



JCCs of North America

מרכזים קהילתיים יהודיים בצפון אמריקה

There's No "X" in Thanks

A Guide to the Interview Process

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Welcome!

This packet provides you, the job seeker, with all of the tools that you will need to successfully apply & interview for a job in the JCC world. The information contained within has been collected, developed, and edited over the past several years by members of the Professional Development Services Department of JCC Association in order to benefit applicants to the JCC field.

JCC Association's Professional Development Services Department deals with all matters related to the 3,000 professionals working in Jewish Community Centers throughout North America. This includes recruiting professionals to fill vacancies in JCCs; enhancing a JCC's staff retention potential; monitoring and leading changes in personnel practice; studying and publication of trends, including salaries. PDS provides scholarships for students enrolled in master's degree programs that will lead to or enhance professional careers in the Jewish Community Center Movement. We develop and coordinate a myriad of staff development and learning opportunities with local JCCs, regional groups of JCCs, as well as continental training and development programs. PDS' hallmark programs are the biennial Professional Conference for 600 professionals, the annual Executive Seminars for 90 executives and the cyclical EDTP and MMTP programs.

The packet is made available in hardcopy and over the internet at the website www.jccworks.com. Please feel free to contact JCC Association for more information via email (recruiter@jcca.org) or telephone (212)532-4949.

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Part I - The Job Interview

Preparation for the Job Interview

1. **Do your homework**
 - Do your homework on the agency and the community—what are some of its successes, goals, challenges, culture and competition.
 - Talk to a professional development services staff member at JCC Association.
2. **Review your skills, accomplishments, strengths and interests so as to be able to answer the question, "Tell me about yourself" in 2-3 minutes or less.**
3. **Anticipate questions (see sheet on sample questions)**
4. **Prepare your answers to questions in writing**
 - Be brief—250-300 words
 - Be specific—full of details
 - Be positive— focus on your strengths and the value you will bring to the agency
5. **Practice interviewing with a partner.**
6. **Know how the opportunity will impact your immediate & long-term career goals**
7. **Know the issues facing the JCC field. Use www.jcca.org as a reference.**
8. **Be prepared to discuss your career goals and career path**
9. **Know yourself**
 - What is important to you?
 - What are you looking for in a community?
 - What types of position are you seeking that will utilize your skills but still allow you to grow?
10. **Bring multiple copies of your resume**
11. **Prepare emotionally**

Before the interview begins, and as you travel to the interview, one of the most important things you can do is prepare emotionally by getting yourself in your most resourceful state or mood. You want to get in your best mood, have your "A-game" on, so you can have immediate and full access to all the wonderful qualities that make you an ideal candidate for the job. You can listen to your favorite music, exercise (your brain works better with lots of oxygen), eat a small meal or snack, or think of how it will feel when your job search is complete and you have a job that you love!

How to Dress for Success

- * Dress appropriately from head to toe
- * When in doubt, wear a suit
- * Do not wear distracting jewelry or makeup
- * Use cologne/perfume sparingly
- * Dress as comfortably as possible

INTERVIEW CONTENT

An interview is a dialogue between you and a prospective employer. It is where the employer wants to understand your experience in more detail. The interviewer asks you questions about your past experiences and evaluates if you have the core competencies required to succeed in this position. The skilled interviewer asks you to give specific examples of projects you worked on, what the situation was, what you did and what the results were.

A goal of the interview is for you to sell yourself, to impress upon the interviewer that you are the best person for the job. You want to make a direct correlation between your experience and the benefits of hiring you. Discussing the benefits derived from your experience helps answer the implicit hiring question "Why should we hire you?". During an interview you need to communicate with clarity. Communicating clearly is your responsibility and it is in your best interest to make sure you are understood accurately by each interviewer.

In most cases the interview will begin with questions addressed to you. At some point, you will be asked if you have questions. If that does not occur, when the interviewer's questions have been answered, indicate that you also have a few to ask. Remember, you are interviewing the committee or staff as much as they are interviewing you. By raising your own questions, you put yourself on an equal footing with them.

The interview is as much your opportunity to learn about the job and the people that you will be working for and with as it is for them to learn about you. It begins the minute you arrive and continues until your departure. Determining when to ask your questions and when to provide personal information is very important. You need to be sensitive to the interviewer's interests and timing. You certainly don't want to sabotage yourself by raising issues at the wrong time or in the wrong place. Remember, timing may make the difference in whether or not you are offered the position.

When we take in information we filter and process that information through our own life experience. The message you send is not the one received unless you make sure you're clear and you do that by asking a follow-up question. The risk is that if you don't ask a question and they don't understand your message they are not going to say "I don't understand" and you will have missed a chance to get a great job simply because they misunderstood you.

Some questions you may want to ask the interviewer include:

- *"What did you see on my resume that encouraged you to invite me in today?"*
- *"What do you look for in professionals?"*
- *"What are the biggest challenges facing your community/agency?"*

*See the sample interview questions for additional questions to ask in an interview.

At the end of the interview you want to communicate that you are interested in, and qualified for, the position. As long as those two messages are true, make sure you say it.

At the end of an interview, It is perfectly acceptable to ask:

- *"What is the next step in the process?"*
- *"When do you want me to come back?"*
- *"When would you like me to follow up with you and how?"*

The closing is your chance to gather initial feedback and accelerate the process forward. You have invested time, money and energy to travel to and interview with the agency. Ask closing questions, accelerate forward and move toward a job offer.

The Non-Verbal Interview

The non-verbal dimension of the interview process is crucial. Try to stay away from nervous behaviors such as playing with your hair, wringing your hands or tapping your feet. If you have a tendency of playing with jewelry, watches or pens, leave them at home!

During the interview, sit as still as you can in your chair, especially if the chair is on wheels, and avoid overusing your hands when you speak. Try to be as relaxed and comfortable as possible, and remember to make direct eye contact and SMILE!

The Interview

These are some of the most commonly asked interview questions. Before each interview, review the questions and your answers several times. During the interview, remember to speak slowly and clearly, ask for clarification if you need it, and be straight forward.

Example Interview Questions & Answers

1. Tell me about you!

Keep your answer to one or two minutes; don't ramble. "About you" means just that: something about you... it doesn't mean your entire life story.

2. What do you know about our agency/organization?

Do your homework before the interview. Spend some time online and/or networking and researching the organization. Find out as much as you can, including programs, services, successes, goals and challenges, and the people that are on staff already. Project an informed interest; let the interviewer tell you about the JCC. (Go to www.jcca.org, which has links to most JCC websites). You can also call the agency JCC and ask them to send you materials beforehand.

3. Why do you want to work for us?

Don't talk about what you want; first, talk about their needs: You would like to be a part of the JCC team in order to... you would like to solve a JCC challenge, you can make a definite contribution to their specific JCC's goals, etc.

4. What about the job do you find the most attractive? Least attractive?

List three or more attractive factors and only one minor unattractive factor.

5. What are you looking for in this job?

An opportunity to use your skills, to perform and be recognized.

6. How long will it take you to make a meaningful contribution to our JCC?

Not long at all - you expect only a brief period of adjustment to the learning curve.

7. How long would you stay with us?

As long as we both feel I'm contributing, achieving, growing, etc.

Sample Questions Asked During Job Interviews

Career Questions

- Why are you choosing this as your career?
- Where do you want to be in five years/ten years?
- How do you plan to achieve your career goals?
- Why do you want to work for this JCC?
- What are you looking for in a job?

Jewish Background

- Tell me about your Jewish background (formal Jewish education, informal education, organizational activities)?
- Tell me about your experiences in Israel.
- Tell me what you are seeking in a Jewish community.

Assessment Questions

- What qualifications or traits do you have that make you think you would succeed in the JCC field/this JCC/this position?
- What are your strengths/weaknesses?
- If I were to call the last person to supervise you, what would he/she tell me about your strengths and weaknesses?
- How do you maximize your strengths?
- How are you working to improve upon your weaknesses?
- Why should I hire you?
- How would your co-workers describe you?
- Tell me about the best/worst boss you have ever had.

Skill/Knowledge Identification

- What did you learn in school that will help you to be a professional?
- What did you learn in your field placements that will prepare you for your first job?
- What are the skills you need to develop to advance your career?
- Tell me what you do best.
- How do you handle change?
- Are you an organized person?
- Do you manage your time well?

Content Questions

- What are the crucial issues currently facing the JCC movement?
- What is the role of a lay leader as opposed to a professional.
- What do you think a professional brings to the position?
- What does success/failure mean to you?

Situational Questions

- We hire you. What are you going to do your first day on the job?
- Do you work well under pressure?
- You do not always agree with the chair of the committee that you are staffing. What do you do to align your opinions, make the committee process run smoothly and achieve your objectives?
- Are you a risk-taker or someone who plays it safe?
- How do you handle conflict?
- Do you prefer to work by yourself or with others?
- What types of people do you find it difficult to get along with? Describe a situation where you had to manage that challenge.

General Information

- What would frustrate you or drive you crazy in a work situation?

- Outside of your career, what kind of personal goals have you established for yourself?
- What do you like to do when you are not at work?
- When can you start?
- Do you have any questions for me?
 - Be prepared with questions, such as:
 - What tools and resources will be at my disposal?
 - What are the biggest challenges facing your community?
 - What do you look for in professionals?
 - What is the culture of your organization?

Questions Commonly Asked With First Time Workers

It's tough for people looking for their first full time job after school to sell their experiences. **Use your experiences** in the language of the position you are seeking.

- How has your education prepared you for this position?
- Which courses that you took will contribute the most to your effective performance in this job?
- What was the single most important lesson that you learned in school?
- What do you like the most about the JCC career that you're seeking?
- What do you like the least about the JCC career that you're seeking?
- Why did you choose the college that you attended?
- Why did you select the major that you selected?
- Tell us about your extra-curricular activities in school?
- What aspects of your education will assist you in the job that you are seeking at our JCC?
- How will your degree help you succeed in the job that you are interviewing for?
- If we were to ask your professors what single quality that you possess is the most outstanding, what would they say?

PERMISSIBLE/IMPERMISSIBLE INTERVIEW QUESTIONS

SUBJECT	LAWFUL	UNLAWFUL
Age	Are you 18 years of age or older?	How old are you? What is your date of birth? When did you attend elementary (high) school? How old are your children?
Religion	Are you able to work weekends? Can you work the regular days/shifts of this job?	Any inquiry into applicant's religious denomination, religious affiliations, place of worship or religious holiday observed.
Gender	None	Do you wish to be addressed as Mrs.? Miss? Ms.? Are you married? Single? Divorced? Separated? Name of spouse? Are you pregnant? Do you plan to have children? What arrangements have you made for childcare? What is your height/weight?
Race	Statement that photograph may be required after hire.	Statement that photograph will be required from applicant. What is your race?
Reproduction	None	Any inquiry into capacity to reproduce, advocacy of any form of birth control.
Salary	What are your salary expectations?	What is the lowest salary you will accept?

Emergency Contact	None	List the name and address of your nearest relative in case of an emergency
Disability	<p>Do you know of any reason why you would not be able to perform the essential functions of this job with or without reasonable accommodation?</p> <p>Can you meet the attendance requirements of this job?</p> <p>Are you currently taking illegal drugs?</p>	<p>Can you perform this job _____ with or _____ without reasonable accommodation (check one)?</p> <p>Do you have a disability?</p> <p>Have you ever been treated for the following diseases...?</p> <p>How many days were you out sick last year?</p> <p>What prescription drugs are you taking?</p>
National Origin	None	<p>What is your native language?</p> <p>Where were you (or your parents or spouse) born?</p>
Criminal Record	Have you ever been convicted of a crime? (In most jurisdictions, this question must be accompanied by a statement that a conviction will not be an absolute bar to employment.)	Have you ever been arrested?
Residence	Place of residence	Do you own or rent your home?
Citizenship	Can you, after being hired, verify your legal right to work in the United States?	<p>Of what country are you a citizen?</p> <p>Are you (or your parents or spouse) a U.S. citizen?</p> <p>When did you (your parents or spouse) acquire citizenship?</p>
Driver's License	Do you possess a valid driver's license? (Only ask if it is a bona fide requirement for the job.)	Any requirement that applicant produce a valid driver's license.

Education	Inquiry into applicant's academic, vocational or work experience.	Dates of graduation from elementary (high) school.
Military Service	Did you serve in the U.S. Armed Forces or in a State militia?	Did you receive other than an honorable discharge? Are you currently on reserve status?

OTHER PERMISSIBLE QUESTIONS

You can ask about Illegal Conduct (NOT criminal) other than arrest

- i.e., have you ever stolen property from an employer?
- Theft, Fraud, Embezzlement, Fighting, Assault, Sexual Harassment or Safety Rules Violations

You Talk Too Much

The following article describes how the interviewer's attention declines over time and what you can do about it to maximize your interview effectiveness.

When you start speaking the interviewer is listening with 100% intensity. After 10 seconds they begin listening with less attention. After 60 seconds their mind begins to wander and they're listening at a 50% level. After you've been speaking for 90 seconds without interruption, the interviewer is barely listening at all.

Also an interviewer's attention level is very difficult to accurately assess because most people are skilled at nodding their head and saying "hmmm" while looking at you, in an effort to disguise their wandering mind.

The longer you speak without interruption the less attention the listener is giving you. Hence, when you deliver a long answer that builds to an important conclusion, often the interviewer is no longer listening. This is particularly important when you respond to the question "Tell me about yourself." Near the end of your long response the interviewer starts to formulate their next question unless you keep them engaged.

Skilled interviewers ask "behavioral event questions" where you're asked to describe specific examples of your experience. In these situations your response can easily last much longer than 90 seconds. Maintain the interviewer's attention by asking the interviewer a question like, "Is this the level of detail you're looking for?" or "Is this the type of example you're looking for?" Stop and ask a question whenever you feel you've been speaking for more than 90 seconds continuously.

By asking a question you promote two-way communications and minimize the risk of talking too much.

Your interview goals are to ensure you are understood accurately and to make your best presentation. Engaging the interviewer in two way communications by asking questions helps you ensure they are listening while you deliver a long response.

- Taken from "Interview Mastery"

After The Interview

After each interview it would be to your advantage to write a thank you note, delivered by regular mail, to every person you met. You should ask for a business card from each interviewer to make sure you have their contact information. Make each thank you note unique. As soon as possible after your interviews, stop and write a few notes to yourself about something specific about each interviewer.

Thank you notes need to be concise, professional and individualized.

Always thank the receptionist and everyone you encounter. Anyone you meet can make a difference in how you are perceived. You want to keep the image of you fresh in their mind of the interviewers, so follow up promptly and regularly. Each time you re-contact them try to add value with information or a question.

Time is your enemy, follow up promptly. Thank you notes may seem like a little thing, but it's the little things that make all the difference. The faster you respond the better.

There is No "X" in Thanks: Using E-mail to Your Advantage!

One last piece of the interviewing puzzle is e-mail etiquette. Unlike how you may communicate with friends and family via e-mail, all e-mails sent during the job search process, from inquiry through hiring, should be written using formal language, correct grammar and spelling, and a sense of professionalism.

1. Clearly identify the job for which you're applying, and be sure to read the job description fully.
2. Use an e-mail name that makes sense to other people (firstnamelastname@hotmail.com) rather than using your nickname, a pet's name, or any kind of indication of your hobbies or private life.
3. When e-mailing a prospective employer, make sure to capitalize and use punctuation. Do not use any typical internet abbreviations. Spell out all words.
4. Remember to spell check and grammar check.
5. If you're given a choice of text color in your e-mail program, use black.
6. Don't submit a multiple page resume if you're just graduating from college.
7. If you're going to contact an employer for a second time, please don't chastise them for not getting back to you; no one likes a whiner or someone who yells at them.
8. Even if you're interviewing with a "casual" agency, maintain formality.
9. Send only what the employer asks for - if they only want three references, please send only three. "The fatter your file, the slimmer your chance."
10. Visit your school's Career Center and get their help - they're there for a reason!

Part II - Resumes

RESUMES

What is a resume?

A resume is an advertisement that tells the employer who you are and why s/he should "buy you." It creates interest and entices him/her to read more and call you for an interview. It describes your abilities, your experience and your education. A good resume must do more than inform, it must excite the reader!

What should an effective resume accomplish?

An effective resume should get you an interview, but it will not get you the job.

Is one resume good for all jobs?

Generally, no. You should customize your resume for each employer, putting yourself in the reader's shoes and anticipating what they are looking for. This means that you should do some research on the organization so that you know what kinds of positions are available.

What is a chronological resume vs. a skills resume?

A chronological resume is a listing of positions you have held, by dates, beginning with your most recent position and working backwards. The experience section in a chronological resume will include the title of the position held, name of the organization and location (only city and state), dates of your employment (generally, month and year) and a description of your job responsibilities and achievements.

A skills resume lists the data that supports your job objective by skills used or major tasks performed. *Communication, Organization, Promotion* or *Teamwork* are examples on which to build a skills resume.

You may also use a combination of the chronological and skills resume.

What else do I need to know about resumes?

1. Survive the scan. Resumes often get less than one minute of an employer's time - make that time count for you.
2. Use bulleted items or short sentences rather than long paragraphs.
3. Candidates with fewer than five years of professional experience are advised to list their educational background **before** listing their professional experience.
4. Candidates with five or more years of professional experience are advised to list their experience **before** listing their educational background.
5. Do not include personal data such as height, weight, age, marital status or your photograph.
6. Typically, an effective resume is limited to one page.
7. Use good quality paper. White, off-white or buff colored paper is preferred.
8. Check for typos, spelling errors and grammar usage. Poor grammar and spelling errors lessen interest in a candidate.
9. If mailing a resume, include a well-written cover letter. Remember the cover letter will act as an example of your communication skills. Consider mailing your resume flat rather than folded in a #10 envelope.
10. Write it yourself. No one knows you as well as you do.

For examples of well formatted resumes, please refer to the end of this section. Two straightforward formats are included as well as an example of "resume overkill".

Sample Areas to Use in a Skills Resume

- Administration
- (Peer) Advising
- Analysis
- Arts
- Bookkeeping
- Communications
- Community Organizing
- Computer
- Consulting
- Contract Administration
- Coordination
- Counseling
- Curriculum Development
- Customer Relations
- Data Analysis
- Designing
- Editing
- Engineering
- Evaluation
- Event Planning
- Facilitating
- Financial Planning/Analysis
- Forecasting
- Fundraising
- Human Resources
- International
- Interpersonal
- Interpreting
- Interviewing
- Leadership
- Marketing
- Media Relations
- Mediation
- Merchandising
- Negotiation
- Organization
- Operations Analysis
- Organization
- Planning
- Problem Solving
- Product Demonstration
- Production
- Program Development
- Project Management
- Promotion
- Public Relations
- Public Speaking
- Quality Control/Assurance
- Reporting
- Research
- Sales
- Staff Development
- Systems Analysis/Design
- Teamwork
- Training
- Writing

Resume Action Verbs

Administrative Skills

approved	collected	generated	operated	purchased	specified
arranged	compiled	implemented	organized	recorded	systematized
catalogued	dispatched	inspected	prepared	retrieved	tabulated
classified	executed	monitored	processed	screened	validated

Communication Skills

addressed	developed	formulated	moderated	publicized	translated
arbitrated	directed	influenced	motivated	reconciled	wrote
arranged	drafted	interpreted	negotiated	recruited	
authored	edited	lectured	persuaded	spoke	
corresponded	enlisted	mediated	promoted		

Creative Skills

acted	developed	founded	integrated	performed	
conceptualized	directed	illustrated	introduced	planned	
created	established	innovated	invented	revitalized	
designed	fashioned	instituted	originated	shaped	

Financial Skills

administered	appraised	budgeted	developed	marketed	projected
allocated	audited	calculated	forecasted	planned	researched
analyzed	balanced	computed	managed		

Helping Hands

assessed	coached	diagnosed	facilitated	referred	
assisted	counseled	educated	familiarized	rehabilitated	
clarified	demonstrated	expedited	guided	represented	

Management Skills

administrated	conducted	developed	increased	produced	strengthened
analyzed	consolidated	directed	organized	recommended	supervised
assigned	contracted	evaluated	oversaw	reviewed	
attained	coordinated	executed	planned	scheduled	
chaired	delegated	improved	prioritized		

Research Skills

clarified	diagnosed	extracted	interpreted	organized	surveyed
collected	evaluated	identified	interviewed	reviewed	systemized
critiqued	examined	inspected	investigated	summarized	

Teaching Skills

adapted	communicated	encouraged	guided	persuaded	
advised	coordinated	evaluated	informed	set goals	
clarified	developed	explained	initiated	stimulated	
coached	enabled	facilitated	instructed		

Technical Skills

assembled	computed	engineered	operated	remodeled	trained
built	designed	fabricated	overhauled	repaired	upgrade
calculated	devised	maintained	programmed	solved	

REFERENCES

References are the most common form of background checking that your JCC interviewers perform. Usually an applicant will supply a list of references only after you have completed the first round of interviews and the JCC has expressed strong interest in you.

You should contact all your references before releasing their contact information to the interviewer. This gives you a chance to alert the reference to the upcoming call. You also want to be certain that your references will give you a positive recommendation. Pre-qualify all your references by asking each of them this question: *"Are you comfortable providing me with a stellar reference?"* If they are uncomfortable giving you a strong reference, **do not use them.**

Before releasing the names to the JCC, prepare each reference to receive the call by describing the position you are considering and the name of the person that will be contacting them. Tell your reference that you are interested in this position and thank them for taking the time to assist you. Also ask them how best to reach them during the next few days and relay this information to the JCC.

Provide your reference list on a separate document and not on your resume. You may also wish to individually select the three references that are best for each position you are pursuing. References are extremely important to your success. Make sure they are stellar and easy to reach.

Who to use as a reference:

- Current employer
- Current supervisor
- Former employer
- Former supervisor
- Rabbi
- Professor who knows you well
- Co-worker
- Hillel staff member
- Volunteer experience supervisor
- JCC professional from your JCC experiences

REBECCA COHEN

CURRENT ADDRESS:
123 Anywhere St. #306 Madison, WI 53703
Phone: (608) 111-1111
E-mail: rebecca@email.com

PERMANENT ADDRESS:
123 West Anywhere Court Milwaukee, WI 53217
Phone: (414) 111-1111

EDUCATION

1997- 2001 **University of Wisconsin- Madison, College** of Letters and Science
Candidate for Bachelor of Arts in Hebrew and Jewish Studies with a concentration in Education. Current GPA: 3.7/4.0

1999- 2000 **Hebrew University in Jerusalem**
Participant in One Year Study Abroad Program

EXPERIENCE

2000- 2001 **Fourth Grade Teacher, Beth Israel Center** **Madison, WI**
Developed new educational curriculum for Religious School program. Planned innovative lessons focusing on central themes of Jewish values, Jewish lifecycle events, Jewish holidays, and G-d.

1997, 1998 **Summer Counselor, Camp Ramah** **Conover, WI**
Counselor for campers entering seventh and eighth grades. Planned evening programs, supervised campers, facilitated discussion groups, and scheduled daily activities.

1997- 1999 **Volunteer Student Teacher, Madison Public Schools** **Madison, WI**
Tutored students with special needs, worked closely with teachers in developing new curriculum, and assisted in the after-school study program.

1996- 1997 **Intern, Milwaukee Jewish Day School** **Milwaukee, WI**
Assisted teachers in planning lessons, facilitated small group activities, and corrected daily homework assignments in kindergarten, third, and fifth grade classrooms.

Tutor, Congregation Beth Israel **Milwaukee, WI**
Tutored students preparing for their Bar/Bat *Mitzvot*. Acquired ability to teach both *Torah* and *Haftarah trope*, a variety of *tefilot*, and various aspects of the Hebrew language.

PROGRAM INVOLVEMENT

Fall 1997- *Present* **Future Elementary Educators Program at UW- Madison**
- Member of F.E.E. program designed for undergraduate students pursuing a career in elementary education. Helped to coordinate various educational activities.

Spring 1999- *Present* **Coalition for the Advancement of Jewish Education**
- Active member of CAJE. Will attend 2001 regional and national conferences on Jewish education.

Fall 1999- *Present* **Jewish Education Service of North America**
- JESNA Lainer Intern for Jewish Education

Summer 2000 **Lishma Program**
- Participant in yeshiva-style study program at Camp Ramah in California.
- Focus on social action projects, practical *halacha*, ritual, prayer, and learning traditional texts through chevruta learning.

AWARDS AND HONORS

2000	Golden Key National Honor Society
1999	Frances Shutter Taylor Education Scholarship
1999	Phi Eta Sigma Honor Society
1999	National Collegiate Honor Society

Rebecca Cohen
123 Anywhere Place
New York, NY 11111
(212) 111-1111
Rebecca@email.com

EDUCATION

Brandeis University, Hornstein Program in Jewish Communal Service
Master of Arts, Jewish Communal Service; Concentration in Jewish Education
June 2001

University of California, San Diego
Bachelor of Arts, Human Development, June 1999
Magna Cum Laude

Hebrew University, Jerusalem, Israel
One Year Study Abroad Program, Fall 1997 - Spring 1998
JESNA Lainer Interns Program, Jerusalem

SUMMARY OF QUALIFICATIONS

- Excellent organizational skills
- Ability to coordinate and plan events and group activities
- Strong writing and oral communication skills
- Demonstrated counseling and advising experience
- Working knowledge of PCs, Word, Windows

RELATED EXPERIENCE

Assistant, Early Childhood Education Center, UCSD, San Diego, 1998-1999

- Provide services for over two hundred students
- Supervised staff of ECE Center
- Directed annual fundraising campaign

Intern, Jewish Family Service, San Diego, 1998-1999

- Coordinate volunteer program for high school students
- Assist with psychosocial assessments of incoming clients
- Direct contact with elderly clients to improve morale and help match them with volunteers from the community

Volunteer, The Boys and Girls Club, San Diego, Fall 1998

- Assisted children with homework and reports
- Supervised after school educational computer games

Participant, Brandeis College Institute, Boston, Summer 1998

- One-month program emphasizing Jewish learning and community

Tutor/Mentor, Israel Association for Ethiopian Jewry, 1997-1998

- Tutored 14-year old Ethiopian student in English Comprehension
- Designed ESL curriculum
- Planned weekly activities both within home and around Jerusalem

Senior Camp Counselor, Camp Isaiah, Los Angeles, 1995-1997

- Supervised children ages five to nine years old
- Designed daily activities and projects for children

Sara Someone

123 Nice Street Apt. #W _ Niceville, AW I2345 _ (555) 555-1234 _ SaraSomeone@hotmail.com

PROFESSIONAL EXPERIENCE

The Niceville Community Temporary Shelter Inc. (TNCTS): Niceville, AW Director

February 2001- Present

- Responsible for managing all day-to-day operations of an Emergency Shelter. Main focus of TNCTS is to empower women and families who are abused or at risk to live safe, secure and self-sufficient lives. Only Family Shelter in Niceville County Virginia. 60% of clients are children. a Pivotal advocate for women, children and families regarding issues of Domestic Violence and Homelessness.
- Provided clinical services as needed to clients with substance abuse and severe mental health.
- Created, structured and implemented program development for Shelter and entire agency.
- Managed, reviewed and prepared annual budget for shelter.
- Reduced annual budget 40% by obtaining numerous financial contributions as well as obtaining noteworthy volunteer work.
- Solicited funds from federal, state and local governmental, corporate and private funding sources.
- Solicited annual contracts with Christmas in April and Helping Hands to be their signature project.
- Acted as Chair and co-chaired numerous committees such as; HMIS, Data Collection, Public Relations, I ISCC, SLIP Grant, among others.
- Responsible for all staff hiring, termination, orientation, evaluation and training (including sub-staff).
- Developed work schedules for Case managers, relief staff and volunteers to ensure shelter coverage 24 hours a day 7 days a week including Holidays.
- On-call 24171365.
- Worked intricately with Niceville Police Department, Niceville Courts systems, Department of Social Services, Niceville County Schools, various volunteer groups as well as numerous other non-profit organizations and Shelters.
- Actively recruited, trained and supervised volunteers.
- Supervised and provided direct services to residents of the shelter, such as counseling, referrals, resources and other client interventions as needed.
- Appeared in court on behalf of current and past clients.
- Monitored and reviewed client progress and maintenance of client files.
- Prepared all files for annual audit.
- Performed monthly in-services to numerous outside organizations.
- Responsible for daily maintenance, inspection, household needs and repairs of the shelter.
- Assisted in design and development of TNCTS web site.
- Developed and maintained information and referral networks with various professionals and agencies.
- Created several new shelter documents; new intake, client handbook, staff procedures and policies, staff training manual and many more.
- Prepared numerous statistical and program reports.
- Participated in Strategic Planning of entire agency.
- Participated in grant writing for entire agency.
- Participated in our organizations Board Meetings and served on numerous Board committees.
- Additional duties taken on: Served as interim Director of TNCTS Transitional Housing Program; which serves 8 families.

Fitness and Image Results: Bigcity, AW

February 2000- June 2003

Certified Personal Trainer

- Provided one-on-one training sessions to clients of all fitness levels (including individuals with disabilities and pregnant women).
- Provided training for Gold s Gym Body for life contest participants.
- Designed and developed cardio training programs, weight-training programs, meal plans as well as provided nutritional information to clients.
- Provided clients with creative ways to work out at home and while traveling on business.
- Taught cardio-aerobic sessions (boxing, step, dance, etc.)
- a Boot Camp Instructor.
- Participant in Health and Fitness Expo.
- a Created weekly Healthy Tips newsletter.
- Trained and oriented new staff.
- Developed and maintained a client roster. (Also created a client wait-list due to extreme client interest)
- Staff member with highest fitness sales 2001-2003.

The GUIDE Program: New Carrollton, MD

February 2000 - February 2001

Resource and Entitlements Coordinator

- Provided case management services for individuals convicted or serious crimes with severe mental health issues who were on conditioned release.
- Managed a caseload of 30-45 clients; 30 on-site, 15 group home clients.
- Provided training, orientation, and evaluation of staff.
- Assisted with daily operations of group home.
- Solely prepared organization for annual audit and IHACO.
- Conducted initial interviews with new hospital referrals, completed initial assessments, and made recommendations regarding

- acceptance of prospective residents. Designed transition schedules for residents.
- Kept in constant contact with U.S. Marshall Service regarding clients conditioned release status.
- Liaison between clients and their Physicians.
- Completed weekly residency reports, monthly resident data and all client status changes for submission to the Mental Health Authority Division.
- Compiled, updated and maintained all client data files in accordance with COMAR regulations.
- Ensured availability of residents medications, logging in of medication (psychotropic and somatic), weekly auditing of daily medication records, performed medication audits document and preparing monthly daily medication records for all residents.

Department of Defense: Someplace, Germany
Child Youth Program Coordinator

September 1997 - February 2000

- Provided daily group and individual counseling sessions for children and families of the U.S. Army.
- Designed therapeutic programs for daily activity schedules.

United States Army: Someplace, Germany

September 1996 - February 2000

Medical Appointments Coordinator/Medical Records Clerk -Someplace Army Health Clinic

- Sole scheduler for booking appointments for entire health Clinic.
- Upheld highest level of confidentiality regarding U.S. Army Health Clinic standards.
- Prepared monthly and annual reports/audits to the Clinic Commander.
- Participated in providing educational seminars for Soldiers and Family members on U.S. Army Post.
- Duties included; filing, organizing and locating records

EDUCATION

The University of Arizona, BA in Psychology and Criminal Justice, Minor in Dance/French. **New York University, Associates Degree.**

FUNDRAISING EVENTS

- Golf Tournament
- Fashion Show
- Homeless Walk-a-thon- Participated in and provided fitness warm-up for all walkers.
- Bowl-a-thon
- Niceville County Fair
- Softball Tournament to raise canned goods
- Football Tournament to raise funds for Children s Program
- Newsletter
- Fannie Mae kick off
- Freddie Mac kick off
- + Mother Day Event
- Holiday Events
- Other Events as well

VOLUNTEER WORK

- Dinner with Friends - St. Mary s Church: Niceville, VA.
- Christmas in April Niceville, VA.
- Helping Hands - Niceville, VA.
- TNCTS newsletter-Niceville, VA.
- TNCTS Thrift Store - Niceville, VA.

February 2001-Present
February 2001-Present
February 2001-Present
February 2001-Present
February 2001-Present

TRAINING

- First Aid/CPR Certified
- Medication Monitoring
- Universal Precautions
- Crisis Response/Suicide Hotline
- Domestic Violence Hotline
- Youth Transitional Services
- DSSISSI/SSDI
- Conflict Resolution
- Budgeting Finances
- JIIACO

HONORS AND ACTIVITIES

- Received a Certificate of Appreciation from the 235th BSB for the Distinguished Volunteer Award .
- Invitation and nomination to become a member of The Niceville Leadership Alliance .
- Professional Classical Ballet Dancer for the New York City Ballet Company.
- Member of Honor Society; New York University and University of Arizona.
- Provide tutoring services to Niceville County School Children.
- Public Speaker on Domestic Violence; Several Cox Cable Network Live interviews, several area Universities, Junior League of D.C.,

Part III Cover Letters

What is a cover letter?

The cover letter serves as a "calling card" for your resume and can often mean the difference between a quick glance or a careful reading of your resume. A resume should always be sent with a cover letter. Cover letters are essentially sales letters, and all good sales letters are written with the reader's specific needs in mind. You should always customize each letter to the specific needs of the employer.

Tempted to use a generic cover letter to accompany your resume? Consider this: The volume of resumes and cover letters employers receive annually allows them to be choosy about what they read. A well-written cover letter:

- Tailors your qualifications to the specific opportunity available;
- Illustrates the time you have invested in researching the company;
- Reflects your personality, your attention to detail, your communication skills, your enthusiasm and your professionalism.

What makes a good cover letter?

Keep in mind the following suggestions:

- **Address the cover letter to a specific person.** A quick telephone call to the company can be helpful in determining the name and correct spelling of the recipient. If you cannot obtain this information, address the letter to "Dear Hiring Manager" or "Dear Human Resource Manager." Avoid salutations like "Dear Sir", "Dear Madam", or "To Whom It May Concern."
- **Keep it brief.** Limit the letter to one page. Remember that the purpose of a cover letter is to highlight select information from your resume that makes you uniquely qualified for the position, not to repeat the entire resume. Cover letters should contain no more than 3-4 paragraphs.
- **Match yourself to the opportunity.** Effective cover letters are accomplishment-oriented and focus on specific skills or abilities. Rather than claiming to be "competent" and "qualified," illustrate specifically *how* you are "competent" and "qualified" by giving supporting evidence or examples. Use the cover letter to highlight your qualifications in relation to the specific job or company.
- **Illustrate your interest.** Show you know something about the organization and/or industry. This is where your research and networking will pay off. Also, use terminology and phrases meaningful to the employer.
- **Write it in your own style.** This means writing in a concise, conversational tone and avoiding overused statements like, "Enclosed please find my resume for your review." Use the active voice to make your letter more emphatic. Strong, action-oriented words clearly describe your accomplishments.

- **Put yourself in the position of the recipient.** As you write your cover letter, try to downplay "I" and "me" and emphasize the reader through using the word "you" as often as possible. Focus on the recipient by making your accomplishments and skills the subject of your sentences and emphasizing what these can contribute to the reader's organization.
- **Pay attention to detail.** Employers want employees who write well, and your writing skills are displayed in your cover letter. Professional letter writing assumes no grammar, spelling or typographical errors. Ask someone to proofread your letter for content, clarity and correctness.
- **First impressions count.** The average employer receives a huge number of cover letters annually from eager job applicants. As superficial as it sounds, letter are often disregarded based on their looks. Some ways to ensure that your cover letter appears professional include:
 - Typing your cover letter using a simply font (i.e. Times Roman, Helvetica)
 - Printing your cover letter on the same quality paper as your resume
 - Signing your letter (using blue or black ink or a digital image)
 - Using white space to balance your letter.

Do not forget to follow-up

Successful job applicants follow-up their cover letters and resumes with a phone call within 5-10 days of delivery to a potential employer.

Experts advise making several attempts to reach the employer. Obtaining the email account of the individual is another way to initiate this contact. If you still cannot reach the person to whom you have written, send a follow-up letter requesting information on the status of your application and expressing your continued interest.

For examples of well formatted cover letters, please refer to the end of this section. A general cover letter format, and an example of a well written cover letter, are followed by an example of a "what not to do" cover letter.

Sample Cover Letter Format

Your Street Address
City, State, Zip
Current Date [4 returns]

Name
Title or Position
Department
Company
Street Address
City, State, Zip [2 returns]

Dear Dr./Mr./Ms. Last Name: [2 returns]

Why Them - Attract attention. Make the match between you and the position or organization. Avoid standard opening sentences like, "Please accept this letter as application for the Cost Accountant position with your company." State why you are writing and the name of the position. Indicate how you heard of the opening, and mention any mutual acquaintances or referring parties by name. If you are inquiring about potential opportunities, describe the type of position you are seeking. Personalize the letter by expressing an interest in *this* particular organization and illustrate you have done some research about the organization.

Why You - Sell yourself. Expand upon your qualifications for the position. Pick out the most relevant qualifications listed on your resume and discuss them in detail by demonstrating how your background and experience qualify you for the job. Be as specific as possible, and refer the reader to your resume for additional information.

How You Will Follow-Up - Close the letter. Restate your interest in the opportunity and request an interview. You might suggest a date and time you would be available to interview or mention that you will be telephoning to arrange a mutually convenient time. Your taking the initiative will be appreciated and makes a specific action from the reader unnecessary. Remember, every letter that requires a response is an additional time and money expense for the employer. [2 returns]

Sincerely, [4 returns]

(Sign your name here)

Your typed name [2 returns]

Enclosure

Sample Cover Letter

123 Rochester Lane
Medford, MA 02155
November 6, 2002

Ms. Heather Preston
Senior Account Executive
Prospero Public Relations
12345 West Bernardo Drive
San Diego, CA 92717

Dear Ms. Preston:

After reading about Prospero's aggressive and successful publicity campaigns in the October 14 edition of the ***Boston Business Journal***, I became very interested in seeking an entry-level position with your firm. Dr. Vernon Cluff, my Communications professor, gave me your name as one of his former students. As you can see from the enclosed resume, I will graduate from Tufts University in May with a Bachelor of Arts degree in English.

As a publicity assistant, I can offer you strong organizational, interpersonal, and writing skills. Last year, while working in the University's alumni office, I was in charge of promoting the Fall Alumni Reunion Bash. I devised and implemented an innovative mail campaign that targeted more than 19,000 letters to seven different audiences. Attendance increased 36 percent over the previous four years. My experience with this mail campaign would benefit Prospero's current marketing strategies.

I would very much like to be a part of your organization. I will call you within the next few weeks to discuss my qualifications and employment opportunities with Prospero. Should you desire additional information or references before then, I can be contacted at (617) 755-9887 or by e-mail at rayt@tufts.edu. I look forward to speaking with you soon.

Sincerely,

Ray Johnson (Signature)

Ray Johnson

Enclosure

Sara Someone
1234 Anyway Lane
Nowhere, ST 12345

Wednesday, October 15, 2003

The purpose of this letter is to express my interest in a fulltime career with JCC of **City**. I am most interested in athletic coordinating, and event planning for youth and adult sports. Please refer to my resume that outlines my education and experience. I am confident that I would be a valuable addition to your organization.

I obtained my Bachelor s Degree in Business Administration, with a major in Management from **AGood** University. I completed many business courses in addition to management including: marketing, finance, and accounting. Through these courses I also enhanced my knowledge and skills in leadership, budgeting, sales, organization, and time management. Involvement in extracurricular activities was also evidence of my ability to manage personal time. I was the Vice President of my college sorority and accountable for multiple fund-raising events and community service activities. As Co-Founder and Vice President of the **AGU** In-Line Hockey Team, I strove to excel as the only female on the team for three years.

My leadership and programming skills were enhanced while I worked for the **State Special** Baseball team in **Nowhere, State**. My responsibilities included developing and directing a youth baseball program called the Rookie League. I helped organize many different school districts in the Metroplex area. I was in charge of contacting all the coaches in the Name District and organizing their baseball games. I supervised every game and officiated them as well. Helping organize and supervise special events with the professional ball players and the kids was also a fun aspect of my job. also performed various duties for the department of Community Development. While working for the **Specials** for two years, I decided that I wanted a career in Event Program Development for Professional Athletics.

After graduation from **AGU**, my position as Program Coordinator of Youth and Adult Sports at the **Name** Jewish Community Center of **City** expanded my skills in management, program development, budgeting, and evaluating. I helped organize and run the Senior Olympics, and the Youth Maccabi Games, both of which were two very huge and well-known events. I became more proficient in computer programs, including all the MS Office 2000 programs (Word, Excel, PowerPoint, and Access), and I type 60+ wpm. My experiences with the JCC include organizing, staffing, and coaching *after* school sports, and *evening* leagues *for* both *youth* and adults. I also *taught* PE *to the private day* school *for* K-8th graders. My resume gives further details about my familiarity.

I have experience in sales in many areas including car sales, retail, and membership sales at Gold s Gym. My most recent career with Gold s Gym has provided me with knowledge and experience as a sales counselor and then I was promoted to the Sales/Club Manager. My main responsibilities were sales focused; however, my organizational and marketing skills helped increase my clubs success by 110%. I am very creative when it comes to planning events to increase recognition and success of a business. My experience in this industry is extensive and is in further detail on my resume.

With a degree in Business Administration, previous years of experience with a professional athletic team, a background in management, event programming, interaction with the youth, and excellent organizational skills, I am the ideal person for a position with the JCC. I thrive on new challenges and am flexible when change is needed.

I have just relocated *here from* **Somewhere**, ST *and my* home phone will *not* be working until Thursday, October 16th. Please feel free to contact me on my mobile at (123) 555-1234. Thank you for your consideration. I look forward to a future interview with you to discuss how I would be a beneficial member of your team.

Sincerely,

Sara Someone