

# Hire Me!:

## Finding a Library Job

### Information on:

- Documenting your background
- Analyzing job announcements
- Developing effective resumes
- Writing cover letters that communicate
- Getting the right references
- The timeline and anatomy of searches
- Preparing for interviews
- Communicating with potential employers



### Resources include:

- Sample documents
- Worksheets
- Action verbs for resumes
- Interview questions
- Checklists
- Library job Websites



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## **CREDITS**

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## **WHAT YOU NEED TO GET THE JOB YOU WANT**

**The tools for your job hunt toolbox:** Understanding how to use these basic tools will greatly enhance your ability to land the job of your choice.

1. Creating and maintaining a Personal Background History (PBH)
2. Types of academic library jobs
3. Analyzing job announcements
4. Developing effective resumes
5. Writing effective cover letters
6. Providing the right references
7. Preparing for interviews and interviewing
8. Leveraging social media tools to your advantage
9. Anatomy and timeline of a search committee
10. Communicating with potential employers

# **1. CREATING & MAINTAINING A PERSONAL BACKGROUND HISTORY (PBH)**

## **▣ Why Create a Personal Background History? ▣**

- It provides a foundation for recording your career achievement
- It provides a centralized location for a complete inventory of:
  - ✓ Experience
  - ✓ Education
  - ✓ Skills
  - ✓ Accomplishments
- It forms the basis for creating your resume
- It contains information that will help you prepare for an effective interview
- It has all the information you will need to complete a formal job application

## **▣ Workplace Experience Worksheet ▣**

- Make a list that documents your workplace experience, both **paid** and **volunteer**.
- Use the **Work Experience Worksheet (Appendix I)** to keep organized.
- Use a separate worksheet for each job – professional or volunteer.
- List **EVERYTHING** that you actually did in performing job.
- Give an idea of breadth and scope of job with an idea of size, dollar value, people managed, etc.
- If you did something once or twice, you still did it!
- List your depth of experience of skills acquired on the job.
- Be specific!
- Focus on your accomplishments.
- Update with new pages or with remembered accomplishments as needed.

### ▣ What is an Accomplishment? ▣

- You accomplished or achieved **more** with the same resources.
- What you accomplished achieved the same results with **fewer** resources.
- You **improved** operations or simply **made things easier or more viable** for the overall operation.
- You resolved panic problems with **little or no increase** in time, energy, dollar cost, personnel, or other resources.
- You accomplished something for the **first time**.

### ▣ What did you do in a job? ▣

**It is important for employers to fully understand what you actually did in a job.**

- Did you see any problems, opportunities or challenges that you took the initiative in meeting?
- Did you develop something?
- Did you create or design a new department, program, procedure, plan, service, or product?
- Did you identify a need for a plan, program, product, service, procedure, etc.?
- Did you prepare original reports, papers, documents, or grants?
- Did you make or participate in any direct or indirect technical contributions?
- Did you participate in any major management decisions or organizational changes?
- Did you implement or participate in any sales and/or profit and/or cost saving recommendations?

## ▣ How did you do it?

**Letting employers know the “how,” provides greater understanding of your abilities.**

- How did you develop, design, create, and/or implement your plan, program, product, service, procedure, etc.?
  - ✓ **Focus on the process.**
- How did your employer benefit from your efforts?
  - ✓ Can you quantify your results?
  - ✓ Ideas that may help:
    - Did your results save dollars, generate new business, increase sales/profits?
    - Did your results improve efficiency (time, manpower, procedures)?
    - Did your results make an impact on the organization?
    - Can you measure your results in numerical and/or percentage terms?



**Caution: Avoid excessively general statements such as the following:**

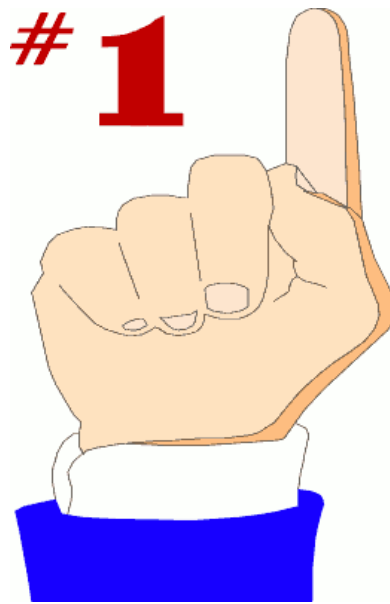
- Laying claim to improvements without explanation.
- Citing reductions in costs or increases in efficiency without quantified measurements.
- Taking credit for progress without providing some element of detail.
- Using terms such as excellent, world-class, superior, etc. without independent evaluation that provided the rating.

## ▣ Detailing Accomplishments ▣

**By documenting the details on your PBH, you have the basis for your resume entry.  
Use the Accomplishment Worksheet (Appendix II) to keep organized.**

- Detail each “accomplishment.”
  - ✓ What about the “accomplishment” makes it stand out as something special?
  - ✓ How did you initially become involved?
  - ✓ What did you do?
  - ✓ How did you do it?
  - ✓ What was especially enjoyable about doing it?
  - ✓ Were there any measurable outcomes as a result of your accomplishment?
- Prioritize your accomplishments.

While constructing a resume/cover letter/PBH, do not be modest or self-deprecating.



Highlight your accomplishments in the best possible light without stretching the truth.



**▣ Exercise #1: Work Experience Worksheet ▣**

For a previous job experience, complete this Work Experience page.

Job Vacancy: \_\_\_\_\_

**Dates of Employment:** From (mm/yyyy): \_\_\_\_/\_\_\_\_/\_\_\_\_ To (mm/yyyy): \_\_\_\_/\_\_\_\_/\_\_\_\_

**Job Title** (Official title and, if necessary title that can be understood by others):

Official Title: \_\_\_\_\_

Understandable Title: \_\_\_\_\_

**Salary:** Start: \$ \_\_\_\_\_ End: \$ \_\_\_\_\_ **Per:** \_\_\_\_Hour \_\_\_\_ Week \_\_\_\_ Month \_\_\_\_ Year

**Employer:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_ **Zip Code:** \_\_\_\_\_

**Telephone Number:** \_\_\_\_\_, **Extension:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Phone:** \_\_\_\_\_, **Extension:** \_\_\_\_ **E-Mail:** \_\_\_\_\_

**Duties** (Describe what you did):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Accomplishments** (Successes within the workplace):

\_\_\_\_\_

\_\_\_\_\_

**Projects** (Activities that required special skills/accomplishments):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Special Skills** (Equipment/Hardware/Software/etc.)

\_\_\_\_\_

\_\_\_\_\_

**Recognition** (Any type of award or recognition and what it was for):

\_\_\_\_\_

**▣ Exercise #2: Accomplishment Worksheet ▣**

From a previous job experience, detail one accomplishment.

**Accomplishment:** \_\_\_\_\_

1. What makes this accomplishment stand out as something special?

2. How did you initially become involved?

3. What did you do personally, or as part of a team?

4. How did you do it?

5. What was especially enjoyable about doing it?

6. Were there any measurable outcomes?

## 2. TYPES OF ACADEMIC LIBRARY JOBS

### ▣ Types of Academic Positions ▣

**Not all academic librarians are faculty, and not all faculty positions are tenure-track.**

Some of the terminology describing academic librarian positions can be confusing, but knowing more about these kinds of jobs can be very helpful. Here are a few key words and phrases to help you decipher the code of academia:

**Faculty status** simply means that the position is considered a faculty line by the employer. Not all academic library jobs have faculty status assigned to them. Instead, some academic libraries opt to have their librarians assigned as **professional staff**. And, in recent years, another classification for academic librarians has been adopted, that of **academic staff**, suggesting something of a hybrid status between faculty and professional postings.

If a position is a faculty position, then a **faculty rank** will be assigned to the individual hire. Rank usually indicates status within the academic unit. Starting-level academic librarians are usually assigned as either **assistant** or **senior assistant** rank. As faculty, librarians might be classified as “professors,” like other faculty, or given a specialized classification such as “librarian.” Starting level positions in the UB Libraries, for example, are classified as “Senior Assistant Librarians.” Advanced rankings include **associate** and **senior associate**, although these ranks will vary somewhat. Most academic libraries also recognize a **full librarian** or **full professor** rank, usually the highest classification for a non-retired librarian.

**Tenure** is a tricky concept. Webster’s says that it is “a status granted after a trial period to a teacher that gives protection from summary dismissal.” This is basically true, but leaves a lot out. Tenure was conceived of as a way to protect teachers from being dismissed for teaching sometimes-unpopular content, such as evolution, sex, or algebra. Probationary periods may vary from just a couple of years to as many as seven or eight.

**The criteria for achieving tenure can vary greatly from institution to institution.**

Many libraries expect significant scholarship and publications from their faculty; others have very minimal standards that are more easily met. Tenure is also sometimes confused with **permanent appointment** or **continuous appointment**, both of which only refer to contract renewals, not to specific protections from academic persecution.

And not all faculty lines are tenure-track. **Non-tenure-track faculty** are granted faculty status without being required to publish or participate in professional organizations.

Possible questions to ask employers:

- Is this a faculty line? Is it tenure-track? What rank are new hires given?
- What are the criteria for achieving tenure?
- What percentage of new hires make tenure?
- How much support (time, travel funds, mentoring etc.) is there for professional development?

**From:** Cary, Shannon. "Faculty Rank, Status, and Tenure for Librarians: Current Trends." College and Research Libraries News 62 (2001): 510-11, 520.



"Behind one door is tenure - behind the other is flipping burgers at McDonald's."

## **2. ANALYZING JOB ANNOUNCEMENTS: CREATING FOCUS**

It is important to remember that you are looking for a position in which you will be successful and comfortable. Consider:

- Are you qualified to do this job?
- Do you want to do this job?
- Given the location and your situation, can you live on the salary or in the range they are offering?
- How often have you seen this job posting (can be indicative of high turnover)? Do the duties seem excessive for the position and/or the salary?
- Are you willing to move yourself and your family to this town/city/state for the next 2 years?

**Do not apply for every job you see.**

### **▣ A Structured Approach To Analyzing Job Announcements ▣**

1. Read through the entire job announcement.
2. Read job announcement a second time.
  - a. From the position requirements: Identify each requirement.
    - 1) Required – These requirements are compulsory for all applicants. If you do not meet one of the required qualifications, your application will not be considered.
    - 2) Preferred – These requirements provide a basis to make finer distinctions between satisfactory, good and excellent applicants.
  - b. From the position duties: Identify each duty.
3. List the requirements and duties on separate sheet of paper.
4. Review the organization's Web page for any additional information about the job or employer.
5. Identify opportunities and background information from Web page.
6. Match your skills and experience with the requirements, skills, duties, and opportunities.
7. Identify what is needed for the application process. (Resume? CV? Cover Letter? How many references?)
8. Identify deadlines for submission.
9. Identify how the employer wants the application submitted. (Electronically? Paper Copy? Both?)

From choosing references to the ordering of accomplishments in a resume, every detail in your application should be tailored to fit a specific job announcement.



**Practice analyzing with this simple job announcement:**

**Health Sciences Librarian  
Big School University Libraries, Collegetown, NY**

DESCRIPTION: BSU Libraries seeks an energetic, service-oriented health sciences librarian. As part of the Reference and Instructional Services Department, the successful candidate will provide general, specialized, and virtual reference assistance, participate in the information literacy and library instruction programs, participate in the activities and projects of the department, and serve as faculty liaison to the School of Nursing. Evening and weekend hours may be required on a rotating basis.

REQUIRED: MLS from an ALA-accredited program by start of employment; excellent interpersonal and communication skills; strong service commitment; and outstanding organizational skills.

PREFERRED: Coursework or experience in the health sciences or related discipline; familiarity with reference services, instruction, information technologies, and/or Web authoring software.

SALARY RANGE: \$45,000-60,000

CLOSING DATE: 6/19/16

TO APPLY: Send letter of application, resume and names, addresses, phone numbers, and e-mail addresses of three professional references to:

Big School University Libraries  
Dr. Naida Gonzales, Personnel Officer  
4301 E. University Blvd.  
Collegetown, NY 14200-7032

For complete position descriptions and application procedures, go to:  
<http://www.bigschool.edu/employment>

- Identify the:
  - Requirements.
  - Duties.
- List the requirements and duties on a sheet of paper.
- Identify courses, experience, and skills that meet the requirements.
- In a real world situation, make sure to go peruse their website for “complete position descriptions and application procedures.”
  - The advertisement on the institution’s website may vary from job postings on the Internet, in professional serials and on listservs.
- Explore the organization’s Web page for any additional information about the job or employer.

**▣ Match Education/Experience/Skills with Requirements/Duties/Skills ▣**

<b>Requirements</b>	<b>Skills and/or experiences</b>
1. Possession of an American Library Association accredited master's degree in library science.	1. MLS, May 2016
2. Excellent interpersonal and communication skills	2. Clearly written cover letter/resume. Group project leader in my digitization class, where I coordinated meetings and resolved a dispute between two group members. Friendly demeanor. Philosophy of customer service. Served as graduate student liaison to the Dean of Students.
3. Strong service commitment	3. My customer service philosophy. My interest in the profession. My reference desk philosophy and experiences. My teaching philosophy and experiences. My community service work with Literacy Volunteers. Coursework on educating Millennials.
4. Outstanding organizational skills	4. Resume and Cover Letter well organized and easy to read. Group project leader in graduate school. Managed a high grade point average while working full-time.
5. Energetic and service oriented health sciences librarian	5. Enthusiasm for the profession. My passion for teaching and reference. My year experience in a health sciences library.

<b>Duties</b>	<b>Skills and/or experiences</b>
1. Provide general, specialized, and virtual reference assistance	1. Staffed the HSL Reference Desk 12 hours/week. Worked with faculty, professional students and undergraduates. Monitored AskHSL email reference. Created an annotated web resource on physician directory information.
2. Participate in the information literacy and library instruction programs	2. Designed materials and taught two "Introduction to Ovid" workshops. Assisted with Evidence Based Medicine course integrated instruction. Took LIS 509: Library Instruction Course. Designed a mock information literacy program for LIS 509. Coursework on educating Millennials led me to design active learning modules for undergraduates.
3. Participate in the activities and projects of the department	3. Collaboration with HSL librarians on e-journals list project. Social skills.
4. Serve as faculty liaison to the School of Nursing	4. Served as graduate student liaison to the Dean of Students. Group project leader in my digitization class. Liaised with other university departments during an internship at Lockwood Library.
5. Evening and weekend hours	5. Flexible schedule.



**▣ Exercise #3: Analyzing a Job Announcement ▣**  
Analyze the following job announcement with different requirements.

**DISTANCE LEARNING / REFERENCE LIBRARIAN**

The Library at University of Western State is seeking applicants for a Distance Learning/Reference Librarian position.

**RESPONSIBILITIES:** Coordinate library services for distance learners as a part of the Research and Instruction Services department. Facilitate communication between the Libraries and the Outreach School. Provide information literacy instruction and reference service to faculty and students in accordance with ACRL Standards for Distance Learning Library Services. Publicize and assess off-campus library services. Incorporate best practices for instructional technology in instruction and learning objects. Participate in general reference and instruction services of the department including night and weekend work. This is a library faculty position that requires an active and ongoing program of professional development, scholarship and service. The position reports to the Head of Research and Instruction Services.

**REQUIRED:** Required qualifications: MLS from an ALA accredited institution. Demonstrated ability to work independently. Excellent communication, interpersonal, problem solving and organizational skills. Ability to work collaboratively with other campus units.

**PREFERRED:** Academic library experience. Familiarity with asynchronous teaching and learning methods. Work experience or academic background in instructional design and instructional technology.

**APPLICATION AND SALARY:** Review of applications will begin on September 22, 2016, and will continue until the position is filled or the search is terminated. Minimum salary is \$45,000 dependent on qualifications and experience; 12-month appointment, 22 days vacation; sick leave, group health insurance, state and TIAA-CREF retirement plans, no state income tax. Please direct questions to Jane Doe at 555-212-1111 or e-mail [madeupHRperson@WesternStateLibraries.edu](mailto:madeupHRperson@WesternStateLibraries.edu)

**TO APPLY:** Send cover letter, resume, and the names, address, telephone number and e-mail address of four professional references to:

Jane Doe, Assistant to the Dean  
Western State Libraries Dept. 3334  
1000 E. University Ave.  
Western State, WY 82071

Fax: [555-212-2510](tel:555-212-2510)

**ENVIRONMENT:** The University of Western State is the only accredited four-year institution of higher education in the state. The University's library collections total 1.5 million volumes. Western State, a city of 27,000 located 130 miles northwest of Large City- that-you-have-heard-of, offers a reasonable cost of living and the friendly, relaxed atmosphere of a small community combined with the cultural and social activities associated with the University. Western State is located in an area of national forest, clean air, wide-open spaces and excellent summer and winter recreation sites. Additional information about the Libraries and the University of Western State may be accessed through its Web site: <http://www-lib.westernstate.edu>

**▣ Exercise #3: Analyzing a Job Announcement Worksheet ▣**

Requirements	Skills and/or experiences
MLS from an ALA accredited institution	
Demonstrated ability to work independently	

Duties	Skills and/or experiences
Coordinate library services for distance learners	

## **4. DEVELOPING EFFECTIVE RESUMES**

### **▣ What Is the Purpose of a Resume? ▣**

- To answer the employer's question, "What can you do for me today?"
- To provide the employer with a "knowledge representation" of ourselves - as related to the employer's job needs.
- To provide the employer with information about our past performance so our future performance can be predicted.
- **Ultimately, to open doors and get an interview!**

### **▣ Steps in Creating a Resume ▣**

1. Develop a personal background summary.
2. Review job announcements.
3. Identify information you will use.
4. Choose a Resume Format.
  - Chronological (Best for Academic Positions)
  - Combination (Sometimes preferred by special and corporate employer)
5. Create a draft resume.
6. Develop specific Resumes for different types of positions.
7. Analyze specific job announcements.
8. Tailor resume to specific job announcement requirements.
9. Proofread, proofread, proofread.
10. Have peers or mentors edit your resume.
11. Proofread, proofread, proofread.
12. Did I mention proofreading? (Just checking.)

## **▣ Chronological Resume Format ▣**

**See Appendix VI for an example of a Chronological Resume.**

- It is the most commonly used resume format - understood by both the employer and the individual preparing it.
- It is most effective if you have experience in the field of interest and:
  - Can include metrics indicating successes in previous jobs.
  - Can include big-name employers or impressive job titles.
  - Can include promotions or increased responsibilities.
  - Can include accomplishments
- It includes a reverse chronological listing of work experience.
- It demonstrates continuity of work experience.
- It does not create questions about work history.

## **▣ Resume Structure ▣**

**The following are the basic sections of an effective resume.**

1. Heading
2. Education
3. Experience
  - Library Experience
  - Work Experience (that relates to the job vacancy)
4. Skills
  - Technology Skills
  - Language Skills
5. Professional Scholarship
  - Publications
  - Poster Sessions
  - Presentations
  - Creative Activities
6. Professional Affiliations
7. Service
  - Professional Service (National, Regional and Local Committee Work)
  - Community Service
8. Honors



**If you are entry level,  
it is not necessary to have all of these sections in a resume.**

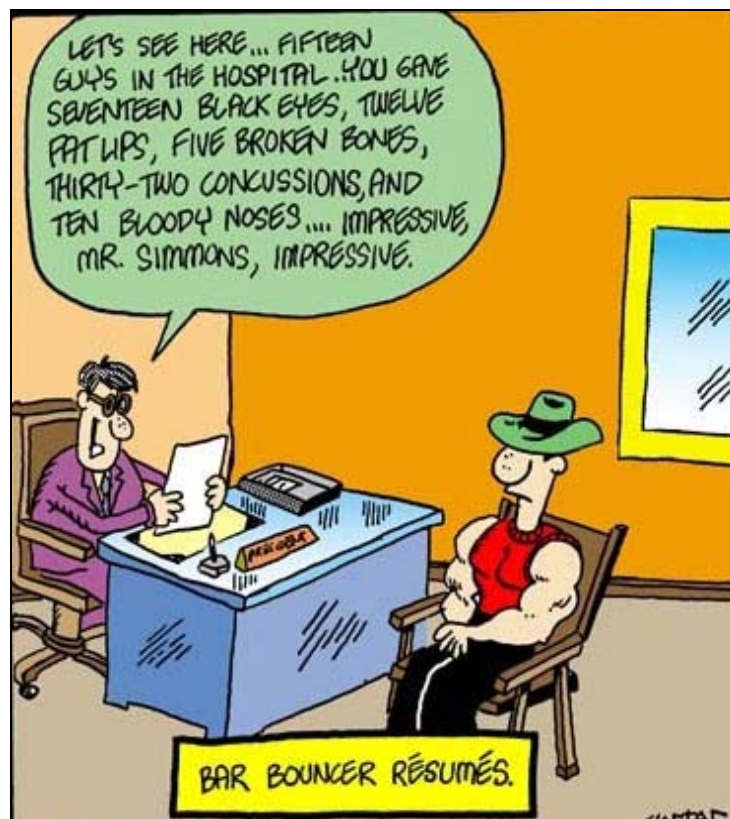
## ▣ Important: Your Resume Must... ▣

- Provide an answer to the employer's question, "What can you do for me now?"
- Focus on what the employer needs:
  - Job duties
  - Qualifications
  - Institutional values
- Represent you as someone who understands what is important to the organization and how you can contribute to its success.
- Highlight your accomplishments – especially as they relate to the needs of the employer.

Be error-free!



If your resume has mistakes  
(It is your best effort!),  
what will your day-to-day work be like?



## ▣ Combination Resume Format ▣

See Appendix VI for an example of a Combination Resume

- The combination resume is an alternative format sometimes used in specialized circumstances.
- Preferred by many high tech firms and special libraries.
- Emphasizes skills and organizations without disclosing any impediments to employment.
- Usually limited to one page.
- Facilitates inclusion of experience from internships and volunteer positions.
- Has some advantages:
  - Provides a synopsis of skills and abilities
  - Communicates professional growth
  - Diminishes importance of a problem work history



### **A Word of Caution:**

**An academic employer may become suspicious about applicant's work history when using a combination resume.**



*"The years 1966 through 1995 are blank because  
I was on tour with the Grateful Dead."*

## ▣ How to Integrate Your Accomplishments Into Your Resume ▣

### Elements of Effective Accomplishment Statements

1. What action did you take?
2. What challenge/problem did you address?
3. What were the results of your actions?

Including these elements make your statements powerful.

#### A "real-life" bullet from a student resume:

- Answered reference questions, shelved books, checked out books, answered phones.

#### Replace that boring, unexpressive, born-in-a-junkyard bullet with these:

- Provided print and online reference services to students, faculty, and staff in a health sciences research library serving 25,000 students and 9,000 faculty and staff.
- Instructed faculty, staff, and students on the use of online reference resources such as Academic Search Complete, CINAHL, Web of Science, and JSTOR.
- Maintained the stacks of a major research library using both Library of Congress and National Library of Medicine classification systems.



"Very interesting resume. Too bad this isn't yours."

## ▣ Some Examples of Action Statements that Reflect Results ▣

Use Action Verbs! For a list of action verbs, see Appendix XIII.

- **Passive:** Duties included Website redesign.
- **Active:** Successfully redesigned the Website
- **Active w/Results:** Redesigned an effective University Libraries Website that resulted in a 40% increase in hits within 4 months as a member of a 3-person team.
  
- **Passive:** Responsible for catalog maintenance.
- **Active:** Maintained the catalog in mid-sized research library.
- **Active w/Results:** Managed a trouble-free migration of a NOTIS OPAC module into an ALEPH OPAC module for a research collection of 100,000 volumes.
  
- **Passive:** In charge of instruction programs.
- **Active:** Managed a successful information literacy program.
- **Active w/Results:** Tailored information literacy curricula into 15 courses in the College of Arts and Sciences resulting in an “excellent” information literacy rating from the Middle States Association of Colleges and Schools.
  
- **Passive:** My accomplishments included a grant award.
- **Active:** Received a Professional Development Grant.
- **Active w/Results:** Wrote and received Western New York Library Research Council Professional Development Grant for the amount of \$750 to attend the 2016 Computers in Libraries Conference.
  
- **Passive:** Responsible for helping on a library display.
- **Active:** Helped History of Medicine Librarian with a library display.
- **Active w/Results:** Collaborated with the History of Medicine Librarian to design, construct and set up “Surgical Tools from Antiquity,” a HSL display featured in the Buffalo Physician.

## ▣ Exercise #4: Load Your Job Hunting Gun: Write a Powerful Resume Bullet

▣

For a library position you have held previously, write an **active w/results** resume bullet.





## ▣ Some Additional Details To Consider When Writing Your Resume ▣

- Tailor! Tailor! Tailor! Every resume should be tailored to a specific job announcement.
- Focus on providing education/experience that shows what you can do to meet the employer's needs.
- Prioritize your accomplishments as they relate to a specific job. For example, if applying for an archives position, place your archives accomplishments/experiences first, even if you did more new book cataloging than archival duties!
- Sell yourself! This is your professional advertisement. Your application should not be humble or self-effacing. Take credit for what you've done without self-consciousness.
- Study the hot topics in a particular field of librarianship. Is the new buzz word, "information fluency," "encoded archival description," "embedded librarians," or "information commons?" Include them in your cover letter or resume to demonstrate your currency. **One of the biggest advantages entry level librarians have is the perception that they have fresh ideas and are agents of change.** Don't miss out on this! Show employers you are on the cutting edge.
- Use Action Verbs! For a list of action verbs, see Appendix XIII.
- Confirm that any URL you list in your cover letter (or resume) is live and will be live in 6-12 months.
- Keep your resume clear and organized.
  - ✓ Utilize headers, white space, bullets and indentions to keep your resume easy-to-read. You do not want to frustrate the search committee with a crowded resume.
- Use a font that people can read! Usually, an 11-12 point font suffices.



**Caution: 10 point Times New Roman is too small! (It looks like this.)**

- Paraphrase language and keywords that are used in the job announcement without copying and pasting. It looks really bad when you parrot the exact wording from a job announcement in cover letters and resumes.
- Academic resumes vary in length. Include what is pertinent to the job vacancy. If you are applying for a medical librarian job, you can leave out the 6 pages of plays you've acted in, directed, and produced.
- You may be a "sexy mama from West Seneca" or "love Jaime Lannister", but do not use personal email addresses that could be perceived as nonprofessional (i.e. sexy mama14224@hotmail.com, iluvjaime lannister@gmail.com) on job applications.
- Place your name and page number on all pages following the first. It can be either a header or footer. **See Appendix VI for an example.**

- Most universities accept electronic applications, but not always! Be sure to follow the application instructions to the letter when submitting your application.
- This rarely happens anymore...BUT if snail-mailing your application:
  - ✓ While some HR managers may not care, use a good quality white or cream colored heavyweight resume paper for your resume – this is your only “first contact” with many organizations.
  - ✓ Leave the fuschia, teal and chartreuse paper at home for origami.
  - ✓ Do not fold or staple the resume.
  - ✓ Use a large envelope so the resume can be mailed “flat.”
  - ✓ Never use your employer’s letterhead to apply for a job. It’s unprofessional.
- Some positions require a **Curriculum Vitae (CV)**, which are structured differently than resumes. **See Appendix VIII for the University at Buffalo’s CV template.**

**▣ Proofread! Proofread! Proofread! ▣**

- Your resume is an example of the best work you are capable of producing.
- Your resume is your personal knowledge representation - it tells someone else what you can do and what you are like.
- Most personnel managers see the resume as a reflection of the applicant.
- If your resume is full of errors, what will your everyday work be like?
- Attention to detail is extremely important, so have other librarians, peers, references, friends, and/or neighbors proofread your dossier. You’ll be surprised what another pair of eyes can find.



**Remember: A well-crafted resume sets you apart from all other applicants.**

## ▣ Electronic Job Applications ▣

Most academic institutions require applicants to submit their materials electronically. The two principal ways this is done include:

- Online forms that require users to enter resume and application information as text
- Software that allows resumes, cover letters and references to be uploaded as formatted documents

If given a choice, uploading your resume is preferable, as your chosen formatting will be maintained and the employer will view your resume exactly as you intended. When submitting resumes online, remember the following:

- 1) If you are uploading your resume to a site, make sure the document is in the proper format. Not all word processors formats are compatible, and the instructions for uploading your resume will designate acceptable document formats (i.e., MS Word). If you have a choice, uploading in PDF format may be to your advantage.
- 2) If entering your resume as text in an online form or completing an online application, it is best to copy-and-paste the information from another document. Use a word processing program to create your resume in plain text format. Proofread thoroughly and utilize the spell check function before pasting the text into an online form. This will greatly reduce the chance of having typos and spelling errors when entering information in an online form.
  - a) Put your name and resume categories in UPPER CASE.
  - b) Use spaces to not only separate words but to perform any and all indenting (tab key and centering do not work as this formatting is not maintained in the copy/paste process.)



## **5. WRITING EFFECTIVE COVER LETTERS**

### **▣ Why create a cover letter? ▣**

- It is the transmittal document for your resume/application to a potential employer.
- If properly written, it stimulates interest in you and in your resume.
- It provides three critical pieces of information:
  - ✓ What you can do for the employer,
  - ✓ What makes you different from the other applicants, and
  - ✓ Who you are
- It provides a sample of your writing ability.
- It communicates what you expect from the employer.
- It articulates your professional philosophies.
- It is usually requested in the job announcement.
- **Ultimately, to open doors and get an interview!**

### **▣ When do you use a cover letter? ▣**

- Anytime you send a resume or application to an employer:
  - ✓ by e-mail, or
  - ✓ by mail.

### **▣ Parts of a Cover Letter ▣**

**See Appendix IX for an example of a cover letter.**

1. Your address information
2. Date
3. Employer address
4. Salutation
5. Introductory paragraph
6. Body of letter
7. Closing paragraph
8. Complementary close
9. Signature
10. Your printed name
11. List of enclosures

### **Your Address Information and Date:**

- Generally, place it at the top of the page, or you can create your own letterhead.
- Provide your full contact information, including:
  - ✓ Name
  - ✓ Street or Post Office Box
  - ✓ City
  - ✓ State
  - ✓ Zip code
  - ✓ Phone number
  - ✓ E-mail address
- Follow your email address by two returns.
- Enter the full date.
- Follow the date with two to four returns.

### **Employer Address & Salutation:**

- Enter the complete address of the employer.
- Include the name of point-of-contact as listed on the job vacancy.
- The salutation should read:
  - ✓ Dear Ms. Jones:
  - ✓ Dear Mr. Jones:
  - ✓ Dear Dr. Jones:
  - ✓ Dear Dean Jones:
  - ✓ Dear Search Committee:
  - ✓ Dear Selection Committee:

### **Introductory Paragraph:**

- This paragraph provides the introduction into the “meat” of your letter.
- State the position for which you are applying and how you learned of the opening; names of individuals can be important.
- Show your enthusiasm for the position, especially if you can tie it to your personal goals.
- Provide a transition sentence that links your education, experience, and skills to the needs of the employer.
- Stimulate the interest of the employer.

### **Body of the Letter:**

- In the body, you provide the information that stimulates interest in you.
- It should provide a strong case for how your qualifications provide what the employer needs:
  - ✓ Highlight key strengths in terms of total experience (work experience, volunteer experience, class projects, etc.).
  - ✓ Describe how you will add value to the organization now.
  - ✓ Describe how you will help the organization meet their goals for the future.
  - ✓ Describe how your professional philosophy meshes with their mission and goals.
- It should describe what makes you different from other applicants.

### **Closing Paragraph:**

- This is the paragraph to “close” the deal.
- Refer to your enclosed resume/application.
- Restate your interest in the position.
- State what you expect next – an interview.
- State what you will do as follow-up.

### **Complementary Close, Signature, Printed Name, List of Enclosures:**

- These are the finishing touches to your letter.
- Use a complimentary close that is professional and is not overly “familiar” sounding:
  - ✓ Place the complimentary close on the second line after the end of the last paragraph.
  - ✓ The word “Sincerely” is always appropriate.
- If snail mailing, sign the letter in blue or black ink; blue emphasizes the letter is not a reproduction (copy).
- Include your printed name on the fourth line after “Sincerely.”
- Include “Enclosures” on the second line after your printed name.
- List the enclosures on the next line after “Enclosures.”

### **▣ Exercise #5: Write an Introductory and Closing Paragraph ▣**

1. Write an introductory paragraph for a job within your career field.
2. Write a closing paragraph for a letter for the job you addressed in the first two exercises.

### ▣ Some Additional Details To Consider When Writing Your Cover Letter ▣

- Effective cover letters require substantial research about the job and about the employer.
- Don't waste your time if:
  - ✓ you cannot describe how you will benefit the employer.
  - ✓ you cannot describe what makes you different from other applicants.
- Cover letters must be written for specific positions and directed to a specific person whenever possible.
- Address duties and requirements spelled out in the job announcement, especially vague requirements such as "superior interpersonal skills" or "team player".
- Cover letters offer the opportunity to broach your professional philosophies, giving insight into who are as a librarian.
- Be consistent in your use of terminology, abbreviations, grammar, etc. Follow a style guide to insure uniformity.
- Your cover letter should not be your resume in letter form.
- Confirm that any URL you list in your cover letter is live and will be live in 6-12 months.
- Cover letters demonstrate your written communications ability. They must contain no spelling or grammatical errors.
- Cover letters should never be handwritten.
- Cover letters should not be in the text of an email. Provide the letter as an attachment.
- A maximum 2 page length is recommended.



**NEVER** use a "boilerplate" cover letter if you want to be seriously considered for a job.

**NEVER** use the salutations: "Dear Sir or Madam", or "To whom it may concern"

## **6. PROVIDING THE RIGHT REFERENCES:**

This stage can be as important as any aspect of resume/cover letter preparation.

For an example of a reference list, see Appendix X.

### **▣ Some Details To Consider When Creating Your Reference List ▣**

- Choose your references carefully; they must be able to address your ability to perform in the type of position for which you are applying.
- Choose references that have a positive opinion of you.
  - ✓ Ask potential references **EXPLICITLY** if they can provide a “good” reference for you.
- Choose references that have superior social skills.
  - ✓ Fair or not, terse or grouchy references reflect poorly on you.
  - ✓ Conversely, conversational references that listen well and gush about your professional abilities are highly desirable.
- If you use well-known “professionals” as references, their referral is diminished if they cannot address your ability to perform on the job.
- Try to vary your references, so that each reference can speak to different accomplishments, skills and jobs.
- You should provide references when the employer asks for them.
  - ✓ References are usually requested as a part of your application dossier.
- You should provide the number of references requested by the employer.
  - ✓ Do not submit “references available upon request” if the job announcements asks for 3 references.
- You should contact the people on your reference list to:
  - ✓ Get their agreement to be a reference prior to applying for a job.
  - ✓ Get their current contact information and title.
  - ✓ Make sure they are not going on a vacation or sabbatical in the upcoming weeks.
  - ✓ Let them know what type of job(s) for which you are applying.
  - ✓ Forward your references a link to or a copy of the job vacancy.
  - ✓ Forward your references a recent copy of your resume, especially if it’s been some time since they have worked with you.
- Your list of references should have the same heading information as your resume.
- Send “thank you” notes to your references to maintain good relationships.

### **▣ Exercise #6: References ▣**

List names of people you would consider using as professional references.



## **7. SOCIAL NETWORKING**

Facebook. Twitter. LinkedIn. Instagram. YouTube. You do not need this manual to tell you that social networks are incredibly powerful tools. What we will tell you is that social networks allow you to:

1. **craft** an online professional persona
  2. create and grow a professional network
  3. proactively market yourself
  4. share your expertise
  5. learn from others in the profession
  6. supplement your research of organizations and libraries
- 

### **But...but...but what about those embarrassing photos from my undergraduate days (daze?).**

Conventional wisdom has instructed job seekers to be incredibly cautious about participation on social networks. It's true that drunken photos from your college days won't do you any favors, but there are intelligent and proactive ways you can leverage social networks for your own professional benefit.

If you have potentially harmful content on social networks, there are several strategies to mitigate misunderstandings:

- Leverage privacy settings on your accounts to your advantage while applying for jobs
  - Do not let Google crawl your Facebook profile. Facebook does allow you to alter "public search" settings, which when activated, will prevent your name and profile from showing up in Google's search results.
  - If you are a fan of a Facebook group and post comments or status updates on its wall, these comments will be available in Google search results.
  - Don't let friends freely tag you in photos or posts.
  - Know the relationships between your social media accounts. (Is your personal blog or Twitter stream linked to your LinkedIn profile?)
- Create two profiles:
  - a personal (under a pseudonym), and
  - professional (using your real name)

**"Part of a networked world is that people will be looking you up, and when they do, you want to control what they find." -- Reid Hoffman, founder of LinkedIn**

## ▣ CRAFTING YOUR PROFESSIONAL PERSONA ▣

Social networks act as your personal advertisements. Combined together, you create a professional/personal persona whether you like it or not. So why not make that advertisement highlight you and your expertise in the best possible light?

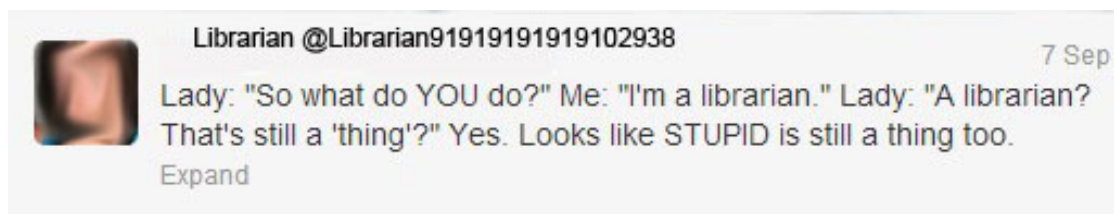
Just like resumes and cover letters, attention to detail separates the good online personas from the great online personas.

You need to take great care to make sure your persona...

- **...is current**
  - No outdated resumes!
- **...is professional**
  - No angry harangues. This includes but is not limited to:
    - "My boss is stupid,"
    - "How did that library user even get into college?"
    - "%\$# you, (insert significant other's name)"
    - "Why aren't libraries hiring for more than 20 hours/week in Buffalo?"
    - "I hate people who are liberal/conservative/moderate/religious/secular/etc."
  - Posts that indicate you are not working on company time. This includes but is not limited to:
    - Scrabble updates in the middle of the work day
    - Posting you just finished the 7<sup>th</sup> season of Game of Thrones in your office
    - Not indicating you are on vacation while posting about the 3<sup>rd</sup> Mai Tai you've consumed in an hour
- **...is positive and upbeat**; and
- **... ACCURATELY REFLECTS WHO YOU ARE AND THE IMAGE YOU WANT TO CONVEY.**

Even the dullest dullard can smell a fake a mile away. You need to be yourself and have a voice that's not forced or inauthentic. If you know what your values are, and what your voice is, then it is OK to put your opinion or photos of your cat or vacation, because it is congruent with that image.

If you are naturally a mordant person, take proper care to showcase your expertise and refrain from tearing people down.



## **▣ CREATING A PROFESSIONAL NETWORK ▣**

From our experiences, we have seen librarians underrate a very important skill that can benefit them in their current jobs, their future career and endeavors outside the professional realm. That skill is NETWORKING and RELATIONSHIP BUILDING.

When you go to a conference, you get introduced by people in your network to new people. The same thing happens online. In fact, the constant contact afforded by social networks allows people to get to know you quickly AND in more depth -- your knowledge, expertise and personality.

Your online network can provide inside information about libraries you're considering in your job hunt.

People in all industries, **including libraries**, get employed because of the people they know. Your social media contacts can help you get jobs. Your flesh-world contacts are more than likely on these networks.

Your network is also a vehicle for robust and timely professional development. Social media channels are great ways to learn from colleagues, stay current and engage in professional discourse.



**Your flesh network was not built in a day. Be patient and persistent.**

## ▣ MARKETING YOURSELF ▣

*"Everyone has a personal brand, but most people are not aware of this and do not manage it strategically, consistently, and effectively." – H. K. Ramparsad*

Just having a social media presence is not enough. Be vigilant.

The benefits of self-promotion in terms of professional stature, respect, credibility, and acceptance in the library community are evident. However, opportunities to do so are often neglected by new graduates. Many job seekers operate on the trope that personal branding is problematic and antithetical to our profession's values --- all style, no substance. Internalizing this type of thinking will cripple your job hunt (and your subsequent professional performance!).

It is helpful to always think, "I am BUILDING A REPUTATION," when you post something on a social network. The library world is a small one. Reputations (good and bad) travel fast and if we put a speed gun to it – bad ones travel faster. Not only are they fast, but bad reputations last. James Preston, Avon CEO in the mid-1990s once said, "A bad reputation is like a hangover. It takes a while to get rid of and it makes everything else hurt."

Since many employers will check your Google Resume (first 10 results when Googling your name), social networks allow you to directly influence what people see when they click on a result.

Tailor your persona to the jobs you want. If you want to work in a hospital library, think outside library jargon and emphasize hospital administrator jargon (i.e., knowledge management, lean processes, value based purchasing,).

In today's (buyer's) market, libraries are looking for the kings and queens in their field, not the jack of all trades. If your profile doesn't shout out loud and clear, "I'm an EXPERT," you may be missing opportunities.

### **MARKETING TIP - INCLUDE A PHOTO OF YOURSELF ON LinkedIn**

A close-up of your face conveys authenticity and inspires people to trust you. When a flower, dog or kids is your profile photo, some people may draw the conclusion that you may have something to hide.

On the analytics front, profiles with photos on LinkedIn you will get 7 times more traffic.

## ▣ THE TOOLS ▣

Facebook. Twitter. LinkedIn. Instagram. YouTube

Each tool is nuanced and differs in their function. In fact, people react differently to the same question on each network due to the context of the network. For example, when you post a status update on FB and LinkedIn, the FB feedback consists of likes, congratulations, shorter and lighthearted posts. On LinkedIn, feedback tends to be professional in nature, offering richer analysis and detailed descriptions of experiences.



LinkedIn has grown to be one of the top global professional tools. I think of it as your public resume or curriculum vitae. On LinkedIn, you can showcase your skills, your interests, your presentations, your awards and honors, your reading recommendations and more...and its EASY TO FIND.

With LinkedIn, you have the ability to connect with someone possibly three degrees of separation from you. Don't be shy about contacting someone you know about someone they know that knows someone you're interested in connecting with. That's its purpose!

For example, you want to work at Big State University Libraries. Use LinkedIn to search for people currently or formerly employed by BSUL. Investigate your first or second degree connections and reach out for potentially helpful information.

### Recommendations and Endorsements

- Recommendations and endorsements can help your cause.
- Recruiters and hiring managers do read recommendations and might take them into account.
- It's unlikely that a recommendation will be a deciding factor in a LinkedIn member's chance of getting hired in an academic library, but every little bit of good p.r. helps craft your persona.
- Only ask those who truly know your work to provide you a recommendation.

### Link to other social networks

- Link to your professional blog for further visibility.
- Link to your professional Twitter/SlideShare account
  - CAUTION! Some people have their personal Twitter stream feeding their LinkedIn stream. Make sure you change your LinkedIn settings if your Twitter stream veers off into unprofessional territory.

Search the "Jobs" and "Companies" tabs for jobs not listed on traditional library job sites.




**Twitter** is a relationship engine. You can get to know librarians of all stripes (Directors, front line librarians, innovators).

Some Twitter tips

- Be proactive on Twitter!
- If you do not have a Twitter account, create one with a short and professional handle.
- Follow librarians at libraries you aspire to work.
- Find built in communities on Twitter. For example, want to find out what medical librarians are discussing? Try the #medlibs hashtag
- Retweet people to get your foot in the door with people you've never met. Everyone loves a retweet!
- Tweet professional articles or blog posts.
- Tweet that you are interested in e-science, you follow the status of the Federal Research Public Access Act, or your opinion of the latest NCBI database. It shows hiring libraries you are motivated and up to date.
- Tweet that you're job hunting. This will work better if you've been active on Twitter and have built a trustworthy and credible persona.



- Finally, this →  should not be your Twitter profile picture...

### **Examples of professional tweets**

Hey #medlibs, I need pros & cons of Dynamed vs Essential Evidence Plus. Library trying to make decision

Neat! How to Put Your Library Floor Plan into Google Maps Floor Plans

Here's a cool new thing I'm helping launch, American Libraries Live

Ask Mil Mascaras, who was director at Big State U, about the strategic plan.

What's the best way to batch export times cited data from Web of Science?

@librarian With EndNote, you can export it but the TC data comes in the Notes field with other data.

@BSULib You can separate the TC data from the Notes data with a custom filter. Here's a video.

# facebook

Facebook tends to be more personal of Facebook. Because of this, make sure you are aware of your privacy settings. If you are younger, you probably have been using Facebook since high school and may have a bit more for the “memory hole.”

Some Facebook tips:

- Customize the privacy settings, but enable people to contact you!
- Check to see if your Facebook profile is crawled by Google.
  - If your Facebook page consistently aligns with your brand/persona, no problem.
  - If it deviates from your professional brand/persona, consider using a second email address to set up a professional profile for yourself.
    - Limit your friends to library/library organization pages or other librarians' pages.
    -
- Use Facebook to research libraries and their user outreach.

# ALAConnect

ALA Connect is a centralized space where official ALA groups can work together online. In addition, it's a place where any member can create new communities (unofficial ALA groups) without any staff assistance, so the site combines association work with communities of interest in one place.

You must be an ALA member to receive full privileges.

**“Better networkers have better job prospects.”**

## **8. THE TIMELINE AND ANATOMY OF AN ACADEMIC SEARCH**

### ▣ The Timeline of a Search ▣

Though procedures may vary from institution to institution, the following table documents a general timeline of an academic job search from inception to the start date of the selected candidate.

<b>ACTION</b>	<b>DURATION</b>
POSITION DESCRIPTION WRITTEN BY UNIT HEAD	START
POSITION DESCRIPTION & AUTHORIZATION TO RECRUIT APPROVAL RECEIVED FROM THE DIRECTOR OF LIBRARIES	1-2 WEEKS
SUNY ANNOUNCEMENT POSTED	-----
SEARCH COMMITTEE CHARGED/FIRST MEETING CONVENED	1 WEEK
PUBLICITY: ADVERTISEMENTS IN PROFESSIONAL JOURNALS PLACED/VACANCY ANNOUNCEMENTS SENT TO LISTSERVS/COLLEAGUES CONTACTED/RECRUITMENT AT CONFERENCES	6 WEEKS MINIMUM IF THERE IS A DEADLINE. THERE ARE CONTINUOUS RECRUITMENT EFFORTS FOR OPEN ENDED SEARCHES.
APPLICATION DOSSIERS RECEIVED AND DISTRIBUTED TO SEARCH COMMITTEE	-----
APPLICATIONS REVIEWED	1-4 WEEKS DEPENDING ON THE VOLUME OF APPLICATIONS
CANDIDATES REJECTED IN THE FIRST REVIEW NOTIFIED OF STATUS	-----
APPLICATIONS REVIEWED AGAIN TO NARROW TO A FINALIST POOL	1-2 WEEKS DEPENDING ON THE VOLUME OF APPLICATIONS
CANDIDATES REJECTED IN THE SECOND REVIEW NOTIFIED OF STATUS	-----
CANDIDATES SELECTED FOR TELEPHONE INTERVIEWS	-----
TELEPHONE INTERVIEWS	1-3 WEEKS IF INTERVIEWING CANDIDATES 2-6 WEEKS IF INTERVIEWING REFERENCES
RECOMMENDATION THAT SELECTED CANDIDATES BE INTERVIEWED/APPROVAL RECEIVED	1-2 WEEKS
CANDIDATES REJECTED IN THE THIRD REVIEW NOTIFIED OF STATUS	-----
CANDIDATES INVITED TO CAMPUS/SCHEDULES PREPARED/MATERIALS SENT	1-2 WEEKS
CANDIDATES INTERVIEWED	1-8 WEEKS
FINALIST RECOMMENDED/RECOMMENDATION ACCEPTED/DECLINED	1-3 WEEKS
FINALIST INFORMALLY CONTACTED/SALARY AND RANK FINALIZED	1-4 WEEKS
APPLICATIONS NO LONGER ACCEPTED IN OPEN ENDED SEARCHES	-----
FINALIST APPROVED/DISAPPROVED BY VARIOUS LIBRARY & CAMPUS COMMITTEES	1-3 WEEKS
FINALIST CONTACTED/STARTING DATE DETERMINED	-----
FINALIST SENT WRITTEN OFFER	1 WEEK
UNSUCCESSFUL CANDIDATES STILL PENDING ARE NOTIFIED	-----
SEARCH COMMITTEE DISCHARGED/SEARCH CLOSED	AFTER WRITTEN OFFER ACCEPTED

**Please note:** It can be **4-5 months or LONGER(!)** before you are contacted by an academic search committee!



### ▣ The Anatomy of an Academic Search ▣

Though procedures may vary from institution to institution, the following table documents the general anatomy of an academic job search from inception to the start date of the selected candidate.

1. Position description written by the Unit Head.
2. "Authorization to Recruit" approval received from the Director of Libraries.
3. Announcement posted on the University's Human Resources Website. Some jobs are posted internally first before posted externally.
4. Search committee is charged with providing a recommendation to the Unit Head. Search committees are usually composed of 3-5 people. The Unit Head is the actual "charging party" – the final decision maker on who receives the job offer.
5. Search committee meets with the Unit Head and Human Resources Officer to talk about what the unit is looking for in a librarian, the procedures, the deadlines and initial publicity.
6. The job announcement is formalized. If the search has a deadline, 6 weeks is the minimum amount of time most universities leave the job open. Some searches are open-ended which means all applications will be considered until an applicant is hired.
7. Publicity is a process that does not cease until the application deadline or until a candidate is hired. The announcement is sent to a pre-selected list of professional journals. The search committee sends out the announcement to professional listservs, colleagues, library schools and other relevant serial publications. If a professional conference coincides with the open application period, libraries often recruit at conferences. **(See "Successful Interviewing at a Conference or Career Fair")**.
8. Applications are sent to a human resources officer or the search committee chair. When received, many institutions will send you a confirmation letter with a questionnaire about your status as an underrepresented group.
9. Applications are photocopied and sent to the search committee members for their initial review.
10. The search committee discusses each application and ranks them as (1) Highly Recommended, (2) Recommended, (3) Recommended with Reservations and (4) Not Recommended. This first review eliminates candidates that do not meet the required qualifications (i.e., the Not Recommended). **See Appendix XVII for an example of a search committee evaluation sheet.**

11. The search committee determines a finalist pool (5-12 applications) to move forward on. Many of the lower ranking applications that met the required qualifications are notified of their elimination.
12. Many times, search committees will contact the finalists to see if they are still interested in the position and let them know the status of the search.
13. At this point, search committees can (1) contact the candidates for a phone interview or (2) contact the candidate's references for phone interviews. If the committee contacts the finalists for a telephone interview, the time will be much shorter than if the committee contacts three references for all finalists. Coordinating phone interviews in the summertime can mean extra time as search committee members, references and applicants go on vacation.
14. Telephone interviews are conducted by the search committee.
15. If the committee calls the candidate and a good impression is made, the committee will call the references of that candidate.
16. If the committee calls the references and a good picture is painted of the candidate, the committee will phone interview the candidate or consider an invitation for an on-site interview.
17. From the application and telephone interviews, 3-4 finalists are invited to campus for an on-site interview. If finalists drop out, the committee will consider the next highest ranked candidates. Remember: In open-ended searches, highly recommended applications can still be processed and accepted until the vacancy is filled.
18. Institutions offer the invited finalists dates on which to interview. These can range from 1 week to 8 weeks. Travel and lodging arrangements are made during the interim period.
19. On-site interviews conducted for the finalists. **See the "Preparing For Interviews: The Key To Success" section for details of the interview.**
20. After all finalists have interviewed, the search committee evaluates the ENTIRE body of work submitted (interviews, references, dossier, presentation, staff evaluations, supplementary materials, etc.), the search committee writes a report detailing the strengths, weaknesses, and recommendation of each interviewed candidate.
21. The search report is submitted to the "charging party," often the Unit Head, for their review.

22. The “charging party” decides on whom to hire. In some instances, the charging party’s selection may deviate from the opinion articulated by the search committee.
23. The “charging party” informally contacts the chosen finalist about interest in the job, salary, rank and start date issues.
24. At the same time, the chair of the search committee must justify that the search was fair and nondiscriminatory in a report to the Equal Opportunity Office.
25. In an open ended search, applications are no longer reviewed at this point.
26. When the recommendation for hire is approved by library faculty groups, the Equal Opportunity Office and the Provost, a formal written offer can be sent.
27. All unsuccessful candidates still pending are notified of their elimination.
28. The search committee is discharged and the search is closed.



**Whew! That was a long process.  
I hope they liked me.**

**A job search is a step-by-step process.**  
Set reasonable goals and don't get ahead of yourself.

1. When I submit my application, my goal is to...

**GET INTO THE FINALIST POOL.**  
(The final 6-12 applicants).

2. After I phone interview and/or my references are contacted, my goal is to...

**GET AN IN-PERSON INTERVIEW.**  
(The final 3-4 applicants).

3. After I interview on-site, my goal is to...

**GET THE JOB OFFER!!!**  
(The final applicant).

---

**"LOOK AT A STONE CUTTER HAMMERING AWAY AT HIS ROCK, PERHAPS A HUNDRED TIMES WITHOUT AS MUCH AS A CRACK SHOWING IN IT. YET AT THE HUNDRED-AND-FIRST BLOW IT WILL SPLIT IN TWO, AND I KNOW IT WAS NOT THE LAST BLOW THAT DID IT, BUT ALL THAT HAD GONE BEFORE."**

■ **JACOB RIIS, SOCIAL ACTIVIST**

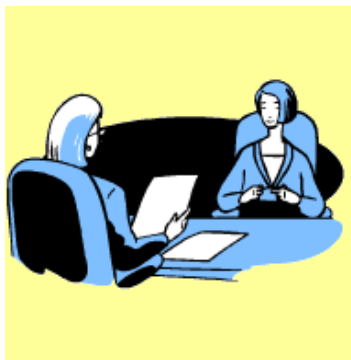


## **9. PREPARING FOR INTERVIEWS: THE KEY TO SUCCESS**

### **▣ General Preparation Before the Interview ▣**

- Body language is important! Learn how to shake hands and make eye contact.
- Review your cover letter and resume because you will be asked questions regarding that information.
- Review skill-sets derived from education and work experience.
  - ✓ PBHs are helpful for this.
- Research the potential employer on the Web. Find and read their strategic plan, if available.
- Put your online ~~stalking~~ research skills to work! Research the people you will be meeting during the interview.
- Conversely, some search committee members will “google” you. Check what anyone with two hands and an Internet connection can find out about you.
  - ✓ If you use your professional name on your blog, you have created an easily accessible record on your attitude towards your job, motivations, and, depending on how graphically you recount your life, your sex life, drug use, marriage, children and obsessions. This could be a positive or negative thing.
  - ✓ Dates and times are posted on many blogs. Fair or not, posts written midday during the work week may raise red flags among search committee members.
- Depending on how you use social networking sites, you may want to consider disabling/locking down/making private your Twitter/Facebook/Instagram accounts while searching for job.
  - ✓ Even if no one from a particular university is your friend. The information on these social networks travels fast and easy in library circles.
  - ✓ Working on Farmville or conducting Mafia Wars during midday may raise red flags, too.
- Query your professional network to see if they know anything about the organization or people interviewing you.
- Develop a strategy and answers to match education/experience with an organization’s needs.
- Inquire about the interview schedule, if not provided.
- Respond to messages promptly from your contact.
- Ask about travel and accommodations arrangements.
  - ✓ Will you be reimbursed? Or will the employer pay in advance?
- Get a good night’s sleep.
  - ✓ Account for time zone changes.
- Buy/borrow/have professional attire that you like and feel confident in.
- Communicate with your contact about any concerns or questions you may have.

As far-fetched as it may seem and no matter how desperate you are for a job, you must interview with the mindset:



I am interviewing them as much as they are interviewing me!\*

\*You don't want to be miserable at your new job, do you?

## **▣ Successful Telephone Interviewing ▣**

Telephone interviews are used by many organizations to trim-down the field of applicants that will be invited for an in-person interview. A telephone interview is important because it is your first evaluation by the hiring organization.

- Prepare just as you would for an in-person interview. You will be asked standard interview questions.
- Schedule the interview when you will not be interrupted. Turn off your cell phone, IM client or significant other during the interview
- Have a table/desk on which you have plenty of room for:
  - ✓ The job announcement
  - ✓ Your resume
  - ✓ Your cover letter
  - ✓ Your references
  - ✓ Your personal background history (PBH)
  - ✓ A glass of water
  - ✓ Note paper and a pen/pencil.
- Dress for the interview – believe it or not, it can affect the way you sound and present your ideas.
- Turn off call waiting.
- Use a speakerphone if possible to free up your hands.
- Get the name and correct spelling of everyone involved in the telephone interview.
- Do not ramble on the phone. Keep your thoughts pertinent, concise and organized.
- Do not address salary issues if at all possible.
- Follow-up with thank you letter(s).

## **▣ Successful Skype Interviewing ▣**

Some organizations may want to conduct a Skype interview either in place of or in addition to the phone interview. While a Skype interview can be similar to a phone interview and you should follow telephone interview protocol, there are additional considerations as the employer will be able to see you without having to be in the same physical space.

- Look at the camera when you are speaking, not the screen.
- Dress the part as if you were interviewing in person. While it is attempting to wear pajama pants with your suit jacket as the interviewer will only see you from the waist up, what if you need to get up to get something?

- Choose a quiet location, and be mindful of your surroundings. The interviewer will not only see you, but will also see what is behind you, including your Evil Dead posters or messy bedroom.
- Practice with a friend to get an idea of how you come across on video chat, especially if you have never used Skype before.
- Close all other computer programs.
- Stay focused on the interview and do not become distracted by your surroundings or any other technology.
- Check for program updates before the interview.
- If technological issues arise, stay calm and try to address the issue immediately. Remember, while you may not be able to see/hear the interviewer during the glitch, they may still be able to see/hear you.

### **▣ Successful Interviewing at a Conference or Career Fair ▣**

#### **Preparation for the Conference or Career Fair**

1. Research employers that will be at the conference or fair.
2. Develop a target list of employers you want to talk to so you do not waste time.
3. Know what you want to do – your career objective.
4. Have and rehearse your introduction line telling the recruiter what you are interested in and why you are a good choice.
5. Prepare and rehearse responses to questions like “Why should we hire you?” or “Tell me about yourself.”
6. Prepare resumes and lists of references for the specific types of jobs you want.
7. If online applications are accepted, submit your resume before the conference (i.e., ALA Placement Services for ALA Conferences <http://joblist.ala.org/>)
8. Prepare business cards to hand out to recruiters.
9. Remember, the first few seconds set the stage for the recruiter’s impression of you.
10. Prepare a list of questions you would like answered from potential employers.
11. Acquire a portfolio for folders with your resumes and references and with a writing pad and pens.
12. Prepare folders for items you collect from employers so you can keep them organized.



## **During the Conference or Career Fair**

1. Dress professionally – you only get one chance.
2. Be punctual - be at the placement center for your appointments - on time.
3. Check your messages at the placement center frequently.
4. Respond to messages promptly, including positions you choose not to interview for.
5. Walk around and look at the exhibits of employers you are interested in prior to talking to them.
6. Greet recruiters with a firm handshake, a smile and with eye contact.
7. Listen – you often learn much about the company or their recruiting strategy by listening to how they interact with others.
8. Tie in your experience, education, and skills with your enthusiasm for the type of position and institutional mission.
9. Focus on what you can do for the employer, not what you want from them.
10. Listen to questions carefully and provide responses to what is asked – and if you are not certain of what is asked, clarify the question prior to responding.
11. Don't forget to ask your important questions you have prepared if answers have not been provided already.
12. Get the business cards of recruiters – or write down their name and contact information.
13. Place business cards and institutional information in the folders you prepared.
14. If there is a long line at an employer, go to the next one on your list so you do not waste time.
15. Write down your impressions about each employer after you talk with them.
16. If there is time, explore opportunities with organizations you did not initially target.

## After the Conference or Career Fair

1. Conduct a review of each interview you had, focusing on what went well and what you could improve upon.
2. Write a thank you letter to each recruiter you talked to.
3. Follow-up as needed to maintain lines of communication.
4. Restructure your interviewing approaches and your resumes using feedback received from the recruiters – using good judgment.



**▣ An Example of an Interview Schedule ▣**

Interview schedules and lengths will vary from institution to institution.

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**Interview Schedule – Jacqueline R. Student  
Friday, May 27, 2016  
Reference/Instruction Librarian Position**

<b>Thursday, May 24rd</b>	<b>Activity</b>	<b>Faculty/Staff Member</b>	<b>Location</b>
6:00 – ???	Dinner with the search committee	Search Committee	Restaurant
<b>Friday, May 25th</b>			
9:00-9:15	Tour of the Library	Search Committee	
9:15-10:00	Meet with Library Staff	Library Faculty/Staff/Students	Conference Room
10:00-10:15	Coffee break (and prep for presentation)	Library Faculty/Staff/Students	Conference Room
10:15-11:10	Presentation* and Q&A session	Library Faculty/Staff/Students	Library Instruction Room
11:10-11:25	Break		
11:25-12:15	Meet with Human Resources Officer	Human Resources Officer	Human Resources Office
12:15-1:45	Lunch with Librarians	Library Faculty/Staff	Restaurant
1:45-2:15	Meet with Director of the Library	Director of the Library	Director's Office
2:15-2:30	Break		
2:30-3:30	Meet with the Public Services Department	Public Services Department	Conference Room
3:30-4:00	Wrap Up with Search Committee	Search Committee	Conference Room

- Please prepare a 15 minute presentation on “ACRL Framework for Information Literacy.”

## **▣ Prepare Answers to Important (and Tough) Questions ▣**

Interview questions will address your...

Work History	Job Performance	Education
Career Goals	Self-Assessment	Creativity
Decisiveness	Range Of Interests	Motivation
Work Standards	Leadership Abilities	Oral Presentation Skills
Written Communication Skills	Flexibility	Stress Tolerance
Stability & Maturity	Ability to Think on Your Feet	Interest In Self Development

**See Appendix XIV for an extensive list of interview questions.**

## **▣ The Dreaded and Inevitable "What are your weaknesses?" Question ▣**

There are many techniques in answering this question:

- Always choose your words carefully. Rehearse your answer ahead of time as it will be inevitably asked.
- In many instances, the search committee wants to gauge your level of self-awareness.
- Answer with things you "are improving upon."
  - "I was not always a self-assured person as an undergraduate. But in library school, I really learned to assert myself professionally during group projects. I see this job as an opportunity to further improve my confidence."
  - "I used to have trouble with procrastination. In the last year, I started using my iPhone to keep a list of things that I need to do, and use this great calendaring application to keep track of deadlines. I have found that this not only helps me to finish things on time, but it has also helped me to be more organized."
- Give a true weakness but one of modest size
  - "I have to work on having more patience and giving myself a break because I always want everything done at once."
- Be positive in light of the inherent negativity of the question.
  - "I am a visionary thinker. Though there are many positives of my mindset, I am well aware of the negative aspects as well. For instance, I have caught myself overlooking details or losing patience with the process. I want the search committee to know that I will be diligent in improving in these areas."
- Do not dodge the question and answer this question with solely a personal strength. You will lose credibility with some.
- Do not answer with a cliché.
  - "My biggest weakness is that I'm a workaholic."
  - "I'm sometimes too ambitious for my own good"
- Stay away from personal qualities and concentrate on professional traits.
  - For example, do not talk about how your temper ruined a personal relationship.

### ▣ Exercise #7: Why you? ▣

- Write down the following:
  - ✓ The type of job that interests you.
  - ✓ The type of employer that will have the job opening.
  - ✓ A response to the question: "What makes you a good choice for this position?"

### ▣ Prepare Questions to Ask the Interviewer ▣

**Always have questions for your interviewers. A lack of curiosity in their organization conveys disinterest.**

**See Appendix XVI for an extensive list of interview questions.**

- Why is this position open?
- What would you like done differently by the next person who fills this job?
- What can I expect to do during my first day/week on the job?
- What are the major challenges of this position as you see them?
- What is the most pressing problem? What would you like to see done in the next 2 to 3 months?
- What are some of the longer term objectives that you would like completed?
- Who will evaluate my performance, how will the performance be evaluated, and how often are evaluations conducted?
- Is there a probationary period for new employees?
- What is the next step in the hiring practice? Will I hear from you or should I contact you?

### ▣ What Not to Say in an Academic Library Job Interview ▣



## ▣ What to Do During the Interview ▣

- Be well-rested!
- Look people in the eye.
- Smile!
- Express positive and confident body language.
- Be punctual (or even a little early).
- Dress professionally in clothes you feel confident in.
- Be polite. Etiquette and manners do count.
- Listen!!!! - You have to hear the question to answer it.
- Bring paper and pens to make notes.
- Maintain an energetic, enthusiastic and flexible attitude.
- Attitude & temperament are as important in hiring an employee as education & work history.
- Try to focus on the positive, and turn potentially negative questions into opportunities for you to demonstrate your self-awareness and your potential for growth.
- Prepare for interview questions - organize your thoughts and answers.
- Be prepared for follow-up questions.
  - ✓ For instance, if you talk about improving information literacy instruction, be prepared to talk about **HOW** this was accomplished.
- Have a written list of questions to ask the interviewers. A lack of questions implies a lack of genuine interest in the position.
- Focus on "what you can do for them."
- Talk about your experiences relative to the position to which you are applying.
- Get the name/address of everyone you interview with.

## ▣ What to Avoid During the Interview ▣

- Look like you're dressed for the club on Friday night.
- Arrive late or fail to show-up for appointments.
- Fail to look at your interviewers.
- Fail to smile when meeting new people.
- Convey discomfort with your body language
- Forget about your relevant student jobs, internships, and class/student projects.
- Forget to talk about your non-library experience that may have given you valuable skill sets.
- Downplay your past experience.
- Dodge questions.
- Fail to be able to explain what you've done in previous jobs.
- Monopolize the conversation - OR - fail to talk.
- Talking about how horrible your current or previous employers are.
- Discuss specific salary requirements – if at all possible.
- At the end of the interview, ask "Did I get the job?"



*Will my office be near an ice machine?*

## ▣ Other Interview Considerations ▣



### **If you have anything that beeps, blips or boings in your pocket...**

- ✓ Turn it off! Not silent. Not vibrate. Off means off!
- ✓ You can be reconnected to your umbilical cord after the interview.



### **If you smoke...**

- ✓ Do NOT smoke in your interview outfit.
- ✓ A non-smoker can smell the tobacco smoke on you and your clothes when you walk into the room!
- ✓ Use chewing gum or breath mints, but take it out prior to the interview.



### **If you have a special diet...**

- ✓ Let your contact know BEFORE the interview, so that appropriate dining options are available to you.





## ▣ Presentations ▣

- Many academic library interviews require a presentation.
- The presentation is often the only time some library staff see you. So, it's very important to make a good impression!
- Presentations usually range anywhere from 10 minutes to an hour.
  - Respect the time limit. 15 minutes does not mean 20 minutes.
- Some presentations require a scholarly examination of a subject (i.e., "ACRL Framework for Information Literacy," "EAD and XML in Archives," etc.).
- Others may take the form of a mock instruction session (i.e., "teach a hypothetical group of Earth Sciences students how to find articles in a database").
- If a presentation is required, ask your contact about the particulars of the presentation.
  - ✓ If you do not understand the presentation question/format, **do not guess. ASK!**
  - ✓ Does the room have a computer? Is it Windows or Mac? What version of PowerPoint do they run?
  - ✓ Are there projection capabilities in the presentation room? Audio? Video?
  - ✓ Approximately, how many people will attend?
- Inquire about a temporary guest pass to use their online resources.
- Practice your presentation several times before the interview.
- Open strong. First impressions have an astonishingly influential psychological impact.
- Be prepared for questions about your presentation afterwards. For example, if you mention distance education, be ready to get more specific about it later.
- If using handouts, be prepared with a sufficient number of handouts or make prior arrangements.
  - ✓ Do not ask the search committee to photocopy them the day of the interview.
- Be prepared for the worst!
  - ✓ Have handouts in case the electricity is out or the computer died.
  - ✓ Focus on those paying attention, not the dude asleep in the corner or the grump rolling their eyes and yawning.
- Do not read your presentation.
  - ✓ You are being evaluated on your oral communication/public speaking skills as much as the content of your presentation.

## ▣ Interview Minutiae: Shaking Hands ▣

You will be shaking a lot of hands during an interview, so learn how to do it right!

Your handshake will do much to establish a first impression of yourself. The handshake is an important symbol of trustworthiness, approachability, and establishes an initial connection with the interviewer. The body language exuded during a hand shake lets the interviewer know that you are an excellent or poor candidate for this position - before you even answer an interview question.

### **So what is an appropriate way to shake hands?**

**Hand:** Extend your right hand to meet the other person's right hand.

**Angle:** The palm of your hand should be parallel to the hand you are shaking, and perpendicular to the floor. If you shake hands with your palm over the top and down onto the other person's hand, this is a subconscious display of dominance. Conversely, shaking hands with your palm facing up is submissive. You want to convey neither of those positions in an interview.

- **IMPORTANT:** Make sure your hand is fully locked onto their hand. Do not shake fingers, you are shaking HANDS!

**Firmness:** Your handshake should be firm but not so firm that it is uncomfortable. Match the strength of your grip to theirs. For example, if shaking hands with an elderly person, ease up a bit. Practice shaking hands with people to get an intuitive sense of how firm you should shake.

- **IMPORTANT:** No limp handshakes!
- **IMPORTANT:** No bone crushing handshakes!

**Eye contact:** You must always look in the eyes of the person whose hand you are shaking. Otherwise, you completely negate the point of shaking hands in the first place and instead send a signal of dishonesty, disinterest or insecurity.

**Other body language:** Smile. Do not crowd the other person.

**Greeting:** There are several appropriate ways to greet someone during a handshake. It all depends on context. Using the person's name only engenders confidence in you ("Nice to meet you, (THEIR NAME)," or "Hi, (THEIR NAME),").

**Duration:** 1-2 seconds is a good length of time for handshake. Over 3 seconds becomes awkward.

**Pumping:** Used to convey warmth, this gesture is optional. Please note that pumping three or more times is awkward and annoying.

**Sweaty palms:** If you have sweaty or damp palms (which is only natural, even if you are well prepared), try to unobtrusively wipe them off before shaking hands.

## ▣ Body Language ▣

A large part of how you communicate is conveyed through body language. Researchers have noted that body language projects sincerity, interest and confidence more honestly than verbal communication.

Even if the interview hasn't "officially" started, you're being judged the moment you step into the library. **Body language reveals your inner confidence**. Appear confident and relaxed (even if you aren't!), because first impressions are critical.

### **Before the interview**

**Confident applicant:** Sits relaxed and waits patiently for the interviewer conveys confidence and preparedness.

**Unconfident applicant:** Fumbles with their briefcase or their interview/presentation notes before the interview conveys the impression of nervousness, unpreparedness and self-doubt.

### **Walking into the interview office or room**

**Confident applicant:** Walk in confidently with a good relaxed posture. Shake hands firmly and confidently. Find a seat at a comfortable distance between you and the interviewer(s). If other interviewers enter the room after you are seated, stand up, introduce yourself and shake their hands.

**Unconfident applicant:** Walks with a stooped or rigid posture. Shuffles or drags feet when walking. Expresses timidity by peeking in an office, lightly knocking on the door, and asking permission to sit in a chair. Does not shake hands or shakes hand loosely.

### **During the interview**

**Confident applicant:** Projects professionalism, sincerity and confidence by leaning forward, maintaining eye contact and using expressive gestures during the interview. Does not overdo eye contact as gazes that last longer than 7-10 seconds can cause discomfort and anxiety

**Unconfident applicant:** Leans back in chair, acts shy, ashamed or rigid, and/or averts eye contact conveys diffidence to an employer. Clenches or wrings hands, plays with necklaces, rings. Shakes leg or displays nervous tics.

Lastly, don't imagine a hidden meaning in every gesture. Most interviewers look for clues in groups of gestures, not random ones.

## **▣ Fashion and Grooming 101 ▣**

You've made it to the in-person interview. You've made your travel arrangements. You're working on that presentation. Someone asks you if you've bought your interview suit. You look at the schedule and discover they're taking you out to lunch and dinner the day before. Someone is picking you up and giving you a tour of the town and the college. What do you wear? What don't you wear?

For those of you who don't think you need to care about your attire, please read this section immediately below. The rest of you can skip ahead to the specifics about clothes and grooming.

### **▣ But that's not who I am in real life.**

You are competing in a tight job market. First impressions are strong ones. You don't need to be wearing a suit on the plane or to dinner, but you need to look neat, clean, and presentable. You are being interviewed in some fashion or another the entire time you are with someone from the library or the university. When someone meets you at the airport, you are being interviewed. When you are having dinner with the search committee the night before, you are being interviewed.

You do not need to look like an investment banker. Librarianship as a general rule is less formal than say, banking or business. It is possible to find clothes and accessories that manage to be appropriate and professional without stifling your personality. Ask someone in the field to look over the outfits you've picked out.

### **▣ I owe Sallie Mae over \$30,000 in student loans; I don't have the money to spend on a suit.**

A good interview outfit is an investment. There are sales. There are coupons. Most academic librarians are required to present at conferences. You can wear the suit or the outfit again. It'll be a lot easier to pay Sallie Mae when you have a job.

### **▣ I've been to that library. They all wear cutoffs and Birkenstocks. I don't want to be overdressed.**

Even if the library has an ultra-casual atmosphere, you want to look your best. It is possible you may be the best dressed person at every occasion. It's possible that no one there cares about your attire at all. The problem is that you have no way of knowing that. So be safe.

### **▣ I'm a librarian! I don't need to care about clothes. Have you seen how we dress?**

You are showing that you are serious about this job. Anyone can slap on a pair of jeans and a tee shirt. It takes no effort. If you can't be bothered to make the effort to dress up for the interview, someone probably will wonder what kind of an effort you will make if they hire you.

**▣▣▣ You still need to care about your attire and your personal appearance when you interview! ▣▣▣**

## Some general rules:

- Nails should be clean and well groomed. For the nail biters among you, get an emery board
- Hair should be clean and neat. It should not look like you just rolled out of bed
- Shoes should be polished and scuff free. Leave the stilettos and the sneakers at home with the jeans
- Clothing should
  - Fit you properly
  - Be clean and without wrinkles
  - Be devoid of stains, rips, loose threads, and/or tears
- Be very conservative with the use of aftershave or perfume
- If you're a smoker, make sure you don't smoke wearing your interview clothes
- Do not go overboard with makeup or jewelry. Less is usually more.
- Choose colors and cuts that flatter you.

**You want to wear clothes make you feel confident.** Wearing your interview outfit and shoes a few times may help with that. Find a friend or a family member who dresses well and who will give you an honest critique and go shopping.

## Before the interview

You may be taken out to lunch and/or dinner the night before. Again, you are still being interviewed. It is perfectly acceptable to ask your contact on the search committee if the restaurant(s) to which they are taking you has a dress code. If you know the name of the restaurant, you could also call the restaurant directly and ask them. Business casual is usually a safe way to go. For men, business casual is generally cotton trousers such as khakis, a collared shirt, and loafers. For women the definition is somewhat looser: dress trousers (no denim) or a skirt, tailored capris; tailored shirts or blouses, sweater sets; and sandals or dress shoes are all acceptable.

## Interview day

Men: suit, collared shirt, and tie or a sport coat, trousers, collared shirt and tie. Usually solid colors or a pinstripe are best for the jacket or suit. Shoes can be lace-up dress shoes or loafers, in conservative colors. Make sure they are polished. Do not wear white socks.

Women: business suit (pant suits are fine) or a dress with or without a jacket. Skirts or dresses hemlines should probably be no higher than an inch or so above the knee. Avoid showing cleavage. Hose should be sheer and in a neutral color. Shoes with a medium or low heel are preferable.



## ▣ Handling the “Hated” Salary Questions ▣

- Be prepared to talk about salary.
- Failing to negotiate with a new employer can be a mistake that takes years to undo.
- If at all possible, avoid the salary question until the employer makes you a job offer.
- If pressed to provide salary requirements during the interview, try these responses:
  - ✓ **If there is no salary information available:**
    - “Based upon my qualifications and the job requirements, I believe we will be able to come to an agreement once you’ve decided I’m the right person for the job.”
  - ✓ **If there is a published salary range:**
    - “I believe we can come to an agreement within the salary range published.”
  - ✓ **If you are really pressed for a dollar figure:**
    - “I believe my qualifications for this position should equate to a salary somewhere between \$xx,xxx and \$xx,xxx, depending upon the total benefits package.”
    - “I noticed that similar positions in the latest (Insert source) salary survey indicate someone with similar qualifications should qualify for somewhere between \$ -----  
- and \$ -----.”
- Know the “going rate” in a particular area of the country by researching regional job postings.
- Salaries are oftentimes negotiable. Be prepared to back up your salary request with specific information about your education and experience. If you choose to negotiate, be very confident in your abilities and diplomatic. Never be defensive!
- One strategy is to ask for 10% more than what you want.
  - ✓ In this scenario, employer might say, “Oh, we can’t possibly do that.” or present a counteroffer. In most cases, that does not mean the negotiation is over. You could respond, “How close can you come to that figure?” or “Can we meet in the middle?”
- If the employer really cannot meet your salary expectations, and you really want the job, you might try:
  - requesting a 6-month performance review with the salary to be reconsidered at that time.
  - asking the employer to consider expanding the job description or upgrading the position and salary
  - negotiating flextime, telecommuting, additional vacation time, professional dues and conference coverage, etc.
- Moving stipends (and sometimes, spousal employment) can also be negotiated.
- Get the offer in writing and clarify any questions you might have before agreeing to it.

## **10. COMMUNCIATING WITH POTENTIAL EMPLOYERS**

Following up is an essential step in completing the interview process.

### **▣ Writing Effective Thank You Letters ▣**

**See Appendices XI and XII for examples of Thank You Letters**

- Thank you letters can be an extremely effective job search tool.
- Thank you letters provide an indication of your “thoughtfulness” and follow-through.
- They are appropriate for several occasions:
  - ✓ Immediately following an informational interview.
  - ✓ Immediately following a telephone interview.
  - ✓ Immediately following an on-site interview.
  - ✓ After receiving a job offer.
  - ✓ After receiving a rejection letter.
  - ✓ When leaving your current job.
  - ✓ When starting a new position.
- They can be in more than one format:
  - ✓ Formal business letter,
  - ✓ Hand-written thank you card, or
  - ✓ E-mail (more informal and packs less of a punch)
- They should be sent to everyone with whom you interviewed.
  - ✓ The search committee and administrators you met with should receive thank you letters.
  - ✓ If 25 people attended your presentation, you do not need to send individualized thank you letters to all 25 people.
- Thank you letters should include:
  - ✓ Basic information about the interview:
    - Name of individual to whom addressed,
    - Position for which interviewed, and
    - Date of the interview.
  - ✓ A “thank you” for the opportunity to interview.
  - ✓ Comments about the interview:
    - How your background matches the position, and
    - Positive comments about the organization and interviewers.
  - ✓ Statement of your continued interest in the position.

## ☒ Communicating via Telephone ☒

- Call the Libraries' Human Resources Office if you want to inquire about the status of a search.
- Do not make a pest of yourself. Calling every week is not going to speed up the search committee.

## ☒ Rejections ☒

- Employers SHOULD send you a letter if your application is no longer being considered.
  - ✓ However, some of the more unprofessional human resources offices do not send anything and leave applicants hanging. Unfortunately, this happens more often than you think!
- This is easier said than done, but do not take rejections personally.
  - ✓ Using essentially the same resume and cover letter template, you could get rejected in the first round from a part-time community college position and make the finalist pool of a tenure-track position at an Ivy League university.
  - ✓ There are so many factors at play (applicant pool, search committee composition, internal candidates), it does not make sense to take rejections personally.

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**"Our greatest glory is not in never falling, but in rising every time we fall."  
– Confucius.**

## ☒ When You Get the Job of Your Dreams ☒

- If you have accepted another job, it is courteous to inform all other institutions that still have open searches, so they can withdraw you from consideration.
- Send thank you letters to the appropriate contacts and your references.
- Celebrate with family and friends!





**APPENDICES:  
WORKSHEETS,  
SAMPLE DOCUMENTS  
AND  
ADDITIONAL RESOURCES**

## Appendix I: Work Experience Worksheet

Job \_\_\_\_\_

**Dates of Employment:** From (mm/yyyy): \_\_\_\_/\_\_\_\_/\_\_\_\_ To (mm/yyyy): \_\_\_\_/\_\_\_\_/\_\_\_\_

**Job Title** (Official title and, if necessary title that can be understood by others):

Official Title: \_\_\_\_\_

Understandable Title: \_\_\_\_\_

**Salary:** Start: \$ \_\_\_\_\_ End: \$ \_\_\_\_\_ **Per:** \_\_\_Hour \_\_\_ Week \_\_\_ Month \_\_\_ Year

**Employer:** \_\_\_\_\_

**Address:**

\_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Telephone Number:** \_\_\_\_\_, **Extension:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Phone:** \_\_\_\_\_, **Extension:** \_\_\_\_\_ **E-Mail:** \_\_\_\_\_

**Duties** (Describe what you did):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Accomplishments** (Successes within the workplace):

\_\_\_\_\_

\_\_\_\_\_

**Projects** (Activities that required special skills/accomplishments):

\_\_\_\_\_

\_\_\_\_\_

**Special Skills** (Equipment/Hardware/Software/etc.)

\_\_\_\_\_

\_\_\_\_\_

**Recognition** (Any type of award or recognition and what it was for):

\_\_\_\_\_

\_\_\_\_\_

## Appendix II: Accomplishment Worksheet

Accomplishment: \_\_\_\_\_

1. What makes this accomplishment stand out as something special?

2. How did you initially become involved?

3. What did you do personally?

4. How did you do it?

5. What was especially enjoyable about doing it?

6. Were there any measurable outcomes?

### Appendix III: Educational Experience Worksheet

School: \_\_\_\_\_

<b>Degree/Certificate:</b> _____ <b>GPA:</b> _____
<b>Date of Degree/Certificate:</b> _____
<b>Name of School:</b> _____
<b>City:</b> _____ <b>State:</b> _____
<b>Dates of Attendance:</b> From (mm/yyyy): _____ To (mm/yyyy): _____
<b>Major Focus of Study:</b> _____
<b>Major Coursework:</b> _____ _____ _____ _____ _____ _____
<b>Significant Coursework</b> (Other than in major area of study): _____ _____ _____
<b>Special Projects:</b> _____ _____ _____
<b>Significant/Published Research:</b> _____ _____ _____
<b>Academic Recognition:</b> _____ _____
<b>Significant Presentations:</b> _____ _____

## Appendix IV: Technology Skills Worksheet

**Computer Operating Systems:** \_\_\_\_\_

**Computer Software:**

1. Word Processing: \_\_\_\_\_
2. Database: \_\_\_\_\_
3. Web Design: \_\_\_\_\_
4. Presentation: \_\_\_\_\_
5. Spreadsheet: \_\_\_\_\_
6. Project Management: \_\_\_\_\_
7. E-Mail: \_\_\_\_\_
8. Graphic Design: \_\_\_\_\_
9. Other: \_\_\_\_\_

**Commercial Information Databases:**

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

**Web Design:** \_\_\_\_\_

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

**Programming Languages:**

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

**Library Automation Systems:** \_\_\_\_\_

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

**Cataloging Systems/Software:**

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

**Digitization:**

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

**Network Administration (Operating System/Certification):**

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

## Appendix V: Additional Skills, Experience, and Activities Worksheet

### Foreign Languages:

1. \_\_\_\_\_  Read  Write  Speak Proficiency: \_\_\_\_\_
2. \_\_\_\_\_  Read  Write  Speak Proficiency: \_\_\_\_\_
3. \_\_\_\_\_  Read  Write  Speak Proficiency: \_\_\_\_\_

### Professional Associations and Involvement:

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### Publications:

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### Research:

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### Presentation & Public Speaking Experience:

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### Honors, Scholarships & Awards:

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### Community Involvement:

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**Jacqueline R. Student**  
1431 West 35<sup>th</sup> Street  
Buffalo, New York 14214-1332  
716-233-2323  
jrstudent@buffalo.edu

## **EDUCATION**

**MLS**, State University of New York at Buffalo, Buffalo, NY, 2016 (expected)  
Coursework emphasis on information literacy and health sciences reference.

**BA**, University of North Carolina, Chapel Hill, NC, 2011  
Major: American History, Minor: Political Science

## **EXPERIENCE**

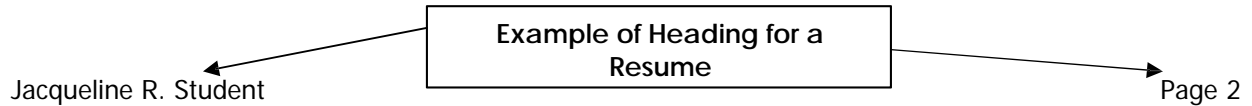
**State University of New York at Buffalo, University Libraries, Buffalo, NY,  
2013-present**

**Student Reference Assistant, Health Sciences Library, Buffalo, NY.  
19.5 hours/week 2015-present**

- Provide detailed, customer-centered reference and research assistance at a health sciences using print and electronic sources including MEDLINE, Web of Science, PsycINFO, CINAHL and electronic journals.
- Design and teach library instruction for faculty, staff, graduate students and undergraduates on a variety of topics.
  - Design and teach two workshops: "Getting Started with Prezi" and "Introduction to EndNote"
  - Assist librarians with course integrated instruction on evidence-based medicine
- Conduct library tours for prospective medical students.
- Develop and maintain web-based guides on EndNote, PubMed and physician directory information.
- Proofread scholarly articles written by libraries faculty.
- Performed clerical tasks in support of the Reference and Education Department

**Intern, Lockwood Memorial Library, Buffalo, NY  
7 hours/week 2015-2016**

- Co-taught the information literacy component for 12 classes of ENG 105 Writing and Rhetoric
- Reviewed and selected educational software for the library technology classroom.
- Installed software in the library technology classroom.
- Trained library staff on uses of LibGuides.
- Created Google forms to streamline instruction registration processes.
- Maintained Web pages that supported the learning objectives of ENG 105.



**Practicum Student, University Archives, Buffalo, NY**

**3 hours/week**

**2015**

- Weeded a special collection of 67,000 volumes
- Initiated a gift backlog project, processed the backlog for cataloging, and received mention in the University Archives Annual Report due to my efforts.

**East Bumble Independent School District, East Bumble, TX, 2011-2012**

**History Teacher, East Bumble High School, East Bumble, TX, 2011-2012**

- Taught American history to approximately 150 sophomore and junior students.
- Developed district-wide lesson plans to meet TAAS objectives as member of curriculum revision team.
- Provided parents with materials to assist students experiencing difficulties with class work.
- Promoted to Department Chair in 2012.

**TECHNOLOGY SKILLS**

- Operating Systems: Comfortable working in a Windows or Mac environment.
- Library Applications: Working knowledge of EBSCO, JSTOR, Ovid, PubMed, ScienceDirect, and Web of Science interfaces; expert with EndNote, familiar with OCLC
- Web Design: HTML; CSS; Dreamweaver; MS FrontPage; Photoshop
- Office Applications: MS Office Suite; OpenOffice

**LANGUAGE SKILLS**

- Intermediate knowledge of Russian.

**PROFESSIONAL ORGANIZATIONS**

- Program Chairperson, Student Association of the School of Informatics (SASI)
- Member, Student Chapter, American Library Association (ALA)
- Member, New York Library Association (NYLA)



Appendix VII: Resume  
Combination Format

**Jacqueline R. Student**  
1431 West 35<sup>th</sup> Street  
Buffalo, New York 14214-1332  
716-233-2323  
jrstudent@buffalo.edu

**EXPERIENCE**

**Information Literacy and Library Instruction:** Designed and taught library instruction for faculty, staff, graduate students and undergraduates on a variety of topics: Co-taught the information literacy component for 12 classes of ENG 105 Writing and Rhetoric; Designed curricular aids for and taught two workshops: "Getting Started with Prezi" and "Introduction to EndNote"; Assisted librarians with course integrated instruction on evidence-based medicine Conduct library tours for prospective medical students. Trained library staff on uses of ClassControl 6.0; Taught American history to approximately 150 sophomore and junior students; Developed district-wide lesson plans to meet TAAS objectives as member of curriculum revision team.; Installed software in the library technology classroom.

**Web Development:** Develop and maintain web-based guides on EndNote, PubMed and physician directory information; Created Google forms to streamline instruction registration processes;

**Reference:** Provided detailed, customer-centered reference and research assistance at a health sciences using print and electronic sources including MEDLINE, Web of Science, PsycINFO, CINAHL and electronic journals; Performed clerical tasks in support of the Reference and Education Department.

**Collection Development:** Reviewed and selected educational software for the library technology classroom; Weeded a special collection of 67,000 volumes; Initiated a gift backlog project, processed the backlog for cataloging, and received mention in the University Archives Annual Report due to my efforts.

**POSITIONS HELD**

**Student Reference Assistant**, State University of New York at Buffalo, Health Sciences Library, Buffalo, NY, 2015-present

**Intern**, State University of New York at Buffalo, Lockwood Memorial Library, Buffalo, NY, 2015-2016

**Practicum Student**, State University of New York at Buffalo, University Archives, Buffalo, NY, 2015

**History Teacher**, East Bumble High School, East Bumble, TX, 2011-2012

**EDUCATION**

**MLS**, State University of New York at Buffalo, Buffalo, NY, 2016 (expected)  
Coursework emphasis on information literacy and health sciences reference.

**BA**, University of North Carolina, Chapel Hill, NC, 2011  
Major: American History, Minor: Political Science

**SKILLS**

**Operating Systems:** Comfortable working in a Windows or Mac environment.

**Library Applications:** EBSCO, JSTOR, Ovid, PubMed, ScienceDirect, and Web of Science interfaces; expert with EndNote, familiar with OCLC

**Web Design:** HTML; CSS; Dreamweaver; MS FrontPage; Photoshop

**Office Applications:** MS Office Suite; OpenOffice

**Russian language:** Intermediate knowledge of Russian.

## **APPENDIX VIII: UNIVERSITY AT BUFFALO CURRICULUM VITAE TEMPLATE**

### **Name**

University Address

Home Address

Phone

Email (*Institutional*)

Researcher ID (*If applicable; e.g. ORCID*)

### **EDUCATION**

*(List highest degree first; state official name of institution at time of degree.)*

Degree	Institution
Year	Thesis/dissertation title or major ( <i>If appropriate</i> )
Honors	

### **CERTIFICATION**

*(Include appropriate professional licenses or special certification; e.g. Microsoft Professional Certificate, New York State School Media Specialist, etc.)*

*(Under each subsequent heading and subheading:*

*List entries in reverse chronological order*

*Use bracketed term [SELECTED] to indicate that only pertinent activities are listed)*

### **EMPLOYMENT HISTORY**

*(Include library and relevant professional experience. For added responsibilities at the same position/rank, add bullets with dates; e.g. AST Team Leader, 2014-present. Avoid duplication of listed duties.)*

Inclusive Dates	Academic rank or title ( <i>Include changes in rank with same title; e.g. Librarian 2014-present, Associate Librarian 2008-2013, Assistant Librarian 2001-2007, etc.</i> )
-----------------	--

*(Indicate part-time)* Unit name and place of institution

Brief description of duties (*Use first person, present tense active verbs for current position/past tense for previous; avoid word repetition; include supervision, clinical work, etc.*)

### **RELATED EXPERIENCE**

*(Include other employment that is relevant to your current position and that strengthens your dossier; e.g. library vendor representative, teacher, law clerk, nurse, researcher, lab technician, corporate work.)*

### **TEACHING**

*(Include credit and non-credit bearing courses, course-integrated instruction, guest lectures, distance education, credit-bearing practicum supervision, or thesis/dissertation review committee work. Specify if online, blended, or hybrid. Avoid lengthy descriptions.)*

**Course instruction** (*Semester long, sole instructor, or co-instructor*)

**Course-integrated instruction** (*Single or multiple sessions, guest lecturer, instructor, or substantive programmatic orientation*)

**Workshop education/training programs** (*Single or multiple sessions, workshops on information resources for UB faculty and students. These might be skill or resource focused or part of a continuing education program.*)

**Practicum/special projects supervision** (*Include credit bearing activities only. For non-credit-bearing, add to appropriate category elsewhere; e.g. library/university service, job responsibilities*)

Your role in the course (*If appropriate; e.g. primary instructor, co-instructor*)

Title and number of course, and academic rank of co-instructor (*If appropriate*)

Name and place of institution

The years and/or terms the course was taught

## **PUBLICATIONS**

*(Include only those items where significant intellectual contribution was made. Use consistent, discipline-appropriate bibliographic style, showing all authors with principal and secondary authors clearly indicated; indicate amount of contribution (if collaborative) on research statement. Works accepted or submitted for publication can be placed here. Do not include works in progress.)*

**Books** (*Regardless of format*)

**Teacher's manuals**

**Contributions to books** (*E.g. chapter, preface, introduction or index*)

**Journal articles (Refereed)** (*Regardless of format*)

**Journal articles (Non-refereed)** (*Include journal columns here*)

**Conference papers** (*Published proceedings only*)

**Systematic reviews (Refereed)**

**Abstracts or summaries**

**Technical or Research Reports**

**Online publications (Refereed)**

**Online publications (Non-refereed)**

**Book/media reviews**

**Media** (*Include substantive digital, video, or audio creations for professional use*)

**Non-refereed serial publications**

**Accepted for publication**

**Submitted for review**

## **EDITORIAL ACTIVITIES**

*(Include journal editorship, editorial boards, newsletters, professional weblogs, moderated professional listservs, continuing columns, etc. Distinguish between refereed and non-refereed. List manuscript reviewing in Service section.)*

## **EXHIBITS AND DIGITAL COLLECTIONS**

*(Clarify role (e.g. curator); provide date(s), location, URLs, and co-sponsorship (if applicable); sponsoring organization or location of host server determines category of placement (e.g. American Library Association—ala.org domain—is national.)*

International  
National  
Regional  
Local  
University

**PRESENTATIONS**

*(Indicate under each the title: presented to whom, where, date and whether you were invited or competitively selected; individual or panel presenter. Use judgment; if presentation is natural extension of service, place in Service category.)*

International  
National  
Regional  
Local  
University

**PROFESSIONAL MEMBERSHIPS AND CONTRIBUTIONS**

*(List professional association/society memberships; provide name of association/society, membership dates, elected offices, committee/task force memberships, and meetings attended. Include related activities; e.g. program coordinator, session moderator, discussion list owner, website coordinator, etc. List university memberships or committee work in Service category.)*

International  
National  
Regional  
Local

**PROFESSIONAL DEVELOPMENT**

*(Include attendance at substantive workshops that are pertinent to professional work. Do not include general skills enhancement programs; e.g. learning PowerPoint or HTML. Include CE units, if appropriate. This section evolves over time; early stages of CV may include professional development activities that are not necessary for inclusion at the time of tenure dossier review.)*

International  
National  
Regional  
Local  
University

**PROFESSIONAL AND ACADEMIC HONORS AND AWARDS**

*(List honors and awards that are pertinent to professional work; e.g. Chancellor's Award for Excellence in Librarianship, ACRL Instruction Section Innovation Award, Library Journal Mover and Shaker, etc. Include title, date, and name of conferring organization.)*

International  
National  
Regional  
Local  
University

## **GRANTS**

*(List grants funded, non-funded, or under review; include noteworthy runner-ups or honorable mentions for non-funded applications. Indicate title, funding agency, co-investigators, dates, amount of awards, and brief descriptions including roles.)*

Research *(List in order: international, national, regional, local, university)*

Travel *(List in order: international, national, regional, local, university)*

Unfunded *(List only substantial achievements: e.g. runner-up, honorable mention)*

## **CONSULTING**

*(List paid or unpaid consulting services; e.g. non-editorial work for publishers or vendors, program or library reviews, etc. Include organizations, dates, and brief description. List any training activities not conducted under the aegis of a professional society.)*

International  
National  
Regional  
Local  
University

## **MEDIA INTERVIEWS**

*(List only activities that are pertinent to professional work; include either interviewee or interviewer. List date, title, name of show or publication, and any other relevant information.)*

International  
National  
Local

## **SERVICE**

*(List dates of service, position, organization, type of service, brief description of responsibilities, activity, role; indicate elected positions.)*

National  
University  
University Libraries  
Community

## **LANGUAGES**

*(List and indicate your proficiency in any language.)*

Dr. Mil Mascaras  
Chief Librarian  
Big State College Libraries  
695 Park Avenue  
New York, NY 10021

April 25, 2016

Dear Dr. Mascaras,

I am writing to apply for the position of Reference/Instructional Librarian -Health Professions Liaison advertised on the Big State College's Department of Human Resources website. Currently, I am a graduate student in Library and Information Science at the State University of New York at Buffalo (UB) graduating in May 2016. I am highly qualified for this position due to my strong interpersonal skills, customer-centered reference approach, collection development experience, personal interest in information literacy, nine years of teaching experience and facility with information technology and web development.

My library, teaching and academic experiences were invaluable preparation for the position of Reference/Instructional Librarian -Health Professions Liaison at Big State College Libraries. In my current position, graduate assistant at the Health Sciences Library (HSL), I actively pursue my interests in health sciences reference and instruction. My academic coursework in conjunction with a strong HSL mentoring program provide me a solid practical and applied base in librarianship. At the reference desk, I am comfortable using online resources as well as print resources to assist and instruct faculty, staff, graduate and undergraduate researchers. My friendly demeanor, customer service ethic and social skills make me a very approachable as a department liaison and reference librarian.

Additionally, I strongly believe in an active instruction program. As a student member of the Working Group on Library Instruction (WGLI) at UB Libraries, I am involved in designing a campus wide instruction program. I consider the integration of critical thinking skills into all aspects of the Libraries' instruction program a high priority. This is evidenced by my teaching style which incorporates active learning frequently, original and creative curricular materials, and my input at WGLI meetings. Recently, I taught two faculty-level workshops, educational software training and 12 library orientation sessions tailored to undergraduates. For one-time library instruction sessions, I tailor the content of my lecture and classroom materials to meet the specific needs of the visiting class. Most importantly, I have discovered users' success in the library can be directly correlated to effective bibliographic instruction.

Web design and information technology is an area in which I feel very comfortable. At UB, I designed and maintain three Internet resources for scholars. My design philosophy expresses a simplicity and straightforwardness, so to appeal to every user's intuition. Moreover, I streamlined library instruction registration pages (<http://ublib.buffalo.edu/instructreg.asp/>) by designing user-friendly Web forms. In the School of Informatics, I collaborated with five students to create a digital library consisting of wildlife images (<http://ublib.buffalo.edu/wildlife/>). I stay up-to-date on new educational technologies in order to flexibly adapt to impending changes in higher education.

My duties at the University Archives introduced me into a broad range of collection development activities. In particular, I managed a weeding project of 67,000 volumes, which involved setting goals, developing policy, liaising with other library departments and copy-cataloging. Due to my Health Sciences Reference course, I became conversant with new reference tools and the hottest health sciences subdisciplines.

I am confident the enclosed information demonstrates my suitability for your Reference/Instructional Librarian - Health Professions Liaison position. I look forward to hearing from you. Thank you for your consideration.

Sincerely,

**Jacqueline R. Student**

**Jacqueline R. Student**

Enclosures: Application, Resume and Reference List

**Appendix X:  
Example Reference List**

**Jacqueline R. Student**  
1431 West 35<sup>th</sup> Street  
Buffalo, New York 14214-1332  
716-233-2323  
jrstudent@buffalo.edu

**REFERENCES**

Anna Karina  
Senior Assistant Librarian  
Health Sciences Library  
University at Buffalo  
Buffalo, New York 14214-3002  
716-555-5554  
akarina@buffalo.edu

Wendy O. Williams, Ph.D.  
Professor  
School of Informatics  
University at Buffalo  
528 Baldy Hall  
Buffalo, New York 14260-1020  
716-555-5555  
wendy.o.williams@buffalo.edu

D. B. Cooper  
Chief Information Officer  
TP Technologies, Inc.  
P.O. Box 5768  
Cheektowaga, New York 14206  
512-555-5565  
d.b.cooper@tptech.biz



## Appendix XI: Handwritten Thank You Letter

April 26, 2016

Dear Mr. Mascaras:

Thank you for the opportunity to learn about the programs and services of the Big State University Libraries during my interview for the position of Reference/Instructional Librarian-Health Professions Liaison on April 25th.

I was most impressed by the Big State University Libraries' vision for health sciences information literacy over the next several years, the competency of the current staff, and the stimulating atmosphere of the library itself. After our discussion, I believe my Health Sciences Library experience at the University at Buffalo developed my skills to the level that I can make an immediate contribution to the Library's public services program. Additionally, the new emphasis on distance learning at Big State is an area in which my educational technology skills will assist in the development of library skills modules and in day-to-day operations. I consider the Health Professions Liaison position at Big State University Libraries to be a wonderful opportunity to use my education and work experience in a library program that is focused on serving the needs of faculty, staff and students.

Thank you again for your consideration.

Sincerely,

[Jacqueline R. Student](#)

1431 West 35<sup>th</sup> Street  
Buffalo, New York 14214-1332  
716-233-2323  
jrstudent@buffalo.edu

**Appendix XII:  
Business Formatted  
Thank You Letter**

April 26, 2016

Mr. Mil Mascaras  
Chief Librarian  
Big State College Libraries  
695 Park Avenue  
New York, NY 10021

Dear Mr. Mascaras:

Thank you for the opportunity to learn about the programs and services of the Big State University Libraries during my interview for the position of Reference/Instructional Librarian -Health Professions Liaison on April 25<sup>th</sup>.

I was most impressed by the Big State University Libraries' vision for health sciences information literacy over the next several years, the competency of the current staff, and the stimulating atmosphere of the library itself. After our discussion, I believe my Health Sciences Library experience at the University at Buffalo developed my skills to the level that I can make an immediate contribution to the Library's public services program. Additionally, the new emphasis on distance learning at Big State is an area in which my educational technology skills will assist in the development of library skills modules and in day-to-day operations. I consider the Health Professions Liaison position at Big State University Libraries to be a wonderful opportunity to use my education and work experience in a library program that is focused on serving the needs of faculty, staff and students.

Thank you again for your consideration.

Sincerely,

**Jacqueline R. Student**

Jacqueline R. Student  
1431 West 35<sup>th</sup> Street  
Buffalo, New York 14214-1332  
716-233-2323  
jrstudent@buffalo.edu

## **APPENDIX XIII: ACTION VERBS FOR RESUMES**

Use with caution – verb must communicate a skill-set that has value.

achieved	centralized	designated
accelerated	chaired	designed
accessioned	changed	detected
accomplished	charted	determined
accounted	clarified	developed
acquired	classified	devised
acted	coached	digitized
active in	collaborated	directed
adapted	collected	discovered
added	communicated	dispensed
addressed	compared	displayed
adjusted	compiled	distributed
administered	completed	documented
advanced	composed	doubled
advised	conceived	drafted
advocated	conceptualized	earned
allocated	condensed	edited
analyzed	conducted	educated
applied	conserved	effected
appointed	consolidated	eliminated
appraised	constructed	emphasized
approved	consulted	employed
arranged	contacted	enacted
articulated	contributed	encouraged
assembled	controlled	engaged
assessed	converted	enhanced
assigned	conveyed	enlarged
assimilated	convinced	enlisted
assisted	coordinated	entertained
assumed	corrected	established
attained	corresponded	estimated
audited	counseled	evaluated
augmented	created	examined
awarded	critiqued	executed
authorized	cultivated	exercised
balanced	customized	exhibited
bound	decided	expanded
briefed	decreased	expedited
broadened	defined	experimented
budgeted	delegated	explored
built	delivered	expressed
calculated	demonstrated	extended
cataloged	described	extracted

facilitated  
finalized  
fired  
fixed  
focused  
followed up  
forecasted  
formed  
formulated  
fostered  
found  
founded  
fulfilled  
functioned  
furnished  
gained  
gathered  
generated  
governed  
grossed  
guided  
halved  
handled  
headed  
heightened  
helped  
hired  
honed  
hosted  
hypothesized  
identified  
illustrated  
imagined  
implemented  
improved  
improvised  
incorporated  
increased  
indexed  
influenced  
informed  
initiated  
innovated  
inspected  
inspired  
installed  
instituted  
instructed

integrated  
interpreted  
interviewed  
introduced  
invented  
inventoried  
investigated  
involved  
issued  
joined  
judged  
justified  
kept  
launched  
learned  
lectured  
led  
lifted  
listened  
located  
logged  
made  
maintained  
managed  
marketed  
maximized  
measured  
mediated  
merged  
met  
mobilized  
modified  
molded  
monitored  
motivated  
navigated  
negotiated  
netted  
notified  
observed  
obtained  
opened  
operated  
orchestrated  
ordered  
organized  
originated  
outlined

overcame  
overhauled  
oversaw  
participated  
perceived  
performed  
persuaded  
photographed  
pinpointed  
piloted  
pioneered  
planned  
prepared  
presented  
preserved  
presided  
prevented  
printed  
prioritized  
processed  
procured  
produced  
programmed  
projected  
promoted  
proofread  
proposed  
proved  
provided  
published  
publicized  
purchased  
qualified  
questioned  
raised  
ran  
rated  
reached  
realized  
reallocated  
reasoned  
rebacked  
received  
recommended  
reconciled  
recorded  
recruited  
redesigned

reduced  
referred  
regulated  
rehabilitated  
related  
reinforced  
remodeled  
rendered  
reorganized  
repaired  
replaced  
reported  
represented  
requested  
requisitioned  
researched  
resolved  
responded  
restored  
retooled  
revamped  
reviewed  
revised  
revitalized  
saved  
scheduled  
screened  
searched  
secured  
selected  
served  
serviced  
set up  
shaped

shared  
simplified  
simulated  
sketched  
sold  
solved  
sorted  
sparked  
spearheaded  
specialized  
specified  
spoke  
sponsored  
staffed  
standardized  
started  
stimulated  
stored  
streamlined  
strengthened  
stressed  
stretched  
structured  
studied  
submitted  
succeeded  
suggested  
summarized  
superseded  
supervised  
supplied  
supported  
surpassed  
surveyed

sustained  
synthesized  
tailored  
targeted  
taught  
terminated  
tested  
traced  
tracked  
traded  
trained  
transferred  
transformed  
translated  
trimmed  
tripled  
turned  
tutored  
uncovered  
undertook  
unified  
united  
updated  
upgraded  
used  
utilized  
validated  
verified  
volunteered  
won  
worked  
wrote

## **APPENDIX XIV: FREQUENTLY ASKED INTERVIEW QUESTIONS**

### **GENERAL**

1. Why are you interested in this position?
2. Why are you interested in medical librarianship\*? (\* Insert appropriate subject)
3. Considering your education and work experience, why do you feel you are qualified for this job?
4. Why did you choose librarianship as a career?
5. Who or what in your life would you say influenced you most with regard to your career objectives?
6. Why should we hire you?
7. What will you add to our organization?
8. What contributions could you make to our library?
9. How do you see this job as challenging to you?
10. What do you know about our library? university? community? company? hospital?
11. What motivates you to come to work?
12. Describe your strengths and weaknesses.
13. What are your strengths and weaknesses as a librarian?
14. If we ask your present supervisor what your present strengths are, what would he/she say?
15. What strengths do you bring to a reference position\* and what areas would you like to improve? (\* Insert area of librarianship)
16. What qualities do you think we should look for in a prospective hire for this vacancy?
17. What do you think are the most important characteristics/abilities of a successful health sciences\* librarian? (\* Insert area of librarianship)
18. What does professionalism mean to you?
19. How do you feel about the way you are currently supervised? What is your preferred style of being supervised?
20. Do you prefer a job in which you have well defined tasks and responsibilities, or one in which your work changes on a frequent basis?
21. Are you a person who likes to try new things or more comfortable with regular routines? Give an example.
22. The person in this position needs to be innovative and proactive. Can you describe some things you have done that demonstrate these qualities?
23. Are you an energetic person?
24. Characterize yourself as one or the other and explain why: a procrastinator or a perfectionist?
25. Talk about your employment background.
26. How have your non-library work experiences helped you?
27. What two or three accomplishments have given you the most satisfaction?
28. What was your most important work-related accomplishment in the past year?
29. What are the things you particularly like about your present job?
30. What are things you don't like about your present job?
31. Describe your ideal job.
32. What's the most difficult job you've ever done and why was it challenging?
33. Have you ever been promoted internally? Why?
34. How will you make the transition from graduate student to professional?

35. What does customer service mean to you?
36. Describe a situation that displays superior customer service.
37. What do you find the most enjoyable public service? What do you find the most challenging about public service?
38. What type of management style do you prefer?
39. Have you supervised faculty? Staff? Students?
40. In your current position what types of decisions do you make without consulting your immediate supervisor?
41. Can you think of a problem, when the old solutions didn't work and describe how you solved it?
42. Do you like working with people?
43. What sorts of people do you enjoy working with most?
44. What kind of work environment do you prefer?
45. What gives you "job satisfaction"?
46. What do you think are the key elements of a successful academic library?
47. What do you know about our library?
48. You have just had a short tour of this library. Did any aspect or anything you saw or heard about this library surprise you? Would you change anything about this library?
49. What do you think would be the most difficult and the easiest aspects of taking over this job?
50. What did you do to prepare for this interview?
51. How would you describe your management philosophy?
52. Your degree is from SUNY -Buffalo and your work history shows employment at large research universities--what makes you think you would like to (or even would know how to) work within the culture of a small liberal arts college/hospital/company?
53. You've seen our mission\* statement. How would you see yourself contributing to our mission and campus atmosphere? (\* Could be religious, if a private school/hospital).
54. According to your dossier, you have never worked in a health sciences library\* before. In previous positions, what has prepared you for this job? Why are you interested? (\* Insert appropriate subject library)

## **EDUCATION**

1. Why did you elect to attend the University at Buffalo for graduate school?
2. How do you feel that your education has prepared you for this job?
3. What courses did you take in library school?
4. What was your favorite course in library school?
5. Can you provide us with an example of your work from graduate school?
6. What is good about your library school's program, and what is not so good?
7. Talk about your undergraduate major and how it relates to this position.
8. Who has been your mentor and what have you learned from this person?
9. Do you plan to continue your education?

## COMMUNICATION

1. How would you rate your communication skills? What have you done to improve them?
2. Do you consider yourself a good writer? Could you provide us a writing sample after the interview?
3. Do you consider yourself a good public speaker?
4. Describe a situation when you experienced ineffective communication. What would you do differently in the above situation?
5. By nature, are you an extrovert or introvert?
6. How would you describe your negotiation skills?
7. Describe a situation where you had to negotiate. What techniques did you use?
8. Would you get bored having to explain the same thing over and over again?
9. What is the role of humor in the workplace?
10. Describe a situation where you circumvented your organization's chain of command.

## STRESSFUL SITUATIONS

1. How do you handle stress?
2. Comment on a time when you got behind in your work. How did you handle this situation?
3. What things frustrate you the most? How do you cope with them?
4. What would you do if you were given a task, and when you set about to do it, found that you were unsure about what you were to do or how to do it?
5. Have you ever violated a workplace policy because you felt it was wrong/unethical/misguided/ineffective? Why?
6. Tell me about the steps you take in handling an irate patron.
7. Can you tell us about a particularly tense or chaotic situation with library users and how you handled the incident?
8. How would you handle a question over the phone that you can't answer immediately?
9. Is there any time that you would refuse to answer a patron's request?
10. What was your most challenging supervisory experience?
11. Have you ever had a conflict with a co-worker? How did you handle it?
12. How do you react when you see co-workers disagreeing? Do you become involved or hold back?
13. Considering your working career, tell about the most stressful event you ever faced, and how you coped with it.
14. What kinds of situations do you find stressful?
15. What has been the most difficult decision you have had to make?



## **VISION**

1. Where do you expect to be professionally in five years?
2. What are your professional goals?
3. How does this position fit into the career path you have set for yourself?
4. At some point in your career, do you see yourself in a management position?
5. Where do you expect the profession to be in five years? Ten years? When you retire?
6. The role of the reference librarian and the reference department\* has changed a lot in the past five years and will probably continue to change. How do you see reference service\* changing in the next five years? (\* Insert appropriate subject)
7. Talk about the impact of the Internet on today's academic library.
8. What are the biggest challenges facing academic libraries today?
9. What are the biggest challenges facing hospital librarianship\* today? (\* Insert appropriate subject)
10. In your opinion, name the most pressing issues in scholarly communications.
11. Talk about what you would like to accomplish by your 6 month, 12 month and 18 month milestones.

## **GROUP WORK & PROJECT MANAGEMENT**

1. Tell us about a team or group project you have worked on and how you have contributed to it.
2. Can you take us step-by-step on how you tackle a large project?
3. Give us an example you did in a former job that contributed to a teamwork environment.
4. In group situations, how do you describe your leadership style?
5. What role is most comfortable for you on team projects?
6. How do you like working in groups?
7. Describe your work style.
8. How did you prepare for the presentation you just gave?
9. Do you have any experience in setting up displays?
10. Give us an example of a time in which you felt you were able to build motivation in your coworkers or fellow students in school.
11. Describe the most significant achievement or written project/presentation/report that you have had to complete.
12. How do you feel about filling in for other departments if the need arises?
13. Have you had formal training in project management?
14. What do you add to committee meetings?

## TECHNOLOGY

1. Tell us about your experience with information technology.
2. How do you learn new technologies?
3. Do you have any experience with audio-visual materials?
4. Have you created webpages? In what context? Do you have a URL?
5. Have you created online learning objects? In what context? Do you have a URL?
6. Do you know HTML? XHTML? CSS? XML?
7. Do you know how to use Web editing tools? Dreamweaver? FrontPage?
8. Do you know how to use any graphics programs? Photoshop? Fireworks? Flash? Illustrator? Corel Draw?
9. Describe your experiences with content management software? Drupal?
10. Describe your experiences in server administration?
11. What is your proficiency with EndNote? RefWorks? Zotero? Mendeley?
12. Describe your experiences in the installation/maintenance/inventory control/specification/procurement of hardware and software.
13. What role does open source software play in the 21<sup>st</sup> century library?
14. Have you used any audio or video recording and editing software?
15. Explain your experiences with digitization.
16. What role will digital libraries or institutional repositories play in the future?
17. What do you know about digital preservation solutions/tools/networks?
18. How familiar are you with OCLC?
19. What databases have you used in a library setting?
20. What databases have you used to complete your schoolwork?
21. What kind of OPAC have you used? (Innovative Interfaces, Aleph, etc)
22. Tell us about your university's online catalog. What are its strengths? Weaknesses?
23. Tell us about your university's discovery tool.
24. What do you see as the future of OPACs?
25. Of the databases you've used, what interface is your favorite and why?
26. Have you created/used any web-based library resources (tutorials, video, audio)?
27. We troubleshoot a lot of computer problems in our information commons. Are you comfortable to answering these types of questions?
28. How proficient are you with troubleshooting computers?
29. How proficient are you with Word, Excel, and Access?
30. We take care of the printers/copy machines here. Would you object to having to do that?
31. What is your opinion on the library making laptops/iPads/Kindles/charging cords available for checkout?
32. If hired, what are your technology/desktop computing requirements?

## TENURE

1. Are you comfortable with this position being tenure-track?
2. What challenges do you see within the tenure process?
3. This is a "publish or perish" institution with very high standards for tenure review--what makes you think you would be able to earn tenure here?
4. What are your current research interests?
5. Do you have any statistical expertise?
6. How do you feel about your ability to write, spell, and communicate?
7. Which do you prefer to write: a single authored article or a collaborative article? Why?
8. What kind of feedback have you received about your writing ability?
9. How will you manage your time?
10. What professional groups are you a member of, and how active have you been in those groups?
11. What do you see as the value of belonging to professional organizations?
12. Community service is an aspect of tenure at our institution. What is your plan in this area?

## SUBJECT SPECIFIC

1. What are the unique challenges posed by medical librarianship\*? (\* Insert appropriate subject librarianship)
2. What do you like most about archival work (or insert area of librarianship here)?
3. Outline your health sciences\* background, including (1) health sciences coursework, (2) library school coursework in health sciences reference, and (3) health sciences library experience. (\* Insert appropriate subject)
4. What is your public service experience, including bibliographic instruction, reference desk, and collection development?
5. How would you develop a subject expertise in an area in which you have little background?
6. What are the unique challenges posed by rapidly changing information technologies on the humanities\* ? (\* Insert appropriate discipline)

## OUTREACH & LIAISON

1. What are your work experiences with outreach?
2. What experience do you have dealing with academic scholars?
3. What are some ways that you may try to promote library services and resources to faculty?
4. What is your vision of outreach?
5. How are teaching, instruction and consultation related to outreach?
6. In your experience, what are the most effective tools to use to communicate with faculty? Students?
7. Some faculty members have enormous egos. Does this attitude intimidate you? How do you approach this type of professor?
8. We are building a closer relationship with the university's IT department. What opportunities and challenges do you think this arrangement might bring?
9. Do you have any fundraising experience? Please describe.
10. Do you have any grant writing experience? Please describe.

## REFERENCE

1. What is your philosophy of reference?
2. What is the future of reference?
3. What do you like and dislike about reference work?
4. Please describe the library users in your current job. How do you tailor reference services to them?
5. If you were assisting a person at the reference desk and the telephone rang, what would you do?
6. What would you do if you were unsure of how to answer a reference question?
7. What would you do if you heard a staff member provide a patron with an incorrect answer?
8. Do you have any virtual reference experience?
9. If you were on a desert island, which 3 reference resources would you want to have?
10. What references/databases/resources are most important in the health sciences\*? (\* Insert appropriate subject)
11. How have your previous employers approached reference? What are the advantages and shortfalls of those arrangements?
12. Reference statistics at our library have dropped off precipitously. What strategies should libraries employ to remedy this?
13. Can you talk about different models of providing reference services? Which do you think might work the best for our users?
14. Have you worked with government documents before? In what capacity?
15. What is your feeling on Web-based subject guides? LibGuides?

## COLLECTION MANAGEMENT

1. What is your philosophy of collection development?
2. Please talk about the crisis in scholarly communication.
3. How would you approach a journal cancellation project?
4. How do you make selection decisions?
5. How do you make weeding decisions?
6. What is unique about health sciences\* literature? (\* Insert appropriate subject)
7. At the libraries you've worked at, what collection development model were used? What are the advantages and shortfalls of those models?
8. Have you used an online ordering system before? GOBI?
9. How do you see your educational background helping you with collection development?
10. How does collection development relate to reference/liaison work?
11. How do you see demand driven acquisitions (DDA) and purchase on demand (POD) programs fitting into a collection development strategy?
12. We are spending an increasing amount on electronic books. Some faculty are not happy. How do you explain this decision to them?
13. What is the size of the collection of the library you're working at now?
14. We are moving a large portion of our collections to off-site storage. What do you think about that?
15. If you were given \$XXX,XXX for collection development, how would you spend it?

## INSTRUCTION

1. What is your philosophy of instruction?
2. How do you prepare for teaching a one-shot class?
3. Do you have experience teaching information literacy?
4. Have you taken any coursework in bibliographic instruction or information literacy?
5. Do you like public speaking?
6. Describe your teaching style.
7. Undergraduates today have short attention spans. What techniques do you use to maintain their attention?
8. What has been your experience in developing course-integrated classes?
9. Explain the differences between instructing undergraduates, graduate students and faculty.
10. Do you utilize technology in your course offerings? If so, how?
11. Tell me about the workshops/classes you taught (how many people, composition of the class, length).
12. Describe your most effective library instruction session. Why was it successful?
13. Describe your most ineffective library instruction session. Why was it unsuccessful?
14. What kinds of instruction do health sciences\* researchers need? (\* Insert appropriate subject)
15. Why does a student need an in-person workshop if an online tutorial will suffice in the delivery of educational content?
16. Have you integrated online learning objects into your instruction?
17. Have you ever taught evidence-based medicine concepts?
18. What assessment tools have you used to evaluate your instruction?
19. Please describe an instance where you've used student feedback to inform future teaching.
20. How do you teach without technology?

## ARCHIVES

1. In the 21<sup>st</sup> century context, what is a finding aid?
2. What is your experience with EAD? DACS? MARC?
3. What is your experience with electronic records management?
4. What are your experiences with metadata?
5. What do you know about digital preservation solutions/tools/networks?
6. Describe the unique aspects of born-digital material from an archivist's perspective.
7. Talk about your knowledge of a few preservation techniques.
8. What are your experiences processing archival collections?
9. What are your experiences with exhibit development and design?
10. Talk about the similarities and differences between working with the public in an archives setting and a reference desk setting.
11. The archivist works closely with the President's office. Are you discrete? How do you work under quick deadlines?
12. Some pieces in our archives are worth \$ XXXXX. Can we run a security background check on you?
13. Describe your grant writing experience.
14. Describe your development experience.

## **INTERLIBRARY LOAN**

1. What is your interlibrary loan experience?
2. We serve and deal with a variety of people – professional Librarians, doctors, lawyers, hospital administrators, etc. How do you think this affects the work we do in this office?
3. How do you see the role of document delivery evolving in the 21<sup>st</sup> century library?
4. How would you improve our turnaround time for document delivery?
5. Talk about your familiarity with ILLiad (or other lending system).

## **CATALOGING**

1. What is your philosophy of cataloging?
2. Have you done any original cataloging?
3. Have you done any copy-cataloging?
4. Describe your experiences working with metadata.
5. Describe your familiarity with the cataloging and authority modules of an integrated library system.
6. What do you see as the impact of open linked data?
7. What is your familiarity with current and emerging trends in library metadata, including FRBR, RDA, MODS, linked data and RDF?
8. Discuss your experience with descriptive cataloging, authority control, subject headings assignment, and MARC21 in your previous job.
9. How has your reference work affected your cataloging work? (vice-versa)
10. Talk about your experience actually searching the authority file to do name authority work.
11. Please describe your experience with cataloging documentation and tools including OCLC, MARC, AACR2, LCSH, LCC, CONSER, ClassWeb, and Cataloger's Desktop.
12. Recently, the National Library of Medicine undertook a review of existing MeSH Subheadings. What is your opinion of their final report?

## **MISCELLANEOUS**

1. What do you do when you are not a librarian?
2. Describe yourself with three adjectives.
3. What have you read lately? What are you reading now?
4. What is your favorite movie?
5. What are your hobbies?
6. Do you knit? Mountain bike? Bake? Enjoy sushi? Garden?
7. Why do you want to move to this area?
8. What does success mean to you? How do you judge it?
9. What inspires you?
10. Who would you say is your hero?
11. Can you lift 50 lbs.? (For jobs, that require this skill.)
12. How do you feel about sharing an office with other people?
13. What did you learn today?
14. After speaking with us, are you still interested in this position?
15. If the job was offered to you, when is the earliest you could start?

## **APPENDIX XV: ILLEGAL INTERVIEW QUESTIONS**

**Employer's questions must be related to the job for which you are applying. Questions about marital status, children, ethnicity, and religious affiliation are illegal!**

**Options for answering an illegal question:**

1. You are always free to answer the question
2. You may refuse to answer the question
3. Or, you may examine the intent behind the question and respond with an answer as it might apply to the job. If you are unsure, you may ask the interviewer how the question applies to the job and then respond appropriately.

### **THE FOLLOWING TYPES OF QUESTIONS SHOULD NEVER BE ASKED AT AN INTERVIEW:**

#### **UNCONSTITUTIONAL QUESTIONS**

What is your religion?

What church/synagogue/mosque/temple etc. are you a member of...?

Outside of professional organizations, what organizations or groups do you belong to?

What is your political affiliation?

#### **SEXUAL PREFERENCE DISCRIMINATION**

What's your sexual orientation?

Are you a member of any gay/ lesbian groups?

Do you date members of the same or opposite sex?

#### **GENDER DISCRIMINATION**

Why is a man (woman) applying for a woman's (man's) job?

Why do you think a woman can do this job better than a man?

Are you pregnant?

Do you plan to get pregnant?

#### **ETHNIC & NATIONAL ORIGIN DISCRIMINATION**

Where were your parents born?

What country are you originally from?

What is your native tongue?

Are you Mexican? Korean? Nigerian? Etc?

#### **MARITAL STATUS DISCRIMINATION**

Are you married? Engaged? Divorced? Single?

Does your husband (wife) have a job?

Whom do you live with?

How will you and your wife (husband) deal with a long distance relationship?

### **FAMILIAL STATUS DISCRIMINATION**

Do you plan to have a family? When?  
How many kids do you have?  
How many kids do you plan to have?  
What are your childcare arrangements?

### **AGE DISCRIMINATION**

How old are you?  
When did you graduate high school/college?  
What's your date of birth?

### **INAPPROPRIATE PERSONAL QUESTIONS**

How tall are you?  
How much do you weigh?  
Do you own a car, home, etc...?  
Are you financially settled?  
What is your credit history?

### **MEDICAL & DISABILITY DISCRIMINATION**

Do you have any medical problems we should know about?  
Do you have any disabilities?  
How many days were you absent from work because of illness last year?  
Have you had any recent or past illnesses or operations?  
Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?  
Are you taking any prescribed drugs?  
Have you ever been treated for drug addiction or alcoholism?

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It would be great if all interviewers avoided questions which they should not ask, questions about your race, color, religion, national origin, ancestry, medical condition, physical handicap, sexual orientation, marital status, and age. Unfortunately, they do not. Often they ask these questions because they are untrained and they are concerned about a job-related aspect. The tactful thing to do would be to answer their intent rather than the question. If the question is really offensive to you and seems to indicate a pattern of impropriety, you can indicate that the questions are inappropriate to determine your potential as an employee and walk out. Of course, you will not receive a job offer in that case, but that is probably all right with you. Assuming the question is well-intentioned, but ignorant, what do you do? You need to have a plan of action in case you are asked one of these questions. **If you don't want to confront the interviewer, you can just answer the question. There are other options**, however.



Following are some questions and possible answers to illegal questions. Use your own words and style when deciding how to answer.

- Q. If the interviewer asks your age, it is usually because you are older and he or she is concerned that you will not adapt to change well or be enthusiastic.

**A. You can say that you are a few years above legal age (which might be humorous if you are well above), but you are enthusiastic about the job and bring a positive attitude and adaptable nature (tactful), or you can answer that the question is illegal or inappropriate and you prefer not to answer it (assertive, but may hurt your chance for the job).**

- Q. If the interviewer asks about your marital status or if you have children, it is often because of concern that you will get married and leave, that your spouse or children may be a problem if the job requires travel or relocation, or that you will miss work because of sick children or child care problems.

**A. You can state that marriage or children will not interfere with your ability and willingness to give 100% to the job (tactful) or that you prefer not to answer personal questions but would be happy to address job-related concerns (assertive).**

- Q. If the interviewer asks about your national origin, it is usually because they are concerned you might not be authorized to work or because they have noticed you speak with an accent or have said you have bilingual skills. They may be trying to be friendly in an inappropriate way.

**A. You can either answer that you are authorized to work and are confident you will make a positive contribution to the company or that you need an employer to sponsor you, but are confident that your contribution will be well worth it because of your skills and dedication (tactful). You can also ask how the question relates to the job requirements (assertive).**

- Q. If the interviewer asks about your health or disability, it is usually because of concern that you will miss work or will not be able to perform the required tasks.

**A. If you have an obvious physical disability, you can answer that you have everything you need to perform the job well above expectations, or that with a small, inexpensive adjustment to the work environment, you will be the most productive member of their team and promote a positive image for the company. Health is a confidential matter between you and the doctor, so you can ask if there are physical requirements for the job that you can address.**

- Q. If the interviewer asks about your religion, he or she will usually do it by asking if there are any days you cannot work or by asking about your non-work or extracurricular activities.

**A. You can reply that you are there will be no trouble with your ability to fulfill the work requirements (tactful) or you can ask how the question is related to the job requirements (assertive).**

## **APPENDIX XVI: QUESTIONS TO ASK DURING THE INTERVIEW**



You are interviewing an organization as much as they are interviewing you!

1. When considering candidates for this position, how would you describe the successful candidate?
2. Who will evaluate my performance, how will the performance be evaluated, and how often are evaluations conducted?
3. Is there a probationary period for new employees?
4. Does the library have a staff development program? How does it work?
5. Are there any major problems facing the library (i.e. funding shortfalls, user apathy, staffing shortages, training limitations, external restrictions on decision making)?
6. What kind of relationship does the library and the library staff have with the community served by the library?
7. What is the organizational structure of the library? Do you have an organizational chart?
8. What can I expect to do during my first day/week on the job?
9. What is the next step in the hiring practice? Will I hear from you or should I contact you?
10. What are the major challenges of this position as you see them?
11. What is the most pressing problem? What would you like to see done in the next 2 to 3 months?
12. How would you describe the management philosophy of the library? How does it fit into the management philosophy of the city/university/college/school/business?
13. How would the mayor/city council/university president/provost view the library's value to the community served?
14. What are some of the short and long range goals for the organization?
15. In what areas do you believe the organization has opportunities for growth?
16. What characteristics do you believe are important to this position?
17. Could you tell me why this position is open? Why did the previous person leave?
18. What would you like done differently by the next person who fills this job?
19. How has the organization changed over the last 5 or 10 years?
20. How would you describe the chemistry among staff at the library?
21. Is this a faculty line? Is it tenure-track? What rank are new hires given?
22. What are the criteria for achieving tenure?
23. What percentage of new hires make tenure?
24. How much support is there for professional development?
25. What are the retirement plans offered by your institution?
26. Does Small College State offer dental and vision packages for employees?
27. Beyond health insurance and retirement plans, what other benefits do employees of Prestige University enjoy?
28. What types of wellness/exercise programs are available for employees?
29. Does Prestige University offer a moving stipend?

## Appendix XVII: Candidate Evaluation Sheet

### Candidate Evaluation Sheet Health Sciences Librarian, Big School University Libraries

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

Required Qualifications	Meets substantially	Meets adequately	Does not meet
MLS from an ALA-accredited program by start of employment			
Provided letter of application, resume and 3 references			
Excellent interpersonal and communication skills			
Strong service commitment			
Outstanding organizational skills			

Preferred Qualifications	Meets substantially	Meets adequately	Does not meet
Coursework or experience in the health sciences or related discipline			
Familiarity with reference services			
Familiarity with instruction			
Familiarity with information technology			
Familiarity with Web authoring software			

Overall    **Highly Recommended (1)**        **Recommended (2)**        **Not Recommended (3)**

**Qualitative Comments**

## **APPENDIX XVIII: LIBRARY JOB WEBSITES**

- ★ Libjobs  
<http://www.libjobs.com/>
- ★ LIBGIG  
<http://publicboard.libgig.com/>
- ★ American Library Association JobLIST  
<http://joblist.ala.org/>
- ★ Association of Research Libraries Job Listings  
<http://www.arl.org/resources/careers/positions/index.shtml>
- ★ Chronicle Careers, from the Chronicle of Higher Education  
<http://chronicle.com/jobs/>
- ★ INALJ  
<http://inalj.com/>
- ★ Inside Higher Ed Careers  
<https://careers.insidehighered.com/>
- ★ Library & Information Technology Association (LITA) Jobs in Library and Information Technology  
<http://www.ala.org/lita/professional/jobs>
- ★ Medical Library Association Jobs  
<http://www.mlanet.org/p/cm/ld/fid=46>
- ★ Special Libraries Association Career Center  
<http://careercenter.sla.org/>
- ★ USAJobs: The Federal Government's Official Jobs Site  
<https://www.usajobs.gov/>

## **APPENDIX XIX: ADDITIONAL WEB-BASED RESOURCES**

- LISWiki – How to Apply for a Library Job  
[http://www.liswiki.com/wiki/HOWTO:Apply\\_for\\_a\\_library\\_job](http://www.liswiki.com/wiki/HOWTO:Apply_for_a_library_job)
- I Need a Library Job  
<http://inalj.com/>
- I Need a Library Job LinkedIn Group  
<https://www.linkedin.com/groups/4112382>
- Hiring Librarians (Archived but still good information)  
<http://hiringlibrarians.com/>
- Open Cover Letters  
<http://opencoverletters.com/>
- Ask a Manager  
<http://www.askmanager.org/>
- Hack Library School  
<https://hacklibraryschool.com>
- Letters to a Young Librarian  
<http://letterstoayounglibrarian.blogspot.com/>
- American Library Association Library Employment Resources  
<http://www.ala.org/educationcareers/employment/resources>
- Special Library Association Career Articles and Resources (Members Only)  
<https://www.sla.org/access-membership/careers/>
- ARL Salary Survey  
<http://www.arl.org/stats/salary/>
- American Library Association Libraries Salaries Information  
<http://www.ala.org/cfapps/salariesurvey/login/login.cfm>