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## Resume Guide



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### Resumes

"A resume is an advertising promotional piece that touches on all things that influence your qualifications and that is geared to represent your best interests," said Edwin B. Fitzpatrick of MSU Placement Services. Fitzpatrick, who is the assistant director of nontechnical business and industry for Placement Services, said there are many aspects to be examined while writing a resume.

Several of these considerations are also dealt with in the Placement Manual, which is issued by Placement Services. The manual says that for the best appeal to a prospective employer, a resume should be a summary of background, experience and ambitions. In addition, the candidate for a job must give the impression that he knows what he wants. Fitzpatrick emphasized that there is no one formula that job applicants must use for writing a resume, but he did mention some key factors.

He said that the traditional organization of a resume is in this order: name and personal employment data, employment objective, educational background, employment history, special interests, honors and references.

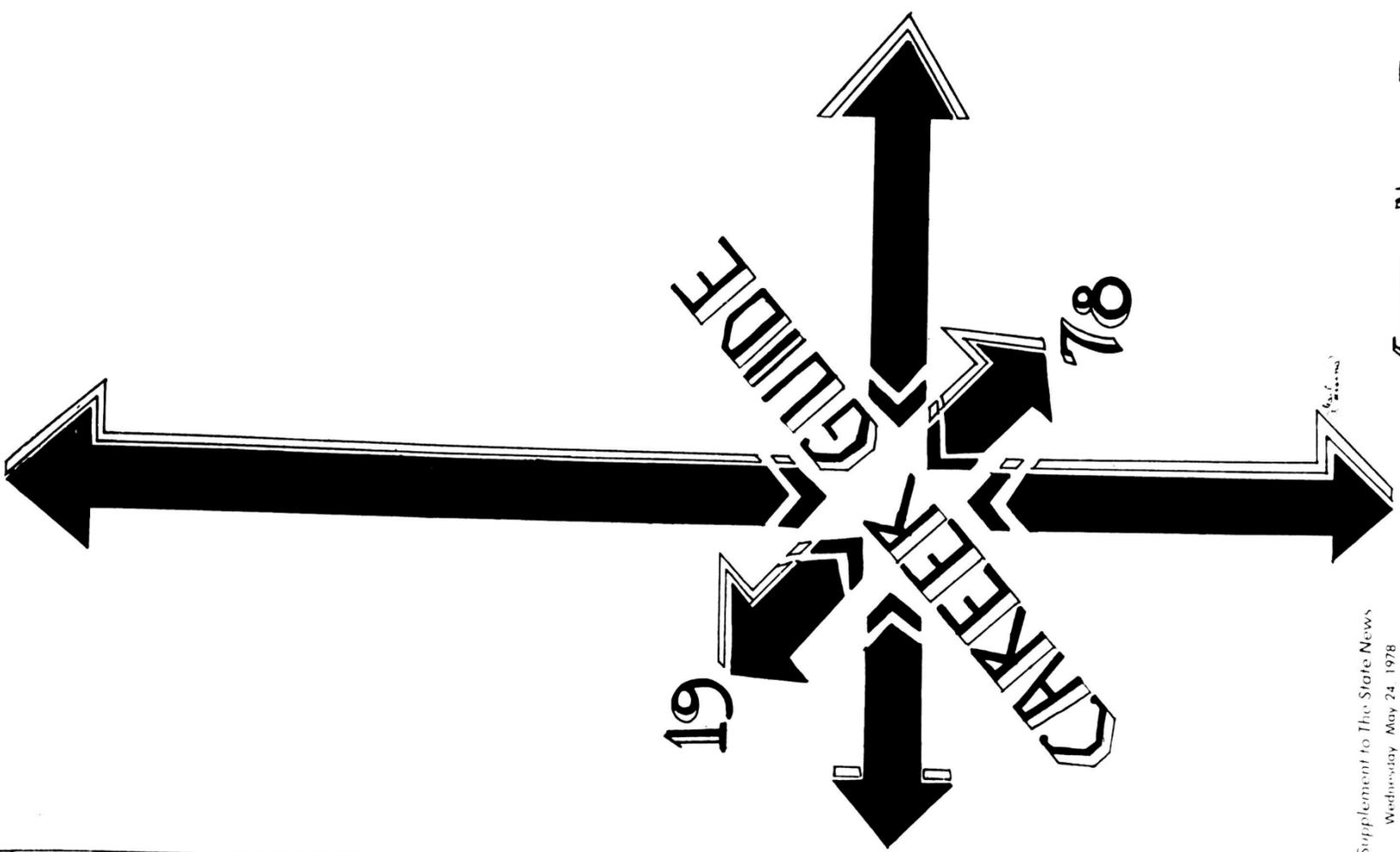
"The resumes should be constructed in a logical easy to follow sequence," he said. Fitzpatrick also said the candidate's employment objective is of great importance and should be clearly stated. But at the same time, the candidate must not try to overwhelm the employer, he said.

As to the best length for a resume, there is a very decided advantage to making it only one page, he said.

"Most employers have a stack of resumes to look at and can only scan through them," he said. "Get the most pertinent information on one page." Another aspect of resumes often overlooked by students is visual attractiveness. It should be appealing to the eye, he said.

### Steps . . .

(continued from page 3)  
 In addition to following this type of timetable, Smith suggested that students inventory all the personal contacts they might have in the fields they wish to enter. She said a student should see their goals and tell them what their goals are and how they hope to accomplish them.



Supplement to The State News  
 Wednesday May 24, 1978



**How to win that big interview game**

Continued from page 4) positive things to say. That one negative remark could hurt you.

An example of a negative remark is to tell your recruiter that you never acquired experience in your field because you have never had the time. This immediately tells the recruiter that you are not really interested in a serious career, a recruiter said.

But some students ask, "What about grades, don't they tell the recruiter something also?"

If you have a weak grade point average and the interviewer confronts you with it, be able to bounce back with a positive remark. "Yes, my grade point is low," Braverman gave as an example, "but my work experience in my major will compensate for that."

"Besides," added Randy Lansing, recruiter for Bob Evans Corp., "if you have some experience in your field, if you're honest about your feelings of where you want to go, and you have a good personality you will already have made a good impression on the recruiter."

Another way to make a good impression is to research the company. Lansing suggested, "You wouldn't take a final exam unprepared and you shouldn't go into an interview without doing your homework either," he said.

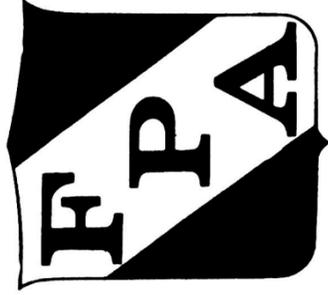
"Also," Phil Humfleet added, "the recruiter's time, it will be worth it in the long run," he said.

Braverman also informed the students of the placement bulletin, which include job listings.

"If these are your last two topics and dates."

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**Careful steps make career plans flow**

**FERRIFE-TAMLYN**

The following schedule has been prepared by Career Resources Center director Camille Smith, to help students make the best use of the career information sources available at MSU.

**Freshman year:** Identify personal interests; base on occupations that interest you; utilize the CRC.

**Sophomore year:** Review and revise your appraisal of your assets and liabilities; Select an academic degree program appropriate to your self appraisal.

**Junior year:** Continue career exploration related to your study area; Consider career related activities such as internships, independent studies, internships, volunteering and summer jobs; Research various job markets.

**Senior Year:** Take inventory of the skills and abilities you've developed; Apply for and take necessary exams for government jobs, graduate or professional school; Attend workshops on resume writing and interviewing; Establish your credentials file.

Use the placement bureau services for setting up interviews with prospective employers.

Begin thinking about the variety of choices open to you after graduation; graduate (continued on page 8)

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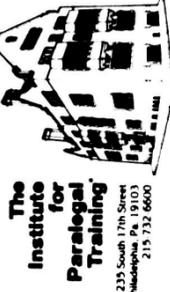
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# Interviewing can make or break you

**BY TERESA D. McLELLAN**

"Tell me something about yourself."

This question seems to throw off the unprepared student

employers, according to Gail Braverman of MSU Placement Services.

"I usually don't know where to start," admitted one junior.

"With my first interview, I sat there and could not express myself very well when the interviewer asked that kind of question," she said.

The student is usually lost on where to start, but one of the ways a student can handle that question is to prepare an answer in advance, Braverman suggested.

"Knowing what you are going to say in response to open-ended questions like this, and using strong adjectives to describe your accomplishments, training and personal qualities will show your interviewer how articulate you are as well as enable you to



SN photo Peter Obbe  
Gail Braverman, MSU Placement Services

sell yourself," she said. Information on how to handle yourself in an interview and tips on selling yourself if you have a weak grade point average were some of the highlights at a recent Placement Services workshop on interviewing techniques.

When asked such "open-ended" questions as "Tell me about yourself," and "What motivates you?" be prepared to tell your strengths and weaknesses.

Recruiters usually ask the student this type of question to determine how well they think Humblett said. "But the well-prepared student will be able to handle this and other questions," he said.

The night before the interview, the student should make a list of his qualities, suggested on recruiter. "He'll make a pretty

good impression if he can sell himself well.

The first five or ten minutes will determine if you are accepted or rejected," Braverman said. "Use those to bring out your strengths."

Braverman went on to explain how employers are influenced by negative impressions. Be as positive as possible, she said. "Even if you have 10

suggested Phil Humblett, re- criter from Wendy's Corp. "Recruiters usually ask the student this type of question to determine how well they think Humblett said. "But the well-prepared student will be able to handle this and other questions," he said.

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## Historians rail women leaders

By RICK WESTON

Working women's contributions to labor have been largely ignored by historians, said Rob Jacoby, a University of Michigan history professor.

Speaking at MSU May 12, Jacoby said, current history books imply that all labor leaders were men. Jacoby dis-

counted this by listing influential labor organizers such as Emma Goldman and Rose Schneiderman, an organizer for the International Garment Work-

ers Union.

Jacoby warned that slighting women distorts the past, present and future. "If we don't figure out lessons from the past, we learn nothing for the

future."

She indicated that this "generalizes the myth that women don't make good labor leaders and cannot contribute to the labor movement effectively."

Jacoby observed two ways to approach the problem. The first was a "women were there, too, approach."

Jacoby said this approach would work if an effort was made to focus on women's contributions to past trade union strikes.

"One of the losses is that women don't know their historical traditions," Jacoby said.

"The result is women saying, 'I'm part of a group that never resisted.'"

Jacoby stated that the second approach was for women to take less of an "upbeat historical attitude."

"The basic fact is that women are represented in the low levels of union rank and file," Jacoby said. She mentioned that labor leadership is still predominantly male, even in unions with high women rank-and-file membership.

Jacoby cited sexism as a barrier to women's progress. She said male trade unionists have regarded their unions as "male spheres," an exclusive "men's club."

"Male unionists not only haven't made many efforts to include women . . . but even

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she noted, women were not given enough education to better themselves, thus perpetuating a vicious cycle.

Jacoby also saw a still-prevailing male viewpoint of a woman working as being emasculating to her husband.

"Women then convince themselves that their job interim is to be as short as possible."

This view not only restricted entrance back into the labor movement, but also discouraged women from taking an active leadership role in the union.

"Women organizers are unable to find a man who can adjust to the living set-up, the many hours spent traveling and because of their child-rearing capabilities. In consequence,

Jacoby said that women also were regarded as temporary members of the labor force because of their child-rearing capabilities. In consequence,

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