



**Career Advancement:  
Resume, Application,  
Test Taking and  
Interview Skills Training**

**WORKBOOK**

# WELCOME!

Dear Trainee:

*It is with great pleasure that the Personnel Commission at Rowland Unified School District has been given the opportunity to provide you with a workshop in professional development that will aid you on your path to career advancement. This is a wonderful opportunity for you to learn valuable skills that can help you advance in your career. The key to this journey is learning how to properly market yourself as an asset to potential employers. The following workshop will provide you with the tools you need to demonstrate the value you will bring if given the chance to become a part of an organization.*

*By utilizing an active training design, you will experience learning in an engaging and non-threatening environment. This workbook was designed to be a tool to enhance your learning and overall training experience. It is divided into two sections: the application process, which includes resume writing and filling out an application form, and interviewing. It includes handouts, slides, and other resources you can consult if you are interested in obtaining additional information about the training topic. It is our intention that you will find the training to be both informative and useful throughout your career.*

*Thank you again for the opportunity to provide you with tools you can use to get the job you want and deserve. We are confident that your participation in this training program will prove to be valuable.*

Good luck,

Rowland Unified School District  
Personnel Commission Training Staff

Joan Stiegelmar, Personnel Director  
[jstiegelmar@rowland.k12.ca.us](mailto:jstiegelmar@rowland.k12.ca.us)  
626 854-8380

Jessica Landin, Personnel Analyst  
[jlandin@rowland.k12.ca.us](mailto:jlandin@rowland.k12.ca.us)  
626 854-8552

# TABLE OF CONTENTS

<b>I. Welcome</b>	2
<b>II. Table of Contents</b>	3
<b>III. Part 1: The Resume and Application Form</b>	4
The Resume: Overview	5
The Resume: Power Words	6
The Resume: Transferable Skills	7-8
The Resume: Activity	9
The Application: Overview	10
The Application: Activity	11
<b>IV. Part 2: The Interview</b>	12
The Interview: Overview	13
The Interview: The Process – Before	14
The Interview: The Process – During	15-16
The Interview: The Process – After	17
The Interview: Activity	18
Mock Interview Questions: Set A	19
Mock Interview Questions: Set B	20
<b>V. Additional Information</b>	
Equal Employment Opportunity Laws	21
Rowland Unified School District Contact Information	22
Training Evaluation	23
Sample Application	24
Printout of Slides from Training	25-29

# Career Advancement

Part 1:

The Resume and  
Application Form

## The Resume: OVERVIEW

### Purpose:

- Used by recruiters to *quickly* assess a job applicant's skills and abilities
  - ◆ The resume is a *selling tool* that outlines your skills and experience so an employer can see, at a glance, how you can contribute to their organization.
  
- ◎ Electronic resume database
  - ◆ Many employers who receive large numbers of resumes use automation to deal with all the resumes they receive.
  - ◆ Databases and search engines make it possible to collect and sort resumes more efficiently.
  - ◆ Relevant information from the resumes is entered into databases that can be searched and sorted.
  - ◆ Electronic resume banks match job seekers with the jobs available in an organization using keyword searches that compare resumes to the skills necessary for the job.

### Tips:

- ✓ Use "Power Words" (see pg. 6)
- ✓ Emphasize "Transferable Skills" (see pgs. 7-8)
- ✓ Quantify your accomplishments when possible
- ✓ Don't make it longer than necessary
- ✓ Check spelling and grammar!
- ✓ Have someone else review your resume for grammatical errors you may have missed

---

---

---

---

---

---

---

---

---

---

## The Resume: POWER WORDS

accelerated accomplished achieved addressed administered advised allocated answered appeared applied appointed appraised approved arranged assessed assigned assisted assumed assured audited awarded

bought briefed broadened brought budgeted built

cataloged caused changed chaired clarified classified closed collected combined commented communicated compared compiled completed computed conceived concluded conducted conceptualized considered consolidated constructed consulted continued contracted controlled converted coordinated corrected counseled counted created critiqued cut

dealt decided defined delegated delivered demonstrated described designed determined developed devised diagnosed directed discussed distributed documented doubled drafted

earned edited effected eliminated endorsed enlarged enlisted ensured entered established estimated evaluated examined executed expanded expedited experienced experimented explained explored expressed extended

filed filled financed focused forecast formulated found founded

gathered generated graded granted guided

halved handled helped

identified implemented improved incorporated increased indexed initiated influenced innovated inspected installed instituted instructed insured interpreted interviewed introduced invented invested investigated involved issued

joined

kept

launched learned leased lectured led licensed listed logged

made maintained managed matched measured mediated met modified monitored motivated moved

named navigated negotiated

observed opened operated ordered organized oversaw

participated perceived performed persuaded planned prepared presented processed procured programmed prohibited projected promoted proposed provided published purchased pursued

qualified questioned

raised ranked rated realized received recommended reconciled recorded recruited redesigned reduced regulated rehabilitated related reorganized repaired replaced replied reported represented researched resolved responded restored revamped reviewed revise

saved scheduled selected served serviced shaped shared showed simplified sold solved sorted sought sparked specified spoke staffed started streamlined strengthened stressed stretched structured studied submitted substituted succeeded suggested summarized superseded supervised surveyed systematized

tackled targeted taught terminated tested took toured traced tracked traded trained transferred transcribed transformed translated transported traveled treated trimmed tripled turned tutored

umpired uncovered understood understudied unified unraveled updated upgraded used utilized

verbalized verified visited

waged weighed widened won worked wrote

## **Leadership**

Knowledge, Judgment, or Skill to:

- Exhibit self-motivation and a positive attitude
- Motivate individuals and groups to perform
- Encourage effective teamwork
- Design and implement plans of action
- Set goals and follow through
- Assess and evaluate situations effectively
- Manage time efficiently and effectively through scheduling and prioritizing
- Handle multiple demands for commitment of time, energy, and resources
- Identify critical issues quickly and accurately
- Meet the needs of both the organization and the employees when possible
- Organize and plan projects or events
- Use integrity in decision-making

## **Program Administration**

Knowledge, Judgment, or Skill to:

- Interpret rules and regulations
- Analyze data and information
- Present ideas both orally and in writing
- Create innovative solutions to complex problems
- Ensure that tasks are completed on time
- Prioritize daily workload

## **Information Management**

Knowledge, Judgment, or Skill to:

- Research, investigate, and compile information
- Synthesize facts, concepts, and principles
- Compile, sort, and interpret data
- Identify and combine a variety of resource materials into final copy
- Formulate relevant questions and develop ways to supply and clarify answers
- Communicate facts and ideas clearly both orally and in writing
- Learn and use various computer programs and other information technology
- Access and apply specialized knowledge
- Manage a budget and keep accurate financial records

## The Resume: TRANSFERABLE SKILLS (Page 2 of 2)

### **Creativity**

Knowledge, Judgment, or Skill to:

- Solve problems creatively, logically, and practically
- Create new processes or products using science, math, and/or imagination
- Write interesting and clear articles, reports, etc.
- Design activities to interest participants
- Market and display products to appeal to target audiences
- Create visually intriguing and skilled designs, displays, or works of art
- Demonstrate convincing public speaking or acting skills
- Design web pages

### **Interpersonal Communications**

Knowledge, Judgment, or Skill to:

- Exercise "give and take" to achieve group results
- Understand and work within the group culture
- Listen actively and attentively
- Delegate tasks and responsibilities
- Interpret behavior and emotional patterns in individuals and groups
- Teach, supervise, and train others using easy-to-understand concepts and hands on experience
- Display understanding of, and respect for, people from diverse backgrounds
- Conduct in-depth interviews
- Express ideas and thoughts based on facts
- Mediate conflict with tact and diplomacy

### **Personal Development**

Knowledge, Judgment, or Skill to:

- Analyze life experiences for growth or change
- Identify, describe, and assess needs, values, interests, strengths, and weaknesses of individuals
- Instill self-confidence and self-esteem in others
- Develop personal moral code
- Demonstrate flexibility and commitment to change and learning
- Learn the value of hard work and persistence
- Devise means of dealing with extra stress
- Build from an historical perspective





## The Application: OVERVIEW

### Purpose:

- To screen job applicants for minimum level of competency
  - Identification of *unqualified* applicants
  
- ◎ Supplemental Application Form
  - Many organizations are asking supplemental questions to get a better understanding of an applicant's experience and how it relates to the minimum qualifications of the job.

### Tips:

- ✓ Carefully compare your own experience with the minimum qualifications
- ✓ Tailor the description of your duties to the necessary knowledge, skills, and abilities
- ✓ Be specific, thorough, and accurate when describing work history
- ✓ Include relevant coursework, training, technical skills (i.e. computer skills)

### Online Application Forms:

- Increasing in popularity with many organizations who receive a high volume of job applications.
- Possible Benefits
  - ◆ Demonstrates to potential employers your computer literacy
  - ◆ Preferable to employers who receive large quantities of applications
  - ◆ Ability to create a profile that can be used for future job openings
  - ◆ Receive email notifications when jobs become available
  - ◆ Receive email notifications of your status as a candidate

# The Application: ACTIVITY

INSTRUCTIONS: Using one of the job opportunity bulletins provided, complete the following work history section that you would find on an application form.

Remember! Tailor your description of your job duties to reflect those contained in the job bulletin. You want to highlight the work experience you have had that is relevant to the position you are applying for.

## WORK HISTORY

**Read the experience requirements in the job announcement before completing this section. To be considered for employment, this section must show that you meet the minimum qualifications for the position. Begin with your most recent job.** List all jobs, and any periods of unemployment in the past ten years. Also, list any jobs you held more than ten years ago which relate to the duties of the job for which you are applying. Please list any military, self-employment, or volunteer experience which relates to the job for which you are applying. You may attach additional pages if necessary. **YOU MUST COMPLETE THIS PAGE, even if you attach a resume. If you do not complete this page you will be disqualified.**

From: Mo. Yr.	Job Title:	Name of Employer:
To: Mo. Yr.	Duties:	Address:
Salary Per Month:		City/State/Zip Code:
Hours Per Week:		Supervisor's Name and Title:
May we contact? Yes <input type="checkbox"/> No <input type="checkbox"/>	Reason for Leaving:	Telephone:
From: Mo. Yr.	Job Title:	Name of Employer:
To: Mo. Yr.	Duties:	Address:
Salary Per Month:		City/State/Zip Code:
Hours Per Week:		Supervisor's Name and Title:
May we contact? Yes <input type="checkbox"/> No <input type="checkbox"/>	Reason for Leaving:	Telephone:

# Career Advancement

## Part 2: The Interview

# The Interview: OVERVIEW

## Purpose:

*Past behavior is the best predictor of future behavior.*

- To learn more about the applicant's qualifications
  - ◆ Use the interview as an opportunity for you to market yourself and let your future employer see the benefits you could bring to the role and their organization.
- To verify the information given on an application
  - ◆ An interviewer can tell very quickly during an interview if the candidate has exaggerated their qualifications on their application.
- Get an idea of the applicant's personality
  - ◆ The interviewer wants to get an idea of whether or not your personality will be a good fit with the people you will be working with and the culture of the organization.
- It's also your chance to find out whether *you* want to work for *them*.
  - ◆ You have the opportunity to find out more about the job you are interviewing for, the department you will be working in, and the organization as a whole.
  - ◆ Not only is it important for the interviewer to decide if you are right for the organization, it is also up to you to decide if the organization is right for you. If you find a company that fits with your values, you will be much happier with both your work life and your personal life.

---

---

---

---

---

---

---

---

---

---

# The Interview: THE PROCESS

## BEFORE

- Research
  - ◆ Job Information
    - ✓ Obtain a copy of the job description and study it.
  - ◆ Company Information
    - ✓ Familiarize yourself with your prospective employer's products and services, organizational size, subsidiaries, profit, and organizational issues.
- Create a work-related accomplishments notebook
  - ◆ Brainstorm all of the positive things you have done while on the job or in school, and then relate those things to specific skills or abilities that are needed for the job.
  - ◆ Make a notebook of your accomplishments and use it to review your accomplishments before you go into an interview.
- Decide on appropriate attire
  - ◆ Dress professionally
    - ✓ Choose clothes that are slightly more formal than what you would wear to work in the position for which you are interviewing. It is better to be slightly overdressed than underdressed.
  - ◆ Be conservative.
  - ◆ Pay attention to:
    - ✓ Style
    - ✓ Color
    - ✓ Coordination
    - ✓ Fit
    - ✓ Accessories
    - ✓ Hair/Makeup

---

---

---

---

---

# The Interview: THE PROCESS

## DURING

### What to expect...

- Unstructured Interviews vs. Structured Interviews
- What is a behaviorally based interview?
  - ◆ An interview style that believes that the best predictor of what an individual will do in the future is what he/she has done in the past.
  - ◆ The interviewer does not rely just on intuition but instead asks probing questions concerning the applicant's character, experiences, behaviors, knowledge, skills, and abilities.
  - ◆ Behavior based interviewing is designed to obtain the most information about past behavior as it relates to specific job skills.
  - ◆ Questions usually begin with such phrases as:
    - ✓ Describe for me...
    - ✓ Tell me about...
    - ✓ Give me an example of...
- What is the interviewer looking for?
  - ◆ S.T.A.R. Response
    - ✓ **S**ituation
      - Describe a specific situation that relates to the question.
    - ✓ **T**ask
      - Describe your task. What goals did you have?
    - ✓ **A**ction
      - Describe the action that you took.
    - ✓ **R**esult
      - Describe the positive result or outcome of the situation.
- How are your answers being evaluated?
  - ◆ Interviewers use rating scales to score candidate's answers to questions.
  - ◆ Example rating scale:

<b>OUTSTANDING</b> (90-100)	Candidate's background has been thorough and effective in preparing the candidate to assume most or all of the duties required in this position.
<b>GOOD</b> (80-89)	Candidate's background has prepared the candidate to assume many of the duties required in this position.
<b>ACCEPTABLE</b> (70-79)	Candidate's background has prepared the candidate to assume some of the duties of this position.
<b>UNACCEPTABLE</b> (69 or below)	Candidate's background has not sufficiently prepared the candidate to assume the duties of this position.

The Interview: THE PROCESS

DURING

- ✓ Punctuality: Be early
  - ◆ Demonstrate your dependability
- ✓ Courtesy: Be nice to everyone!
  - ◆ Show off your customer service skills
- ✓ Self-Confidence: Don't be afraid to let them know how great you are
  - ◆ If you don't believe in yourself, then no one else will
- ✓ Interest in the Job: Ask questions
  - ◆ Give yourself an opportunity to find out if you *want* to work for this organization
  - ◆ Do not ask about salary until you receive a job offer
- ✓ Non-verbal Communication
  - ◆ Remember to smile
  - ◆ Maintain eye contact, but don't stare
  - ◆ Keep arms uncrossed and lean forward to show interest
- ✓ Oral Communication
  - ◆ Speak clearly
  - ◆ Make your answers concise and to the point
  - ◆ Avoid using slang

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---







## The Interview: ACTIVITY

### **Interview Questions: Set A**

1. Tell me about a change that has occurred in a recent job. What steps did you take to adjust to the change?

---

---

---

2. Tell me about a situation where you demonstrated good communication skills.

---

---

---

3. Tell me about the last time you encountered conflict on the job. How did you resolve that conflict?

---

---

---

4. Describe a situation where you came up with a creative solution to a problem at work.

---

---

---

5. Give me an example of a situation in which you displayed superior customer service.

---

---

---

6. Give me an example of your ability to make decisions under pressure.

---

---

---

7. Do you have anything to add about your abilities? Do you have any questions for me?

## The Interview: ACTIVITY

### **Interview Questions: Set B**

1. Tell me about a difficult situation you encountered and how you resolved it.

---

---

---

2. How do you maintain effective working relationships with your co-workers?

---

---

---

3. Tell me about the last time you dealt with an ethical question on the job and how you handled the situation.

---

---

---

4. Tell me about a time when you made a mistake. How did you handle it?

---

---

---

5. Tell me about a successful team you were apart of. What made the team successful? What was your contribution to the team?

---

---

---

6. Provide me with an example of your problem solving ability.

---

---

---

7. Do you have anything to add about your abilities? Do you have any questions for me?

## EQUAL EMPLOYMENT OPPORTUNITY LAWS

### **Title VII of the Civil Rights Act of 1964, as amended**

Title VII prohibits discrimination based on race, color, religion, sex, or national origin. It also prohibits reprisal or retaliation for participating in the discrimination complaints process or for opposing any unlawful employment practice under Title VII.

### **Age Discrimination in Employment Act (ADEA) of 1967, as amended**

The ADEA prohibits discrimination in employment on the basis of age (40 years or older). Unlike Title VII and the Rehabilitation Act, the ADEA allows persons claiming age discrimination to go directly to court without going through an agency's administrative complaint procedures. If, however, a complainant chooses to file an administrative complaint, (s)he must exhaust administrative remedies before proceeding to court. As with Title VII complaints, a complainant exhausts administrative remedies 180 days after filing a formal complaint or 180 days after filing an appeal with the Equal Employment Opportunity Commission (EEOC) if the EEOC has not issued a decision.

### **Americans with Disabilities Act (ADA) and Rehabilitation Act of 1973**

These laws prohibit discrimination against qualified people with disabilities who are able to perform the essential functions of the job. The law also requires employers to provide reasonable accommodations to assist individuals in performing their jobs unless the agency can demonstrate that the accommodations would impose an undue hardship on the operation of its program.

### **Equal Employment Opportunity Commission (EEOC)**

Congress established the U.S. Equal Employment Opportunity Commission (EEOC) in 1965 to enforce Title VII of the Civil Rights Act of 1964. With headquarters in Washington, D.C., and 50 field offices nationwide, EEOC is the Federal Government's premier civil rights agency.

Any individual who believes that his or her employment rights have been violated may file a charge of discrimination with EEOC.

For more information: [www.eeoc.gov](http://www.eeoc.gov)

# THANK YOU!!!

Please let us know if you have any questions, comments, or suggestions regarding any part of the training workshop you have participated in today. It is our goal at the Personnel Commission to provide quality, useful services to our employees, and we welcome any feedback you have for us!

Please complete the TRAINING EVALUATION on the following page of this workbook in order to help us make improvements to our training workshop. We appreciate your honesty! You can leave the evaluation on your table as you leave.

## FOR ADDITIONAL INFORMATION:

### **ON THIS TRAINING SESSION**

Rowland Unified School District  
PERSONNEL COMMISSION

1830 S. Nogales Street  
Rowland Heights, CA 91748

Phone: (626) 854-8389  
Fax: (626) 935-8456

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

**EQUAL EMPLOYMENT OPPORTUNITY LAWS AND THE EEOC**

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

# TRAINING EVALUATION

*The Personnel Commission would like to collect your feedback on our training workshop. Please respond to the questions below by checking the appropriate box. Also, please leave any written feedback in the space provided below. Thank you again for participating in our training program!*

**PLEASE CHOOSE ONE ANSWER FOR EACH OF THE FOLLOWING:**

- 1. I learned new skills today that can help me obtain employment.  
 Strongly Disagree       Disagree       Agree       Strongly Agree
  
- 2. I am confident that I will be able to use the skills I learned today in my employment search.  
 Strongly Disagree       Disagree       Agree       Strongly Agree
  
- 3. The trainers were engaging, and held my attention throughout the training workshop.  
 Strongly Disagree       Disagree       Agree       Strongly Agree
  
- 4. I would recommend this training to friends.  
 Strongly Disagree       Disagree       Agree       Strongly Agree
  
- 5. Overall, I am satisfied with the quality of this training workshop.  
 Strongly Disagree       Disagree       Agree       Strongly Agree

Comments or Suggestions:

---

---

---

---

What could be done to improve the training program?

---

---

---

---

**(Please leave this survey on your table when you leave. Thank you!)**