

A **"SUMMARY STATEMENT"** is a collection of **KEYWORDS** - the nouns and noun phrases that lists your most marketable experience, skills, education and relevant association memberships. It is your **HEADLINE** that will hook the reader.



If you write a strong **Summary Statement**, the first thing the employer sees are your best technical and/or transferable skills, traits and attributes. You can call it a **"SUMMARY OF SKILLS"** **"SUMMARY OF EXPERIENCE"** **"AREAS OF EXPERIENCE AND EXPERTISE"** – it's up to you.

Some people like to use **LEAD-IN STATEMENTS** to draft **SUMMARY STATEMENTS**.  
For example:

Broad experience in \_\_\_\_\_

Successful track record in \_\_\_\_\_

Recognized for \_\_\_\_\_

**\*\* Below are different formats you can use to write your SUMMARY STATEMENT \*\***  
(Please Note: They are presented in "Plain Text" format)

## **EXAMPLE #1: AREAS OF EXPERIENCE AND EXPERTISE:**

### **AREAS OF EXPERIENCE AND EXPERTISE**

Proven team player and consensus builder  
Strategic media/communication planning and response  
Excellent verbal and written skills who can write and edit for targeted audiences  
Success in creating public/private partnerships and emergency planning and communication  
Policy analysis and development and work effectively with policy makers and elected officials  
Extensive work with community and stakeholder groups who markets customer services effectively

## **EXAMPLE #2: A COMBINATION OF SUMMARY STATEMENT AND AREAS OF EXPERTISE:**

Twelve years professional experience in Community and Transportation Planning.  
Areas of expertise include Urban Design, Street Design for Pedestrian and Bicycle Safety and Access, Land Use Planning, Transit-Oriented Development, and Neighborhood Planning.  
Skilled Project Manager, confident public speaker, group facilitator and workshop designer.  
Proven ability to bring groups to consensus around challenging issues.  
Strong writing and graphic design skills ranging from publications for planners, designers and community groups to code and legislative documents for City Council.

# HOW TO USE SUMMARY STATEMENTS

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## **EXAMPLE #3: SUMMARY OF QUALIFICATIONS:**

### **SUMMARY OF QUALIFICATIONS**

Expert in scope of work coordination and high voltage clearances  
Fully trained in all aspects of Utility, State, and electrical workers safety rules.  
Ability to coordinate work of multiple individuals from diverse backgrounds on different teams. Journey-Level Electrician Constructor with extensive experience serving as Acting Crew Chief  
Recognized for leadership capabilities and problem solving skills in working with crews  
Broad experience in training and working with Apprentice Electricians

## **EXAMPLE #4: SUMMARY OF QUALIFICATIONS AND EXPERTISE:**

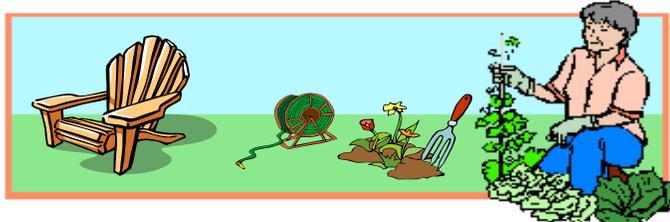
### **SUMMARY OF QUALIFICATIONS AND EXPERTISE**

18 years experience in Administrative management  
Areas of expertise include record keeping, database and webpage management  
Proven ability to provide quality service to internal and external customers including members of the department Executive Team and elected officials  
Strong writing and editing skills ranging from letters, memos, fact sheets, and white papers.  
Recognized as dependable and well organized who can schedule multiple events and maintain calendars for 3 Managers

## **EXAMPLE #5: SKILLS SUMMARY:**

### **SKILLS SUMMARY:**

A proven leader with over 19 years experience in Public Parks Maintenance work.  
Possesses strong leadership skills and ability to create a work environment where crews are productive and successful.  
Superior workplace safety record. Strong troubleshooting and expert equipment repair skills.  
Demonstrated abilities to solve problems and sustain high productivity while meeting critical deadlines.  
Proven track record in drafting and implementing district work plans in collaboration with staff and management.  
Experience in developing and monitoring annual budgets that include salaries, supplies, services, utilities, and equipment.



## GETTING STARTED ON YOUR SUMMARY STATEMENT – FILL IN THE BLANK

### FILL IN THE BLANK: BELOW ARE EXAMPLES LEAD IN STATEMENTS AND OF AREAS OF EXPERTISE YOU CAN USE TO BUILD YOUR SUMMARY STATEMENT

- Diverse experience in
- Demonstrated ability to
- Recognized for
- Successful track record in
- Ability to build effective relationships by
- In-depth knowledge and operational experience in
- Strong background in
- Vision and strong strategic planning capabilities
- Strong, demonstrated interpersonal skills
- Strong analytical, problem solving and organizational skills
- Strong customer service skills and orientation
- Proven ability to handle complex issues in normal and crisis situations
- Demonstrated strengths include:
  - Forecasting/Budgeting/Planning
  - Problem Solving
  - Administrative/Delegation
  - Project Management
  - Financial Forecasting
  - Extensive and strong skills in
  - Proven success in
  - Broad experience in
  - Expert level in
  - Marketing
  - Development
  - Leasing Negotiation
  - Operations Management
  - Maintaining Profitability

**This is an example**

**Again – This is a HEADLINE.**  
**You have to BACK UP this Headline with DETAILED INFORMATION about your skills, experience and abilities in your Resume, Cover Letter and Interview!**

~ Go to Exercises 1 & 2 in the Workbook ~

# TRAINED SKILLS, TRANSFERABLE SKILLS, STRENGTHS, & TRAITS

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As you write your resume and prepare for interviews, it's important to communicate your **TRAINED SKILLS, TRANSFERABLE SKILLS, STRENGTHS, TRAITS** and **INTERESTS**.

**Below are definitions of "What You Bring to the Table"**



**TRAINED SKILLS:** Skills you learned in life, on the job, or in school, such as computer or accounting skills – or apprenticed to learn, such as being an Electrician, Constructor or Mechanic.

**TRANSFERABLE SKILLS:** Skills you use at work, at home – in the community; skills that document your ability to contribute to the organization or position, such as Leadership Skills, Communications Skills, Coaching Skills, Writing Skills.



**STRENGTHS OR TALENTS:** Intrinsic – Hardwired – something you're born with. For example, some people are born artistic, musical or detail oriented.



**TRAITS:** Words that describe your work style and who you are as a person. These are words that people are likely to use when they describe you to someone else, such as "friendly, compassionate, helpful, and independent".



~Go to Exercise 3 in the Workbook ~

# ACCOMPLISHMENT STATEMENTS

(ADAPTED FROM JEANNINE B. HALL)

Use "**ACCOMPLISHMENT STATEMENTS**" to **improve** each bullet in your resume. Do this by citing a **SITUATIONAL EXAMPLE** of your skills – and the **RESULTS** or **OUTCOME** of your work.

**ACCOMPLISHMENT STATEMENTS** quantify how your actions were beneficial to your team or employer. Read the broad examples below. Think about what specific information you'd insert to complete the statements.

- ➔ *Conceived and/or created a new program, system, service, procedure or plan resulting in . . . .*
- ➔ *Initiated, devised, and carried through a complex plan or process that . . . . .*
- ➔ *Successfully handled an emergency situation or crisis that . . . .*

There is a formula for **ACCOMPLISHMENT STATEMENTS: SITUATION + ACTION = RESULTS.**

<p><b>SITUATION:</b> What problem, area of responsibility or situation existed? <i>City needed a comprehensive Basic PC Skills Training Curriculum so classes could be taught in-house.</i></p>
<p><b>ACTION:</b> What action did you take? <i>Designed from concept to completion a comprehensive basic computer skills training curriculum.</i></p>
<p><b>RESULTS:</b> What were the results of your efforts? Quantify the results whenever possible with percentages, dollars, or scope. <i>City now has basic computer skills training courses that are tailored to the City's needs and can be taught in-house for a fraction of the cost of outside training.</i></p>

**From the SAR - the completed Accomplishment Statement:**

***Saved the City 35% to 50% in training costs by designing and delivering from concept to completion a comprehensive, low-cost computer skills training.***

**This is a Summary or Boil Down of the SAR into a Single Statement**

## THE "SO WHAT?" TEST:

How do you know if you've written a good **ACCOMPLISHMENT STATEMENT**? Ask "**SO WHAT?**" at the end of each statement – if you have an answer to "**SO WHAT?**" you've probably written a good **ACCOMPLISHMENT STATEMENT**.

**Note: This packet contains an ACCOMPLISHMENT STATEMENT Workbook with exercises and worksheets!**

~ Go to Exercise 4 in the Workbook ~

# RESUME FORMATS

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## Online Resumes – or – Plain Text Resumes

- The “wave of the future” is here. Many private and public sector organizations (including the City of Seattle) are using **Online Employment Systems** instead of accepting hard copy paper resumes.
- When applying to an **Online System, (like the City of Seattle’s Online Employment System)** you should submit a **PLAIN TEXT** resume, not a formatted resume. If you have a formatted resume, do a SAVE AS and remove bullets, underlines, columns and other formatting. Use asterisks for bullets. The following pages contain examples of Plain Text and Formatted Resumes.
- Why **ONLINE RESUMES?** Because the "old rules" have changed. The majority of resumes are processed electronically.
- Technology is rapidly changing the face of traditional job searching – recent statistics show that a **majority of employers use the Web for recruiting.**

## Formatted or Hard Copy Resumes

- These resumes are the traditional and nicely formatted, used when submitting a paper hard-copy resume.
- **BEWARE!** Formatted Resumes do not copy and paste well into Online Systems – they often look like gibberish.

## Online or Formatted - Which to Use?

- The answer is BOTH!
- Have a Plain Text version and a Formatted version so you will be prepared for both types of application processes.

**The following pages provide resume samples.  
Each resume is represented as a Plain Text  
resume for an Online Application.**

# Online Resume Samples

# ONLINE RESUME SAMPLES

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## RESUME OF MARGE INOVERA

Home Phone; Cell Phone; E-Mail Address

**Security Tip: Include ONLY your home phone, cell phone and e-mail address.**

## SUMMARY OF QUALIFICATIONS AND EXPERTISE

18 years experience in Administrative management

Areas of expertise include record keeping, database and webpage management

Proven ability to provide quality service to internal and external customers including members of the department Executive Team and elected officials

Strong writing and editing skills ranging from letters, memos, fact sheets, and white papers

Recognized as dependable and well organized who can schedule multiple events and maintain calendars for 3 Managers

## COMPUTER SKILLS

Microsoft Word 2007. Microsoft Access 2007. Microsoft Publisher 2007. Microsoft Excel 2007. Microsoft PowerPoint 2007

## CAREER HISTORY

ADMINISTRATIVE SPECIALIST I, CITY OF CASCADE HUMAN RESOURCES DEPARTMENT  
JUNE 2007 - TO PRESENT, CASCADE, WASHINGTON

IN CAPACITY AS ADMINISTRATIVE SPECIALIST II OUT OF CLASS MARCH 2009 – NOVEMBER 2009:

\* SPECIAL ASSIGNMENT: Selected to work Out of Class as an Administrative Specialist II serving as primary support person to Division Director for 6 months.

\* SUPERVISION AND TRAINING: Supervised staff of 2 Administrative Specialist I. Assigned and reviewed work to ensure accuracy and quality. Trained staff on procedures and protocol for Director correspondence that resulted in accuracy and timeliness in all documentation.

\* SPECIAL RESEARCH ASSIGNMENT: Served as Lead on Special Research Assignment to gather and compile data on hiring trends and labor forecasting for Director. Conducted research, drafted report, and presented final to Director and a sub-committee that was successfully utilized and adopted by the sub-committee as a tool to assist in developing new policy, standards, and practices.

IN CAPACITY AS ADMINISTRATIVE SPECIALIST I:

\* LEAD SUPPORT STAFF: Provide high-end technical support to management and professional staff in the City Training Unit. Draft, prepare and/or format Resource Guides, brochures, memos/letters, application forms, and training alerts (flyers) that inform employees about Training opportunities. Disseminate data Citywide so that employees have up-to-date training information.

\* DATABASE MANAGEMENT: & Maintain database for all Citywide training. Register and track incoming training applications in EV2 database to ensure timely and correct training request data.

\* BUDGET MANAGEMENT: Maintain and update budget and statistical data and produce accurate and detailed quarterly budget statement that is used in reports to Mayor and Council.

\* SUPERVISION AND TRAINING: Orient and train new support staff and Work Study students. Supervise Work Study student. Monitor and coach new employees to ensure they have information and support in order to be productive.

\* **WEBPAGE:** Draft, revise, maintain and send training-related materials to Webmaster to be loaded on to the City internal and external Internet Home Page that reflects up-to-date information.

**ADMINISTRATIVE SPECIALIST I, CITY OF CASCADE PLANNING COMMISSION OFFICE  
APRIL 2001 - JUNE 2007, CASCADE, WASHINGTON**

\* **PRIMARY SUPPORT:** Provided primary clerical support to the City Planning Commission. Assisted the Director with preparing Commission budget. Maintained office accounts and ordered / purchased supplies.

\* **REPORTS AND DATA MANAGEMENT:** Formatted and produced reports, letters, memorandums, outlines, statistical data. Maintained confidential data, filing system, and managed all document flow and placement that resulted in an organized and efficient operation.

\* **TRAINING COORDINATOR AND EEO OFFICER:** Served as Commission Office Training Coordinator and EEO Officer. Oversaw training needs of office. Arranged specialized workshops tailored to staff needs. Drafted annual Training Report and annual EEO Hiring Report. Developed hiring goals to ensure the City met annual EEO standards.

**EXECUTIVE SECRETARY, DEWEY, CHEATHAM, & HOWE, CPA  
AUGUST 1999 - APRIL 2001, LAS VEGAS, NEVADA**

\* **TAX CONTROL DOCUMENT FLOW:** Served as Executive Secretary in charge of firm Tax Control document flow. Tracked document flow, and kept records of confidential Individual Income Tax Returns of firm clients. Monitored all preparation, processing and billing of returns.

\* **REPORTS AND DATA:** Produced financial statements, reports, letters, outlines, charts and graphs, billing statements, and memorandums. Ensured confidentiality of all client data.

\* **HIRING AND STAFF TRAINING:** Hired and trained support staff. Supervised three employees. Organized the office workload and set priorities and goals for subordinate staff. Conducted annual performance evaluations of clerical staff.

\* **PAYROLL:** Prepared payroll for partners / staff, made travel arrangements, and maintained office accounts.

**COMMUNITY INVOLVEMENT**

\* Seven years volunteering with a non-profit organization that works with children and youth. Provided one-on-one counseling to children and teens; assist in planning and developing service-oriented projects, and teach aerobics once a week to children and their families.

\* Two years volunteering in a neighborhood senior center.

\* One year serving as assistant coach for all-girls soccer team.

**EDUCATION**

North Seattle Community College    Seattle, Washington  
Associates Degree June 2002    Major: Business

Attending University of Washington    Seattle, Washington  
Anticipated Graduation June 2013    Major: Business Administration

WILL PRYCE RANDOMLI  
Home Phone; Cell Phone; E-Mail Address

This is NOT a strong Summary Statement because it's too general. Needs some information specific to the Airlines industry

## PROFESSIONAL ATTRIBUTES

Exceptional organizational skills; Excellent oral and written communications skills; Versatile professional with superior public relations skills; Proven leadership qualities; Self motivated and self starter; Creative, innovative, problem solver

## CAREER HISTORY

### AIRPORT CUSTOMER SERVICE / GATE AGENT; AIRPORT PASSENGER SERVICE / DELTA AIR LINES

10/2004 – PRESENT; SEATTLE, WASHINGTON

Responsible for all aspects of flight operations from time of arrival to departure. Provide full range of passenger services; communicate with flight crew, tower, ground crew, and security; and generate pre-departure paperwork for flight crew.

\* CUSTOMER SERVICE AND SAFETY: Provide one-on-one customer service to passengers to confirm and/or modify reservations, resolve passenger complaints, and provide individualized services to special needs passengers. Monitor passenger counts and status changes during boarding to ensure accuracy and scrutinize individual passengers for safety and security purposes.

\* INFORMATION LIAISON: Act as liaison between flight crew and tower. Communicate with flight operations staff, ground crew, and airport security. Dispatch all information to pilots & flight attendants throughout course of operation.

\* DATA GENERATION: Generate final departure paperwork for flight crew, such as weight and balance data for pilots, final departure report for flight attendants, final pre-departure clearance from tower, and other specific information on operational needs of flight. Reconcile paperwork for accounting and billing purposes.

\* TRAINER: Develop, update and provide cost-effective in-house training courses for new / current employees

\* ACTING SUPERVISOR: Act as back up to supervisory staff. Selected by management for special assignments.

### SALES REPRESENTATIVE; CALIFORNIA CAPERS

11/2004 - 7/2005 (CONCURRENT WITH DELTA AIR LINES); HUNTINGTON BEACH, CALIFORNIA

Seattle-based independent distributor of POGS, a collector's toy aimed at the youth market.

\*MARKETING: Responsible for generating and maintaining accounts with area merchants. Major accounts included The Bon Marche, K-Mart, Hammond Toys, Allied Stores, and accounts with small merchants.

\* INVENTORY / SHIPMENTS: Maintained and tracked accurate inventory for local vendors. Arranged timely direct shipments to vendors from manufacturing plant located in Huntington Beach, California.

### RESERVATION SALES AGENT; HORIZON AIRLINES

4/2003 - 4/2004; SEATTLE, WASHINGTON

Provided full range of passenger reservation and travel related services for travel agencies and the general public, and international passengers, such as arranging and confirming routing and reservations for passengers of scheduled airline flights, and quoting fare and schedule information.

\* CUSTOMER SERVICE / INVENTORY: Monitored current and advance inventory of available passenger space on flights. Provided other customer services in a professional and courteous manner.

\* RENTALS: Quoted automobile rental fees and reserved automobiles for airlines customers.

EMERGENCY MEDICAL TECHNICIAN / SECURITY; SAFECO FIELD  
6/2002 - 10/2004 (CONCURRENT WITH HORIZON AIRLINES); SEATTLE, WASHINGTON

IN CAPACITY OF EMERGENCY MEDICAL TECHNICIAN (EMT) – 12 HOURS PER WEEK:

- \* EMERGENCY MEDICAL: Provided prompt and efficient emergency medical care to sick or injured persons. Assessed and evaluated symptoms; administered care accordingly. Determined need for medical treatment.
- \* PATIENT TRANSPORT: Communicated with hospitals and arranged for efficient patient transport.
- \* PATIENT CARE: Maintained control at scene and ensured patient safety. Performed duties under pressure with composure and self-confidence.

IN CAPACITY OF SECURITY PERSONNEL – 10 HOURS PER WEEK:

- \* SECURITY: Patrolled and secured premises while observing conduct and behavior of patrons. Infractions: Maintained lookout for irregularities and warned violators of rule infractions.
- \* RADIO COMMUNICATIONS: Maintained radio communications with security office.

PROPERTY MANAGER; FAMILY OWNED PROPERTY  
10/2000 – PRESENT; SEATTLE, WASHINGTON

- \* MANAGE RENTAL: Manage residential real estate properties. Screen applications and interview prospective tenants. Negotiate terms of lease agreements. Prepare lease and collect specified rents.
- \* RECORDS AND UPKEEP: Maintain accurate records. Arrange for upkeep and care of properties.

#### COMPUTER PROGRAMS

Proficient at Word 2007, PowerPoint 2007, Publisher XP, Excel 2007 Familiar with Access 2007

#### COMMUNITY / PROFESSIONAL ACCOMPLISHMENTS

Volunteered and Apprenticed under a Physician Assistant at area clinics, 2000.  
Earned a Certificate of Completion in Medical Terminology from the University of Washington, 2000.  
Volunteered at the University Hospital Emergency Department. 1999 - Present  
Volunteered at The Seattle Animal Shelter. 2000 - Present

#### EDUCATION

Bachelor of Science; Exercise Physiology, University of Washington; Seattle, Washington  
Emergency Medical Technician (EMT) Certificate, State of Washington Certificate

RESUME OF GEORGE STAYONTOPOTHIS  
206 684-9999 (w) 206 888-8888 (cell) gs@aol.com

## AREAS OF EXPERTISE AND QUALIFICATIONS

A versatile and highly regarded professional with expertise in Organizational Development, Instructional and Program Design, Curriculum Development, and Training:

Nineteen years professional experience in Staff Training and Workforce Development

Successfully managed Citywide training, schedules and logistics for both the Office 2007 and Outlook 2007 deployments

Lead Trainer in workforce development classes and computer applications

Strong writing and verbal communications skills ranging from instructional design materials, speech writing for executives and script writing for Citywide recognition events

Proven ability to work across departmental and organizational lines to achieve results

Skilled and confident public speaker and workshop designer

Experience working with diverse personalities and working styles

Well organized and detail oriented

## TRAINING DEVELOPER AND COORDINATOR; TRAINING AND DEVELOPMENT UNIT 11/90 – PRESENT; CITY OF SEATTLE PERSONNEL DEPARTMENT

\* **WORKFORCE DEVELOPMENT:** Design, develop and administer dynamic workforce development training for employee career advancement and outplacement such as Resume Writing, Interviewing, Self-Assessment and Job Search workshops attended by over 3000 employees who seek advancement or require outplacement assistance. Workshops generate high evaluations and participant satisfaction ratings.

\* **OUTLOOK AND OFFICE 2007 DEPLOYMENT:** Special Assignment to work with the Office 2007 and GEM (GroupWise to Exchange Migration) Teams to manage training, schedules and logistics for the massive Citywide deployment to Office and Outlook 2007 that has successfully trained over 5,000 City employees.

\* **POLICY ADVISOR:** Advise GEM Team and Citywide Tech Council on policies related to Outlook 2007 that benefited both technical staff and end-users. Advise Personnel Department leadership on succession planning strategies.

\* **COMPUTER TRAINING (1998-2008):** Saved the City 35% to 50% training costs annually by designing and developing from concept to completion a comprehensive, cost efficient computer skills training in Microsoft Word, PowerPoint, Files Management and Novel GroupWise attended by over 2,500 employees.

\* **FACILITATE AND DELIVER WORKSHOPS:** Deliver training and development workshops that ensure employees receive technical skills training that enhance productivity are aligned with marketplace needs, meet corporate objectives and keep pace with current technology.

\* **MAYOR'S SERVICE AWARDS CEREMONY:** Draft script and emcee this popular event for the Mayor that honors employees with 20 + service to the City.

\* **EXECUTIVE COMMUNICATIONS (1990 – 1996):** Produce annual reports submitted to the Mayor, City Council and top policy management executives. Write speeches delivered by the Mayor, elected officials and executive staff. Editor and chief writer of Mosaic, a nationally recognized diversity newsletter for City employees. Authored articles for trade publications such as the American Society for Training Development newsletter.

\* DIVERSITY TRAINING, POLICY & PROJECTS (1990 – 1996): Advised Personnel leadership on Valuing and Managing Diversity policy and programs. Developed and directed Diversity Training and award winning City of Seattle diversity programs, activities, and initiatives. Produced Forums and Annual Awards Ceremonies attended by over 2000 employees. Wrote publications and speeches. Served as the Mayor's liaison on Diversity, providing resource information to municipalities and the private sector.

#### EMPLOYMENT & HUMAN SERVICE COORDINATOR YOUTH EMPLOYMENT EDUCATION PROGRAM (YEEP) JANUARY 1986 JUNE 1990; CITY OF SEATTLE DEPARTMENT OF HUMAN RESOURCES

\* EMPLOYMENT & TRAINING: Delivered education and training services to at-risk youth funded by the US Department of Labor (DOL) Job Training Partnership Act (JTPA). Developed, negotiated and monitored On-The-Job Training (OJT) contracts. Exceeded JTPA annual job placement goals by 10% - 20%.

\* DOL PILOT PROJECT: Represented the City in a DOL public-private pilot program to develop a competency-based curriculum pilot project to be used in urban center alternative schools.

#### PROFESSIONAL AND COMMUNITY ACCOMPLISHMENTS

\* Designated to work on Special Assignment with Project Team from the Department of Information Technology (DoIT) GEM and Office 2007 Teams and external consultants to plan and execute massive Citywide training in support of the Office and Outlook 2007 migrations and to develop updated policies regarding the use of Outlook 2007.

\* Created a three detailed and well received Handbooks for City employees, HR Offices and external applicants on how to use the City's Online Application system.

\* Member, Garden Court Board of Directors and Liaison to Association Safety Committee, 2005 - 2008.

\* Member, Steering Committee on a Seattle City Councilmember Re-election campaign.

\* Wrote two articles in Governing Diverse Communities: A Guide Book on Governing in Diverse Communities, a resource book by National League of Cities published in 1997.

\* Cited as source expert in Chapter 5 of Public Personnel Management: Current Concerns/Future Challenges, a graduate-level textbook from the Nelson A. Rockefeller College of Public Affairs, State University of New York at Albany. Chapter 5, "Excellence in Diversity", highlights innovative diversity programs in four American cities.

\* Compiled and submitted the City's winning 1st place entry in the 1995 National League of City's City Diversity Contest

\* Lead Volunteer assigned to National Advance Teams and campaign staff for four Presidential campaigns.

#### EDUCATION

Bachelor of Arts (BA) in English with Sociology Minor

University of Utah

# Moe D'Lawn

Home Phone; Work Phone; E-Mail Address

## SUMMARY OF QUALIFICATIONS

A proven leader with over 19 years experience in Public Parks Maintenance work.

Possesses strong leadership skills and ability to create a work environment where crews are productive and successful.

Superior workplace safety record. Strong troubleshooting and expert equipment repair skills.

Demonstrated abilities to solve problems and sustain high productivity while meeting critical deadlines.

Proven track record in drafting and implementing district work plans in collaboration with staff and management.

Experience in developing and monitoring annual budgets that include salaries, supplies, services, utilities, and equipment.

## CAREER HISTORY

### MAINTENANCE CREW CHIEF; DEPARTMENT OF PUBLIC WORKS

JULY 2005– PRESENT; SEATTLE, WASHINGTON

\* **SUPERVISE MAINTENANCE:** Supervise, plan, schedule, and coordinate staff assignments at park, facilities to ensure maintenance work is completed on schedule and within budget. Supervise and implement landscaping plan to maintain grounds. Review, evaluate, and inspect work performed by ground maintenance crews and other laborers to ensure quality work. Assist management and master gardeners to plan and implement grounds maintenance programs, policies, procedures so that the crews' schedules are coordinated and strategically organized.

\* **WORKPLACE SAFETY:** Improved staff safety record by 50% by providing training on workplace safety procedures and standards and landscaping practices. Monitor compliance to avoid injury. Safely store fertilizers, pesticides and other toxic materials away from the public to prevent illness and contamination.

\* **RECORD KEEPING:** Maintain accurate personnel records on maintenance crews and technical records on weekly production. Draft and submit weekly reports to management. Draft correspondence related to maintenance crew activities. Track requisition supplies and equipment and maintain inventories to assess future needs for additional equipment.

\* **PROJECT MANAGEMENT:** Coordinate projects with other departments, utilities, and businesses to ensure smooth operations across department and business lines. Assign staff to work on special projects.

### MAINTENANCE LABORER; DEPARTMENT OF PUBLIC WORKS

JANUARY 2000 - JUNE 2005; CITY OF SAN GABRIEL

\* **SUPERVISED STAFF AND MAINTAINED GROUNDS:** Supervised maintenance work of semi-skilled laborers in both indoor and outdoor work that included custodial and grounds maintenance responsibilities. Provided ongoing care, preparation and maintenance for ballfields, tennis courts, fountains, picnic grounds, play areas, wading pools, and other recreational venues. Performed outdoor maintenance such as mowing, edging, other lawn maintenance; assigned use of tractors, edgers, and sweepers to crews.

\* **BACK UP FOR CREW CHIEF:** Assisted Crew Chief in planning schedules / staffing, and the use of materials and equipment. Helped Crew Chief maintain proper records and draft correspondence.

\* BUILDING MAINTENANCE: Coordinated and performed skilled work in the maintenance, repair and construction of buildings and facilities to include preparing walks and street for asphalt and concrete paving operations.

\* BUILDING SERVICE WORK: Performed building service work such as supporting motor pool operations, setting up for special events and change overs, and storing, relocating, delivering, and/or disposing office equipment and furniture. Repaired and maintained playground equipment, picnic tables, bleachers and other outdoor recreation materials / facilities. Maintained and repaired bridges, tunnels and drainage systems. Washed and chlorinated reservoirs with high pressure water hoses.

ENERGY CONSERVATION REPRESENTATIVE (ECR); DEPARTMENT OF HUMAN SERVICES  
JULY 1996 - NOVEMBER 2000; CITY OF SAN GABRIEL

\*AUDITS AND INSPECTIONS: Conducted energy audits and inspections for the Low-Income Weatherization Program.

\*WRITING AND RESEARCH: Wrote / developed Public Service Announcements and the "Free is the Best Deal in Town" ad campaign. Wrote lead article for the Department of Human Services newsletter, The Human Factor. Researched, developed and distributed a Community Resource Guide with information on social services available to clients.

#### COMMUNITY ACCOMPLISHMENTS

Coach softball and soccer at San Gabriel Community Center.

Serve as neighborhood Block Watch Captain.

Plan and coordinate an annual recreational event for a service organization.

Attended school while working full-time in order to earn Associates of Arts degree.

#### EDUCATIONAL BACKGROUND

Associates of Arts Degree (AA); San Gabriel Community College; San Gabriel, California

# Sammy Conductor

Home Phone; Cell Phone; E-Mail Address

## SUMMARY OF QUALIFICATIONS

Expert in Scope of Work Coordination and High Voltage Clearances;

Fully Trained in All Aspects of Utility, State, and Electrical Workers Safety Rules.

Ability to Coordinate Work of Multiple Individuals from Diverse Backgrounds on Different Teams.

Journey-Level Electrician Constructor with Extensive Experience as Acting Crew Chief.

Recognized for Leadership Capabilities and Problem Solving Skills in Working with Crews.

Broad Experience in Training and Working with Apprentice Electricians

## CAREER HISTORY

### ACTING ELECTRICIAN CONSTRUCTOR WORKING CREW CHIEF; CASCADE CITY UTILITY APRIL 2005 - PRESENT; NORTH POWER STATIONS

\* **SUPERVISION:** Supervise a crew of Electrician Constructors and Electrician Constructor Apprentices. Develop up workload forecasts so assigned substation and crew can function seamlessly. Coordinate jobs with different work groups, Engineering, Shops, Labor Crews, Line Crews and City Utility customers to prevent service disruptions. Develop expectations supervised and conduct quarterly reviews to ensure performance. Buy, track material purchases for CIP jobs to maintain equipment and meet budget.

\* **FACILITIES MAINTENANCE:** Maintain substation equipment / facilities and write / maintain substation maintenance records, hazardous waste reports, and weekly work reports to ensure integrity. Track employee hours, productivity, attendance, crane inspections, maintenance reports and trouble calls to ensure accuracy.

\* **EQUIPMENT INSTALLATION:** Install new substation equipment including transformers, circuit breakers, capacitor banks, relay and control wiring to maintain uninterrupted service delivery.

\* **POLICY, PROCEDURES AND UNION CONTRACTS:** Enforce Utility Policies and Procedures; know, follow and enforce the Washington State Electrical Workers Safety Rules; follow and enforce the Cascade City Utility Clearance Procedures so employees remain safe. Comply with Union Labor agreements.

\* **HIGH VOLTAGE CLEARANCE:** Hold successful high voltage clearances for work at Substation facilities.

### ELECTRICIAN CONSTRUCTOR; CASCADE CITY UTILITY OCTOBER 2000 - MARCH 2005; NORTH & SOUTH POWER STATIONS

\* **SUPERVISION:** Supervise, guide and develop Electrical Helpers and Apprentices resulting in well trained workers. Write and maintain substation maintenance records to track history.

\* **EQUIPMENT MAINTENANCE:** Safely maintain high voltage electrical equipment in substations and generating facilities. Install and keep new Electrical equipment and control wiring. Answer and repair "Trouble Calls" on electrical equipment and City Utility facilities so service to customers is addressed. Stock materials and tools needed for stations, trucks and specific jobs so staff are well equipped.

\* **SAFETY PROCEDURES:** Know, and follow the Washington State Electrical Workers Safety Rules and follow the Cascade City Utility Clearance Procedures so employees remain safe.

\* **HIGH VOLTAGE CLEARANCE:** Hold successful high voltage clearances for work at Substation facilities.

## EDUCATION

Cascade City Utility Apprentice Program Cascade, Washington  
September 1996 - September 2000; Completed four year State of Washington Constructor Apprentice program

BS Degree in Environmental Science; Rockfield College; Trenton, New Jersey  
September 1992 - May 1996

North Seattle Community College; Seattle, Washington  
January 1996 - present ~ completed 24 credit hours related to electrical theory

## PROFESSIONAL ACCOMPLISHMENTS

NWPPA Management Internship Program Graduate; March 2002

S & C Electric Company Switchgear School; January 2003

EPRI Substation Maintenance Seminar; September 2004

Alber Battery Maintenance Seminar; September 2003

American Red Cross CPR Instructor; January 2005

First Aid, Tower and Vault Rescue, Personnel Grounding; May 2005

Confined Space Training, Lock Out Tag Out, Clearance Procedures; May 2005

Nominated Cascade City Utility Employee Award Program; June 2003

Discovered a safety problem with line disconnect fuses which changed City Utility's material standards.

### ACCOMPLISHMENTS AT CITY UTILITY: COMPLETION OF THE SWITCHYARD REHAB

Acted as the coordinator for the second year of the project. Lived and worked at the Cascade Generating Facility for five months during 2003. The job entailed the completion of half of the switchyard rebuild and the installation of a new 100 Megawatt Transformer.

Coordinated with many different work groups including people from the Cascade Powerhouse, Electrical and Steel crews from Cascade, Shipping & Receiving, Carpenters, Operators, Truck Drivers, Engineers, a Factory Rep. from Brazil, private contractors who moved the transformer in and the old transformer out, Outage and Power Dispatchers and Project Management.

Assigned the scope of work to be done by each crew. Had as many as twenty-five people working under my direction in the switchyard. Verified that all parts needed for the job were on site. Identified and scheduled equipment needs. Tracked employee work hours, lodging and meals. Scheduled and held High Voltage Clearances so work could be done. Wrote daily reports and for my Supervisor, the Division Director, Project Management and Engineering. This work was completed ahead of schedule and under budget.

As a result of our efforts and good work, my crews and I were nominated for this year's Employee Awards Program for Cascade City Utility.

### VOLUNTEER EXPERIENCE

Vice President, Rotary Club; Kent, Washington  
January 2005- present; Organize and supervise community events.

# Name

Cell: (xxx)xxx-xxxx • Work: (xxx)xxx-xxxx • E-mail: xxx

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## Summary of Experience

Six years experience at the Seattle Department of Transportation in increasingly responsible positions. Currently working as an Asphalt Raker and trained as an OOC E-laborer. Solid communication skills, good judgment and problem solving ability. Team oriented worker with ability to accomplish tasks in a timely and proficient manner.

## Cetificates and Training

- Flagging Certificate- current 12/7/10
- Defensive Driving- issued 3/15/2011
- CPR/First Aid current 10/12/10
- Windows/OS• Microsoft Office 2007
- Hanson (8) Work Management System
- Hazardous Materials 2012
- Firefighter/EMT
- Railroad Certification 9/13/11
- OOC E-laborer Training 160 hours

## Professional Experience

### **OOE e-Laborer Training, Street Maintenance, Seattle Department of Transportation (SDOT)** Completed May 2012

- Ability to fill potholes during day and night to proper levels in a safe manner.
- Experience working graveyard and swing shift as an e-laborer.
- Follows proper safety policy and procedure for night work
- Ability to cut and dispose of trees after dark.
- Independent responsibility for job site safety and maintenance
- Excellent communication skills with clients and co-workers
- Trained in Chainsaw, Hazardous Materials Training, PPE, Landslide Response
- Hanson 8

### **Asphalt Raker, Street Maintenance, Seattle Department of Transportation (SDOT)** February 2009-present

- Leads crew on projects to assure finished project is completed in standard safe manner
- Skilled with plate compactor, jack hammer and compressor, extruder, ground pounder and other equipment as needed.

### **Maintenance Laborer, Asphalt, Street Maintenance, SDOT** June 2006-February 2009

- Safe operation of jackhammer, asphalt saw, sealants, releasing agents and disposal.
- Operation of plate compactor.
- Skilled use of hand tools including rake, shovel, hand tamper, torch and others as needed.

- Knowledge and skill with pathway and lane pavers.
- Operated grinder for preparation of numerous traffic rechannelization projects.
- Certified in flagging
- Knowledge of current SDOT standards for snow and ice management.
- Maintain safe streets and stairways
- Ability to assess materials and equipment needs for projects
- Excellent customer service to internal clients and the public.
- Route and use pothole hotbox
- Landslide training and experience
- Training in erosion and sediment control
- Adhere to safety policies and regulations.
- Trained to perform work on or around railroads tracks

**Federal Emergency Management Agency (FEMA)**

**Community Relations Officer, Sept/ 2005-June/2006**

- Fire Department support
- Trained in evacuee search and identification
- Patient care, data entry
- Operate bobcats, Forklift and tractors
- Experience using sledge hammers, chainsaw, table and hand saws, demolition equipment
- Plumbing and piping restoration

**King County Fire Department**

**Volunteer Firefighter/EMT, March 2003-present**

- Knowledge of methods, principles and practice of EMT
- Search and rescue
- Rope and trench rescue
- First Aid, heart monitor and defibrillator
- Adhere to fire safety practice policies and procedures.

**Lowe's Hardware**

**Delivery Coordinator/Warehouser/ Customer Service Representative 1998-2006**

- Coordinated product distribution
- Mapping and preparation of delivery routes
- Extensive customer service experience with internal and external customers

**City of Seattle, Parks and Recreation**

**Recreation Center attendant, March/1996-March 2002**

Customer service and event management and scheduling

**Education**

xxx xx Diploma/1996

## **GLOSSARY OF TERMS**

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Accomplishment Statement .....	Statement that describes the results or outcomes of your work
Action Verbs .....	Specific, clear and powerful words to describe your work
Active Voice .....	Concrete, descriptive words that express your skills, assets, experience, and accomplishments. "I edit newsletters".
Chronological Resume .....	Organized by employment history in reverse chronological order
Competency (skill set) .....	Specific skills used on the job
Curriculum Vitae (or CV) .....	Formal, detailed listing of publications, presentations, professional activities, honors, and additional information.
Hard Copy Resume .....	Formatted resume submitted by paper
Jargon .....	Specialized or technical language of a trade, profession, or group
Marketable Skill .....	Skills sought after by employers
Objective Statement.....	Outdated statement at the top of our resume listing what types of jobs you desire
Online Employment System.....	System where you apply for jobs online via the internet
Online Resume (Plain Text Resume) ...	A resume sent to the employer electronically, either via email, by submitting to Internet job boards, or to their Web page.
Passive Voice.....	Indirect language: "The newsletter is edited by me".
Plain Text Resume (Online Resume) ...	A resume sent to the employer electronically, either via email, by submitting to Internet job boards, or to their Web page.
Situational Examples .....	Describing your skills by citing a situation where you used the skill
Skill Set (competency).....	Specific skills used on the job
"So What" Test .....	Method to determine if you've written a good Accomplishment Statement
Strength (or Talent) .....	Something you're born with – like artistic, musical, detail-orientated
Summary of Skills – or Summary Statement .....	A collection of Keywords that list your skills, experience, education and professional memberships
Trained Skill .....	Skills you learned on the job or in school, such as computer or accounting skills
Traits.....	Words that describe your work style and who you are as a person
Transferable Skill .....	Skills you use anywhere – home or work – like "leadership" or "coaching" or writing skills

# Reference Verb Lists



# VERB LISTS

(UNDERLINED WORDS ESPECIALLY GOOD FOR SHOWCASING ACCOMPLISHMENTS)

## MANAGEMENT/ LEADERSHIP SKILLS

administered  
analyzed  
appointed  
approved  
assigned  
attained  
authorized  
chaired  
considered  
consolidated  
contracted  
controlled  
converted  
coordinated  
decided  
delegated  
developed  
directed  
eliminated  
emphasized  
enforced  
enhanced  
established  
executed  
generated  
handled  
headed  
hired  
hosted  
improved  
incorporated  
increased  
initiated  
inspected  
instituted  
led  
managed  
merged  
motivated  
organized  
originated

## MANAGEMENT (CONTINUED)

overhauled  
oversaw  
planned  
presided  
prioritized  
produced  
recommended  
reorganized  
replaced  
restored  
reviewed  
scheduled  
secured  
selected  
streamlined  
strengthened  
supervised  
terminated

## COMMUNICATION/ PEOPLE SKILLS

addressed  
advertised  
arbitrated  
arranged  
articulated  
authored  
clarified  
collaborated  
communicated  
composed  
condensed  
conferred  
consulted  
contacted  
conveyed  
convinced  
corresponded  
debated  
defined  
described

## COMMUNICATION (CONTINUED)

developed  
directed  
discussed  
drafted  
edited  
elicited  
enlisted  
explained  
expressed  
formulated  
furnished  
incorporated  
influenced  
interacted  
interpreted  
interviewed  
involved  
joined  
judged  
lectured  
listened  
marketed  
mediated  
moderated  
negotiated  
observed  
outlined  
participated  
persuaded  
presented  
promoted  
proposed  
publicized  
reconciled  
recruited  
referred  
reinforced  
reported  
resolved  
responded  
solicited  
specified

## RESEARCH SKILLS

suggested  
summarized  
synthesized  
translated  
wrote

## RESEARCH SKILLS

analyzed  
clarified  
collected  
compared  
conducted  
critiqued  
detected  
determined  
diagnosed  
evaluated  
examined  
experimented  
explored  
extracted  
formulated  
gathered  
identified  
inspected  
interpreted  
interviewed  
invented  
investigated  
located  
measured  
organized  
researched  
reviewed  
searched  
solved  
summarized  
surveyed  
systematized  
tested

# VERB LISTS

(UNDERLINED WORDS ESPECIALLY GOOD FOR SHOWCASING ACCOMPLISHMENTS)

## TECHNICAL SKILLS

adapted  
applied  
assembled  
built  
calculated  
computed  
conserved constructed  
converted  
debugged  
designed  
determined  
developed  
engineered  
fabricated  
fortified  
installed  
maintained  
operated  
overhauled  
printed  
programmed  
rectified  
regulated  
remodeled  
repaired  
replaced  
restored  
solved  
specialized  
standardized  
studied  
upgraded  
utilized

## TEACHING SKILLS

adapted  
advised  
clarified  
coached  
communicated

## TEACHING SKILLS

(continued)

conducted  
coordinated  
critiqued  
developed  
enabled  
encouraged  
evaluated  
explained  
facilitated  
focused  
guided  
individualized  
informed  
instilled  
instructed  
motivated  
persuaded  
set goals  
simulated  
stimulated  
taught  
tested  
trained  
transmitted  
tutored

## FINANCIAL/ DATA SKILLS

administered  
adjusted  
allocated  
analyzed  
appraised  
assessed  
audited  
balanced  
budgeted  
calculated  
computed  
conserved

## FINANCIAL SKILLS

(continued)

determined  
developed  
estimated  
forecasted  
managed  
marketed  
measured  
planned  
prepared  
programmed  
projected  
reconciled  
reduced  
researched  
retrieved

## CREATIVE SKILLS

acted  
adapted  
began  
combined  
composed  
conceptualized  
condensed  
created  
customized  
designed  
developed  
directed  
displayed  
drew  
entertained  
established  
fashioned  
formulated  
founded  
illustrated  
initiated  
instituted  
integrated

## CREATIVE

(continued)

invented  
modeled  
modified  
originated  
performed  
photographed  
planned  
revised  
revitalized  
shaped  
solved

## HELPING SKILLS

adapted  
advocated  
aided  
answered  
arranged  
assessed  
assisted  
cared for  
clarified  
coached  
collaborated  
contributed  
cooperated  
counseled  
demonstrated  
diagnosed  
educated  
encouraged  
ensured  
expedited  
facilitated  
familiarized  
furthered  
guided  
helped  
insured  
intervened

# VERB LISTS

(UNDERLINED WORDS ESPECIALLY GOOD FOR SHOWCASING ACCOMPLISHMENTS)

## HELPING SKILLS

(continued)

motivated  
prevented  
provided  
referred  
rehabilitated  
represented  
resolved  
simplified  
supplied  
supported  
volunteered

## ORGANIZATIONAL/

### DETAIL SKILLS

approved  
arranged  
catalogued  
categorized  
charted  
classified  
coded  
collected  
compiled  
corrected  
corresponded  
distributed  
executed  
filed  
generated  
implemented  
incorporated  
inspected  
logged  
maintained  
monitored  
obtained  
operated  
ordered  
organized  
prepared

## ORGANIZATIONAL SKILLS

(continued)

processed  
provided  
purchased  
recorded  
registered  
reserved  
responded  
reviewed  
routed  
scheduled  
screened  
set up  
submitted  
supplied  
standardized  
systematized  
updated  
validated  
verified

## MORE VERBS FOR ACCOMPLISHMENTS

achieved  
completed  
expanded  
exceeded  
improved  
pioneered  
reduced (losses)  
resolved (issues)  
restored  
spearheaded  
succeeded  
surpassed  
transformed  
won

## MORE ACTION VERBS

accelerated	distributed	orchestrated	simplified
accomplished	doubled	organized	sold
achieved	eliminated	performed	solved
administered	enlarged	planned	sorted
analyzed	established	prepared	stabilized
approved	examined	presented	started
arranged	expanded	processed	streamlined
built	governed	programmed	strengthened
catalogued	grouped	promoted	structured
classified	guided	proposed	succeeded
completed	hired	purchased	summarized
conceived	implemented	recommended	supervised
conducted	improved	recruited	systematized
consolidated	increased	rectified	trained
contacted	indexed	redesigned	transacted
controlled	interviewed	reduced costs	translated
coordinated	introduced	regulated	trimmed
created	invented	reorganized	tripled
decreased	investigated	represented	turned around
delivered	launched	researched	uncovered
demonstrated	maintained	reshaped	unified
designed	managed	revised	unraveled
developed	moderated	saved	widened
devised	monitored	scheduled	won
directed	negotiated	serviced	wrote

## AND MORE VERBS

created	wrote	referred
instructed	analyzed	served
reduced (losses)	produced	compounded
negotiated	conducted	networked
planned	delivered	observed
sold	founded	studied
completed	assisted	improved
designed	leveraged	consolidated
consulted	increased	ordered
evaluated	trained	invented
calculated	supplied	diagnosed
identified	maintained	examined
performed	administered	lectured
constructed	advised	processed
controlled	restored	reviewed
dispensed	criticized	translated
formulated	realized	prescribed
improved	rewarded	charted
tested	purchased	represented
protected	oversaw	promoted
obtained	installed	recorded
programmed	routed	operated
rendered	corresponded	supervised
instructed	audited	drew up
counseled	coordinated	organized
received	researched	strategized
built	implemented	expanded
detected	presented	revised
selected	instituted	prepared
logged	directed	interpreted
recommended	managed	interviewed
distributed	eliminated	discovered
arranged	provided	conserved
disproved	solved	arbitrated
developed	determined	assembled
edited	collected	navigated
acquired		



# COVER LETTER

Think of your cover letter as an **extension of your resume**, not just another document. Here are some tips:

- Tailor each cover letter to the position and job description, so that you don't have to write a new resume every time.
- Cite the position title and job number (if any) in the first paragraph.
- Pay special attention to the application instructions as specified in the job bulletin and follow the instructions to the letter!
- State how you meet or beat the position requirements in the first or second paragraph.
- Be succinct. Too many words and unrelated detail work against you.
- Use wording directly from the job bulletin as topic headings in your letter. By using language from the bulletin, you give raters exactly what they're looking for.
- Under each topic heading cite by bullet the number of years of specific experience, skills, duties, accomplishments.

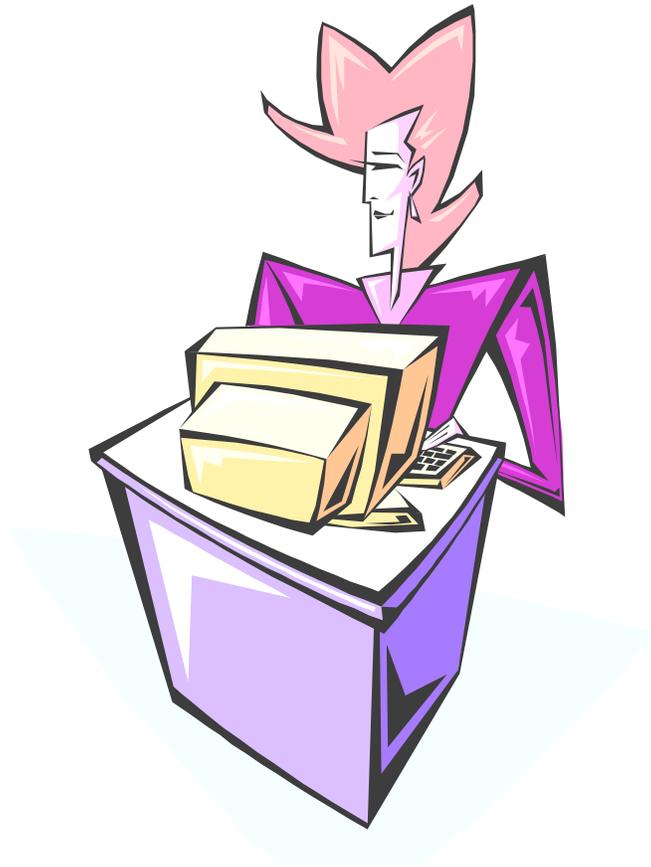


If you're reliable in your roles and responsibilities, you are valued. If you're not reliable in your roles and responsibilities, you lose the confidence and respect of those whom you interact with. There are a multitude of people who would like to have "your job", and may be able to outperform you in skill, knowledge or ability. Because of this, every day you must strive to improve, commit, and make personal sacrifices to develop and grow beyond what is required of your job. If you find you are not compelled to, or interested in, building skills, knowledge and abilities in your current job, you should ask yourself if you're working in an area that is of personal interest and pride.

**PAUL ROBERTS**

Manager, Roadway Structures

# How to Write Good Cover Letters

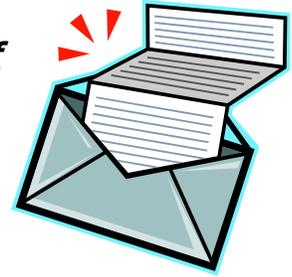


# COVER LETTER WRITING TIPS

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## WAYS TO CRAFT A BETTER COVER LETTER:

- Make your cover letter ***work*** for you - think of it as an ***extension of your resume*** not just another piece of paper required in the application packet.
- **Tailor each cover letter to the position and job description** so that you don't have to write a completely new resume every time you apply for a new job.
- **Be sure to cite the CORRECT position title and job number. HR Reps report this common error: Applicants are NOT EDITING A PREVIOUS COVER LETTER and therefore submitting the wrong cover letter.**
- State how you meet/beat the position requirements in the 1<sup>st</sup> or 2<sup>nd</sup> paragraph.



## ONLINE COVER LETTERS:

- Tailor your letter to the position and use **topic headings** & **bulleted sections**.
- Use wording directly from the job ad or bulletin as **topic headings** in your letter.
- **Under each topic heading**, cite by bulleted section the number of years of specific experience, skills, duties and accomplishments.
- Because you're using language from the bulletin, you are giving the raters **exactly the information** they're looking for.
- **This format works well for ONLINE applications.**

## ACTION VERBS / ACTIVE VOICE & OTHER TIPS:

- Use **action verbs** to start each bullet and write in **active voice**, not passive voice.
  - ✓ Example -- **Active Voice**: "I edit out-going letters."
  - ✓ Example -- **Passive Voice**: "My job is to edit out-going letters."
- Avoid trite phrases such as "...enclosed please find..."
- Don't forget to provide your phone number, even though it's on your resume.
- In the closing paragraph, briefly summarize qualifications and experience.

## COVER LETTER WRITING TIPS

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### MORE TIPS:

- Avoid the temptation to provide extra information about your professional qualifications -- the raters are looking **only for the skills outlined in the bulletin.** **THEY DON'T WANT YOUR LIFE STORY.**
- Raters can spend as little as **60 – 90 seconds per resume and cover letter!!** Think of the best way to make your case in one minute total.
- Make your letter user-friendly & succinct. Raters have **very little time** to spend on each resume & cover letter. Too many words and unrelated detail work against you!
- Make sure you state how you meet or beat the minimum qualifications as stated in the job ad in your first or second paragraph.
- **Pay special attention to the application instructions** as specified in the bulletin and **follow the instructions to the letter.**

August 22, 2009

I. Wanda Reyes  
City of San Gabriel  
Department of Public Works  
123 Sea Breeze Drive  
San Gabriel, California 90503

Re: Job Number 243546

Ms. Reyes:

I am writing in reference to the Senior Grounds Maintenance Crew Chief position, Job #243546, with the Department of Public Works. I believe my qualifications; skills and experience would complement and strengthen the position as described in the Employment bulletin.

As my resume demonstrates, I have over fifteen years of experience in maintenance and facilities work ranging from Energy Conservation Representative to Maintenance Crew Chief. Two positions required me to perform grounds, parks, or landscape maintenance work and one position required expertise in energy conservation:

**GROUNDS MAINTENANCE:**

- \* Ten years experience performing grounds maintenance responsibilities; six years experience in a Crew Chief capacity.
- \* Ten years experience maintaining records and writing reports.

**SUPERVISING CREWS:**

- \* Ten years experience supervising maintenance crews; six years experience in a Crew Chief capacity.
- \* Six years supervising the safe usage and storage of toxic materials.

**PLANNING, DEVELOPING AND ADMINISTERING DISTRICT WORK PLANS AND BUDGETS:**

- \* Six years experience drafting and implementing district work plans in collaboration with staff and management.
- \* Six years experience developing and monitoring annual budgets that include salaries, supplies, services, utilities, and equipment.

In closing, I offer over fifteen years of maintenance-related experience. I am interested in continuing my career as a Senior Grounds Maintenance Crew Chief. Should you have questions or need further information, please call me at 999-9999.

Sincerely,

Moe D'Lawn

Re: Job Number 354657

I am writing in reference to the Administrative Specialist II #354657 position. I believe my technical expertise and interpersonal skills position me to be a strong candidate for the position.

As my resume demonstrates, I have over 15 years experience that includes supervisory responsibility. I am proficient in Office 2007 Applications such as, Word, Excel, PowerPoint, Access, and Publisher. Throughout my 15-year career, I have consistently demonstrated:

**ORGANIZATIONAL AND WRITING SKILLS, such as:**

- \* Drafting and producing letters, memos, reports, and resource guides.
- \* Creating and maintaining organized file system for massive amounts of hard copy data.
- \* Scheduling multiple meetings and maintaining appointment calendars for three people
- \* Maintaining and producing statistical and narrative reports for management on a quarterly basis.
- \* Organizing workload for subordinate staff.

**CUSTOMER SERVICE AND COMMUNICATIONS SKILLS such as:**

- \* Serving as front-line reception staff to provide service and information to citizens.
- \* Assisting and calming irate citizens who have problems or complaints.
- \* Responding quickly to assist agitated accounting clients with tax information for IRS audit.
- \* Supporting staff and management under extreme deadline pressure by producing all required work ahead of schedule and in an accurate manner.

From my 4 years as Executive Secretary to Lou Pole, Chief Accountant at Dewey, Cheetham & Howe, to my current position as Administrative Specialist I for Ella Fynoe, Manager of Technical Training, I offer 15 years proven experience. I look forward to the opportunity to meet you to further discuss my qualifications for this position.

Sincerely,  
Marge Inovera

## Sammy Conductor

Home Phone Work Phone E-Mail Address

## Online Cover Letter Sample

June 25, 2006

Re: Job Number 896745

Dear Ms. Reyes:

This letter is in application for the position of Working Crew Chief for Cascade City Utility #896745. I believe I am well positioned to provide the right balance of working experience and leadership skills to best serve the crews, the Utility, and our customers.

I have been working "out of class" as a Working Crew Chief in the North Power Stations Unit of Cascade City Utility for 23 months. I have gained experience and skills in the area of supervision, material procurement, workload forecasting, budget, and knowledge about working with a diverse work force.

I have completed a Washington State Certified Apprentice Program in the Electrical Trades and have been a Union 77 Electrician Constructor for the past five years. As an Electrician Constructor, I have specialized in installation, maintaining and operating power station equipment and circuitry.

### EXPERIENCE IN PLANNING, ASSIGNING AND MONITORING WORK OF SUBORDINATE STAFF:

- \* Maintained, repaired or rebuilt equipment and electrical wiring.
- \* Tested and rebuilt transformers for distribution use.
- \* Ensured equipment and parts were available to complete scheduled projects.
- \* Laid out, performed work, and supervised maintenance and test procedures of generators, motor generator sets, electric motors, and transformers.

My goal as a Crew Chief is to keep an open line of communication with employees and to build a safer, more productive customer service oriented work team. I believe the experience I have gained in my out-of-class position has given me the practical experience I need to achieve this goal.

I look forward to meeting you for an interview to discuss my qualifications. Thank you for your consideration.

Sincerely,  
Sammy Conductor  
Employee # 9848445



# NEOGOV

## Online Employment Application System

Apply for City of Seattle jobs in NEOGOV and view the Job Openings:

- Job Opportunities (jobs advertised to the public)
- Opportunities for Advancement (OFA, City internal only)

Watch a step-by-step guide to create an account and apply online for City of Seattle jobs at

[www.seattle.gov/personnel/employment/default.asp](http://www.seattle.gov/personnel/employment/default.asp).

Creating an account takes time. Be sure to have all the necessary information (employment history with address, phone, title, dates, supervisor, duties summary, etc) in front of you when you create an account.

If you encounter difficulties after attempting to create an account, contact SDOT Human Resources for assistance or training at 684-3185.

The screenshot shows the top navigation bar of the Seattle.gov Career Center. On the left is the Seattle.gov logo. On the right, there are links for Departments, Services, Staff Directory, and My.Seattle.Gov, followed by a search bar with a GO button. Below the search bar are radio buttons for Seattle.gov and This Department. A secondary navigation bar contains Home, About Us, and Contact Us. At the bottom of the header, it says 'Building your career and your community' and 'City of Seattle Personnel Department'.

### How to Apply

- Job Openings
- Create Account or Log In
- Frequently Asked Questions
- Protecting Your Rights

### Additional Employment Info

- Fire and Police Exams
- Temporary Employment
- Work Study
- Internships
- Apprenticeships

### Benefits and Pay

- Pay
- Employment Benefits
- Vacation and Leave

## Build Your Career and Community with City of Seattle Employment

The City of Seattle offers an amazing array of career opportunities, with more than 1,100 job titles from 26 operating departments. The nearly 10,000 employees of the City of Seattle enjoy competitive pay and benefits packages, generous leave programs, and the satisfaction of doing work that helps make Seattle a great place to live, work, and play.

We invite you to explore the exciting and fulfilling public sector careers available with the City of Seattle. Check out our current [Job Openings](#) for opportunities to build your career and community! Come join us!



A step-by-step guide to applying online for City of Seattle jobs.

**How to Apply**

- Job Openings
- Create Account or Log In
- Frequently Asked Questions
- Protecting Your Rights

**Additional Employment Info**

- Fire and Police Exams
- Temporary Employment
- Work Study
- Internships
- Apprenticeships

**Benefits and Pay**

- Pay
- Employment Benefits
- Vacation and Leave

## Frequently Asked Questions

City of Seattle  
 Personnel Department  
[www.seattle.gov/personnel/employment/](http://www.seattle.gov/personnel/employment/)  
 700 5th Avenue Suite 5400, Seattle WA 98124  
[careers@seattle.gov](mailto:careers@seattle.gov) (206) 684-8088

**Q: How do I apply for a City of Seattle job?**

**A:** Use the Internet to go to the City of Seattle's Online Career Center at <http://www.seattle.gov/jobs> and click on the Job Opportunities link. You'll find an online application guide to help you locate and apply for a job. Remember to keep a record of your username and password when you create your account. Use this same username and password each time you check your application status or apply for other positions.

**Q: What if I don't have a computer or internet access?**

**A:** You need to use a computer to complete an online job application. Here are some suggestions:

- Come into the City of Seattle Personnel Department on the 54th floor of the Seattle Municipal Tower at 700 Fifth Avenue, between 8:30 AM and 4:30 PM PST Monday – Friday and use one of the two available computers.
- Use a public computer at a [Seattle Public Library](#) Branch.
- Ask a family member or friend who has Internet access if you can use their computer.

**Q: Do I need an email address to complete an online application? How do I get an email address?**

**A:** Yes, you must have an email address to complete an online application. You can get a free email account online at places like: [Gmail](#), [Hotmail](#), [Yahoo! Mail](#). Please note we do not endorse any particular email provider.

**Q: Do I need to set up an account to apply for a job?**

**A:** Yes, you must have an account to submit an application and track your job application status.

**Q: Why does the system automatically log me out after 30 minutes?**

**A:** The system will automatically log you out if you do not press a key or click your mouse for 30 minutes. This is a precautionary measure to protect your identity and personal information. The system will warn you before it logs you out, but you should save your information frequently to avoid losing your entries and to stay logged into the system.

**Q: Can I copy and paste information from my resume?**

**A:** You can copy and paste information from an existing document, but be sure to use plain text so we can read it easily. This means no fancy formatting, bullets or lines.

**Q: I have an account in the previous system. Do I have to create a new account in the new system?**

**A:** Yes, you need to create a new account and applicant profile in the new system.

**Q: Can I apply by submitting a resume instead of completing an online application?**

**A:** No, the City will not accept a resume instead of an online application or as a substitute for completing any part of a job application.

**Q: Why do I need to upload a resume AND enter job history in the online application?**

**A:** The law requires an application, but many Hiring Managers prefer receiving resumes - so we ask for both.

**Q: How do I access my online account after I create it?**

**A:** Access your account by clicking "Applicant Log-in" at the Job Opportunities page at <http://www.seattle.gov/jobs>.

**Q: Who do I contact for help?**

**A:** Call the City of Seattle Job Information Center (JIC) at: (206) 684-8088 weekdays between 8:30 AM and 4:30 PM PST.

**Q: What if I forgot my Username or Password?**

**A:** Click on the Applicant Login link from the Job Opportunities page at <http://www.seattle.gov/jobs>. Use the "forgot my password" link directly below the username/password login box. The system will send you an email with your information. Please be sure to check your spam/junk mail folders and add [info@governmentjobs.com](mailto:info@governmentjobs.com) to your "safe sender" list to make sure you get this email. If you do not receive an email, contact NEOGOV Customer Support at 1-877-204-4442 and follow the prompts for "applicant" assistance.

**Q: How often does the City add jobs to the Job Opportunities List?**

**A:** We update the Job Opportunities List with new jobs on an ongoing basis.

**Q: Do I need to visit the City's web site to check for new job listings?**

**A:** No, you can complete an online "Job Interest Card" to receive email notification about new opportunities in specific job categories.

**Q: How do I complete an online Job Interest Card?**

**A:** Click on the "Request Job Notifications by Category" link on the Job Opportunities page. Follow the instructions to receive email notification for specific job categories that interest you.

**Q: Can I apply for more than one job?**

**A:** Yes, you can apply for any position of interest to you. You can also reapply every 180 days to jobs posted as "Open Continuous".

**Q: What is an "Open Continuous" job?**

**A:** An "Open Continuous" job is a position that the City fills regularly on an ongoing basis.

**Q: Can I change a submitted application after a job closes?**

**A:** No, you can only change your application before the job closing date.

**Q: Can I submit a hard-copy paper application instead of applying online?**

**A:** Submit paper applications by first printing and completing the City's application form found [here](#) and then printing and responding to any supplemental questions from the job posting.

Drop off Completed forms at:

Personnel Department  
Seattle Municipal Tower  
700 5th Avenue, Suite 5400  
Seattle, WA 98124-4028

Or mail them to:

City of Seattle Personnel  
Employment Services  
P O Box 34028  
Seattle, WA 98124-4028

**Q: Can I use my existing [governmentjobs.com](http://www.governmentjobs.com) account to apply for a City of Seattle job?**

**A:** Yes.

# How to Apply Online for a City of Seattle Job

## A Quick Tip Sheet



### It Only Takes Three Steps:

**Step 1: Set Up your Applicant Account/Profile** – contact information; create a username and password

**Step 2: Find Jobs** – that match your interest and experience

**Step 3: Apply for a City job** in response to a City job posting



**THIS GUIDE WILL WALK YOU THROUGH EACH STEP OF THE WAY! SOME TIPS BEFORE YOU BEGIN:**

- Choose a Username and Password you'll remember.
- You can import your resume or LinkedIn profile to speed up basic profile information.
- Collect all the information you will need to apply for a job.
- If you have any application problems, contact Neogov directly toll free at 877.204.4442 or 310.469.0515.

### Step 1: Set Up Your Applicant Account/Profile

Go to the City's Career Center website at [www.seattle.gov/jobs](http://www.seattle.gov/jobs)



Click the **Job Openings** link and then click the **Applicant Login** link



Select **Create** an Account.

[Create an account](#)

Create a new account Sign In

paulcsmith@gmail.com ✓

paulcsmith ✓

\*\*\*\*\* ✓

What's 5 + 9? ①

Create



- If you created an account before, you cannot use the same email address again to create a new account. The email value must be unique.
- Your password must be at least six characters in length and contain at least one number.

Type your email account, username, password and answer a security question. Click **Create**.

### Step 2: Find Jobs

At the City's Career Center website at [www.seattle.gov/jobs](http://www.seattle.gov/jobs), you can search to find jobs that matches your education, experience and interest. Click on **Job Opportunities** tab and scroll down the page and find the Search feature.

**Search**

Enter keywords (optional):

My Minimum Desired Annual Salary:

Type keywords for your job search and/or minimum desired annual salary.

The jobs that match your search are shown.

Click on the position title to open the job details.

### Step 3: Apply for a City Job

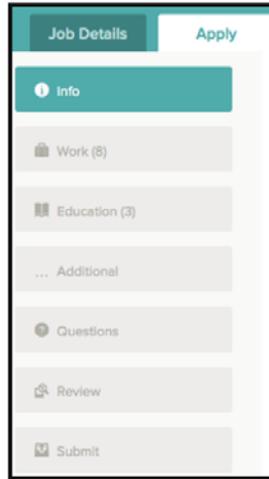
If you aren't already logged in, **login now**.

From the **Job Opportunities** list, click on the job that interests you.

Position	Emp. Type	Salary	Closing Date
Accountant, Principal	Classified Civil Service, Regular, Full-Time	\$25.00/Hour	04/27/10

Select the job that you would like to apply for, by picking the position title and selecting '**Apply**'.

Complete a series of steps (entries or screens).



Provide general contact information, previous work experience, educational information, additional information, including certificates, licenses, skills and languages, references and any additional supplemental questions.

You can speed completing basic profile information by importing a resume from LinkedIn or by uploading a file.

As you work on your application, refer to the progress bar to see the number of items for each entry and errors.

For each step, the buttons on the bottom allow you to save or discard your work on this entry.

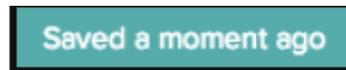


The Cancel button discards any changes you have made since the last save.

For some entries, the Remove link is present. It deletes the current entry, after a confirmation. Once deleted, the data cannot be recovered.

Although your typing is periodically automatically saved, it is good practice to click on the Save button.

The last time that the entry was saved is also displayed at the top:



**Upload any attachments**, such as a resume, cover letter, transcript or driver's abstract.

Supported file types are doc, docx, pdf, jpeg, jpg, html, rtf, bmp

**Review** each section. If there is an error, it is shown in the progress bar and also in the section.



**Open any needed items and correct any errors.**

Once your application is complete, **click on Proceed to Certify and Submit.**

On the Certify & Submit page, **click on Accept and Submit.**

An Application Submitted message confirms that you have applied for the job.

**Success!!!**

# How to Receive Job Interest Cards

## A Quick Tip Sheet



### What Is A Job Interest Card?

A **Job Interest Card** is an email notification letting you know each time a City of Seattle position opens and matches a category you've chosen previously. The City will send these notifications to you for 12 months. In 11 months, we'll send you a reminder to extend your notifications for another year.

### Follow These Instructions to Receive Job Interest Cards

1. Go to the **City of Seattle [Career Center](#)** and click **Job Openings**.



2. Scroll to the **middle** of the **Job Opportunities** page and click **Request Job Notifications by Category**.

Search  
Enter keywords (optional):  [Explain this](#)  
My Minimum Desired Annual Salary:  [Explain this](#)  
[Go](#) or [Clear Search](#) [Request job notifications by category...](#)

3. The **Job Interest Card** page will appear. Place a check in the boxes next to **Job Categories** for which you'd like to receive email notifications. Below is a partial view of the **Categories**.

**Job Interest Cards**

powered by **NEOGOV**

Place a check in the box next to each job category for which you would like to receive email notifications, and fill out the required information in the 'Job Interest Card' section below, then click the 'Submit Request' button. For the next 12 months after you submit this form, you will receive an email notification each time a position opens with City of Seattle whose category matches one of the categories you've chosen. We'll also send you a reminder email in 11 months to give you an opportunity at that time to extend your notifications for another year. To change the results, deselect and reselect the categories by using the Clear All Categories/Select All Categories links or by clicking on the check boxes.

Select Category	Select All Categories	Clear All Categories
<input type="checkbox"/> 911 Telecommunications	<input type="checkbox"/> Accounting and Finance	<input type="checkbox"/> Administrative Assistant
<input type="checkbox"/> Animal Control	<input type="checkbox"/> Architecture	<input checked="" type="checkbox"/> Arts
<input type="checkbox"/> Attorney	<input type="checkbox"/> Automotive	<input type="checkbox"/> Building & Grounds Cleaning and Maintenance
<input type="checkbox"/> Building & Safety	<input type="checkbox"/> Building Maintenance	<input type="checkbox"/> Clerical & Data Entry
<input type="checkbox"/> Code Enforcement	<input checked="" type="checkbox"/> Community and Social Services	<input checked="" type="checkbox"/> Community Development
<input type="checkbox"/> Construction Maintenance	<input type="checkbox"/> Construction Trades	<input type="checkbox"/> Counseling
<input type="checkbox"/> Court Administration	<input type="checkbox"/> Criminology	<input checked="" type="checkbox"/> Customer Service
<input type="checkbox"/> Diversity Management/EEO	<input type="checkbox"/> Economic Development	<input type="checkbox"/> Education, Training & Library
<input type="checkbox"/> Electronics	<input checked="" type="checkbox"/> Emergency Management	<input type="checkbox"/> EMS
<input type="checkbox"/> Engineering	<input type="checkbox"/> Facility Management	<input type="checkbox"/> Fire & EMS
<input type="checkbox"/> Fleet Services	<input type="checkbox"/> Forensics	<input type="checkbox"/> Forestry
<input type="checkbox"/> Geology/Hydrology	<input type="checkbox"/> Green-Collar/Environmental	<input type="checkbox"/> Grounds & Landscaping
<input type="checkbox"/> Health Care Support	<input type="checkbox"/> Health Education	<input type="checkbox"/> Health Services
<input type="checkbox"/> Hearing Examiner	<input checked="" type="checkbox"/> Historic Preservation	<input type="checkbox"/> Housing
<input checked="" type="checkbox"/> Human Resources	<input checked="" type="checkbox"/> Human Services	<input type="checkbox"/> Hydrogeology
<input type="checkbox"/> Internship	<input type="checkbox"/> IT and Computers	<input type="checkbox"/> Laboratory

4. Complete the **Job Interest Card** and click **Submit Request**.

**Job Interest Card**

Fields marked with a '\*' are required.

\* Last Name:  \* First Name:

\* Address:

\* City:

\* State:

\* Zip Code:

\* Country:

Home Phone:  Work Phone:

\* Email Address:

5. You'll see a notice thanking you for your request plus some additional information.

**Job Interest Card**

Thank you for your request.

For the next 12 months, you will be notified when any position for City of Seattle that matches the job categories you've selected becomes available. We'll also send you a reminder email in 11 months to give you an opportunity at that time to extend your notifications for another year.

If at any time you wish to cancel notifications for one or more of the job categories you've selected, please visit the following web address:

<https://www.training.governmentjobs.com/myinterestcards.cfm?OJRID=37399&EMA=rocky%40comcast%2Enet>



# HOW TO PREPARE FOR THE JOB INTERVIEW

## SUCCESSFUL JOB INTERVIEWING

### Be Prepared

- Do self-assessments, job research and practice interview sessions.
- Look at what is stressed in the job ad and anticipate what types of questions they're likely to ask. If possible, find out what's been asked in past interviews.
- Don't rely on luck to pull you through. True luck is when preparation meets opportunity.

## INTERVIEWING CHECKLISTS

### Before the Interview:

- Research the job and organization's background, including history and recent accomplishments.
- Know what skills you can offer this employer.
- Review your resume and cover letter. Know what you've said!
- Rehearse out loud and many times. Answer a variety of possible questions in front of someone, if possible. "Practice Makes Perfect", and will help you develop smooth spoken transitions.
- Have your resume and other pertinent documents ready.
- Gather supplies you might need, such as pen, pencil, calculator, and notebook.
- Know the time of the interview and double-check the time of the interview.
- Get a good night's sleep and set the alarm to rise early.
- Dress properly for the type of job. Be well-groomed and avoid excessive aftershave or perfume.
- Have a balanced breakfast at least one hour before the interview.
- Allow ample travel time.

### At the Interview:

- Greet all staff and be courteous and natural to the receptionist.
- Stay focused and don't "chat" with other job candidates.



- Remember that the interview consists of two-way communication, so listen before you respond.
- Be aware of what you want from the job and what you can offer to them.
- Stress your skills and strengths and connect them to the needs of the job.
- Pause to collect your thoughts before answering a question.
- Be concise and to the point in your answers, and be sure to use what you learned in **STAR** by communicating results of your accomplishments.
- Breathe!

## After the Interview:

- Thank the interviewer(s).
- Congratulate yourself for getting through it.
- Send a thank you note to the interviewer(s) to remind them about you.
- Continue with your job search.

## QUALITIES EMPLOYERS LOOK FOR IN JOB CANDIDATES

The qualities that employers look for when hiring can be broken into four categories:

- **Technical** skills and areas of expertise, such as computer language, accounting, etc.
- **Functional** or transferable skills and competencies, qualities you have developed throughout your life, such as communication and leadership skills.
- **Personal** strengths and attributes, such as artistic, musical, and being organized.
- **Traits** that describe your work style and who you are as a person, such as reliable, patient, thorough, etc.

You will identify your qualities through your self-assessment process. Here is a list of these qualities that employers especially look for.

- **Adaptability** – able to handle a variety of tasks and situations simultaneously.
- **Cooperation** – willing to work with others to achieve a mutual goal.
- **Creativity** – receptive to new ideas and can analyze things in a unique way.
- **Critical Thinking** – able to analyze information objectively.
- **Decisiveness** – skill in identifying problems, getting informed, developing courses of action, and making timely decisions.
- **Dedication** – ability to exert effort, stay the course, and put in extra hours to complete projects on time.
- **Determination** – resoluteness of purpose – not deterred by obstacles.
- **Drive** – motivated to achieve the goals set by you or others, no matter what.
- **Energy** – able to provide active, long-term performance when needed and to work hard.
- **Enthusiasm** – a burning desire to do the job well and make positive things happen.

- **Flexibility** – willing to try new or various plans to achieve desired goals.
- **Good Communication Skills** – able to talk, write and listen effectively to people.
- **Honesty** – have integrity and the company's best interests at heart
- **Initiative** – begin tasks without being told and work without close supervision. Able to go beyond the normal job requirements when needed.
- **Intelligence** – knowledgeable enough to perform the job, combined with street smarts and good judgment.
- **Problem-Solving/Analytical Ability** – able to analyze a problem and resolve it.
- **Reliability** – can be counted upon to get the job done well on a regular basis with minimal supervision.
- **Results-orientation** – taking the initiative to get things done.
- **Self-awareness** – knowing the strengths, skills, and traits that you have to offer the employer.
- **Stress Tolerance** – able to maintain stable performance under pressure.
- **Team Player** – can cooperate with others on a team, share information and credit. Be willing to let your supervisor manage you.
- **Tenacity** – stick to a plan or goal until success is achieved.
- **Verbal Communication Skills** – able to express oneself effectively.

## THE STAR SYSTEM

To really hit the mark in your interview, practice using the **STAR** System:

### **Situation – Task – Action – Result**

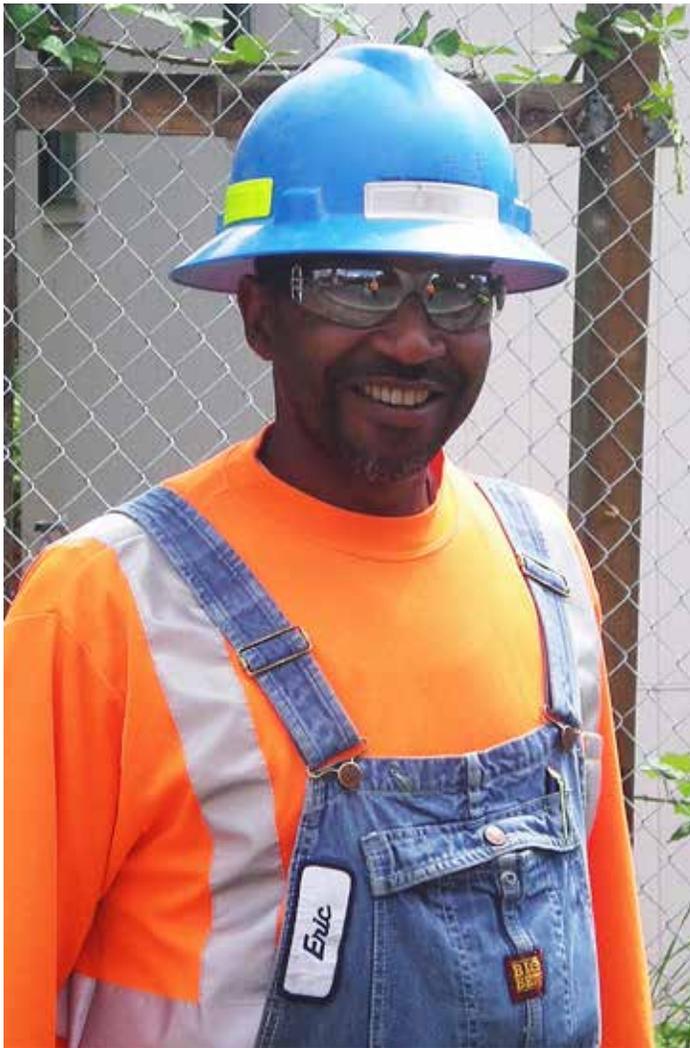
**Situation** = Circumstances or state of events.

**Task** = Tasks needed to deal with situation.

**Action** = Actions you took to complete the required tasks.

**Result** = Outcomes which result from your actions.

**STAR** helps you organize your thoughts and answers relative to the work projects you've done in the past. By using this technique, you can paint a clear picture of your skills and expertise in the mind of the prospective employer.



## MORE INFORMATION ON JOB INTERVIEWING

### Books:

- *You're Hired! Secrets to Successful Job Interviews*, Sharon McDonnell
- *101 Dynamite Questions to Ask at Your Job Interview*, Richard Fein,
- *111 Dynamite Ways to Ace Your Job Interview*, Richard Fein.
- *101 Great Answers to the Toughest Interview Questions*, Ron Fry,
- *Best Answers to 210 Most Frequently Asked Interview Questions*, Mathew Deluca,
- *A Funny Thing Happened at the Interview: Wit, Wisdom, and War Stories from the Job Hunt*, Gregory Farrell, foreword by Steve Allen
- *60 Seconds and You're Hired!* Robin Ryan,
- *Interview Rehearsal—7 Steps to Job-Winning Interviews*, Deb Gottesman and Buzz Mauro
- *Ace the Technical Interview*, Michael Rothstein
- *Dynamite Answers to Interview Questions*, Drs. Caryl and Ron Krannich
- *Adams Job Interview Almanac*
- *Get Hired! Winning Strategies to Ace the Interview*, Paul Green
- *Information Interviewing*, Martha Stoodley
- *The Complete Q & A Job Interview Book*, Jeffrey Allen
- *Interview for Success: A Practical Guide to Increasing Job Interviews, Offers, and Salaries*, Drs. Caryl and Ron Krannich
- *Job Interviews for Dummies*, Joyce Lain Kennedy
- *The Perfect Interview: How to Get the Job You Really Want*, John Drake

By using **STAR**, you're explaining and documenting your work history in a way that a prospective employer can fully understand the situations, challenges, and actions you took. **STAR** helps ensure that you get the important information across, no matter how the interviewer may have asked the question.

The **STAR** System works for all skills and job levels.

To practice **STAR**:

- Make a list of past accomplishments in your work history.
- Jot down and describe the accomplishment with **STAR**.
- Revise/edit these notes until they're complete and comprehensive.
- Keep these notes on paper or note cards.
- Review before each job interview.

Step 1:  
Getting Started:

"How To" Tips  
to Prepare for  
Your Job Interview



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# GETTING STARTED: AN OVERVIEW OF JOB SEARCH AND NETWORKING TIPS

## SELF-ASSESSMENT: YOUR SKILLS INVENTORY

- ✓ Because our jobs and technology are changing so rapidly, we need to acquire new technical and professional skills to be prepared to meet new challenges in the workplace. **Doing a self-assessment is like doing an inventory of those acquired skills.**
- ✓ Self-assessment is a means of identifying and understanding the skills, strengths, and abilities you've developed over the years. With that understanding, you'll be better "equipped" for the interview.
- ✓ Each time you update your resume, you're doing a mini self-assessment.
- ✓ Complete the informal exercise called **"GETTING STARTED: A SELF-ASSESSMENT SNAPSHOT."**
- ✓ If you're interested in a formal self-assessment tool, pick up a copy of ***"WHAT COLOR IS YOUR PARACHUTE WORKBOOK"*** by Richard Bolles. This workbook is an excellent self-assessment tool. Cost: \$9.95.
- ✓ Identify your department's **"ORGANIZATIONAL CULTURE"** - the way they "do things" in the department - see if your skills and work style – and your department's culture – are compatible or mismatched.



## NETWORKING OVERVIEW

- ✓ Exploring new career options should be an on going process.
- ✓ People love to talk about themselves - ask successful people to tell you about their jobs and career histories. You'll gain a better understanding of what it takes to succeed in the City.
- ✓ Tell people you're interested in a new job or career change; ask about, vacancies or new positions.



### RESUME OVERVIEW

- ✓ The best time to revise your resume is **ALL THE TIME** - this should be an on-going activity!
- ✓ You should always have a current resume on a CD or thumb drive because you never know when a perfect job opportunity may come along. (If your resume is routinely updated, you won't have to produce one under pressure to meet an application deadline.)
- ✓ Update your resume at least once a year, or add new information when you have gained a new skill or met a significant milestone.
- ✓ On a computer disk, have several versions of your resume that emphasize different skill areas.



### CHARTING YOUR CAREER GOALS

- ✓ Make a list of career goals that are reasonable and measurable within a specific timetable.
- ✓ Identify strategies to reach goals and implement them.
- ✓ Identify barriers and obstacles and how you plan to eliminate them.



## UNDERSTANDING THE “BIG PICTURE”

**Q:** How can I learn to do well in interviews?

**A:** **Do self-assessments, research, homework, and practice sessions.**

**Q:** How can I prepare?

**A:** **Look at what is stressed in the Job Bulletin; anticipate what types of questions they’ll ask based on the Bulletin and your research; and find out what’s been asked in past interviews.**

**Q:** What is luck when interviewing?

**A:** **Luck is when preparation meets opportunity.**

## FOUR QUALITIES EMPLOYERS LOOK FOR WHEN HIRING OR PROMOTING

- **Technical Skills & Subject Areas of Expertise**, such as computer language, graphic design, or accounting, Master Gardener skills, Master Electrician skills.
- **Functional / Transferable Skills & Competencies** are skills you use in all areas of your life, such as good communication skills, leadership skills, good writing skills, good interpersonal skills or ability to perform under pressure.
- **Strengths** are “intrinsic and hardwired” – something you’re born with. For example, some people are born artistic, musical, or detail oriented.
- **Traits** are words that describe your work style and who you are as a person – the words people use to describe you, like patient, dependable, generous, enthusiastic, flexible or independent.

## BOTTOM LINE

**City Departments aren’t just looking for people with just Technical Skills; they’re looking for people who have Technical Skills and Functional / Transferable Skills.**

**The so-called “Soft Skills” aren’t soft anymore!  
They are now “equal partners” with Technical Skills.**

## FOUR QUALITIES EMPLOYERS LOOK FOR WHEN HIRING OR PROMOTING

DESCRIBE YOUR SKILLS, STRENGTHS, AN TRAITS IN THE BLANK SPACES BELOW:

- **TRAINED SKILLS & SUBJECT AREAS OF EXPERTISE**, such as computer language, graphic design, or accounting, Master Gardener skills, Master Electrician skills.

- **FUNCTIONAL / TRANSFERABLE SKILLS & COMPETENCIES** are skills you use in all areas of you life, such as good communication skills, leadership skills, good writing skills, good interpersonal skills or ability to perform under pressure.

- **STRENGTHS** are “intrinsic and hardwired” – something you’re born with. For example, some people are born artistic, musical, or detail oriented.

- **TRAITS** are words that describe your work style and who you are as a person – the words people use to describe you, like patient, dependable, generous, enthusiastic, flexible or independent.

**GETTING STARTED: A QUICK SELF-ASSESSMENT SNAPSHOT**

Complete this exercise to give you a “thumb-nail” self-assessment and to help you prepare for interview questions.

In the spaces below, look at your answers from the previous page and make a list of your Top Ten Skills, Strength, and/or Traits:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Next, ask your friends and/or co-workers to list your skills, strengths, and attributes. Write down their answers below:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now, go back and rank these words on a scale of 1-10, based on how you feel your co-workers and friends would rank you. #1 is the word that best describes you; #10 is the word that least describes you.

Pick the six best from both lists to describe yourself:

_____	_____
_____	_____
_____	_____

## BEFORE THE INTERVIEW: THE BASICS

### BEFORE THE INTERVIEW

- ✓ **Research!!** Read documents such as Annual Reports. You can find these on the Web. Know something about the history and accomplishments of the department or business



- ✓ **Dress Code:** appropriate to the type of job
  - Dress up a notch or two above the normal work attire
  - No casual clothes like jeans, t-shirts, or sport shoes, unless you are going to take a working test during the interview.
  - No colorful stockings or wild shoes
  - Fingernails should be well groomed – no claws, patterns or wild colors.
  - Don't wear aftershave or perfume – someone on the panel may be allergic.
  - Avoid wearing yellow & black together – they're the standard colors of danger



- ✓ **Rehearse and Rest:** Rehearse for the interview and get enough rest



- ✓ **Location:** Know of the location & time of the interview



- ✓ **Make Sure You Have Supplies:** Take pen, pencil, and a notebook. This way you can jot down keywords while the questions are being asked.



## BEFORE THE INTERVIEW: THE BASICS

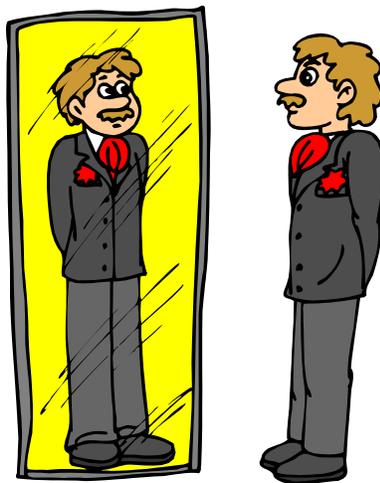
### CREATE SKILL CARDS – OR “GROWN-UP FLASH CARDS”

- ✓ On 3 x 5 cards, write down each of your skills and a situational example using the skill.
- ✓ This is your “prompt” to remember all your best skills and demonstrated expertise and mastery of the skill.
- ✓ **Before each interview, go over your cards. Get comfortable describing your skills. PRACTICE - PRACTICE – PRACTICE!!**
- ✓ Update your “FLASH CARDS” every time you upgrade or learn new skills. And, you'll use your “FLASH CARDS” when you update your resume, too.



### PRACTICE DOING MOCK INTERVIEWS

- ✓ Get friends and/or family to help you
- ✓ Devise a set of interview questions based on your research.
- ✓ If you can get through a Mock Interview with spouses, children, and friends without breaking into the giggles, you're doing well!
- ✓ Use a video camera to tape your Mock Interview. You'll learn a lot about how you interview.
- ✓ If all else fails, answer interview questions while looking into a mirror.



## **“TOP TEN” BEFORE-THE-INTERVIEW TIPS IN A NUTSHELL**

- 1. Research the company or department.**
- 2. Know what skills you can offer the employer.**
- 3. Do your research, homework, and mock interviews.**
- 4. Prepare your skills “Flash Cards”.**
- 5. Have ready a pen and notebook paper to take with you.**
- 6. Proper business attire – whatever is appropriate to the job.**
- 7. Know the time and place of the interview appointment.**
- 8. Set your alarm extra early.**
- 9. Get enough sleep the night before.**
- 10. The day before, eat protein, veggies, and good carbs – this is the food that will fuel you during the interview. On the morning of the Interview, have a balanced breakfast (something nourishing - NOT a triple latte and a muffin) and don't eat right before the interview.**

# AS YOU GET TO THE INTERVIEW: THE DOS

## AS YOU GET TO THE INTERVIEW

- ✓ When does the Interview start? The moment you get off the elevator. **Why?**

An Interview is just like an audition – and like any good actor, you have to get “in character”.



- ✓ As you walk in, greet reception staff, be courteous and make sure you don't look nervous in front of the receptionist. **Why?**

Sometimes the Reception Staff are asked how candidates behaved while waiting.



courteous and make sure

- ✓ Before you get called into the Interview, act respectfully and with confidence. **Why?**

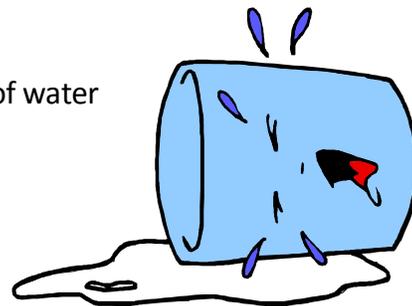
Same as above – you never know who is watching you . . . .



- ✓ Stay focused (use your Flash Cards!) and don't engage in chit chat with other job candidates. **Why?**

Your competition may try to psyche you out and play mind games with you.

- ✓ Take your own water bottle!! Avoid accepting a **glass** of water to avoid unnecessary and embarrassing spills.



## DURING THE INTERVIEW

### 1. DRESS APPROPRIATELY

Dress conservatively, neatly, and tastefully. Remember to go slightly dressier than is the normal working attire for the workplace. No grubbies! No perfume or cologne!

### 2. ARRIVE ON TIME

Nothing is more damaging to you than being late for your appointment. Allow yourself at least an additional half hour of travel time.

### 3. LISTEN

Show an interest in what the interviewer is saying. Be attentive, thoughtful and look directly at the interviewer.

### 4. BE SPECIFIC

It is not enough to say you like people or like to work with your hands. Give examples of how you have **used** your skills. The interviewer wants to know the details.

## 5. BE PREPARED!!

**KNOW YOUR STRONGEST ASSETS. SHOW HOW YOUR SKILLS & ABILITIES RELATE TO THE JOB AND HOW THEY WILL BENEFIT THE WORKPLACE.**

**BE PREPARED TO DISCUSS WHAT YOU'VE DONE IN THE PAST. THIS IS A STRONG INDICATION OF HOW YOU'LL PERFORM IN THE FUTURE.**

**GIVE EXAMPLES THAT SHOW YOUR VALUE.**

**MAKE THEM BELIEVE YOU'RE "THE ANSWER" TO THEIR PROBLEM.**

### 6. BE ABLE TO TALK ABOUT YOUR:

**Key Accomplishments**

**Technical and Transferable Skills**

**Management Style**

**Unique Selling Points**

**Personal and Professional Strengths & Traits**

## DURING THE INTERVIEW: TIPS

↪ The average Interview Answer can run from 1 – 3 minutes. Try not to rush too fast – you’ll forget some important details.

↪ It’s OK to say, “I’m going to take a moment to fully organize my thoughts” and then to jot down some keywords before you answer.

↪ If you “choke” – you KNOW you know the answer but can’t remember, say “Can we return to this question at the end of the interview?”

The panel knows you’re choking, and sympathize because they’ve been there. They will be impressed how professionally you’re handling it.



↪ If they haven’t asked the one question you wanted to be asked, or feel you haven’t “given your best stuff”, ask the panel if you can make a closing statement.

↪ Always remember that the interview session consists of two way communication

↪ Know what you want and what you can offer - remember to stress your skills and strengths and “connect the dots” between your strengths and the employer’s needs.

### And . . . . Once More with Feeling:

**Make Sure You Can Talk about Yourself in these Terms:**

**Technical and Transferable Skills**

**Personal and Professional Strengths & Traits**

**Key Accomplishments**

**Management Style**

**Unique Selling Points**



## AFTER THE INTERVIEW: TIPS

### AFTER THE INTERVIEW

- ✓ Make sure to thank the interviewer(s)



- ✓ Remember to congratulate yourself for having the courage to go to the interview!



- ✓ Send a thank you note to the interviewer(s). Say words to the effect of:

“Thank you for the opportunity to meet with you to discuss my skills in \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.”

*Merci*



תודה

*Diky*

*Köszönettel*

*Obrigado!*

Bedankt

*Grazie*

Teşekkürler

*Vielen Dank*

ขอบคุณ

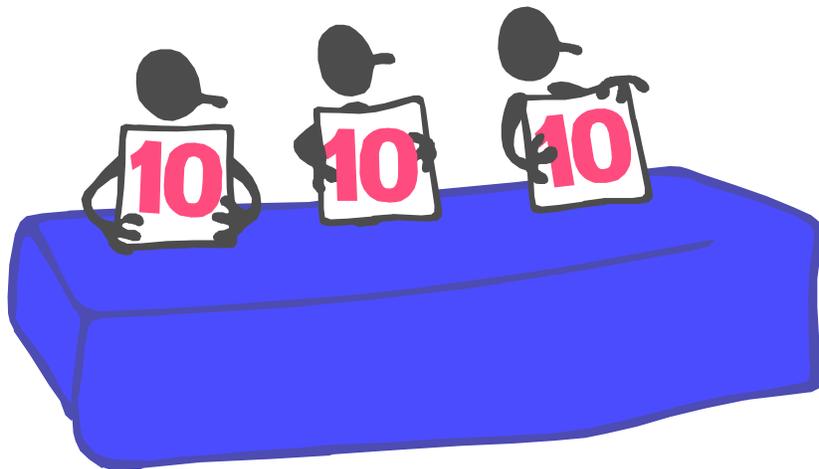


## MORE INTERVIEWING DO'S AND DON'TS

<u>Do's:</u>	<u>DON'TS</u>
✓ Look your interviewer in the eye when you answer. Look alert and attentive. You'll appear focused and sharp.	✓ <b>If interviewing for a job in your current department, don't assume you won't have to answer questions in detail because they already know you.</b>
✓ Do some research ahead of time for information on the employer, their goods and services.	✓ Don't schedule more than one interview per morning or afternoon.
✓ To help answer interview questions, jot down notes to use as "reminder prompts."	✓ Don't interview the interviewer. You won't get the job if you dominate the interview.
✓ Be aware of your body language. <b>Do</b> sit straight, but comfortable and relaxed.	✓ Don't let your body language work against you. Don't slump or sit too straight
✓ Be well-groomed and appropriately dressed - appear poised and alert	✓ Don't be vague. Your answers should be clear and concise.
✓ It's natural to be nervous; the interviewer is nervous, too. Also, remember to <b>BREATHE</b> .	✓ Don't talk about personal, financial, religious, political, or domestic affairs
✓ Be prompt -- arrive 5 minutes early. If you're delayed, call to reschedule	✓ Don't volunteer negative information about yourself.
✓ Be truthful -- provide honest and positive answers to interview questions.	✓ Don't stress your need for the job -- stress why they need you. It is the employer's need that is relevant here, not yours.
✓ Stress your qualifications and abilities as you answer each question. Emphasize your stability, attendance record, safety consciousness and experience.	✓ Don't act arrogant or know-it-all. If you don't get the job, you still want to make a good impression. Their first choice may not work out, or they could refer you to others.
✓ Emphasize positive qualities; don't volunteer negative ones. If asked to "ID" a weakness, tell them how you overcame a PAST weakness, such as learning how to use the computer.	✓ Don't call interviewers by their first name. Address them as "Mr." or "Ms." – unless instructed to by the interviewer(s).
✓ Be prepared to ask questions - do some homework to know what to ask. A smart question will make a good impression.	✓ Don't act egotistical or over-confident; stress your qualifications in a professional and respectful manner.
✓ Be professional at all times -- even if the interviewer isn't.	✓ Don't get downhearted if you don't get the 1st job you interviewed for. It doesn't mean you're a failure. There'll be other interviews.
✓ Consider writing a thank you letter or note after an interview, and BE ORIGINAL	✓ Don't act like the world owes you a living.

Step 2:  
Traits, Attributes &  
Transferable Skills:

What Employers Look  
For In Job Candidates



## KEY PERSONALITY TRAITS/SKILLS EMPLOYERS LOOK FOR

Jot Down a Situational Example (THINK: "STORY") of Each Attribute  
(in other words, an example of when you demonstrated these attributes.)  
You don't need a new story for each Trait – one story may include many of these Traits.

### Adaptability:

Able to handle a changes – can roll with the punches

Example:

### Cooperation:

Can work with others successfully, or lend a hand, even it requires extra time and effort

Example:

### Creativity:

Can come up with unique solution and/or analyze things in a unique way

Example:

### Decision Making:

Identify problems, get the right information, develop possible courses of action, and make a decision

Example:

### Flexibility:

Willing to try new things or different ways of doing things in order to achieve the desired goals

Example:

## KEY PERSONALITY TRAITS/SKILLS EMPLOYERS LOOK FOR

### Initiative:

Can work without close supervision; able to go beyond the normal job requirements when necessary

### Example:

### Tolerance for Stress:

Can maintain stable performance under pressure

### Example:

### Problem-Solving/Analytical Ability

Ability to zero in and evaluate a difficult situation, ID needed actions, and solve the problem

### Example:

### Intelligence

Can perform the job with combined street smarts and common sense

### Example:

### Enthusiasm

Has passion or zeal for the job, a desire to do the job well and make things happen

### Example:

## KEY PERSONALITY TRAITS/SKILLS EMPLOYERS LOOK FOR

### Team Player

Ability to cooperate with others as part of a team, share information and credit and be willing to be managed by your supervisor

Example:

### Reliability

Can be counted upon to get the job done — and done well — on a regular basis with minimal supervision

Example:

### Good Communication Skills

Ability to talk, write, and listen effectively to people within & outside the company

Example:

### Dedication

Ability to exert effort, stay the course, & put in long hours to complete projects on deadline

Example:

### Determination

Resoluteness of purpose; not deterred by obstacles

Example:

## KEY PERSONALITY TRAITS/SKILLS EMPLOYERS LOOK FOR

### Results-Oriented —

Will take the initiative to get things done

Example:

### Self-Awareness —

Know your strengths, skill, and traits – everything you have to offer the employer

Example:

Other:

Example:

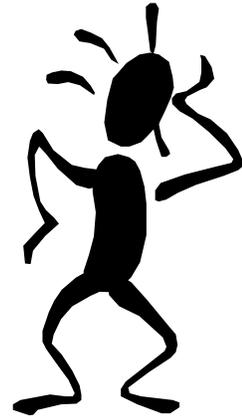
Other:

Example:

# COMMON MISTAKES PEOPLE MAKE DURING INTERVIEWS

(BASED ON REPORTS FROM 153 FIRMS)

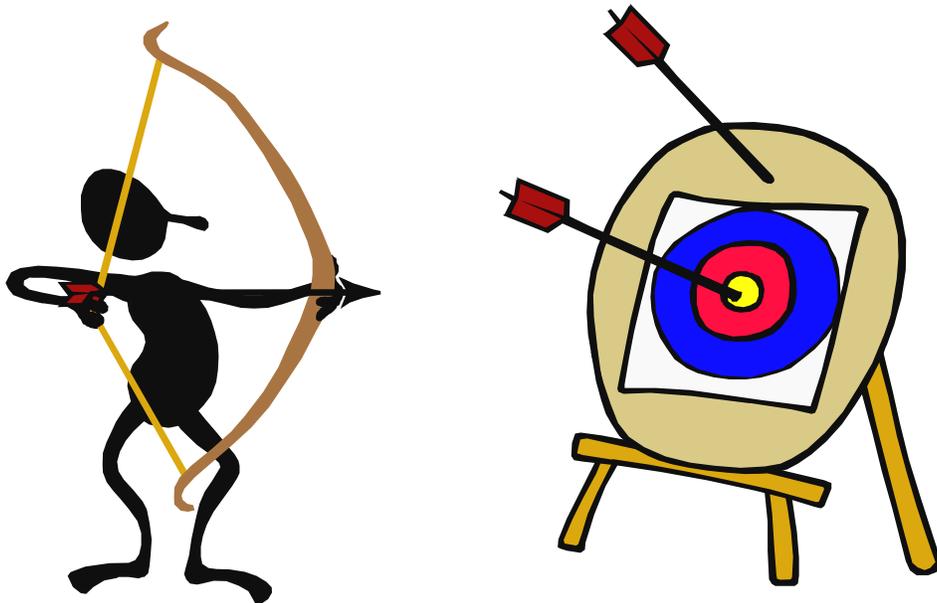
1. Was late to interview.
2. Projected cynical attitude.
3. Bad mouthed past employers.
4. Didn't look at the interviewer(s) when talking.
5. Had a limp, fishy handshake.
6. Had poor personal appearance.
7. Failed to express appreciation for interviewer's time.
8. Asked no questions about job.
9. Gave vague responses to questions.
10. Was overbearing, over aggressive conceited with superiority or "know it all complex."
11. Couldn't express self clearly; sounded indecisive; used poor voice diction, grammar.
12. Didn't have a career plan; didn't have purpose and goals.
13. Lacked confidence and poise; was nervous.
14. Made excuses; was evasive – flat out lied.
15. Lacked tact; lacked courtesy; was ill mannered.
16. Lacked maturity.
17. Lacked interest and enthusiasm – was passive and indifferent
18. Was merely shopping around – wanted the job for short time.
19. Projected lack of professional integrity.
20. Sounded intolerant – voiced strong prejudices.
21. Was high pressure type.



## Step 3:

### Practice Makes Perfect:

How to Prepare to  
*Really* Hit the Mark  
on Your Interview



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## STAR SYSTEM

### SITUATION - TASK - ACTION - RESULT

What does S T A R stand for?

**S T A R** stands for: Situation Task Action Result:

Situation = Circumstances or state of events.

Task = Tasks – overall – needed to deal with situation.

Action = Actions you took to complete the each Task.

Result = Outcomes as a result of your actions.

Why is the S T A R System a good interviewing skill?

- ✓ Think of interviewing as TELLING A STORY. The S T A R helps you tell your story in an organized manner that is clear to the listener.
- ✓ S T A R helps you organize your thoughts and answers to explain what you've done in the past.
- ✓ By using this technique, you can paint a clear picture of your skills and expertise in the mind of the prospective employer.

What do you mean by "clear picture?"

- ✓ By using S T A R, you're explaining and documenting your work history in a way that a prospective employer can fully understand the situations, challenges, and actions you took.
- ✓ Because most interviewers ask questions on functions and tasks necessary to the job, the S T A R System gives them answers about your behavior as well as your skills and expertise.

How can I practice the S T A R System?

- ✓ Make a list of past accomplishments in your work history.
- ✓ Jot down and describe the accomplishment with S T A R.
- ✓ Revise/edit these notes until they're complete and comprehensive.
- ✓ Keep these notes on paper or note cards.
- ✓ Review before each job interview.

Can S T A R work for anybody?

**YES!** From entry-level to executive -- from field to office -  
the S T A R System works for all skills and job levels.

## APPLYING STAR TO BEHAVIORAL INTERVIEW QUESTIONS

A popular interviewing technique is called the “**BEHAVIORAL INTERVIEW**” – based on the belief that your **PAST** behavior will predict your **FUTURE** performance. The best way to answer **BEHAVIORAL INTERVIEW QUESTIONS** is to use the **STAR** to provide specific situational examples, describe how you handled the situation, and summarize the results of your action(s).

By using the **STAR**, you cover each aspect of the situation, and give the interviewer a clear, understandable answer. Please Note: not all interview questions are behavioral questions. You won’t use a **STAR** every answer – but you may be able to give a **STAR** example..

Below are generic samples of both behavioral questions and other common interview questions. Any of these could easily be tweaked into department or job specific questions. Put a check mark next to questions that relate to your job or career path,

1. What specific capabilities/skills do you bring to the job that would be helpful? Why?
2. This job primarily will manage a series of projects. Tell us about a project you’ve managed and outline your philosophy of project management.
3. This job requires staff to write briefing papers and press releases. Give us examples of documents you’ve created and how you constructed them.
4. This job primarily will provide in-house training to other employees. Please tell us about a training class where you developed the curriculum and delivered the training.
5. Give an example where you showed leadership in a challenging situation.
6. Tell me about a time you had to cope with strict deadlines or time demands. Give me an example and explain how you handled it.
7. Tell me about your computer skills and how you use them on the job.
8. When have you had to cope with an angry or hostile customer or co-worker? Tell me what you did and how you handled it.
9. Tell me about a time you had to solve a time-sensitive technical problem in the field. Tell me what you did and how you handled it.
10. This job requires expert data management skills. Tell us about databases you’ve designed and managed.
11. What techniques do you use to handle difficult clients?
12. This job will require you to spend a large amount of time talking to clients and customers. How do you define “good interpersonal skills”? Give us an example of a time when you demonstrated good personal skills.
13. What does valuing diversity in the workplace mean to you? ~ **OR** ~
14. Give me your experiences communicating and working with diverse populations.

## HOW TO ANSWER: "TELL ME ABOUT YOURSELF"

How to answer "Tell me about yourself"? Prepare a POSITIONING STATEMENT that describes you in terms of the SKILLS, STRENGTHS, AND TRAITS they're looking for in order to fill the vacant position. A POSITIONING STATEMENT connects the dots between their needs and what you have to offer as a job candidate.

Use this Template to create an answer for "Tell me about yourself." Tailor the Template to fit each new interviewing situation.

I was born in (place) \_\_\_\_\_ and went to school at \_\_\_\_\_  
(OR -I served in the Military from \_\_\_\_\_ to \_\_\_\_\_.)  
(Or – I've lived in Seattle for \_\_\_\_\_ years.)

Currently, I work at \_\_\_\_\_ for the last \_\_\_\_\_ years.

Before that, I worked at \_\_\_\_\_.

People tell me I'm the kind of person that \_\_\_\_\_.

I believe my strengths are \_\_\_\_\_.

Finally, my interests are \_\_\_\_\_.

## MOCK INTERVIEW QUESTION AND ANSWERS – INTERPERSONAL SKILLS

You are the new Crew Chief. Some members of your crew have more seniority than you and feel they were more experienced and should have gotten the job. How would you handle this?

### SAMPLE ANSWER #1 - :

“Well, I’d probably call a meeting of the crew so we could all get to know each other in our **new** roles. I’d talk about the selection process and make a joke that the interviewing panel knew what they were doing because they hired the best man for the job. That ought to lighten things up - and they’d know I have a sense of humor.”

“Then, I’d lay out the work plan right away, so the crew would know that I’m the boss now and I mean business. I mean, a Crew Chief has to lead, and that would be a good way to start.”

“If anyone complained that they’re more experienced than me, I’d tell them - that may be the case, but the interview panel didn’t see it that way. They saw other qualities they liked in me. I’d tell them to put it behind them, because we had a job to do. That ought to take care of that.”

### SAMPLE ANSWER #2 - :

“The first thing I’d do is to meet individually with each person. If anyone was angry about the hiring process, I’d listen without getting defensive.”

“During these meetings, I’d tell the staff that they are valuable team members and that I want the crew to be a success. I’d ask for their ideas and input on how we could do things better.

“Then, I’d meet with the whole crew and go over their ideas. We’d come up with a plan to implement them. I’d also tell them that I’d try to get them placed on special assignments and to give them specialized training.”

“At this meeting, I’d acknowledge that the competition was stiff and that I that I know people with more time on the job were not selected. I’d tell them I understand how that might not sit well with some people. I’d tell them that I know I have to earn trust and respect in my new role. I’d end the meeting by telling them I’m available any time they need me.”

## MOCK INTERVIEW QUESTION & ANSWERS – SITUATIONAL & BEHAVIORAL

As a Crew Chief for Cascade City Utility, you may have situations that require you and your crew to work with other crews on short-term projects.

- Tell us what experience have you had leading a crew in a joint effort with another crew
- Describe to us what qualities you believe should a team member display

### SAMPLE ANSWER #1 - :

“Well um, as far as my experiences working on teams - everyone here works on teams - it comes with the job. I mean, a crew is a team, right? That speaks for itself. You know what I’m talking about - you work here, too.”

“As to the qualities of a team member - I'd say you go in, do your job and not let other people bother or distract you. You don't talk a lot and waste your time or the time of others. Just come in on time, mind your own business, keep your head down, and do your job.”

“I mean if you don't do YOUR job, you're letting your crew down, aren't you? That's the objective – TO DO YOUR JOB.”

“After **your** job is done, you can stop and help someone else, if they need it. If people don't understand that, they're just selfish, lazy and think others should do their work for them. Let's face it, if they knew what they're doing, they probably wouldn't even **need** any help.”

“Other experience I've had working on teams - before working here, I played on my high school football team. And, in the Army, I played on inter-squad basketball on the base.”

## EXAMPLE: Interview Question and S T A R Answer

As a Crew Chief for Cascade City Utility, you may have situations that require you and your crew to work with other crews on short-term projects.

- Tell us what experience have you had leading a crew in a joint effort with another crew
- Describe the qualities of a good team member

First, I'll describe my experience leading a crew in a joint effort with another crew. Then I'll talk about the qualities of a good team member.

### *(Situation)*

"Last summer I filled in as Relief Crew Chief at the South Substation. We were doing regularly scheduled major maintenance on an Oil Circuit Breaker (OCB) when we discovered a bad compressor and over pressure relay that needed new parts or replacement."

### *(Task)*

"A repair like that needs to be coordinated with the Machine Shop to rebuild the existing compressor and Relay crew to provide an over pressure relay return the equipment to service.

### *(Action)*

"To coordinate the job, I talked to my crew and told them we'd have to work with the Machine Shop and Relay. We developed a plan, and I briefed my Supervisor, the Shops Crew Coordinator, the Machine Shop Crew Chief, and the Relay Crew Chief on the plan."

"I worked with the Machine Shop Crew Chief to schedule the Compressor work and the Relay Crew Chief to replace and test the relay. I documented and reported our progress so the chain of command knew exactly where we were on the repair each day."

"I also worked with the Machine Shop and Relay to purchase the right equipment and tools. To maintain continuity between both shops, I used B contracts, direct vouchers, and non-stock material-requisition purchases."

### *(Result)*

"As a result, we completed the repair on time and within budget – and received commendations from management."

"Now – A good team member must:

- Demonstrate a willingness to assist whenever needed;
- Be willing to work with others without friction;
- Take a leadership role when the job requires it;
- Treat all crew members equitably and with respect;
- Communicate with the crew, other crews, and the chain of command; and finally,
- Show appreciation for each other and recognize the good work of others."

# STAR WORKSHEETS

**S**

(Situation)

**T**

(Task)

**A**

(Action)

**R**

(Result)

# STAR WORKSHEETS

<p><b>S</b> (Situation)</p>	
<p><b>T</b> (Tasks)</p>	
<p><b>A</b> (Action)</p>	
<p><b>R</b> (Result)</p>	

# STAR WORKSHEETS

**S**

(Situation)

**T**

(Task)

**A**

(Action)

**R**

(Result)

# STAR WORKSHEETS

**S**

(Situation)

**T**

(Task)

**A**

(Action)

**R**

(Result)

# STAR WORKSHEETS

**S**

(Situation)

**T**

(Task)

**A**

(Action)

**R**

(Result)

# STAR WORKSHEETS

<p><b>S</b> (Situation)</p>	
<p><b>T</b> (Task)</p>	
<p><b>A</b> (Action)</p>	
<p><b>R</b> (Result)</p>	

# STAR WORKSHEETS

**S**

(Situation)

**T**

(Task)

**A**

(Action)

**R**

(Result)

**WORKSHEET TO TAKE TO THE INTERVIEW**

<p><b>S</b> (Situation)</p>	
<p><b>T</b> (Task)</p>	
<p><b>A</b> (Action)</p>	
<p><b>R</b> (Result)</p>	

**WORKSHEET TO TAKE TO THE INTERVIEW**

<p><b>S</b> (Situation)</p>	
<p><b>T</b> (Task)</p>	
<p><b>A</b> (Action)</p>	
<p><b>R</b> (Result)</p>	

## **SAMPLE QUESTIONS FOR YOU TO ASK AT THE END OF THE JOB INTERVIEW**

**When the interviewers have asked all their questions, it's your turn! Interview panels expect it, so be ready to ask some good questions:**

- What are some long-term objectives that you would like completed?
- What freedom would I have to determine my work objectives, deadlines, & methods of measurement?
- How is one judged? What accounts for success?
- Can you describe an ideal employee?
- Can you tell me about the competencies necessary to perform this job?
- How is performance measured and reviewed?
- Can you describe a typical day in this job?
- Could you explain your organizational structure to me?
- Where does this position fit in the organization structure of the department?
- How many employees are in this department?
- What is the vision of the department?
- What are the best opportunities for new hires?
- Is there pending legislation that could impact the department?
- Are there major changes in the field, and how is the department responding?

# PRACTICE QUESTIONS: DIFFICULT QUESTIONS AND SUGGESTED RESPONSES

## GENERAL QUESTIONS

### 1. TELL ME ABOUT YOURSELF.

- This is not an invitation to ramble on – it is your chance to make a **“POSITIONING STATEMENT”**.
- Be sure your answer has some relevance to their world of work. The tale you tell should demonstrate, or refer to, one or more of your key behavioral profiles in action--perhaps honesty, integrity, being a team player, or determination.
- If you choose "team player" (maybe you're the star player at first base on a community team), you can tell a story about yourself outside of work that also speaks volumes about you at work. In part, your answer should make the connection between the two, such as, "I put my heart into everything I do, whether it be sports or work. I find that getting along with teammates--or professional peers--makes life more enjoyable and productive."
- Or you might describe yourself as someone who is able to communicate with a variety of people, and give an example from your personal life that indicates an ability to communicate that would also apply at work.
- This isn't a question that you can answer effectively off the cuff. Take some time in advance to think about yourself, and those aspects of your personality and/or background that you'd like to promote or feature for your interviewer.
- Keep your answer to one or two minutes; don't ramble.

### 2. WHAT DO YOU KNOW ABOUT OUR DEPARTMENT?

- Reply with the Department's attributes as you see them. Know products, size, income, reputation, image, goals, problems, management talent, management style, people, skills, history, and philosophy.
- Project an informed interest and cap your answer with reference to your belief that they can provide you with a stable and happy work environment--the Department has that reputation--and that such an atmosphere would encourage your best work.
- "I'm not looking for just another paycheck. I enjoy my work and am proud of my profession. Your department produces a superior product/provides a superior service. I share the values that make this possible, which should enable me to fit in and complement the team."

### 3. WHY DO YOU WANT TO WORK FOR US?

- Don't talk about what you want; first talk about their needs.
- Talk about what you bring to the table and how your skills will benefit the department.
- Talk about how you can make a definite contribution to departmental goals.

### 4. WHY SHOULD WE HIRE YOU?

- Finish your answer with: "I have the qualifications you need [itemize them], I'm a team player, I take direction, and I have the desire to make a thorough success."
- Your answer will be short and to the point. Highlight areas from your background that relate to current needs and problems. Recap the interviewer's description of the job, meeting it point by point with your skills.

## **PRACTICE QUESTIONS: DIFFICULT QUESTIONS AND SUGGESTED RESPONSES**

**5. WHAT ABOUT OUR POSITION DO YOU FIND THE MOST ATTRACTIVE? LEAST ATTRACTIVE?**

- List three or more attractive factors and only one minor unattractive factor.

**6. WHAT DID YOU LIKE/DISLIKE ABOUT YOUR LAST JOB?**

- The interviewer is looking for incompatibilities. If a trial lawyer says he or she dislikes arguing a point with colleagues, such a statement will weaken or destroy--his or her candidacy.
- Most interviews start with a preamble by the interviewer about the company. Pay attention: That information will help you answer the question. In fact, any statement the interviewer makes about the job or corporation can be used to your advantage.
- It's best to say you liked everything about your last job. You might even say your company taught you important lessons about business, achievement, or your professional profile. Criticizing a prior employer is a warning flag that you could be a problem employee. No one intentionally hires trouble, and that's what's behind the question.
- Keep your answer short and positive. You might continue with, "I really liked everything about the job. The reason I want to leave it is to find a position where I can make a greater

**7. WHAT DO YOU LOOK FOR IN A JOB?**

- An opportunity to use skills, to perform, to contribute, and be recognized.

**8. PLEASE GIVE ME YOUR DEFINITION OF (THE POSITION FOR WHICH YOU ARE BEING INTERVIEWED).**

- Keep it brief, actions and results oriented

**9. HOW LONG WOULD IT TAKE YOU TO MAKE A MEANINGFUL CONTRIBUTION TO THE UNIT?**

- Very quickly after a little orientation and a brief period of adjustment on the learning curve.

**10. WHAT WOULD YOU LIKE TO BE DOING 5 YEARS FROM NOW?**

- The safest answer contains a desire to be regarded as a true professional and team player. As far as promotion, that depends on finding a manager with whom you can grow. Of course, you will ask what opportunities exist within the company before being any more specific:
- "From my research and what you have told me about the growth here, it seems Operations is where the heavy emphasis is going to be. It seems that's where you need the effort and where I could contribute toward the company's goals."

**OR**

- "I have always felt that first-hand knowledge and experience open up opportunities that one might never have considered, so while at this point in time I plan to be a part of [e.g.] operations, it is reasonable to expect that other exciting opportunities will crop up in the meantime."

### **YOUR WORK HABITS AND STYLE**

**11. IF I SPOKE WITH YOUR PREVIOUS BOSS, WHAT WOULD HE SAY ARE YOUR GREATEST STRENGTHS AND WEAKNESSES?**

- Emphasize skills -- don't be overly negative about your weaknesses; it's always safe to identify a lack of a skill or experience as a shortcoming rather than a personal characteristic.

## **PRACTICE QUESTIONS: DIFFICULT QUESTIONS AND SUGGESTED RESPONSES**

### **12. CAN YOU WORK UNDER PRESSURES, DEADLINES, ETC.?**

- You might be tempted to give a simple "yes" or "no" answer, but don't. It reveals nothing, and you lose the opportunity to sell your skills and value profiles. Actually, this common question often comes from an unskilled interviewer, because it is closed-ended.
- As such, the question does not give you the chance to elaborate. Whenever you are asked a closed-ended question, mentally add: "Please give me a brief yet comprehensive answer." Do that, and you will give the information requested and seize an opportunity to sell yourself.
- For example, you could say: "Yes, I usually find it stimulating. However, I believe in planning and proper management of my time to reduce panic deadlines within my area of responsibility."

### **13. WHAT ARE YOUR BIGGEST ACCOMPLISHMENTS?**

- Use STAR. Keep your answers job related. Don't exaggerate accomplishments.
- You might begin your reply with: "Although I feel my biggest achievements are still ahead of me, I am proud of my involvement with . . . I made my contribution as part of that team and learned a lot in the process. We did it with hard work, concentration, and an eye for the bottom line."

### **14. DO YOU PREFER WORKING ALONE OR WITH OTHERS?**

- This question is usually used to determine whether you are a team player. Before answering, know whether the job requires you to work alone. Then answer appropriately. Perhaps:
- "I'm quite happy working alone when necessary. I don't need much constant reassurance. But I prefer to work in a group--so much more gets achieved when people pull together."

### **15. HOW DO YOU TAKE DIRECTION?**

- The interviewer wants to know if you are open - minded and can be a team player. Can you follow directions? Are you a difficult, high-maintenance employee? Hopefully, you are a low-maintenance professional who is motivated to ask clarifying questions about a project before beginning, and who comes back to ask for direction as circumstances dictate.
- This particular question can also be defined as "How do you accept criticism?" Your answer should cover both points:
- "I take direction well and recognize that it can come in two varieties, depending on the circumstances. There is carefully explained direction, when my boss has time to lay things out for me in detail; then there are those times when, as a result of deadlines and other pressures, the direction might be brief and to the point. While I have seen some people get upset with that, personally I've always understood that there are probably other considerations I am not aware of. As such, I take the direction and get on with the job without taking offense, so my boss can get on with her job. It's the only way."

### **16. WHAT WAS THE MOST DIFFICULT DECISION YOU EVER HAD TO MAKE?**

- Attempt to relate your response to the prospective employment situation.
- Use STAR to demonstrate your most difficult decision.

### **17. HOW DO YOU RESOLVE CONFLICT ON A PROJECT TEAM?**

- First discuss issues privately.
- Use STAR to show how you've resolved conflict in the past.

## **PRACTICE QUESTIONS: DIFFICULT QUESTIONS AND SUGGESTED RESPONSES**

### **18. WHAT IS THE MOST DIFFICULT SITUATION YOU HAVE FACED?**

- Use STAR.
- The question looks for information on two fronts: How do you define difficult? And, how did you handle the situation?
- You must have a story ready for this one in which the situation both was tough and allowed you to show yourself in a good light.
- Avoid talking about problems that have to do with co-workers. You can talk about the difficult decision to fire someone, but emphasize that once you had examined the problem and reached a conclusion you acted quickly and professionally, with the best interests of the company at heart.

### **19. WHAT ARE YOUR STRONG POINTS?**

- Use STAR.
- Present at least three and relate them to the interviewing company and job opening.

### **20. WHAT ARE YOUR WEAK POINTS?**

- Don't say "none," & don't cite personal characteristics; be ready to have one if pressed.
- Talk about something you overcame – like lack of confidence, or lack of a specific skill you needed to do you job well, and outline the steps you took (or are taking) to overcome and conquer this weakness.

### **21. YOU MAY BE OVERQUALIFIED OR TOO EXPERIENCED FOR THE POSITION WE HAVE TO OFFER.**

- Emphasize your interest in a long-term association.
- You will get a faster return on investment because I have more experience than the job requires.

## **MANAGEMENT QUESTIONS**

### **22. WHAT IS YOUR MANAGEMENT STYLE? (If you've never thought about this, it's high time you did.)**

- Open door is best. . . . while getting the job done

### **23. ARE YOU A GOOD MANAGER? GIVE AN EXAMPLE. WHY DO YOU FEEL YOU HAVE POTENTIAL?**

- Use STAR.
- Keep your answer achievement and task oriented; emphasize management skills-- planning, organizing, controlling, interpersonal, etc.

### **24. WHAT DID YOU LOOK FOR WHEN YOU HIRED PEOPLE?**

- Skills, initiative, adaptability.

### **25. DID YOU EVER FIRE ANYONE? IF SO, WHAT WERE THE REASONS AND HOW DID YOU HANDLE IT?**

- You have had experience with this and it worked out well.

### **26. WHAT DO YOU SEE AS THE MOST DIFFICULT TASK IN BEING A MANAGER?**

- Being a good Coach to my team so they can do the best job on the project
- Getting things planned and done on time within the budget.

## MORE SAMPLE ANSWERS TO COMMON QUESTIONS

Think back to job interviews you've had throughout your career, and how you dreaded being asked one of "those" questions -- the ones that are difficult and problematic for you. How do you handle problem questions? **PRACTICE** -- identify the hard questions and practice answering them until you're comfortable. Below are sample answers to commonly asked interview questions.

### ***"WHAT ARE YOUR WEAKNESSES?"***

Never admit to a real "weakness." Why point out a problem that will make the interviewer less likely to hire you? Instead, tell them about a weakness you identified in yourself and how you addressed it.

*"Several years ago, my major weakness was fear of computers. I knew just enough to get along. Then, one day a co-worker sat me down and started to teach me how to properly use the computer. From then on, I was hooked! I started taking every class I could find. And now, I'm teaching computer classes!"*

### ***"WHY DID YOUR LAST JOB END?"***

• OR •

### ***"WHY DID YOU LEAVE YOUR LAST JOB?"***

Never lie -- but don't go into specific details that could put you in a bad light. If you left your last job under negative circumstances, talk about your desire to seek a work environment that is a better match with your personal work and learning styles.

This way, you haven't said anything directly negative about you or your past employer, and instead you've shifted the focus on your desire to seek an organizational culture that is a "better fit."

The interviewer will probably know, by your answer, that there may have been conflicts at your last job, but will appreciate the tact and professionalism you showed in answering this question.

***“HOW DID YOU GET ALONG WITH  
YOUR FORMER BOSS AND CO-WORKERS?”***

**Again:** *Never* “bad mouth” a former employer. Instead, talk about how you endeavor to develop and maintain positive working relationships.

**Again:** The interviewer will most likely recognize the discretion and professionalism in your answer.

**Also:** A new employer wants to feel that, if you’re hired, you’ll be a loyal employee who will get along with co-workers.

*“There were some challenging personalities but I did my best to get along with everyone and understand their point of view.”*

***“PLEASE EXPLAIN THE SIX-MONTH  
GAP BETWEEN YOUR LAST TWO JOBS.”***

If you’ve had personal, family, or financial problems that caused gaps in your work history, answer without giving damaging, private or personal information. Make a broad, general statement using “neutral” language.

*“We experienced family issues that required my full attention. They are resolved and I am ready to return to work.”*

## HOW TO HANDLE “INAPPROPRIATE” QUESTIONS

Sometime in your career, you may experience a job interview where the interviewer asks questions of a personal nature, or questions you believe to be of a discriminatory or harassing nature. Practice ways to handle these questions in a manner that will keep you in control and give you credibility, if you deem it necessary to report the incident.

**If An Interviewer Asks Personal and Private Questions, Such As:**

*“Do you have any children?”*

*“What does your spouse do for a living?”*

*“Do you attend church regularly?”*



**An Appropriate Response Would Be:**

*“I will answer all questions relating to my professional skills and expertise. However, information of a private nature is not relevant for this interview.”*



If an interview asks you questions with racial or sexual overtones, you don't have to tolerate this behavior. **Comments or questions with racial or sexual connotations are inappropriate and discriminatory, and are a violation of your rights.**

**If You Find Yourself in this Situation, Stop the Interview, Stand Up, Look the Interviewer Straight in the Eye, and Say:**

*“Thank you for your time, but this interview is now over,” and walk away.*



**Report the incident to the proper authority, depending on whether the interview took place inside or outside City government. If inside City government, you can report it to your EEO Officer or SOCR. If outside the City, go to the State Human Rights Commission.**



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Joanne Anton, Personnel Department

- Information Interviews
- How to Write a Good Online Resume
- Reference Verb Lists
- How to Write Good Cover Letters
- Getting Started “How To” Tips to Prepare for Your Job Interview
- What Employers Look for In Job Candidates & Common Mistakes People Make During Interviews
- Practice Makes Perfect: How to Prepare to Really Hit the Mark on Your Interview

Dave Trovato/Virginia McHenry, Personnel Department

- Career Quest

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Tips were from the Personnel Department inweb and edited for the purposes of the Upward Mobility Manual:

- Successful Job Hunting
- Information Interviews
- Effective Resume Writing
- Cover Letters
- Successful Job Interviewing

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