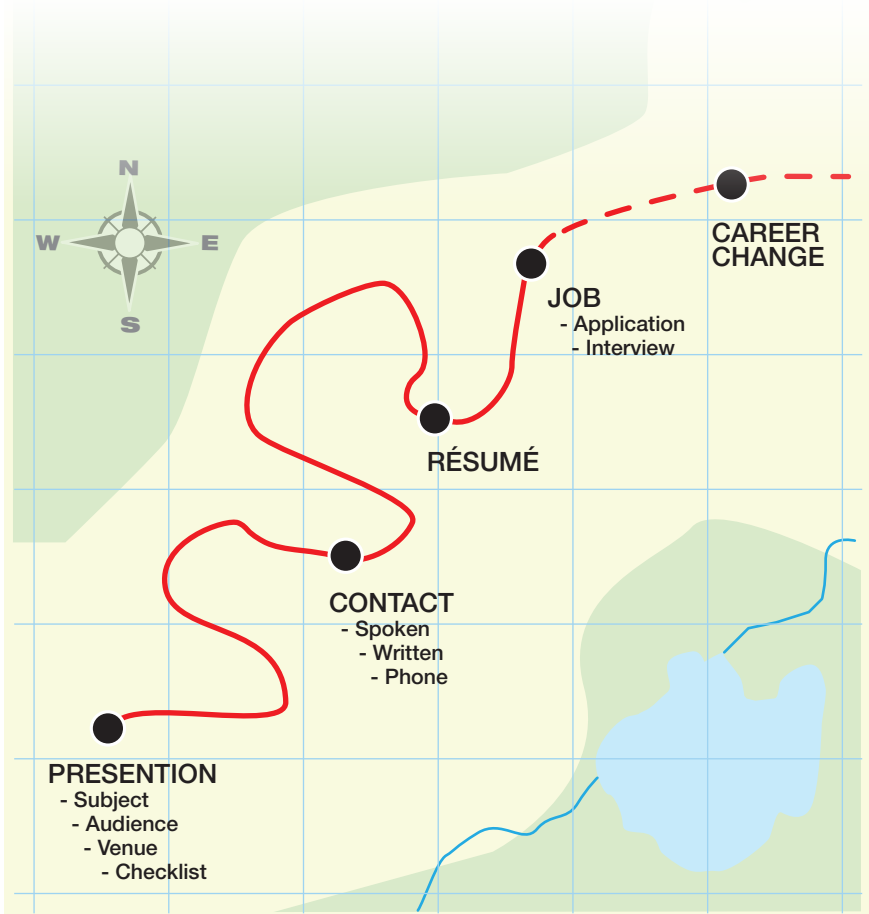


Robert Jay Glickman

PRACTICAL STUFF THEY DON'T TEACH

*Tools You Need for Success
in the World of Work*



Robert Jay Glickman

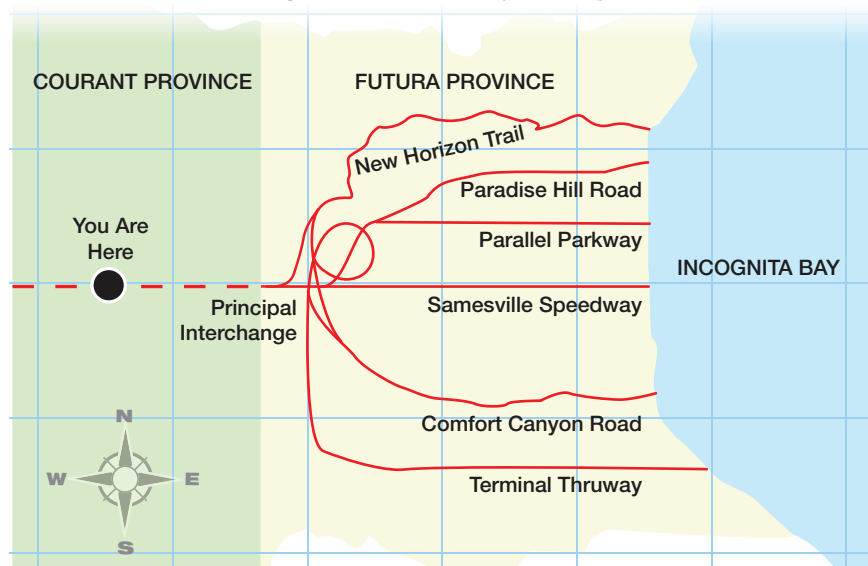
PRACTICAL STUFF THEY DON'T TEACH

Tools You Need for Success in the World of Work

The world is in constant flux. Change is with us in the school, the office, the factory, and every other sector of society. In spite of this, there are principles in our professional lives that, in essence, remain as relevant today as ever before. A lot of these principles fall into the category of “practical stuff they don’t teach.” And they are essential to our success in the world of work. This book is designed to bring those principles to your attention and show you how to master them.

Prof. R.J. Glickman has taught at the U. of California, Harvard, and the U. of Toronto. He has done extensive research on knowledge acquisition, transfer, and utilization. He has conducted seminars on Time Management, Effective Oral Presentations, and Career Development, and has long experience as a meeting planner (see his *Successful Business Meetings*).

Moving Ahead in the World of Work: Options



CAA  Book

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Robert Jay Glickman

**PRACTICAL STUFF
THEY DON'T TEACH**

**Tools You Need for Success
in the World of Work**

**Canadian Academy of the Arts
2018**

Robert Jay Glickman

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To You, Dear Reader,

Warmest wishes for a successful journey
through the world of work

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Preface

The world is in constant flux. Change is with us in the school, the office, the factory, and every other sector of society. In spite of this, there are principles in our professional lives that, in essence, remain as relevant today as ever before. Many of these principles fall into the category of “practical stuff they don’t teach.” And they are essential to our success in the world of work. This book is designed to bring those principles to your attention and show you how to master them.

The book is structured in the following way: “Effective Oral Presentations” > “Making Contact” > “Your Résumé” > “Applying for a Job” > “Career Change.”

It is assumed that most readers will either be students near the end of their studies or adults who already have a job. Both groups very often have to give talks and/or write reports. Therefore, the “Presentations” section is placed at the beginning of the book. Once the students start to enter the world of work and the adults seek new and better employment, their first step is to “Contact” potential employers. After that, they submit a “Résumé” and then apply for a “Job.” Finally, those who wish to consider making a “Career Change” are shown options that are available for that purpose.

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Part One Effective Oral Presentations

Introduction

Having taught for over forty years in American and Canadian universities, and having worked with a broad range of professionals in public, private, and non-profit organizations, I am constantly amazed at the rampant unawareness of the basics of communication on the part of so many supposedly knowledgeable individuals.

And yet it is quite understandable that this should be the case. Many subjects are taught in school, but most often, the practicalities are not taught with them. So with this in mind, my objective is to help you improve your professional image and effectively communicate the intellectual substance behind it by sharing my knowledge of the essential practicalities that will lead to those results.

We'll start out by discussing what's needed to prepare an effective oral presentation. This means researching the subject that you're going to talk about, researching the audience you'll be addressing, and researching the venue in which you'll speak.

After that we'll look into how to organize everything you learned in the preparatory phase of your work. Here, the logic and timing of your presentation will become our principal subjects of attention.

Researching the subject

What is the purpose of your presentation? Knowing the answer to this question will save you a lot of time, energy, and headaches. If you want to share your ideas with other people, you must have those ideas clearly focused in your own head, have them backed up by irrefutable sources, and have them presented simply and directly in the most effective way possible. Let's look into this issue now.

"To come out looking great" is the initial answer to the question "What is the purpose of your presentation?" In other words, the most important result you should strive for is to convey a positive *image* of yourself. There are many ways to convey a positive *image* of yourself, and these will be discussed in the pages that follow. For now, however, let's look into the subject you choose to talk about.

The key question here is "What is the main idea that you want to present?" You may start out with a general notion about a subject, but the general must be refined and made very specific. The refining process will be done by means of research. "Well-researched" is one of the greatest compliments that can be given to a submission. To receive that distinction, you'll have to be very diligent in gathering incontrovertible facts, indisputable figures, and the opinions of specialists in the field. In this way, you'll have unsailable evidence, and no one will be able to accuse you of disseminating *fake facts*.

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It's always good to have at least two *reliable sources* to back you up. But how do you determine the reliability of your sources? Anyone in the business of intelligence gathering knows that the validity of source material heavily depends on who provides that material. The caveat here, however, is that public acclaim, celebrity, and prestige are not necessarily the same as reliability. So in this regard, you'll have to do some serious research, for experience has taught us that, below the surface, a lot of the top dogs in a field don't always have it right. Galileo proved this long ago.

Once you find your truly reliable sources, take careful note of where you found the information that they supplied, for there are several instances in which it will be necessary to credit their contribution to your conclusions.

Giving proper credit to your sources of information is essential because, if you don't do so, you'll expose yourself to one of the most serious accusations that our society can make: *plagiarism*. Plagiarism is theft—it's taking someone else's work without permission and representing it as your own.

One of the ways that people protect themselves against the theft of intellectual property is by means of *copyright* ©. This is a legal right that is held by the creator for the exclusive use of any type of work that person has created—be it literary, artistic, musical, audio, video, etc. In our oral presentations, we often give credit to our sources simply by mentioning their name and the place where we found the information.

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If our presentation is to be published, however, we cite our sources in footnotes and/or a bibliography.

Footnote and bibliography formats vary according to the preferences of your organization or those in which your presentation will be published. Methods of citation are detailed in the Chicago Manual of Style and the manuals of the Modern Language Association, the American Psychological Association, and the American Mathematical Society, among others. These are easy to find on the Internet. So check it out before you submit your finished product. Accuracy in the format of footnotes and bibliography is something specialists always examine, and errors on your part create a bad impression on the people who will be evaluating your work.

While we always aim to protect the work of our sources, we must also protect our own work from theft. In this regard, copyright can be a powerful tool for us, too. Experience has shown that, on occasion, colleagues and/or superiors try to steal our ideas and pass them off as their own. In order to protect yourself, even if you're a student handing in a term paper, all you have to do is introduce your work with a copyright sign © plus the date and your name.

But what if you present your innovative idea during a meeting or in a phone call? Well, copyright doesn't work under those circumstances. Nevertheless, you can still protect your innovation. This is done by subsequently sending an email to the person or persons who heard what you said, and remind them

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that on such and such a date, and such and such an occasion, you made such and such a statement or introduced such and such a novel idea. In this way, you'll be able to produce a paper trail of propriety later, if it becomes necessary to do so.

But let's not get ahead of ourselves. We still have more to do.

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Organizing your presentation

REPORT DESIGN

SUBJECT:

| IDEAS listed in non-prioritized order (M = Major idea, S = Subordinate point) | | | ILLUSTRATIONS AND REFERENCES |
|--|---|---|---------------------------------|
| M | S | | |
| | | • | |
| | | • | |
| | | • | |
| | | • | |
| | | • | |
| | | • | |
| | | • | |
| | | • | |
| | | • | |
| | | • | |

DRAFT OUTLINE

Major ideas

Subordinate points

M1

M2

M3

SUMMARY:

Organizing your presentation

If, after doing intensive research, you find it difficult to organize your ideas, you'll probably benefit from enlarging and using the **REPORT DESIGN** Form shown on page 8.

At the top, the Form asks you to state the **SUBJECT** of your presentation. When you do this, be sure to state your subject in the most specific terms possible.

The Form then asks you to list **IDEAS** that are relevant to your subject. So, on the left, put down whatever comes to mind—in non-prioritized order.

To the right of each idea, list any **ILLUSTRATIONS** and **REFERENCES** that support that idea.

After you examine your entries, you'll be able to determine which are the **Major** ideas (**M**) and which are the **Subordinate** points (**S**) that support them. To show which ideas are **Major** and which are **Subordinate**, just put an **M** or an **S** in the columns beside them on the far left.

Once you've made this distinction, you can begin to structure your report. You do this by putting the **Major** ideas into the lower section that's marked "DRAFT OUTLINE." But which idea should logically go into the first slot (**M1**), which should go into the second (**M2**), and which into third (**M3**)? That's your next job to do.

If you change your mind during the process of allocating information, just change the position of the

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idea on the Form. For instance, if after reconsidering what you've done, you think that the first idea (**M1**) should go third (**M3**), just change the order on the Form.

As you do this, enter your list of ILLUSTRATIONS and REFERENCES as **Subordinate points** beside the **Major** ideas that they support.

After finishing the **REPORT DESIGN**, enlarge and fill in the **FINAL OUTLINE** Form shown on the next page.

As you can see, the first thing the Form asks you to do is state the title. The *title* will be different from the *subject* that you put in on the first Form. The title has to have flair in order to attract the audience. So while the *subject* might say "Teaching Advanced Grammar," the *title* might read, "Advanced Grammar: Moving Toward the Summit."

Next, for the time being, skip the INTRODUCTION and move on to the DEVELOPMENT.

Here, you'll insert the **Major** ideas that you listed in the **REPORT DESIGN**, but you'll put them in a final logical order—an order whose logic may be somewhat better than the one you thought was so good before.

Beneath each of the **Major** ideas, you'll list the **Subordinate** ones that support it, and to the right, the ILLUSTRATIONS and REFERENCES that make it credible.

On the basis of all this, you'll:

- Go back to the top and write a meaningful INTRODUCTION,

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- Fashion a convincing CONCLUSION, and
- Jot down some DIFFICULT QUESTIONS that you might get from the audience, and the answers to those questions.

| FINAL OUTLINE | |
|---------------------|-----------------------|
| TITLE | |
| INTRODUCTION | |
| | |
| DEVELOPMENT | ILLUSTRATIONS & REFS. |
| M | |
| • | |
| • | |
| • | |
| M | |
| • | |
| • | |
| • | |
| M | |
| • | |
| • | |
| • | |
| CONCLUSION | |
| | |
| DIFFICULT QUESTIONS | ANSWERS TO QUESTIONS |
| | |
| | |
| | |

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Notes

Putting It All Together

Now that you've researched your subject and logically structured your findings, you'll have to organize your material according to the time that's allotted for your presentation.

A good rule of thumb is to break your presentation into manageable segments—units that will allow you to make key points while keeping to your allotted time limit. Fifteen minute segments can very often serve you as an organizational guide. What you put into those segments depends on how detailed you want your presentation to be.

If you're allotted 50 minutes for the talk, you'll probably be able to cover all the major points and back them up with a fair amount of detail.

However, if you're allotted 15 or 30 minutes, you'll have to make a critical choice—should you:

- Try to present the same number of points as you would in 50 minutes and include all the details?
- Try to present the same number of points as you would in 50 minutes but leave out many of the details?
- Reduce the number of your major points while keeping the details that validate them?

The answer will be determined by whether you want your audience to have:

- a comprehensive explanation of a complex subject,

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- a thought-provoking but rather superficial overview of the subject without much detail, or
- a detailed focus on an essential or key aspect of that subject.

Whatever choice you make, be sure that you keep to time without supplying more details than necessary, for too much detail will be difficult for the audience to absorb, especially if your explanation includes complex concepts and/or data.

How do you do this? Well, the first thing that you'll have to do is specify your main idea in your own mind—in other words, the idea that you want the audience to take away with them when they leave. “Specify” means precision, exactitude, meticulousness of language. Write down that idea in one sentence. Then check that sentence over several times, preferably on two or three different days to verify that what it says is precisely what you mean. Refine your main idea with unquestionable clarity, making changes as needed each time you check.

When you're satisfied with the result, list the points that are required to authenticate your idea and the backup needed to substantiate each point. Do with each point what you did with the main idea: specify, check, refine, and authenticate. If you're not sure about how to organize your material effectively, go back to pages 8-11 and follow the steps shown. Before you know it, you'll have a complete, logical outline of your presentation.

Once you've done all this preparation, it's wise to

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go over each part of the presentation ahead of the date by using a dedicated stopwatch or the stopwatch feature on your smartphone.

- If you're going to **read from a script**, at the bottom of each page make a note of the time it takes to read that page. By doing this, you'll find out just how long the whole presentation will be. And seeing those numbers at the bottom of each page as you read will be an invaluable tool in helping you keep to your schedule.

If you go over time, look back at each page and determine where you can sensibly increase your pace. If you increase your speed, you'll have to articulate clearly, so that your message remains audible and doesn't descend into a rushed babble. And if speaking more quickly doesn't produce the desired result, decide what can be removed without compromising your message.

On the other hand, if you need a few more minutes to reach your allotted maximum, go back and see where you can add data without sounding as though you're putting in empty padding.

- If you **speak from notes** on a point-form outline, using a stopwatch can really be a lifesaver, for, as specialists in our field, we all tend to stop along the way in our exposition and say more than is really necessary on certain points.
- If you **speak extemporaneously**, the same thing applies. A stopwatch will help you to determine how much to say about any given point and how quickly to go when discussing it.

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After all of this is planned, rehearse your talk by making audio and video recordings. Play back your audio recording to identify both the strong and the weak spots in it. Then examine the video for substance, clarity, physical image, gestures, and tics. When you know what's shaky in both the audio and video, do your very best to remove the glitches and sharpen your presentation.

Next find a knowledgeable, hard-nosed critic—not a soft-hearted friend or relative—to see and hear your talk. Evaluate your critic's comments and whenever you're convinced that a valuable assessment has been noted, make adjustments in your talk. And if you can rehearse in the room in which you'll be speaking, so much the better.

By taking these steps, you'll not only be improving the quality of your presentation, but you'll also be increasing your assurance that you'll do well when making your presentation.

Another key to achieving success in timing is through careful pacing. Establish a rhythm that will let you make your points and give examples comfortably both for your audience and for yourself. When you think that the audience will be familiar with a particular aspect of the subject, you'll be able to step up the pace. But when you believe that your listeners might need a little more time to absorb a new point or one that's a bit more complex, you'll slow down, repeat the idea using other words, or use graphics to get the point

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across clearly. Making such judgments in advance will help keep you to time.

Another way to complete your talk within the time you're allotted is to tell the audience that you would prefer not to answer questions as you speak, but that you'll be happy to answer those questions at the end of your presentation. It's wise to save the questions till the end, because every minute spent in answering questions during your talk will be time away from your speaking schedule. Remember: this is not a chat show, but a sequential presentation, and for it to be a success, you can't stop in the middle to immediately satisfy someone else's curiosity . . . which may not even be germane to your message. And if, at the end of your talk, there are questions for which you don't have answers, take the questioner's email address and promise to follow up with the information that they'd like to have.

Researching the audience

Now that you've researched the subject of your presentation, structured its contents, and organized your timing, it's necessary to research the audience that you'll be addressing. Knowing who the recipients of your presentation will be is of key importance to your success. "Why?" you ask. Well, just consider the example I gave in my book *Successful Business Meetings*. If, in a 1987 lecture, a professor of astronomy had said "The earth revolves around the sun," no one would have been surprised or particularly disturbed. But in

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1633, when Galileo Galilei conveyed the same message to the Inquisition during his trial for heresy, there was outrage. Perhaps the **idea** was the same in both instances, but the **message** was not. The message became different for each group because their respective life experiences caused them to perceive it in a vastly different way.

Your aim is to make sure that all the members of the audience have a common understanding of your message. To do this, your first step is to be **receiver-oriented**. Although that's not always a simple thing to accomplish, you can do a great deal to achieve this end. For example, if you're going to stand before a group and make an oral presentation, conveying a positive *image* should always be at the top of your list of objectives. Before anything else, what people see is the first step in how they will judge you, so, the way you dress will be a crucial preliminary determinant of your success.

Just think about it: despite its changes over the years, fashion serves as a kind of group uniform. So, by following the fashion of your day, you'll identify yourself as a member of the group. While I don't advise you to exactly follow what's in vogue among the members of every crowd in this regard, I do suggest that you choose an outfit that is appropriate for the occasion.

While fashion in clothes is an essential aspect of creating a positive *image*, grooming and accessories are important, too. What's essential is not to have a bizarre

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appearance, for this will be a constant distraction from audience reception of your message.

Your personal image is not the only factor that influences audience reaction. The other things they see in front of them also count. For example, if you'll be displaying your material in digital form on a computer, projecting it on to a screen, or distributing it to your audience as a paper outline, *image* also plays a significant part. So, to achieve the best results, make sure that that material is image-perfect: crisp, clear, well-organized, short, and to the point. How it looks—not what it says—will be the *first determinant* of how your presentation is judged.

What the audience is accustomed to seeing is also a factor to consider. The norm today is to rely on technological devices. Some presenters suggest that members of the audience take notes on their computers. Others prefer to display their ideas by means of overhead or PowerPoint projections. Still others like to distribute outlines of their talk on sheets of paper. Each of these methods has advantages and disadvantages. For example:

- Notes on the computer. Almost everyone has a portable computer these days, so availability is a not an issue. However, few people are so proficient at typing that note-taking is an effortless activity.
- Overhead or PowerPoint projections. Some individuals learn best in this way. Unfortunately, projected material is displayed in pieces and tends to

disappear quickly, leaving no trace of the parts or overview of the whole. The response often given is that, with a smart phone, projected material can be photographed and examined later. The problem here is that, both now or later, you can't take notes on a picture. And although you can text on a smart phone, you can't take notes well on that device if you get an important idea during the presentation.

- Outline on paper. By giving the members of your audience a printed outline of your talk (preferably accompanied by a pencil or pen), you allow them to follow the logic of your presentation, take notes, and, best of all from your standpoint, take with them a physical record of the occasion and the name of the speaker. Good publicity for you!

If you'll be conveying your ideas by phone, by video-conference, or by a video-calling application such as Skype or FaceTime, image is also a crucial determinant of your success. If the sound or the content is not perfectly clear, it will be a distraction, and that distraction will continue during and after the call.

Earlier I indicated that distractions in attire, grooming, or accessorizing adversely affect communication. Once the presentation begins, however, other distractions can also divert attention from your message. Among these are verbal tics (e.g., um, like, you know), excessive gesturing, and excessive movement.

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With respect to movement, the issue is to present yourself in a manner appropriate for the circumstances. Which is best: to sit, stand, walk around, or do a little of all three? My experience has shown that, unless you're in a boardroom or video-conferencing situation, it's best to stand in front of the room. In this position everyone will see you without turning their heads and, since you'll make a point of constantly facing the group, your words won't be lost. Just be sure not to walk around too much, for, like excessive gestures and tics, this can also become a distraction. You want the audience to follow the development of your *idea*, not the movement of your *body*. To avoid distracting the audience in all these ways, it's valuable to make a video of yourself in a practice session.

Researching the venue

The next step in making an effective oral presentation is to take ownership of the venue where you'll deliver your findings. Don't be compromised by what others before you have done or have failed to do. This is now *your space*, so don't be surprised by any negative features you may find in it.

Scout it out beforehand. If it's a large room, make a floorplan with as many details as might have an impact on the viability of your presentation. For example, key items to check out would be the location and functionality of the electrical outlets, the audiovisual controls, the temperature, and the lighting. All this is necessary in order to avoid being caught unaware at the wrong moment.

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Although the electrical outlets and the audiovisual controls will probably be within easy reach, the temperature and lighting controls will most likely be at some distance from you. Therefore, it would be wise to set these before you start or, especially in the case of rooms with windows, put someone in charge of adjusting the lighting both before you begin and during the presentation if overheads will be projected.

In addition to this, you'll also want to know if there will be a desk, a chair, a lectern, and a microphone for you to use. And will a blackboard or whiteboard, a projection unit and screen be available?

And what will the seating arrangement for the audience be like? If it's not the best for your needs, find out whether it can be changed. In any case, make sure that there will be no physical or auditory impediments to your presentation. And if you find that there will be impediments, either move them away or guide the audience to sit where there will be no obstruction to perfect visibility and audibility.

Next, make sure that the room will be clean and in order, because you don't want to present yourself in a room that's dirty or untidy. Disorder tends to turn into a distraction that takes attention away from you.

Finally, if you plan to distribute point-form outlines of your presentation, avoid wasting time passing them out at the beginning of your talk. Go into the room before you're scheduled to speak and put your outline on the seats in the first few rows. That will help keep the audience together instead of being spread out

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in the room. And put some copies of your outline on one or two chairs at the entrance for those who come in late.

The need to check out these items is the same if the room is small. Just find out if the room will be used immediately before you're going to speak. If it will be occupied, don't be surprised if you'll have to arrange some chairs, erase the board, and put used coffee cups in the trash before you go on. So, as far as the venue is concerned, your aim will be to insure the physical and environmental comfort of your audience . . . and to provide the background for a well-prepared and professional image of yourself.

Acing The Delivery

Now that you've seriously researched the subject, the audience, and the venue, and you've organized your material so that the right stuff will fit into the time that you're allotted, you're ready to think about the best way for you to deliver your message.

Delivery Options:

Read, speak from notes, or speak extempore

As far as delivery is concerned, you have several choices. You can read from a text that you've prepared in advance of the event. Or you might read only those portions of text that deal with complex aspects of the subject, and then speak from a few notes about simpler portions that are especially familiar to you. Or, relying on your extensive knowledge of the subject, you can speak extemporaneously from beginning to end without ever referring to notes.

Your choice of delivery method will depend on several factors. Among these are:

- How consequential is this event?
- How good are you at reading in a convincing way?
- How well do you know the subject?
- How proficient are you at speaking extemporaneously?
- How much will you be writing on the board or referring to screen projections?

The importance of the event is a key factor in helping you to decide on which delivery option to

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choose. If the degree of your success in the event will have a make-or-break effect on your career, you'll have to be especially careful in choosing a delivery option.

- Reading the entire text. Some pundits say that reading a speech tends to turn off the audience. Experience shows, however, that television reporters broadcasting the news and politicians addressing large audiences commonly read text with the help of teleprompters that are not usually seen by the audience. Their success in delivering their message depends on how adept they are at reading aloud. If, like the best of them, you can read with feeling and conviction, varying your volume, tonal intensity, and speed, pausing for emphasis in the right places, and gesturing in a very natural way, then this is the delivery option for you. But just to be sure, do both an audio and a video recording prior to the event, and have them assessed by a competent critic.
- If you're not such an accomplished reader, then take those portions of text whose complexity requires reading and separate them from those aspects of the subject which you'll feel comfortable talking about from a few notes. This may sound wise, but it presents a double problem: first, you'll have to practice reading the text portions meaningfully, and then you'll have to rehearse the extemporaneous portions so that the delivery is smooth and convincing from beginning to end. Finally, as in the case of the first

option, you'll have to verify the quality of your presentation by doing an audio and a video recording, and have both critiqued.

- Lastly, if you know your subject thoroughly and feel comfortable discussing all aspects of it extemporaneously in a public forum, then this is the option for you. Your ability to stay on topic without straying will be a key factor in your success. If you can do this, keep to time, vary your volume, tonal intensity, and speed, pause for emphasis in the right places, and gesture in a natural way, then you'll overcome the defects of many off-the-cuff speakers who choose this delivery option.

Whichever option you choose, you'll have to fashion an engaging introduction and a memorable conclusion. These are important chores and require considerable thought. The introduction you choose depends on the nature of the event and the nature of the audience. A small group may know you, so your intro might be rather casual. If you speak before a large group, however, you may not have to fashion an engaging introduction. The intro may be the brief bio about yourself which the chair of the session will read.

But there are elements in the middle of the presentation that must be attended to also. For example, be sure to face your audience as much as possible. In part, this is just common courtesy. In part, facing the audience is necessary because some people with compromised hearing depend on seeing the movement of a speaker's lips in order to follow a lecture.

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Whatever the case, it's an excellent way to engage with the audience and keep their attention.

Just facing the audience, though, is not enough. It's necessary to establish eye contact with them from the outset. This should not be done by simply looking out over the entire group, but, every now and then, by choosing a specific individual in the audience and addressing that person directly for a couple of seconds and then moving on to address another member of the audience in the same way. In order to do this, if you're reading from text, you'll have to know the script almost by heart, so as not to lose your place.

Writing on the board

The next part is one that all too few professional teachers are adept at doing: namely, while still keeping an eye on the audience, writing on the board in such a way that nothing they put down is ever obscured by their body as they write.

How many times have we attended lectures in which the speakers write a complicated formula on the board, but hide that formula with their body! I recall countless classes in physics and statistics in which my frustrations reached a peak because the teacher had failed to master the art of putting information on the board correctly while speaking.

So how should this be done? To begin with, mentally mark out the horizontal and vertical area which is totally visible to the audience and in which you can write comfortably. For instance, if you are right-

handed, start at the far left of your writing area and stand with your body positioned at an 80° angle to the board. Raise your arm to a spot just above the level of your eyes and begin to write. As you write, you'll be moving to the right side of the board. Just be sure to keep your data in a straight line. Filling out the board from left to right while speaking requires a rather subtle movement of the feet. All of this needs a lot of practice, so don't try to do it without sufficient preparation. Practice, practice, practice!

For additional reference, make sure that whatever data you write on the board, especially scientific formulas, are also summarized on the paper outline that you distribute to the audience.

Using technological aids

Utilizing PowerPoint or some other projection program can make life a bit easier. Nevertheless, it does bring up positioning issues. To lessen possible problems, the best thing to do is to place the screen in an easily visible position and use a pointer to focus on data that you want to stress. Just be sure that your body never obscures what's on the screen.

If you use technology for any aspect of your presentation, always have well-tested backups that allow you to work independently of what's provided in the venue where you'll speak. That'll free you of concern about possible interruptions in electrical power, an absence of devices promised by your hosts, or the failure of the devices that they supply.

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Well, you've done a lot to make this presentation a success. But an overriding point to keep in mind is that although the intellectual content that you provide in your talk is essential, it is really one of the last things that is perceived by the audience. Everything that the audience sees, hears, and picks up through its spiritual antennae from the very beginning of your address plays a role in its understanding and appreciation of your message. In other words, in any public oral presentation that you make, *everything is CONTENT*.

Last minute checklist

- _ Electrical outlets, lights, and audiovisual controls have been checked.
- _ Visual and/or acoustical impediments removed.
- _ Technological aids are working and backups are available.
- _ Technical assistant is cued in, if one is used.
- _ Lectern, desk, chair are available if needed.
- _ Chalk and eraser for blackboard.
- _ Marker and eraser for whiteboard.
- _ Pointer for projections.
- _ Two copies of your script/notes for yourself.
- _ Memory stick with backup materials.
- _ A stopwatch to help you keep to time.
- _ Handouts are spell-checked, grammar-checked, and ready to hand out.
- _ Questions in mind that might be asked after lecture.

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- _ Beverage for you to drink during presentation.
- _ Business cards for interested parties.
- _ Pen and paper for you to take down email addresses if offered.
- _ Person who will introduce you has your bio.
- _ Your mobile phone has been turned off, unless it is to be used as a stopwatch.

Evaluation Criteria

Every public presentation that you make is a tool that can help you make improvements in the future—provided that you utilize sound criteria to evaluate it. The first step in assessing how well you did in your presentation is to fill out the form below.

- What aspects were good? | Why were they good?
(Be specific.) | (Be specific.)
- What aspects were weak? | Why were they weak?
(Be specific.) | (Be specific.)
- What could you do to improve?
(Be specific.)

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Your comments above are general impressions with a few details. However, in order to get to the real nitty gritty, you need to do an evaluation of specific aspects of the talk yourself and then get the opinion of a knowledgeable critic.

A harsh critic will be your most valuable friend, because by making you aware of the deficiencies in your presentation, your critic will show you how to avoid repeating the same mistakes in the future. This could lead to greater success in times to come.

You and your critic can start your assessment by checking the boxes in the Form on the next page. The grades to be used are as follows:

1 = Excellent 2 = Acceptable 3 = Below par

Evaluation

| Presentation | My grade | Critic's grade |
|-----------------------|-----------------|-----------------------|
| Visual image | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Bearing | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Clothing | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Grooming | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Acoustical image | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Audibility | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Pronunciation | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Timing | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Spiritual image | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Confidence | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Animation | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Contact with audience | 1_, 2_, 3_ | 1_, 2_, 3_ |

| Content | My grade | Critic's grade |
|-----------------------|-----------------|-----------------------|
| Illustrative material | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Visual quality | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Relevance | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Effectiveness of use | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Expression | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Correctness | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Precision | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Elegance | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Information | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Relevance | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Organization | 1_, 2_, 3_ | 1_, 2_, 3_ |

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| | | |
|-----------------------|-------------------|------------|
| Quantity | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Quality | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Response to questions | 1_, 2_, 3_ | 1_, 2_, 3_ |
| Length | | |
| Time allotted | _____ minutes | |
| Time used | _____ minutes | |
| | +/- _____ minutes | |

Part Two

Making Contact

Making contact with other people is one of our most common activities. Sometimes we communicate directly in a physical meeting, sometimes in a letter, an email, a phone call, or in a voicemail that we leave. The kind of address that we use varies with factors such as how well we know the people that we're contacting, their status, their age, and the reason for the contact.

Whatever the case, we must make every effort to communicate effectively. As I indicated in my book, *Successful Business Meetings*, communication is the process by which people transmit information to each other. Communication is effective if, at the end of the process, the receiver of the information understands and appreciates the message in essentially the same way as the person who sent it.

Information may be transmitted by **signs** (for instance, the red octagon that tells the motorist to STOP), by **symbols** (the flag that calls to mind that complex thing we call COUNTRY), and by **words**: spoken words and written words.

Spoken words

Spoken words tend to be much more informative than written words, for when we speak, we use more than the words themselves to convey our message. We

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use rate of speed, tone of voice, and body language, also. Rate of speed suggests how serious the message is. Tone of voice—comprised of such things as pitch, volume, and emphasis—allows us to *color* as well as *shape* our message. And body language—consisting of facial expression, gestures, posture, and movement—enables us to make the message still more precise.

Our message is quite complex. In part, it consists of *ideas*; in part, of the *implications* of those ideas; and in part, of the *value* of those ideas to the recipient of the message. What changes its implications and values is the totality of experiences that each of us has had during our lifetime. Consequently, although the same message may be transmitted to all of us, each person will perceive and appreciate it differently.

When you speak, you'll want to avoid as much disparity as possible. You'll want your listeners to have a common understanding and appreciation of what you say. That is, you'll want their understanding to match your own. In order to achieve this objective, you'll have to do the following:

- First, *be receiver-oriented*. To this end, you'll carefully research your audience to discover what frames of reference you share with its members. By knowing this, you'll be able to move intellectually and emotionally closer to them. You'll even use their language—including some of the technical expressions and buzz words that are in fashion with them—but without complexity. Complexity tends to make people tune out; simplicity keeps them with you.

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- Second, if you have the option, it's best to approach your audience in their *prime time*: the time when they'll be most receptive to what you want to say. Depending on circumstances, that may be just after breakfast, before lunch, after lunch, or early evening. If the right moment has passed, or has not yet come, it's possible that your message will fall on deaf ears.
- Third, *be brief and to the point*. Nowadays everyone suffers from information overload. Their span of attention is short. So learn the lesson of Coke's pithy television ads: "Coke is it!" and "It's the real thing!"
- Fourth, *be credible*. Credibility derives from presenting relevant data, in prudent amounts, clearly focused, logically sequenced, appropriately illustrated, and judiciously timed.
- And finally, *encourage feedback* to insure that everyone understands your spoken message correctly.

Written words

Unlike spoken words, written words cannot be easily colored and shaped—especially when they are used in communications with employers. Therefore, they have to be chosen very carefully. Let's see what "carefully" means when they're used in letters and emails.

Letters

This is a time of informality when almost everyone calls you by your first name. However, don't be

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deluded into thinking that all those people are your friends. There's a lot of fake familiarity out there, so you'd better know just who you're contacting and the possible outcomes of that communication.

For example, many people of professional, political, or military status—people with titles like Doctor, Senator, or Colonel—tend to be sensitive when those who address them in written and oral form neglect to use their title. So it would be wise to keep using that title until such time as they tell you to be less formal in address. Students: this advice applies when you're addressing your Professor, as well.

When putting anything in writing, remember that there is *fashion in format*. The best thing to do is check the Internet to see what the fashion is for the type of piece that you're writing. Among these writing types are letters, résumés, and reports. But fashions change, so, as time passes, keep checking the Internet to see what's currently popular in your field and for the purpose of your contact.

Whatever you write, the basic rules don't change: keep it simple, well-organized, and professional. Don't get cute! In the same way that people form an immediate impression when they see you physically, they also do from the format and content of your writing.

With this in mind, be sure that the font and the size of type you choose make your work easy to read, that your message is logically and clearly presented, that your spelling and grammar are correct, and that there are no typos. And, as you did when preparing

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your presentation, get a stern critic to proofread your work. Your critic can help insure your success at this time, too.

If you're applying for a job, a potential employer reading a cover letter or résumé with any of the defects mentioned above will have little sympathy for your assertion that you are a *detail-oriented* person.

Emails

As with letters, the composition of emails also depends on circumstance. So be sure to distinguish between informal and formal situations. For example, writing to a friend will be very different from writing to a potential employer. In the latter instance, the following will help raise your communication to a proper professional level:

- Start by writing a meaningful subject line—a line with specific reference to the reason for the communication (e.g., “Application for job Ref. #397” in *The Engineering Sentinel*, 5/10/2018).
- If you know the name of the person whom you're addressing, write “Dear” followed by that person's title and last name (followed by a comma). For instance, “Dear Dr. Ross,”
- If you don't know the name of the person that you're addressing, use one of the following as your salutation: “Dear Sir” (followed by a colon), or “Dear Madam” (followed by a colon), or “Dear Sir or Madam” (followed by a colon).
- Next, indicate why you're writing. For example, “I am writing to you to apply for the position

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bearing Reference Number 397.” Then indicate where you saw the position advertised.

- Keep your email short and to the point.
- If the correspondence deals with several issues, list each one separately by using numbers or bullets.
- Use dynamic vocabulary. Action verbs, not weak ones. Check Appendix 2 for examples.
- Avoid writing words in capital letters. That is the equivalent of shouting.
- Remember: there is no guarantee of privacy in emails. So always be discreet.
- If attachments are required, include only what is requested.
- Provide your contact information at the end.
- When you're finished, proofread carefully a few times.
- After the content is correct beyond a doubt, insert the recipient's email address. You do this at the very end in order to avoid mistakenly sending an email that lacks all the information or that has spelling or grammatical errors.

All of these points also apply when you're responding to an email in a professional situation. If the email that was sent to you deals with several issues, format your answer in the same order as the email that you received. This will make your response easy for the sender of the original email to follow.

Communication by phone

Telephone communication is somewhere between oral communication and the kind of writing we do in letters and emails. Let's see how. No matter how old we are, we've all grown up with phones. We use them all day long, so we think that we're expert in the use of this device. But are we really?

My answer is "No."

But why? Well, because most of us assume that talking on the phone is the same as talking to someone face-to-face. But it isn't. When speaking face-to-face, a large part of our message comes across through body language, gestures, and facial expressions.

On the phone, however, these vehicles of communication are absent. Or, in the case of smartphones where we can see the listener, they're less apparent than in direct conversation.

The main carrier of our message is our auditory image. The importance of the auditory image we transmit is similar to the importance of the visual image that we project when we make a speech in public, or the written image that we distribute to others.

Auditory image tends to fall into three categories: passive, aggressive, and self-confident. If you start out by projecting a passive tone, your listener will mentally imagine someone who's indifferent or tractable. If you project a tone of aggressiveness, your listener will suspect that the conversation will become adversarial and require a defensive response. And if you project an image of self-confidence—that is, of being pleasantly

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self-assured and decisive—your listener will tend to expect a conversation characterized by a courteous, equitable give and take.

When actually making a call, especially an important one, find a quiet place—a place without distractions. Do not call when on a bus, on the street, or in a mall. The likelihood is that you won't be heard clearly and you won't hear very well what the recipient of your call is saying, either.

Speak slowly, enunciate distinctly, and be precise. This is important when talking to someone with hearing difficulties or a non-native speaker of English, and especially when giving addresses and any information containing numbers. For example, go slowly when reciting your phone number, email address, or street address. Even native speakers often have trouble picking up details of this kind when it comes too quickly over the phone. So be as kind to the listener as you would have that person be kind to you in information-sharing situations.

And one last point: before you initiate a call, make a list of the items that you'd like to speak about. That way, you'll be organized during the conversation and you won't forget things that need to be discussed.

Great advice if you're *making* a call. But what if you're *receiving* one? Well, there are also listening skills that help make your conversation a success. Just as when making a call, don't take calls in a noisy place with environmental distractions that reduce your ability to pay close attention to the speaker on the other end.

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Environmental distractions are really of two kinds: those that come from noise around you and those that come from people or activities behind you who draw your attention away from the close focus needed in your own conversation.

Although these are often the most common types of distraction, there are other distractions, as well. For instance, it's easy to think about something other than what's being said by your caller, and thus lose an important focus of attention. And it's also quite simple not to listen to what's being said, because you're acquainted with the caller and think you know what that person is going to say. Very often it just doesn't work out that way. So do everything in your power to listen closely to the caller during the entire conversation.

Your response to the caller should always be enunciated clearly, be at a pace slow enough to guarantee that your partner in the conversation will understand your meaning, and, by your tone of voice, be indicative of your interest in the details that are being furnished. And in this regard, it's a good idea to be equipped to take notes during the call. Taking notes will help to keep you focused, it will make it easy for you to document the correct spelling of names and other important details, and later, it will provide you with a record of what took place during the conversation.

Finally, as in all important speaking situations, rehearse what you're going to say whether you're making a call or taking one. And don't forget that starting and

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ending the conversation well also deserve to be rehearsed. Remember to put yourself in a positive frame of mind; speak slowly, clearly, and courteously; and keep your statements short and to the point.

And if you're not familiar with proper phraseology for beginning or ending a call in a given situation, an Internet search will supply you with a myriad of possibilities.

But wait a minute! How should you respond when you get one of those unwanted calls that come when you're having dinner or entertaining guests? As a rule, the best thing is to be as polite in those cases as you would be when receiving a call from a person with whom you do want to speak. For example, it's easy to keep your cool and simply say, "Thank you, but I'm entertaining now. Please call back tomorrow during working hours." Or you could say, "Thank you for calling, but I'm not in need of your service. Goodbye." Replies like these will not only tend to discourage such callers from ringing you again, but will help you to avoid answering in an unpleasant way when the surprise caller turns out later to be important to you.

Part Three

Your Résumé

Introduction

As indicated above, when looking for a job, you often have to communicate in writing either online or by mail with prospective employers. The main kinds of written communication in these circumstances are:

- Cover letters that inform the employer that you're available for a job.
- Application forms that you need to fill out.
- Résumés that you enclose with your letters as a means of publicizing your vocational assets, experience, and accomplishments.
- Emails to someone in the organization.
- Thank you letters after your interview.

The present pages focus on the second item in this list: the *résumé*. If you study the principles carefully, you'll have a clear advantage over the other people who are competing with you for the job.

Your résumé is your written ambassador

The résumé is an extension of yourself. A friend of mine once wisely described the résumé as your ambassador in a foreign court. Your ambassador represents *you* in that court. But remember: the one who rules there is the *employer*.

Because employers have a lot to do, *space* is the equivalent of *time* for them. Therefore, they don't like

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anyone crowding their space with unwanted bundles of data and taking their time with long rambling stories.

What should your ambassador do?

Like all ambassadors, your résumé must do more than observe the rules of the court. It has to *please the eye* of the recipient because of its neatness and professionalism. And it has to *please the mind* of the recipient because of what it says about you.

Don't underestimate the power of the visual image! Sloppiness and carelessness don't generate confidence in people who have a high regard for their own image and their own interests. As that friend of mine said, don't dress your ambassador in a stained frock coat, wrinkled trousers, and running shoes. If you do, he'll be thrown out of court. That kind of presentation suggests that you hold the boss in low regard, that you just don't care, or you don't know how to play the game.

So how can you maximize your chances of being invited for an audience with the boss? The answer: send your ambassador—the résumé—in a form that will convince the HR Department that *their organization* will benefit by doing business with *you*. Well, how can you do that?

Preparing a first-class résumé

Step 1: Know thyself

The starting point is to know yourself thoroughly. For example, how would you answer these questions?

- What are your outstanding skills, talents, and accomplishments?
- What are your short-term and long-term goals?
- What are your ethical values? (Qualities like honesty, loyalty, equity, respect for others, respect for the law.)
- What *do* you like and want as far as work is concerned, and what *don't* you like and want?
- What kind of environment do you want to work in as far as the physical setting, the human setting, the type of activities you'll perform, and the rewards are concerned?

I guess we'd all like to get lots of money, but money isn't everything. There are other kinds of rewards. Maybe you'd like flexible hours or access to a paid professional development course.

And there are rewards that we may not want to have; for example, being touted as employee of the month, with our picture on the wall; or prescription drug benefits, because we're already covered by our spouse or parent.

Another question you'd be smart to answer is:

- What do you know about the organization you're approaching and how closely does it fit with your needs, wants, and values? That's a question that tends to be of enormous consequence when you

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look for a job, and answering it often requires a considerable amount of research.

All of the issues listed here are important ones for you to have detailed knowledge about before you embark on a job search—and definitely before you prepare a résumé.

Did I say “résumé”? Well now's the time to discuss the key concepts in résumé writing.

Step 2. Know the fashions in résumé formats

Begin by finding out about current fashions in résumé formats by looking on the Internet and choose the best one for your circumstances. There are three major types of résumé:

- The chronological résumé.
- The functional résumé.
- The combination résumé.

Your choice depends on two things: what kind of an applicant the potential employer is looking for and what you're able to say that will induce that employer to hire you. Let's see what this means as far as choice of format is concerned.

- A chronological résumé is preferred by many employers because it provides a history of your work and your experience. The fashion, however, is to put this information *in reverse chronological order*; that is, with your most recent professional activities and achievements first, and other skills, education, training, and interests later. It's an accepted format for people who've worked in an industry

or profession for a number of years and have had steady advancement in positions held, skills, responsibilities, and achievements—in other words, people who want to emphasize the upward development of their career over time. (See sample in Appendix 1.)

- A functional résumé is best for people who have little or no work experience, but who want to show that their education, hobbies, and volunteer activities would make them valuable employees. This type of résumé organizes their employment history into sections that stress skills, talents, and interests first, and puts their rather limited record of employment afterward. (See sample in Appendix 1.)
- A combination résumé is most appropriate for people with extensive work experience, often in a limited area of employment, but who either have gaps in employment or are changing careers. It resembles the functional résumé in that it first specifies skills gained over time, and then lists the employment history in some detail. (See sample in Appendix 1.)

Examples of these résumé types are easy to find on the Internet, but, as you'll see, there are variations within each type. Some are simple, some are complicated, and some are even cute. Although there are many options out there, my belief is that in making your choice, it is wise to go for a simple, unencumbered version rather than for a complicated one that is

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overly adorned. And never try to be cute or fancy. Whichever model you choose, however, be sure to adhere to the principles outlined below.

Step 3: Know the basic rules

In essence, the résumé is an advertisement. Although the product it's selling is *you*, it should convey the idea that what the hiring organization is looking at is someone that *they* want. Therefore, your aim is to prove that the person they want is *you*!

These are some of the basic rules that'll help make this happen:

- **Image.** Every résumé should project a positive image in a meaningful way. Just to say that you are a “teacher,” “dancer,” “architect,” or “community worker” is insufficient. The image you project has to demonstrate that you are special. It has to show that you are talented, trained, and experienced. It has to give evidence that you are a *doer*, someone who not only *works*, but one who accomplishes—a person who is an *achiever*.

To attain this result, you must use active vocabulary—words that specify exactly what you have done and are capable of achieving. Verbs, in particular, are essential in communicating this message. For a list of action verbs that will give strength to your résumé, see Appendix 2 which contrasts *strong verbs* and *weak verbs*. Active vocabulary will certainly be picked up when your submission is screened by a human reader. But,

remember, many organizations will screen your résumé by machine with dedicated software that looks for word matches. If this software doesn't find the words that are a match for the job that you're applying for, it can ruin your chances as easily as any Human Resource reader can. For example, if you're applying for a job that requires a financial background, and the computer can't find terms such as *accounts*, *finance*, *credit*, *budget*, or *MBA*, don't waste your time, because, in all probability, you'll be automatically rejected.

This scanning software is complex, but it's not very different from the Google or Yahoo software that you use every day. These Web engines search their databases for the words that **you** put in. The scanning software works the other way around: the employer puts in the key words and the computer scans your résumé to see if it contains what the employer is looking for.

And here's another vital tip about screening: be sure to read all instructions that you're given very, very carefully, and follow those instructions to the letter, because if you don't, you'll be rejected out of hand. Instructions to job applicants are also screening tools. The logic is that if you don't follow the instructions when you're applying for a job, you won't follow instructions when you're in the job either.

- **Honesty.** First of all, be scrupulously honest with yourself. Determine what you're willing to do and

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what you're not. For example, if you're a vegan, you'd probably be happier working in the order department of an organic food shop than in the packaging department of a meat-processing plant. But there's more to honesty than this. You must be honest in everything you say on your application form, on your résumé, in your letters, and in your interview. Providing contradictory information in anything that you give the employer will raise eyebrows, and raised eyebrows tend to work against you.

Employers use both formal and informal channels to check the veracity of your statements. Remember: employers will look at your online presence, so it's wise to check your postings on social media to insure that nothing there might show anything negative about you.

Whether you like it or not, falsehoods can become grounds for dismissal. And if they remain on your employment record, they may adversely affect your ability to find jobs in the future. Most of all, don't forget that many jobs require applicants to undergo a background check, so what you're trying to hide might be revealed anyway.

- **Word count.** As I said before, *space* is the equivalent to *time* for an employer, so be careful about the amount you say in your résumé. Your statements shouldn't be too scanty or too profuse. They should be full of substance, but lean and dynamic like an Olympic athlete.

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- **Precision.** Be specific, be exact, be clear, and be linguistically correct in everything you say. Remember: poor grammar, incorrect punctuation, and faulty choice of words are sure turnoffs in the hiring process and will result in the applicant being rejected.
- **Thoroughness.** Be complete in the information you provide. If you leave out basic things like postal codes in the address of the places where you worked or of someone the employer might want to contact by mail, you'll be seen as an unwanted source of frustration. By omitting this essential piece of information, you'll be forcing the employer to do what you failed to do. Don't expect the employer to bother!

And be complete in what you say about yourself. Include information about the languages you can use, your hobbies, your volunteer activities, the associations you belong to, and the awards you've won. Membership in a club or team suggests that you are able to work with others in a constructive way. If you omit this information, you're just shortchanging yourself. All of these details give the employer a more rounded picture of you and suggest that you are a multifaceted person—one who may offer a great deal to the organization.

- **Relevancy.** Relevancy is essential. Employers are not super sleuths who get their kicks out of reading between the lines. They want to read only what's relevant to their needs. And they want the

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relevancy to be apparent. That's why it's so important for you to make inquiries about the organization and its needs before you apply there for a job. The more you learn from what it says about itself in printed matter and on the Web, as well as from what other people say, the easier it will be to make your résumé relevant.

- **Consistency.** All the information you furnish in your résumé should be consistent with the data supplied on all the other documents you submit to the employer. Lack of consistency leads to confusion. So decide on what forms of address you prefer for yourself (Miss, Mrs., Ms., Mr., Dr.); what surname, first names, and initials you'll use for employment purposes; what street address you'll give for business correspondence; what telephone number and email address you'll use for employment purposes. In fact, it might be a good idea to even get a dedicated email address for work issues. Just be sure not to select an e-address that's cute, bizarre, or otherwise unprofessional. Decide all this *before* you start looking for a job. And then scrupulously stick to your decisions.
- **The critique.** If there are flaws in your résumé, they'll work against you. Count on it! So if you tend to spell poorly, make mistakes in grammar, express yourself ineffectively or commit careless errors, there are two things to do:
 1. Use every checking device your word processing program has to offer. Among these essential helpers are the spell checker, grammar

checker, hyphenation checker, and lastly, the dictionary and thesaurus for the exact meaning and usage of words. However, don't rely exclusively on software to catch mistakes. For example, a spell checker will not see anything wrong with the word "**far**" in "I always check **far** defects in those products," because "**far**" is spelled as correctly as "**for**," although it's not the right word here.

And your software won't see anything wrong with "**soul**" in "I examined the **soul** of each shoe," because "**soul**" is spelled as correctly as "**sole**," but is not the word you want when you're referring to the bottom of a shoe.

2. So after doing all this checking, how else can you make sure that everything's right in your résumé? The answer is *find yourself a severe critic—and possibly two*. Don't ask close friends or relatives to check your résumé for errors. Enlist the aid of someone who's all-seeing and who won't cut you any slack.

And when you ask for help, ask that person to make sure that you're using lots of **action verbs**, verbs that show that you're a *doer*—an achiever. If there's doubt, check Appendix 2.

With respect to résumé content, two issues are somewhat debatable: namely, whether you should start by stating an "Objective" and whether you should finish with the words "References available on request." Personally, I believe that it's not necessary to use either

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formula, but please be aware that other people hold different opinions.

Those who favor insertion of an “Objective” believe that, by stating it in a couple of lines, employers will see whether their needs and expectations coincide with yours.

My position is different. First of all, the insertion of an “Objective” uses up space and must be changed for every job that you apply for. Second, it's equally efficient to put the objective in the cover letter that you'll send along with the résumé. And it doesn't increase the word count of the résumé.

With respect to ending with “References available on request,” every job-seeker knows two things:

1. If the employer is interested in you and would like to have another person's opinion, you'll be asked to supply the names of your references, their relationship to you, and their contact information.
2. It's unwise to give the names of references and their contact information in your résumé, because you may use the résumé for other job applications, and these may require a different set of references.

Now some additional suggestions:

Although computer paper comes in a variety of colors, always use high quality white paper for your résumé. White paper just looks more professional.

If you have to send your résumé by post, mail it flat in a 9" x 12" envelope, instead of folding it in three and putting it into a 4" x 9 1/2" business envelope. That way, the employer won't have to contend with two

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wings sticking up, when every other piece of paper on the desk is flat.

And if you have to email your résumé, send it in **pdf** format. That way, there will be no chance that the formatting will be distorted when it reaches the employer.

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Part Four **Applying for a Job**

Before you apply for a job there are two things you must know: what you have to offer an employer and what the employer has to offer you. Let's look into these issues now.

What you have to offer

Everyone has skills and talents that can be of value to an employer. Unfortunately, many people don't realize what those skills and talents are. For example, I once heard a woman say, "I'm just a housewife. What can I do?"

Just a housewife? You mean all you do is set priorities; plan, organize, schedule, and coordinate activities; prepare budgets; maintain equipment; monitor the safety of the kids; transport them to assigned destinations; tend to minor injuries; train and educate them? Is that what you do as a housewife?

Although you now use these skills only at home, a number of them can be transferred to other locations, not the least of which is the workplace.

But wait! There are other features of your personality that may be important to a prospective employer. For example: you may be people-oriented, detail-oriented, patient, loyal, tactful, punctual, dependable, energetic, tidy. Wow!

You may be calm under pressure and be conscientious about following instructions. You may be able to

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work well independently, but you may also be a good team player who's willing to work with others and take responsibility for your part in bringing the group's project to completion.

So, if that's **you**, then you've got a lot going for you.

What you've just seen is an example of what someone else might write. Now let's get down to the nitty gritty and look at what **your** skills and talents are. Just fill in the form below.

Your skills and talents

1.

2.

3.

4.

5.

Specific examples

1.

2.

3.

4.

5.

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6.

6.

7.

7.

8.

8.

9.

9.

10.

10.

Now that you know the basics of what you can offer an employer, it's time to move on to the next step your preparation: that is, looking into **The "5 Ws and an H."** When asked about yourself, these questions will help you focus on what kind of a job you really want. Below are a few questions that you might ask. How would you answer them?

Who?

Who would I like to work for and with?

Who forms part of my network?

Who might help me in my job search?

Who knows the organization that I'm interested in?

Who might give me a first-class reference?

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What?

What kind of job do I want and don't want?
What kind of contract do I want (full-time, part-time)?
What salary/benefits would I like to have?
What could help me get such a job?
What could hold me back from getting that job?

When?

When will I be ready to begin my job search?
When would I prefer to work (days, shifts)?
When is my best time of day to contact employers?
When will I know enough about the job to apply?
When will I be able to see my work environment?

Where?

Where do I want to work (geographical location)?
Where would I feel happiest (indoors, outdoors)?
Where would I be most comfortable (type of space)?
Where might I find good info. about the job I want?
Where would I find critiques of the organization?

Why?

Why do I want or have to work?
Why do I want to look for a job now?
Why am I attracted to this particular type of job?
Why do I have a preference for a work location?
Why would this organization favor a person like me?

How?

How might my working affect my family?
How can I accurately assess the job I'm targeting?

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How can I most efficiently contact the employer?

How can I present the best image of myself?

How do my skills fit with the employer's needs?

Knowing about yourself and your preferences is only half of the story. To be fully prepared to apply for a job, you have to **know about the organization** that might hire you. So as part of your preparation, here are some questions that you might ask.

Who?

Who owns the organization?

Who runs it?

Who are its clients?

Who would be on the interview team?

Who would my supervisor and co-workers be?

What?

What are the organization's goals?

What would my job description be?

What would my work environment be like?

What salary and benefits does the organization offer?

What chances would there be for advancement?

When?

When do they want to receive all documentation?

When would they interview me?

When would the choice of applicants be made?

When would the job begin?

When would the first performance appraisal be done?

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Where?

Where does the organization publish info. about itself?
Where is the organization located?
Where are assessments made (internally or externally)?
Where exactly would I work?
Where would I see complaints about the organization?

Why?

Why is there a vacancy?
Why would this organization be good to work for?
Why would it not be good to work for?
Why does it ask applicants what salary they expect?
Why might they want a test or check to be done?

How?

How do they want the application sent (online, mail)?
How is the organization structured?
How often is salary paid?
How does it foster career advancement?
How does it retain staff (bonuses, time off, other)?

After answering these questions, you'll have more information about yourself and the hiring organization than the majority of applicants will. But there's even more you can do to strengthen your ability to get a job. To finish things off, go to the Internet and download some of the online self-awareness assessment tools that are offered.

Taking one or two of these tests is a valuable exercise not only because they'll help you know more

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about yourself, but because employers often ask applicants to take tests of one kind or another to prove that they can “walk the talk.”

These may be intelligence tests, aptitude tests, psychological tests, skills tests, and a variety of personality tests. The more familiar you are with yourself and with how to answer test questions, the easier it'll be when the employer asks you to take a test online or plunks one down in front of you in the office.

A test that most people don't consider to be a test is the application form that you have to fill out if you want to work in a particular organization. This is a test because it's designed not only to get specific information about you, but also to see whether you can read, understand, and follow instructions to the letter. So, if the instructions say “Use bullets,” use bullets! And if you're told to “Write a paragraph of less than 100 words,” do just that!

Don't be casual about filling out the application form. Careless treatment of that form can put you out of the running from the start.

The Application

When applying for a job, make sure that you're familiar with the rules and regulations that apply in your country, state or province, and municipality.

In addition, check to see whether, on its application forms, the organization that's offering the job asks questions about place of origin, race, ethnicity, religion, sexual orientation, marital status, or disability. In most jurisdictions, questions such as these are illegal, because they are designed to identify specific groups of applicants before any hiring decision is made.

It's also wise to beware of application forms that request such things as a photograph; a driver's license; specific information about your age, your Social Security or Social Insurance Number, your membership in religious or ethnic associations, your present salary.

Details about exceptions to requests for information of this kind do exist. They can be found on official websites published by jurisdictions in your area.

At this point it would be valuable for you to download one or more sample application forms provided by the jurisdiction in which you reside, and fill them out paying careful attention to instructions given in them.

In some cases, in addition to filling out an application form, candidates for a job are asked to take a written test. If this happens in your case, it's most important to follow instructions precisely. Remember:

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misspellings, writing in block letters when upper and lower case letters are specified, leaving out basic data, not answering the question that's being asked, providing information in bulleted form when a paragraph is requested—errors like these can create a negative impression on the part of the reader and cost you an interview for the job.

But let's assume that you did everything right in your application and you get an appointment for the interview that you're so anxious to have. Just read on—for the next section is crucial to your preparation for that interview.

The Interview

Going for an interview is quite different from giving an oral presentation, writing a paper, or putting a first-rate résumé together. In these cases, you are almost completely in control. With the exception of some help from a critic or two, these are things that you do by yourself, and there are no surprises while you're in the process.

The interview is different. You're there alone—all by yourself with no one to guide you, no one to make suggestions, no one to help you over the hard parts. Everything you say and everything you do is conditioned by what someone else says and does. So how can you ease the situation?

As usual, the answer is by thoroughly preparing. If you have followed the suggestions made in the previous pages, you'll know yourself very, very well. And, after seeing a job posting, you'll also know a lot about the organization that's offering the job.

In order to find out about the organization, you have to be a diligent detective. To begin with, you'll carefully examine the posting itself to discover as much as possible about that job and what it will entail. Key words in these advertisements will often tell you about what kind of applicant the management is looking for with respect to skills, experience, personality, ability to work alone, and ability to work with others. However, the ad may also reveal information

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about the permanence of the job, the possibility for advancement, opportunities for learning, salary, benefits, and perks. So this is a crucial first step in preparing for an interview.

The second step is to learn about the organization itself: its history, what it says about its mission and values, and how it's structured.

The history is important because it indicates the degree of change that the organization has experienced over time and suggests how much change it might initiate in the future. Its mission statement and list of values are really clues to how it aspires to do business. And its structure reveals the mechanics of how it actually gets business done. Is it private, public, or non-profit?

Mission and value statements which are published by the organization tend to represent aspirations of the founders/directors, rather than its factual achievements. In essence, then, stating what the mission and the values are is an effort to put forth a positive image of the organization for public consumption. This is an important way in which organizations try to advertise themselves to potential clients. But just remember: an ad is an ad. So take it in that spirit.

A variety of structural patterns exist today, but all of them respond to factors such as the nature of the organization's production, the range of its activities, the number of its employees, the degree of job specialization required, and the amount of its earnings.

It would be very helpful if, when doing research

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on the organization, you could see the names of its officers. With this list in hand, you could do a search on each one by using an efficient search engine. The information you could gather that way would give you a better feel for the organization and would supply you with data that might be valuable during the interview.

But who would actually do the interviewing? Despite all your research efforts, you might not be able to find out. It might be one person, it might be two, it might be a committee. Although you might not know in advance, you won't be fearful when you go in, because of how well you've prepared. You've:

- Examined all your social media sites and removed anything that might put you in a negative light when viewed by an employer. Remember: employers do research on you, too—and there are no secrets in this age of technology.
- Reviewed the *who*, *what*, *when*, *where*, *why*, and *how* that pertain to you, as shown on pp. 59-61.
- Reviewed the *who*, *what*, *when*, *where*, *why*, and *how* that pertain to the employer, as shown on pp. 61-62.
- Reviewed interview questions that are commonly asked and prepared answers to those questions.
- Visited the building and the floor or floors where the organization operates so that you can dress like the people who are already working there.
- Remembered not to wear perfume or scented aftershave lotion, not to chew gum or suck on candy, and to turn off your phone.

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- Brought two copies of your résumé—one for yourself and one for the interviewer, if needed.
- Brought samples of your work/portfolio.
- Brought a notebook, so that you can take notes during the interview and refer to questions that you'd like to ask the interviewer if that information isn't touched on in the interview.
- Arrived a few minutes early, so that you can relax a bit before the interview begins.

As a result of all this preparation, you're able to maintain your confidence and project a positive image throughout.

In the course of the interview:

- You listen carefully to what's said and what's being asked.
- Answers are succinct, to the point, and polite.
- As much as possible, you avoid slang and use terminology that's used by the organization in its descriptive and promotional material.
- In addition, whenever it's appropriate, you detail your skills and talents and show how they could be utilized in the job being offered.
- You ask insightful questions.
- You know what questions not to answer.

In order to get to know you and determine if it's worth the organization's time, energy, and money hiring you, the interviewer will ask a lot of questions during the time you are together.

Your honesty is one of the factors at play during the interview. So tell the truth. Don't deceive. However, there are truths that you do not have to reveal in

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any job-related document or discussion, because it's illegal for employers to ask questions relating to them. The following are examples of that type of question: "How old are you?" "Where were you born?" "What is your native language?" "Do you have a disability or chronic illness?" "What is your marital status?" "Do you have children?" "Do you plan to get pregnant?" "What is your sexual preference?" And "Do you observe Good Friday, Yom Kippur, or Ramadan?"

All of the above questions are possible ways for an employer to discriminate against you. Nevertheless, if expressed in different ways, it is legal to ask for some of this information.

- For instance, while it's not legal to ask where you were born, it is acceptable to ask if you're authorized to work in this country.
- Although it's not OK for employers to ask what your native language is, it is legal for them to ask if you speak a specific language like French or Spanish if these languages are essential for the job—for example, because your job will require you to deal with clients in Quebec or Spanish America.
- Questions about medical issues like disability are also illegal. Nevertheless, employers can indicate that the job requires the lifting of heavy weights and, thus, can ask whether that will be a problem for you.
- And while discrimination on the basis of religion is not permissible, the employer is allowed to ask if you can work every weekday, on weekends, and

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on holidays, because the organization calls for all employees to do so.

The fact that there are questions that employers should not ask doesn't mean that the person interviewing you may not break the rules and slip you a curve. Or maybe you'll get a question that's uncomfortable to answer. So what should you do?

If the question asked is one of those listed as illegal, you might say, "I'm not sure about how my answering that question will provide evidence of my ability to do the job."

If the question asked just makes you feel uncomfortable, see whether you can divert attention from what is asked to something that you'd like to know about the organization or the job.

Ability to change the subject is easier for some people than for others. But it's a most important skill to develop. So look online for sample questions that cause discomfort and suggestions about how to deal with them. If you try out some of these suggestions and rehearse sufficiently, you'll soon be able to answer in a calm and positive manner. The result: you'll show the interviewer that you can deal with unexpected situations with confidence.

During the meeting, the interviewer will make an effort to find out how well suited you are for the job that's available. It's up to you, though, to learn what you will get from joining the organization. Some basic information on this subject will be provided in the next section, "Accepting a Job Offer."

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At the end of the interview, thank the interviewer for giving you the opportunity to come in and talk about the position and your possible contribution to the organization. However, once you're back home, make sure to send a letter or email of thanks, as well.

The letter or email will not only show that you're polite, but it will also give you an opportunity to restate your key skills and highlight how your experience would be of benefit to the organization.

Accepting a Job Offer

How much do you know about the job you're applying for? There's a lot to know, so let's take a look at some of the details.

Types of jobs:

- Permanent employment. This type of job is long-lasting. However, it may be broken into time periods at the end of which some type of performance appraisal is undertaken to help determine whether the employee should be re-engaged and, if so, whether there should be an adjustment in the terms of employment. A job description, the salary, and benefits are specified.
- Contract employment. This type of job lasts for a time determined by the nature of the project that must be completed. Usually, you are paid a fixed amount for your work, but are not given benefits, special perks, or employment insurance as part of your contract.
- Part-time employment. These jobs can take place during day or evening hours, on weekends, and during specified time periods. Payment for them is based on hours worked, and some benefits may be included.
- Other types of employment. These include internships and temporary hirings for work during

the summer and other periods of the year when short-term labor is needed.

Whatever type of job you're inclined to take, it's essential to have a written contract with the employer. A document of this type specifies what the employer promises you and what you promise the employer.

An oral agreement is not a legally binding contract. So don't let an employer convince you that a spoken promise and a handshake are sufficient. If you're willing to take the job without a written contract, send the employer a follow-up email specifying the terms of employment that were agreed upon. Although it may not be legally binding, a backup like this does offer a certain degree of insurance.

What the employer promises you

Depending on the type of job you apply for, you'll want the employer to specify:

- The mission and values of the organization.
- The starting date and time of the job.
- Exactly what your responsibilities will be.
- The hours of work, the length of lunch and break times, and whether any of these will be interrupted by unpaid training or other unpaid activities.
- Overtime, on-call work, or flexible hours.
- The remuneration you'll receive in keeping with payment in similar firms and the payment schedule.

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- A safe work environment with appropriate equipment for doing the job properly.
- Adherence to all rules and regulations including those for Occupational Health and Safety, Workers' Compensation, and business insurance.
- The health and other benefits you'll get.
- The pension plan that's available to you.
- The educational opportunities that will be open to you, and under what circumstances.
- The rules and regulations of the organization as they apply to you.
- What contributions you'll have to make for such things as employment insurance and, if applicable, union dues.

What you promise the employer

You'll want to inform the employer about what can be expected from you if you accept the job.

Specifically, that you'll:

- Arrive and leave at the specified times.
- Diligently do all work detailed for you in the contract.
- Follow all rules and regulations specified in the contract as applying to you, including non-disclosure and non-compete stipulations.
- Work in a cooperative manner with co-workers and supervisors.
- Avoid distractions during working hours, such as personal use of cell phones and social media.

- Honestly report errors committed by you and diplomatically give positive and constructive suggestions about problems discovered by you that might adversely affect your work and the organization's

What you promise yourself

Although this is not part of any written contract, it's essential to commit yourself to the following:

- Learn everything you can about the organization: its history, its mission, and its values.
- Conscientiously follow the terms of the contract with respect to your responsibilities.
- Make yourself an integral part of the organization in every way possible.
- Avoid disrupting the smooth functioning of the organization.
- Regularly assess your feelings about the job and how long this is the type of work you'd like to do.

It's essential to regularly assess your feelings about the work you do because lack of satisfaction with your job can do much more than make you shrink from going to work each day. According to the World Health Organization, stressful circumstances in working situations, if prolonged, can not only lead to psychological disorders and conditions such as diabetes and high blood pressure, but can also lead to heart attack, stroke, and premature death. In addition, negative experiences in a dysfunctional workplace can lead you to develop hurtful defensive habits when you move to a new job.

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Part Five Career Change

There are times when you need to look for a new job, and this need may have many causes. As we've seen, it may come about because of dissatisfaction with the work that you're doing or the organization you've been working for. But it may also come about because your contract comes to an end, because the organization is compelled to downsize, or because long-standing positions in the organization are replaced by new ones.

If you think that a different type of work would be better suited to your needs and wants, go back to "Part Seven" and reconsider what you have to offer. The *who*, *what*, *when*, *where*, *why* and *how* that would be related to your skills and talents might successfully lead you into a new job search.

Of course, instead of searching for a job, you might be toying with the idea of changing your career. As you know, the inclination to explore the possibility of making a career change can be motivated by many factors. For example, it can be prompted by a desire to alter the type of work you're doing now and do something a bit different, but related—like the teacher who gets tired of the strains of the classroom and becomes a career counsellor.

And career change can come about when you decide to go into a totally different field, because you

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want to experience the satisfaction of putting a long-standing, deeply-held interest to practical use, as well as for the excitement that novelty brings.

Under these circumstances, sometimes you find yourself alone and unsure of the right way to go in the future. Something like Dante Alighieri, who tells us at the beginning of *The Divine Comedy*:

Nel mezzo del cammin di nostra vita
mi ritrovai per una selva oscura,
chè la diritta via era smarrita.

Ah quanto a dir qual era è cosa dura
esta selva selvaggia e aspra e forte,
che nel pensier rinova la paura!

[Dante Alighieri, *La divina commedia*,
Inferno, Canto primo, ed. Enrico Bianchi.
Firenze: Adriano Salani, 1940, p. 35.]

I quote this passage for two reasons: first, so you'll know that, at times, it really helps to know another language, and second, to show that you're not the only one to get lost and look for help in finding the right road to follow.

Well, Henry Wadsworth Longfellow knew Italian and he translated these lines as follows:

Midway upon the journey of our life
I found myself within a forest dark,
For the straightforward pathway had been lost.

Ah me! how hard a thing it is to say
What was this forest savage, rough, and stern,
Which in the very thought renews the fear.

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[Dante Alighieri, *The Divine Comedy*, Inferno, Canto I, Henry Wadsworth Longfellow, trans. Boston: Ticknor and Fields, 1867, ll. 1-6.]

Fortunately, Dante found help and guidance from the Roman poet Virgil. Well, I'm no Virgil, but I can give you a few pointers.

So let's look into some of the implications of your making a change in your career.

The first step in determining what you want for the future is to find out where you're at now and to think of the implications of your being there. How satisfied are you in that position? If you're not very happy where you are, what other possibilities are open to you? For help in this regard, look at the map on page 80 and see what's available.

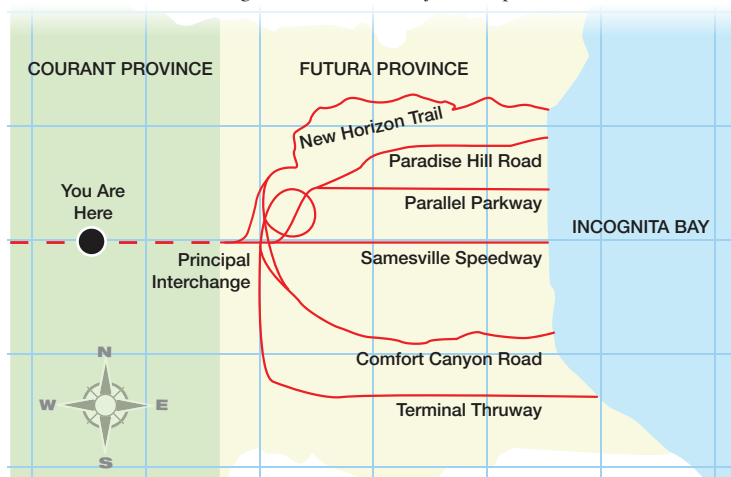
The map shows that two Provinces stand before you: Courant Province and Futura Province, and it indicates that you're near the dividing line between them. It also shows that the road into Futura Province starts with a rather perplexing interchange. That interchange leads to six roads and seems to suggest that movement into the future will begin with some degree of disorientation and confusion. And, from this point on, you won't have a GPS to show you the way!

So what are your choices?

You can just pick **Samesville Speedway**, which leads you on a straight and narrow path without any real difference from the road you started on before you got to the interchange. Same old, same old. Although for you, this may be the best choice.

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Moving Ahead in the World of Work: Options



Of course, you might just want a little change of scenery. If so, you would choose **Parallel Parkway**. **Parallel Parkway** is like **Samesville Speedway**—but just a little different. You certainly won't have any real surprises as far as activity is concerned. It'll be like where you work now: you'll have similar pay, similar duties, and similar responsibilities, but you'll be somewhere else—like the nurse who practices her profession, but in a different hospital or a different city.

Now if you have a dream that can take you to greater heights, then **Paradise Hill Road** is the one for you—like the lawyer who loved skiing so much

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that he quit his law firm and opened a ski lodge in Vermont.

Or if you're like Lewis and Clark and seek a high road that can lead you to discover fabulous new lands—places that are only *yours* to find—then **New Horizon Trail** is the path for you. Like the physiotherapist whose interest in research led her to get a Ph.D. in a totally different field: political science. Just be aware that New Horizon Trail can be a rather bumpy road—a road full of ups and downs . . . and surprises.

If you're not into exploration, bumps in the road, and surprises, then you might select **Comfort Canyon Road**—like the operator of heavy industrial equipment who gave up the long hours and physical stress of that job to work in a hardware store where he could apply his knowledge of mechanics, have shorter hours, and have less physical stress.

Or you could just say “To hell with it all” and enjoy your retirement along **Terminal Thruway**.

No matter which path you choose, however, two things are certain:

- You'll never know how long your road will be.
- The road you choose will lead to Incognita Bay—The Unknown.

Will arriving at that destination be the career end for you? Or will it be the starting point for a wonderful new journey through life? No one knows till they get there. But, for now, you're just at the beginning of the journey, so your next step is to ask questions like the ones listed below:

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- Where do you want to go (i.e., which route do you want to follow to achieve your goal)?
- Why do you want to go there?
- How much are you willing to spend in time, effort, and money to get there?
- When will you be ready to begin the trip?
- Who and what can help you get there?
- What obstacles might you encounter before and/or during the trip?
- How could you overcome those obstacles?
- Who'll be affected by your decision to make this trip, and how will they be affected?

A word about the future

With the exception of “Terminal Thruway,” no matter which career path you choose, you’ll soon discover that the nature of work and the skills composition of jobs will change faster than you might have expected. New technologies will alter many aspects of work, and what are now routine activities will be the first to be replaced. Advances in the programming of software for office tasks will create the need for you to educate and re-educate yourself constantly just in order to keep up with novelty at your desk. Developments in robotics and artificial intelligence will require you to become proficient in higher-order cognitive skills to get the job done. So, with all this change, you’ll have to become more knowledgeable, flexible, and adaptable than ever before.

Practical Stuff They Don't Teach

If you consider following a new career path, it would be wise to prepare yourself for these incipient changes in the world of work by researching current and predicted trends in the industry and the types of job that interest you. Join associations, societies, and interest groups which will provide you with information about current and future trends in your field. Not only will you become aware of options for advancement, but you will also establish a valuable network of colleagues and contacts. One essential aspect of networking is that it gives you the ability to tap into information about professional as well as educational opportunities. Your skill in this regard will be valuable insurance for a successful future.

So, all the best as you move ahead! May your journey be a happy one!

Robert Jay Glickman

Notes

Practical Stuff They Don't Teach

Appendix 1

Chronological Résumé

Jane A. Doe

Suite 2304 – 130 Anywhere Street
New York, NY 00000
Tel: 212-000-0000, Fax: 212-111-1111
email: jad@e-mail.com

EMPLOYMENT

Sep 2008-present

Associate Editor

Performance News, 79 Some Street, New York, NY 99999

- Report directly to the Editor-in-Chief
- Assess and select articles for publication
- Edit all copy and write headlines
- Work closely with typesetter in designing page formats
- Supervise a proofreader, an advertising copywriter, and a junior editor

Jan 2005-Aug 2008

Junior Editor

Competition Review, 86 'Here Street, Hackensack, NJ 88888

- Researched data on the graphic arts in the Hackensack area
- Wrote a weekly column about the local arts community
- Organized displays of works by young artists

Jul 2002-Dec 2005

Print on Demand Operator

Best University Bookstore, Providence, RI 66666

- Operated and maintained POD equipment
- Confirmed accuracy of POD settings on all printing orders
- Performed quality control on all books before delivery to clients
- Prepared weekly statistical reports on traffic flow, expenses, and profits

LANGUAGES

- Programming languages: JavaScript, Python, C++, PHP, COBOL
- English and Spanish: fluent reading, speaking, and writing
- French: fluent in speaking; intermediate ability in composition

EDUCATION

Sep 1998-Jun 2002

Best University, Providence, RI 66666

- B.A. in English Literature and Journalism
- Minor in computer programming
- Editor-in-Chief of *The Student Weekly* newspaper
- Coordinated data input, advertising, and distribution of newspaper
- Designed *Best.edu*, the school website

Sep 1994-Jun 1998

Monarch High School, Providence, RI 55555

HOBBIES & ACTIVITIES

- Play tennis doubles and lacrosse
- Participate in volunteer fundraising running events
- Organize displays of works by young artists
- Cultivate and prune bonsai trees

Robert Jay Glickman

Combination Résumé

Jane A. Doe

Suite 2304 – 130 Anywhere Street
New York, NY 00000
Tel: 212-000-0000, Fax: 212-111-1111
email: jad@e-mail.com

PROFESSIONAL SKILLS

- 20 years experience with print and online publications
- Assess and select articles for publication
 - Edit copy and write headlines
 - Work closely with typesetter in designing page formats
 - Supervise proofreader, advertising copywriter, and junior editor
 - Research data on the graphic arts in the local community
 - Produce weekly column on developments in the local arts community
 - Operate and maintain POD equipment
 - Confirm accuracy of POD settings on all printing orders
 - Perform quality control on books before delivery to clients
 - Prepare statistical reports on traffic flow, expenses, and profits
 - Design and maintain eye-catching, user-friendly websites

LANGUAGES

- Programming languages: JavaScript, Python, C++, PHP, COBOL
- English and Spanish: fluent reading, speaking, and writing
- French: fluent in speaking; intermediate ability in composition

EDUCATION

Sep 1998-Jun 2002

- Best University, Providence, RI 06666
- B.A. in English Literature and Journalism
 - Minor in computer programming
 - Editor-in-Chief of *The Student Weekly* newspaper
 - Coordinated data input, advertising, and distribution of newspaper
 - Designed *Best.edu*, the school website

Sep 1994-Jun 1998

Monarch High School, Providence, RI 05555

HOBBIES & ACTIVITIES

- Play tennis doubles and lacrosse
- Participate in volunteer fundraising running events
- Organize displays of works by young artists
- Cultivate and prune bonsai trees

EMPLOYMENT

Sep 2008-present

Associate Editor
Performance News, 79 Some Street, New York, NY 99999

Jan 2005-Aug 2008

Junior Editor
Competition Revue, 86 There Street, Hackensack, NJ 88888

Jul 2002-Dec 2005

Print on Demand Operator
Best University Bookstore, Providence, RI 06666

Practical Stuff They Don't Teach

Functional Résumé

Jane A. Doe

Suite 2304 – 130 Anywhere Street

New York, NY 00000

Tel: 212-000-0000, Fax: 212-111-1111

email: jad@e-mail.com

- PROFESSIONAL SKILLS**
- Select news articles for publication according to quality of content
 - Coordinate data input
 - Edit copy and write headlines for selected articles
 - Advise on the design of page layouts
 - Supervise proofreaders, advertising copywriters, and junior editors
 - Research data on graphic arts activities in the local community
 - Produce weekly column on developments in the local arts community
 - Prepare statistical reports on newspaper traffic flow, expenses, and profits
 - Design and maintain eye-catching, user-friendly websites
- LANGUAGES**
- Programming in JavaScript, Python, C++, PHP, COBOL
 - English and Spanish: fluent reading, speaking, and writing
 - French: fluent in speaking; intermediate ability in composition
- EDUCATION**
- Best University, Providence, RI 06666
- Sep 1998-Jun 2002
- B.A. in English Literature and Journalism
 - Computer programming
 - Editor-in-Chief of *The Student Weekly* newspaper
- Sep 1994-Jun 1998 Monarch High School, Providence, RI 05555
- HOBBIES & ACTIVITIES**
- Play tennis doubles and lacrosse
 - Participate in fundraising running events
 - Organize displays of works by young artists
 - Cultivate and prune bonsai trees
- EMPLOYMENT**
- Associate Editor**
- Sep 2008-present *Performance News*, 79 Some Street, New York, NY 99999
- Junior Editor**
- Jan 2005-Aug 2008 *Competition Revue*, 86 There Street, Hackensack, NJ 88888
- TRAVEL ABROAD**
- Organized and conducted classes in conversational English for students in L'Ecole de la Mode Moderne, Paris, France in exchange for food and board
 - Sep 2002-Dec 2004 • Wrote a weekly blog entitled "Inside Eye on the World of Fashion"

Appendix 2

When constructing your résumé, it's important to use verbs that demonstrate action on your part. Such verbs are known as "strong verbs" and they are contrasted with "weak verbs" that generally do not show you as a vital, active, productive person. Although a weak verb can sometimes be used in a positive way, it's wise to utilize strong verbs as much as possible, for they tend to show you as a person that can be counted on to achieve the goals of the organization.

Strong verbs

analyze
assess
conduct
coordinate
construct
create
design
develop
generate
illustrate
implement
improve
increase
invent
maximize
organize
plan
produce
promote
research
save

Weak verbs

answer
assist
attend
belong
consider
claim
discuss
expect
give
handle
have
help
keep
know
look for
put
read
see
speak
try
use

Practical Stuff They Don't Teach

Notes