

Job hunters should know company's background

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not really necessary, although it can be used to update an application on file, said Nancy Biggs, an administrative assistant of personnel for Lincoln Public Schools.

The resume is good if it shows something that wasn't on the application or something that stands out. Most of the information comes from the application, credentials and transcript, Biggs said.

To the opposite extreme, a resume can mean the difference in getting hired. For students interested in a career in the business or financial world, the resume is very important, said Len McLain, personnel manager of Foote and Davies Corporation of Lincoln.

An applicant a few days ago, did very well during the interview, but the resume was not well organized and contained various spelling and grammar errors which cost him the job, McLain said.

The resume is very important, he said. It reflects a person's communications skills. If a resume is poorly organized, it suggests that memos and other communications, such as reports would also be poorly organized, he said.

A compromise between the extremes can be found in the engineering field, or other fields that are very grade point average competitive.

The resume is helpful for data review and to give ideas in narrowing down the number of applicants during the screening process, but it's the student's GPA that is a major factor, said Jim Rudebeck, employment manager of Brunswick Corporation.

Asking the right questions during an interview can be as important as the resume. Like the importance of the resume, what questions can be asked varies from field to field.

Interviewing is a two way street, McLain said. Students should ask questions they are concerned about, even delicate areas such as salaries and benefits. Questions in these areas shows the student is interested in long-term concerns.

Questions about sick leave, vacations and holidays give the opposite impression that the student is more interested in time off, Rudebeck said.

Biggs said questions like, "How did I do?" and "What can I do to improve?" should be left to practice interviews. At the end of an interview, the interviewer only has an impression, not a total picture, she said. It takes awhile to compare what was said to what was written. If they ask those questions, they will get a vague answer, she said.

A sometimes overlooked aspect of interviewing is knowledge about the company.

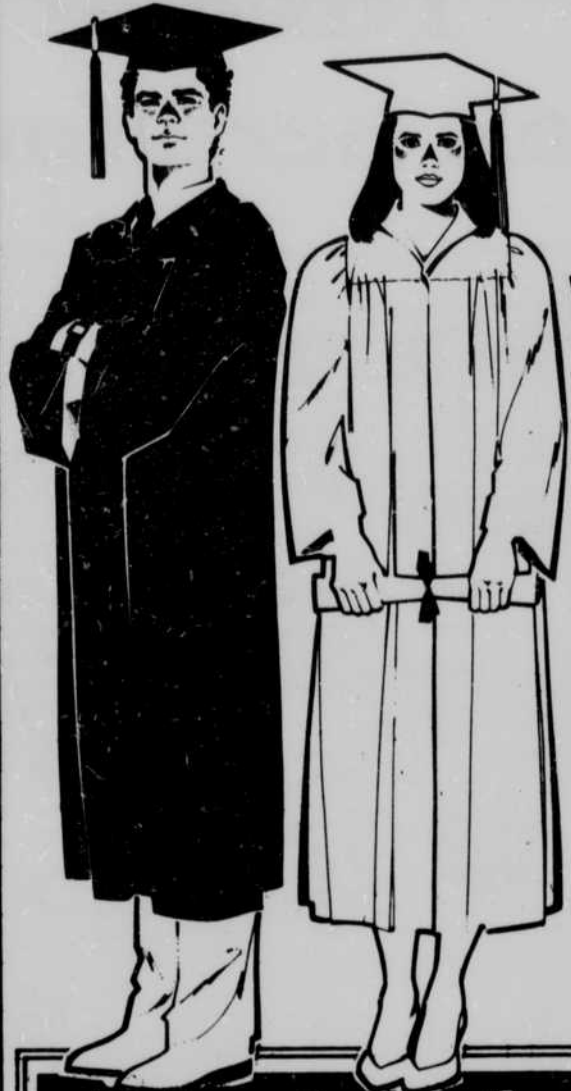
Background knowledge about a company can be very advantageous in an interview situation and should be a major concern of the student, Rudebeck said.

If students are interviewing with a company they want to work for, they should take the time to find out about the company, said Rudebeck. It shows that the student is that much more interested, he said.

Information about companies is available in the form of literature and video tapes in the placement center's resource library, in Nebraska Union 225, Routh said.

The library also contains information on writing resumes, what to ask and not to ask at interviews, and constantly updated information on average salaries being paid, he said.

Knowing how to look for job is very important, Routh said. "Somebody once said, 'What you don't know hurts you in seeking employment,'" Routh said. "It's really true, and this is the place to come find out."



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Joan Rezac, Tom Lauder, Mike Rellley
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