

HOW TO LAND YOUR FIRST JOB

CREDITS

EXECUTIVE PRODUCER

Michael G. Ferejohn

PRODUCER/DIRECTOR

Scott Sniffen Enterprises
Southbury, Ct

SCRIPT WRITER

Elizabeth Hoover

CONSULTANT

Leona Trinin
Norwalk, Ct

TEACHER'S RESOURCE BOOK

Writer - Leona Trinin
Layout - Graphiks with a K

Copyright 1998
Human Relations Media, Inc.

CONTENTS

Teacher Materials

Introduction	1
Learning Objectives	2
Program Summary	3
Notes to the Teacher	4

Work Sheets

1-A Internships: What's in It for Me?	7
2 Resume: What It Is and What It Is Not	9
3 Recognize Your Skills-Rate Your Abilities- Realize Your Goals	10
4 Elements of a Resume	11
5 Sample Resume	12
6 Letter Writing: Do You Know How to Write a Good Letter? . .	13
7 Sample Cover Letter	14
8 Making It to the Interview	15
9 Interview Acrostic	16
10 What Not to Wear to an Interview Appointment	17
11 Questions, Questions, Questions	18
12 10 Frequently Asked Interview Questions	19
13T To the Teacher-The Big Day: Practice Interviews	20
13S Student Instructions-The Big Day: Practice Interviews . .	21
14 Interview Critique	22
15 Remember...	23

Bibliography	24
------------------------	----

INTRODUCTION

Anyone looking for employment in today's fast-changing environment will need some help and information. The job-seeker new to the process – a young person searching for her or his first job – needs all the help available.

How To Land Your First Job is a comprehensive compilation of job-hunting and job-finding skills. This well-paced video, interlaced with humor, will appeal to young people as it instructs them. Essentials of career and vocational skills are attractively presented.

Students will be introduced to:

- the concept of career education and where to find information.
- the value of vocational experience and how to get it.
- the importance of developing good resume and letter writing skills.
- the usefulness of networking to build up helpful contacts.
- the need to be able to handle an interview well.

Unless and until young people about to enter the work world understand these concepts, they will be at a disadvantage in today's competitive market.

Until now much of the necessary job-seeking information was scattered in various books and videos, each dealing with one or two aspects of the subject. ***How To Land Your First Job*** corrects that problem by utilizing and dealing with a wide scope of vocational skills.

The program is further enhanced by a rich supply of work sheets which deal with each of the points in the video. Young people, intimidated by the task of striking out on their own, will find here a series of productive exercises that will increase their comfort level as they enhance their skills. Students will become familiar with the activities needed for successful job-hunting.

An added value of the ***How To Land Your First Job*** program is its adaptability to a flexible schedule. The teacher will find it easy to choose parts of the program for specific classes and to select activities to be accomplished on an as-needed basis.

How To Land Your First Job is what career educators, guidance counselors and vocational teachers have been looking for—a way to give their students the information they need on confidence building, networking, interviewing, resume and letter writing, training and experience, all within the scope of one program. As students develop these skills they build self-confidence, thereby increasing their chances of successfully landing a job.

LEARNING OBJECTIVES

After viewing *How To Land Your First Job*, participating in the classroom activities, and completing the worksheets provided, students will be able to:

- articulate a personal statement of vocational and career goals.
- write a resume.
- put their own skills, strengths and weaknesses into perspective.
- demonstrate proper clothing for a job interview.
- participate in an interview, demonstrating appropriate behavior and responses.
- write an effective letter in proper business form.

PROGRAM SUMMARY

The program begins with fast-paced clips of people in many different work situations and views of a busy city. The message of productive activity is enhanced by a lively musical score, creating an upbeat atmosphere. Two young people, a woman and a man, introduce the subject of work by telling us that most people will spend 90,000 hours on the job during a lifetime. They point out how important it is to find satisfying work and introduce the viewer to five people who will help explore the ways to do it.

A “head hunter”, a Human Resources interviewer, a newly employed and already successful salesman, a zoo keeper, and a teacher seeking a position are the five who, along with the two people introducing the program, bring the information home to the viewing audience.

In an interesting mix of interviews, clips, humorous cartoons, and re-enactments, the video deals first with career education and where to find information. Next, the difficulty of gaining necessary experience is discussed and demonstrated. A section on the importance of resume and letter writing follows and the special skills needed for such writing are addressed. Then the five people being interviewed and the two hosts stress the importance of developing and pursuing leads and contacts (networking). The next section deals with interviewing from varied perspectives: the interviewer, and the candidate who was interviewed give their viewpoints and also discuss the details of acceptance and rejection. They then each define “dressing for success”.

By bringing their individual takes to each area of discussion, these seven people present a comprehensive program designed to help students develop the skills needed to land a first job.

The worksheets included in this program deal with specific skills your students will need to acquire if their searches for employment are to be successful.

The sequence in which you guide them through this program will depend largely on your constraints of time and space. For this reason, the worksheet numbers are for reference only. They can be presented in any sequence that will most benefit your students. You are the best judge of that.

Following are some suggestion for options in introducing and using these worksheets. They will be referred to by title rather than by number for the reasons stated above. The order in which this list is arranged is not meant to suggest an order for class use of this unit. You, the teacher, will create the most effective arrangement.

INTERNSHIPS – This worksheet is designed to encourage students to consider interning as a way of getting valuable on-the-job experience. The first part is written as questions to encourage class discussion, much of which can come from the video. It is followed by five anecdotes based on composites of students in internships, designed to help students identify with the subjects.

RESUME: WHAT IT IS AND WHAT IT IS NOT – This definition and description should be handled in classroom discussion. Some of the points are subtle and will require detailed explanation.

THREE R's: RECOGNIZE, RATE, REALIZE – These exercises will be material for more than one classroom period or more than one homework assignment. They may be used as individual homework or class assignments or in small groups within the class. The third exercise can progress from list making to essay writing.

ELEMENTS OF A RESUME – This exercise can begin with research in the library so that each student has a resume form in which to place his/her information. Stress should be placed on the need to include only pertinent information, not trivial facts if they won't have employment implications. Remind the students of the importance the people in the video placed on having a neat, well-written resume.

SAMPLE RESUME – Students should understand that this is only one of the many choices of form of a resume. This uses the chronological arrangement that the interviewer in the video said he prefers.

LETTER WRITING – This activity provides practice and review of letter writing skills. It also helps students to focus on ways to communicate with potential employers. It lends itself also to reverse role-play (example: What kind of letter would impress you if you were an employer?) There are other letters to write, some from the video, for example. This worksheet includes a template for a business letter.

SAMPLE COVER LETTER – This example is for students to use as a general model when writing letters.

MAKING IT TO THE INTERVIEW – This component contains material students need to know and is designed to help them focus on their own positive attributes. Class

NOTES TO THE TEACHER CONTINUED

discussions may center on uncomfortable facts in their pasts that students may have to deal with, how important it is to meet appearance standards of the general society, and what attitude to adopt in dealing with an interview that did not result in employment. Class discussion should include the video point of using many interviews as learning or practice sessions.

INTERVIEW ACROSTIC – This activity should be dealt with item by item. Some of the categories lend themselves to role play within the classroom, giving students the opportunity to practice dealing with specific situations. The last section underscores the video: asking about job responsibilities but not salary is acceptable.

WHAT NOT TO WEAR – This may generate some heated discussion in which students argue for their rights to wear whatever they want. This is a chance for them to recognize the reality of the right of a prospective employer to reject applicants with nose rings, etc.

QUESTIONS – Section I should include questions about experience, education, why you left your last job, why do you want to work here, and so on. Section II is an opportunity to deal with the difficulty of having had problems with the law, family disruption, having been fired, and so on. Section III should elicit responses such as “I’ll have to think about that...”, “I’ve never thought about that but I will...”, “Can I get back to you about that after I’ve given it some thought...”. Section IV answers should be about promotion, job responsibilities, and not only about vacations and benefits. (to be used in conjunction with *10 Most Frequently Asked Questions*).

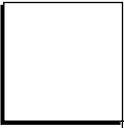
10 MOST FREQUENTLY ASKED QUESTIONS – This worksheet is to be used in conjunction with the *QUESTIONS* work sheet.

THE BIG DAY – This exercise is designed to give students the practice so highly prized by people on the video. Students should be asked to write one or more helpful hints they have picked up from the video. An ideal way to use this activity is in an on-going long-term unit. The more experience your students have in the interview process, the better they’ll be prepared for the real thing. However, only you will be able to adapt the idea to what best suits your schedule and needs.

INTERVIEW CRITIQUE – Although this form was designed to be used in connection with *The Big Day* activities, it lends itself to being used in a class in which you have set up mock interviews, so that the students may practice being interviewed by each other.

REMEMBER – Students should be encouraged to add to this checklist any hints or reminders they think will be helpful to them and to others. Students should be asked to write one or more helpful hints they have picked up from the video.

BIBLIOGRAPHY – As stated in the opening of the video and in the introductory paragraph of the bibliography, there are many wonderful books and periodicals on the subject of job hunting. A field trip to a library or large book store would generate a much longer list of useful books. Students should also be reminded of the web site: www.jobs.com.



This page has been left blank intentionally.

STUDENT WORKSHEETS

INTERNSHIPS: WHAT'S IN IT FOR ME?

On the surface, internships may look like a way for employers to get free help. But let's look again.

In the video, several people discuss internships. The Human Resources interviewer says it demonstrates to him a willingness to make a commitment, creating a favorable impression. The zoo keeper says she got valuable training and experience from her internship. She says, "It's like going to school for free...". The teacher had valuable experience in a classroom that showed her she was on the right track and would enjoy teaching.

Internships can give you two things you need in order to get your first job: education and experience. Think about these questions:

- How much would you be willing to pay to be trained in a job you really would like to do?
- Since most employers favor applicants who have experience, what is it worth to you to be able to present yourself as experienced in the field?
- How valuable will it be to you to find out that the job you've always dreamed of doing is not for you? Is it worth something to learn this before being hired and making a commitment?
- What is it worth to you to learn that you enjoy doing a job you never thought of as a possible future occupation?
- Isn't it useful to find yourself being useful, working with and liking a new group, your co-workers?

Here are some stories of students who have participated in internships:

RAY

Ray had always wanted to work in a print shop. He enjoyed the shop class in high school and decided to try an internship at a print shop in town. He learned that although his skills were fine and the people he worked with were nice, he didn't like the noise, the pressure of deadlines and the chemical fumes. Changing his goals saved him years of training for the wrong career as well as the embarrassment of having to quit a job. He is now happily and successfully employed in another field. Ray figures the internship he didn't like was one of his most important learning experiences.

SUSIE

Susie's reason for agreeing to an internship had little to do with vocational goals; she was restless, wanted to spend some time out of school while still earning credits toward graduation. Her guidance counselor suggested an internship in a nursing home and Susie unenthusiastically agreed. Much to her surprise, she liked the elderly residents right away and they responded to her with affection. She took to the tasks,

INTERNSHIPS: WHAT'S IN IT FOR ME? CONTINUED

learned new skills and became a valuable member of the staff. Susie used this opportunity to learn as much as possible about the health care industry, then went on to study and become a licensed practical nurse. She's securely employed in a field she loves and where she is making a real contribution.

BOB

Bob had always loved music and dreamed of becoming involved in the professional music field. When an internship became available in a sound recording studio, he took it. He felt it would be an opportunity to meet people in the field and pick up some useful skills at the same time. He not only learned the sound recording business, he also became so valuable to his employer that he was hired as a part-time assistant. Bob's out of school now, a partner in the sound studio business he'd interned in and a happily employed young man.

MIKE

A sadder story is Mike's. Although he wasn't doing well in school and was often in trouble because he couldn't sit still, Mike resisted all attempts by his teachers and guidance counselor to involve him in an internship. "Why should I work for nothing?" was his answer to each suggestion. He mowed lawns and did odd jobs for spending money and finally graduated. Only then did he realize that he had no real skills, no desire to go on to higher education and no way to pick up useful vocational information about himself. Mike has had a series of entry level jobs, none of which have interested him. He's building a resume of short term job stays, no skills and no show of commitment. An internship or two ("working for nothing") might have been a good investment.

ALICE

Alice also resisted the idea of internships. She worked part-time in a grocery store and was satisfied she would somehow get a better job after graduation. In her senior year, however, she became curious enough about hairdressing to try an internship in a local beauty parlor. Because of state health laws she was allowed only to clean and sweep, not permitted to work on customers. Nevertheless, Alice observed enough to know that this was work she'd enjoy. She is about to graduate from hairdressing school and has bright prospects for future success.

RESUME: WHAT IT IS AND WHAT IT IS NOT

A resume (pronounced “rez-oo-may”) is a written account of educational, professional and personal qualifications and experience prepared by an applicant for a job. In other words, it’s a record of who you are, what you’ve learned and what you’ve done. The purpose of preparing a resume is to acquaint someone who doesn’t know you with your skills and abilities. A well-prepared and interesting resume might help you land an interview.

This exercise will prepare you to write a good resume. Following it, you will find one example of a resume form.

There are several things a resume is **not**. It is not an advertising brochure. Although you are, in a way, ‘selling’ yourself, a resume should not be gimmicky. No matter what job you are applying for, the resume should be in good taste, neatly packaged, conservatively worded and attractively presented. Another thing it is not is a substitution for an interview; do not attempt in a resume to present everything about yourself.

Here are some of the things every resume should cover:

- Your name, present address, phone number (and e-mail address, if you have one)
- Your vocational objective: what job or career goals you have
- Your qualifications: skills, special training, specific abilities and interests
- Your educational record: schools attended, classes completed, degrees and honors
- Your work history: this can include paid work and any internships you may have had
- Your volunteer and community experience
- Your hobbies, interests and activities
- References: a list of people who can recommend you, their addresses and phones

We will address each of these sections by answering simple questions. The purpose of this exercise is two-fold: to create a near-complete resume and to help you appreciate the attributes you have that are valuable in the career marketplace.

We’ll begin with the three R’s of resume writing:

- Recognize your skills
- Rate yourself and your abilities
- Realize what you want so that you can realize your goals

**RECOGNIZE YOUR SKILLS - RATE YOUR ABILITIES -
REALIZE YOUR GOALS**

1. Recognize your skills. Make a list of things you know about. Include interests and hobbies that have given you special knowledge. Activities that called upon you to learn specific skills (scouts, music training, hiking, swimming) are important to remember. This is to be your individual list of skills. Think about any personal attributes you have that help you get along with others. (Are you good in group discussion? Do you have a way with children or the elderly?) Do you speak more than one language? What about athletic skills? When you have completed the list, put it aside for a while. Then go back to it and see what you have left out.

2. Rate yourself and your abilities: BE HONEST

	OKAY BUT COULD BE BETTER	NOT BAD AT ALL	I'M TERRIFIC AT THIS
Taking direction	_____	_____	_____
Getting along w/others	_____	_____	_____
Showing initiative	_____	_____	_____
Learning new skills	_____	_____	_____
Meeting responsibilities	_____	_____	_____
Accepting correction	_____	_____	_____

The above are all behaviors desirable to employers. Any that you do well will help you to become a successful employee. Any that you do not do well will hinder your career progress. Work on improving these abilities so you can someday say "I'm terrific."

3. Realize what you really want. You are the only person who knows what kind of work will be satisfying to you. Think about activities that have been fulfilling. If you love being outdoors, you probably won't enjoy an office job. If you have little patience for helping people, don't go into retailing or a service business. On the other hand, if you enjoy making things work, like technical work and have patience for detail, you might enjoy a repair service job. Or, you might get great satisfaction from caring for people and health care or law enforcement could be a good choice for you. Make a list of skills you are grateful to have and that you use regularly (in school, in your hobbies, with your friends, and so on). Compile a list of occupations. Try to think of at least five that require these skills. Once you have identified areas of interest and ability, research the educational and training requirements for each. *Be realistic* about yourself. With this information you can begin to job hunt or train for the career that will make you a productive, successful and happy worker. You *can* realize your goals!

ELEMENTS OF A RESUME

These are the elements that a resume may include. Some are mandatory and others are optional. (Each element will be labeled M or O.)

Keep in mind that this is not the format that your resume will necessarily take. Examples of many different forms of resumes are readily available in libraries, book stores, office supply stores and some computer programs. The form of your individual resume will depend on which elements you use and the length of your text.

- M.** 1. Name, address, telephone number and e-mail address if you have one.
- O.** 2. Career objective: a statement of your vocational goals.
- M.** 3. Skills & abilities: Include any language other than English, mechanical, athletic, artistic, musical, literary, computer skills and any others that you would like an interviewer to know about.
- M.** 4. Work history: List in reverse chronological order (most recent first) each set of dates, employer, and job responsibilities. Include any internship you have had and all volunteer or community group work you have done.
- M.** 5. Education: List in reverse chronological order (see above) all schools attended, degrees or certificates earned, educational travel experiences, and special courses completed.
- O.** 6. Awards & honors: This item may be omitted if there is nothing significant you want to mention.
- O.** 7. Interests & hobbies: List, and describe, if necessary, any special interests or hobbies that might be pertinent to a prospective employer.
- M.** 8. References: It is customary to include three references. These are the names, addresses and telephone numbers of respected people in the community, not related to you, who can vouch for your good character. It is essential that you ask these people for their permission before giving out their names as references. Suggestions for references are teachers, counselors, clergy, past employers.

Note: While it is not customary to include your social security number in a resume, it is important that you know it. You will need it once you secure employment.

SAMPLE RESUME

Jake Johnson
 167 Lincoln Ave.
 Anytown, ST 12345
 (800) 672-4321
e-mail: HYPERLINK mail to:jj@wlco.com

Objective: A position in retail sales with an opportunity to advance to retail management.

Education: 1997 - present: Central Community College, business courses.
June, 1997: graduated from Anytown High School, ST

Awards: 1996: National Honor Society
1995: School Service Award

Activities: School Service Club, Young Rotarians,
First Baptist Youth Group

Experience: **1996-present**
Convenience store assistant night manager
17 Main St., Anytown. 569-3921

- Supervise sales clerks
- Responsible for reconciling cash register
- Prepare next day orders based on inventory
- Set the security system and lock up

1995-1996
Counter server, Hamburger Heaven
3496 River Road, Anytown. 731-6832
Employer: Joan Werner, manager

1995
Delivery, Pizza Pizzeria
Center Plaza, Anytown 456-4558
Employer: Sal Bellino, owner

References: Available on request.

(Note: Have a prepared list of 3 references on a separate sheet to give to the interviewer if asked. The format should be:

Name
 Address
 Phone number

*If it seems appropriate, identify your relationship to the reference: former employer, minister, former teacher, community organization colleague, and so on.
Remember you must get permission before you use someone as a reference.)*

**LETTER WRITING:
DO YOU KNOW HOW TO WRITE A GOOD LETTER?**

Often the job-seeking process will require you to write a letter. Choose one of the situations below and write the letter as if you are the applicant.

Please pay attention to the correct form for a business letter. The person you're writing to will probably discard a poorly written letter, throwing away your chances at the same time.

- 1.** You would like to apply for a job at a company whose work interests you. Write a letter to the personnel department explaining who you are, what you want and requesting an application and an interview appointment.
- 2.** You have just had an interview for a job you'd like to get. Write a thank you letter to the person who interviewed you, thanking him or her for the opportunity. Mention the particular job.
- 3.** You are preparing to write and send out resumes. You want to list as a reference a teacher you had two years ago in another city. Write a letter, identifying yourself and asking permission to list his or her name as a reference.

BUSINESS LETTER FORMAT

Your Name
Your Street Address
City, State, Zip Code

Date

Addressee's Name
Street Address
City, State, Zip Code

Salutation (example: Dear Ms. Andersen,)

This is where the body of the letter begins. It is a good idea to introduce your reasons for writing in the opening paragraph.

In a following paragraph(s) you will state the information you want the receiver to have. This is also the place to request an appointment.

The closing paragraph is a good place to thank the receiver of the letter in advance for the courtesy of a prompt reply or for consideration of your request.

Closing (example: Sincerely, or Yours truly,

Your signature

SAMPLE COVER LETTER

There are several occasions for a cover letter: to accompany a resume that is mailed to a potential employer, to answer a job listing ad requesting an appointment for an interview, to thank someone for having interviewed you, to acknowledge a rejection for employment after an interview. This sample is the last, a thank you letter although you weren't hired.

Susan Moore
Lake Ave.
Middleburg, AX
694-8327
January 7, 1998.

William Sendilla, Human Resources
Marvin Corporation
Industrial Lane
Middleburg, AX

Dear Mr. Sendilla:

Thank you for giving me the opportunity to interview for the position of office manager last week. I enjoyed meeting you and discussing my career goals with you. Your comments and suggestions were helpful to me.

I appreciate that you let me know so promptly the decision that was made about the job. Of course, I was disappointed to learn that I will not be a Marvin employee at this time. I hope that, in the near future, there will be another opportunity for employment at your company,

I have enclosed my resume to be kept on file. Please keep me in mind for a future opening.

Thank you for your consideration.

Sincerely,

Susan Moore

MAKING IT TO THE INTERVIEW

Okay, you have written a good letter, made an impressive phone call and/or completed an application well. You have proven that you know something about this job-landing process: **YOU'VE MADE IT TO THE INTERVIEW!**

Approach the interview itself positively with this knowledge of your skills. The interviewer doesn't know you. What do you want him or her to know? What would you rather not be known about you? Will you be able to handle a question that requires an honest but unfavorable answer?

Remember that although you are much more than your appearance, that is the first thing a stranger sees. The impression you make as you enter a room may set the tone for what follows. Pay attention to your grooming and clothes but don't depend on a new suit or outfit to win you a job.

Just as all of your past experiences have gotten you to this point, this interview will become another of your experiences preparing you for the next step. Whether a job opportunity comes out of it or not, you will have learned more about yourself and about the process of job hunting. Look at the interview itself as an educational opportunity; you will know more after it's over than you do now. Don't think only in terms of success or failure. Ask yourself: What can I learn? What can I do better? Be determined that each interview will go more smoothly than the one before. Sooner or later, one interview will result in a new job for you.

It may seem that there is too much to remember about interviewing well. Don't let it throw you. Most of it is common sense and much of it you already know.

The following acrostic is designed to help you remember some of the important points.

Keep in mind that you have a lot of skills, experience and learning. Now the task is to get others to see that.

GOOD LUCK!

INTERVIEW ACROSTIC

Interview appointment: Be punctual; if you are not sure where the site is, go there a day or two before, noting how long it takes you to travel. Arrive cool, calm, collected and conservatively dressed.

No gum chewing, smoking, loud or flashy clothes, garish jewelry, heavy make-up or scent. **NO** fooling around; no flippant remarks or jokes.

Truthfulness is important. Be positive about yourself but tell the truth about your abilities; don't claim skills you can't demonstrate. If there is an unpleasant event in your past, be prepared to present it the best way you can.

Experience may include all or any of your work (part-time is okay), school, community or church groups, and any volunteer experience you have had. Don't forget about scout membership, choir participation and other similar activities.

Responsibility is an important attribute valuable to employers. Stress your ability to be responsible. Child care, class office, and group membership all require a sense of responsibility.

Volunteer positive information about yourself. This is no time for false modesty; tell the interviewer why you would be a good choice. Be positive but truthful.

Interview behavior is important. Be friendly but not too informal. Sit up straight in a dignified manner, make eye contact, smile when it's appropriate.

Education: In addition to the level and content of your school subjects, you may discuss any educational experience you may have had, such as a course at a museum or with an environmental group.

What you can ask: What are the job responsibilities? Are there promotion possibilities? When can I expect to hear from you? It is best not to ask about salary, vacations, benefits unless it is absolutely necessary.

WHAT NOT TO WEAR TO AN INTERVIEW APPOINTMENT

Fashion magazines are full of advice, telling us what to wear for almost any occasion. Like most people, you probably are influenced by current styles and also add individual touches to enhance your appearance. When putting together an outfit for what you hope will be a successful interview, it is important for you to know what might turn off an interviewer.

- Unless you are applying for a job with a celebrity designer, don't wear fashions that are extreme. Stick with conservative clothing even if it doesn't express all the facets of your personality.
- Although sneakers are now worn almost everywhere, they are not acceptable footwear for a job interview. Wear shoes, dark socks for men, conservative stockings and medium-heeled shoes for women.
- Jewelry that draws attention to itself—especially large or dangling earrings, jingling bracelets, oversized or too glittery pins—may distract an interviewer. Men, you should be aware that, although you have every right to wear an earring, there are still many people who consider it unusual and might react unfavorably to it. There will be plenty of time to express your individuality after you've been on the job and proven your worth to your employer.
- Many people are sensitive to strong fragrances so it is best to go to an interview wearing little or no perfume or aftershave.
- You will have to decide for yourself about hair styles. If yours is a hair style considered by some to be extreme, be prepared for the fact that an interviewer may be negatively influenced. As a general rule, hats are not worn indoors, although on some occasions, a woman may wear a hat as part of a fashionable outfit. However, these guidelines do not apply to any head covering or other article of clothing that you normally wear for religious purposes. You will not be expected to compromise your religious beliefs to meet a general dress code.
- If you habitually wear make-up, do so, remembering the common sense rule that you won't want anything to distract the interviewer from you and your answers to questions. Your make-up should not be so heavy as to be considered garish or extreme. This common sense standard of being conservative applies to fingernails as well.
- Your clothes do not have to be new but everything you wear should be neat, clean, pressed and in quiet good taste. Use your own good judgement and you will be fine.

QUESTIONS, QUESTIONS, QUESTIONS

One of the ways to handle any nervousness about job hunting is to anticipate some of the questions you might be asked and to have thought out some possible answers.

These exercises are designed to help you prepare for most interview situations.

1. You will probably be asked at least ten questions. Write ten most likely to be asked questions and then write an answer you are prepared to give to each one.

2. The worst questions are the ones you hope you won't be asked. Write at least three of these. Then write answers to each. Being ready for a possibly difficult situation is your best defense.

3. If, even after preparing, you are faced with a question you are not ready for, what are some things you can say or do to save the day? Can you think of three possibilities?

4. List four things you might want to know about the company or job your applying for; write them in the form of questions you think it might be acceptable to ask an interviewer.

10 FREQUENTLY ASKED INTERVIEW QUESTIONS

The best guarantee you can give yourself is adequate preparation. If you are ready for the questions you will be asked, they won't throw you and spoil the interview. While no one can anticipate *every* question you may face, listed below are some of the more predictable ones. Think about how you might answer them.

- 1.** Tell me about yourself.
- 2.** What are your career goals?
- 3.** What are your strengths and weaknesses?
- 4.** How do you manage time?
- 5.** Are you well organized?
- 6.** Why do you want to work here?
- 7.** Where do you see yourself in 5 years? In 10 years?
- 8.** Tell me about a difficult job situation and how you handled it.
- 9.** Have you ever been fired? Why did you leave your last job?
- 10.** Why should I hire you; what can you offer our company?

THE BIG DAY
PRACTICE INTERVIEWS

This exercise is a long-term project, beginning as the unit begins and culminating as the unit is nearing completion.

Instruct the students to do research to identify the person responsible for interviewing new hires in various companies or agencies. Invite two, three or four of these people to address the class about the interview process.

Let students will be responsible for knowing what the company does and what each job entails.

After speaking, have each guest interview one or more students as if considering them for employment. Guest speakers should be asked to make these interviews as realistic as possible. Have each student who is to be interviewed prepare a resume to hand to the interviewer.

On the day or days of the interviews, instruct students to come to class properly dressed for a job interview.

Have the remaining students observe the interviews and offer critiques. A form is included in this program.

The structure of this activity depends on time constraints. A class may have a career day in which there is time to have several speakers conducting several interviews each. Or, this activity can be an on-going project in which a different guest each week is invited to speak and then interview one or several students. The value to students will be the same.

Students will:

- Learn about the structure of companies and agencies
- Identify specific jobs and career possibilities
- Gain experience in appropriate dress and conduct for a job interview
- Sharpen their critical skills in observing and commenting on interviews

THE BIG DAY
STUDENT INSTRUCTIONS FOR PRACTICE INTERVIEWS

This is a long-term project. Your teacher will give you dates and deadlines.

- 1.** Select a local company, store, organization or agency, preferably one that interests you and in which you might want to work some day. Research the hiring process: learn who interviews applicants, who makes the decisions on candidates and how one gets an appointment or interview. You will be expected to know in some detail what the company or agency does and what jobs there entail as well as the interviewer's name and position.
- 2.** Write a letter inviting that person to speak to your class about job seeking and the interview process. The day and time will be given to you by your teacher.
- 3.** Prepare a resume as a candidate for employment.
- 4.** If you are to be interviewed, come to class on *The Big Day* appropriately dressed for a job interview. Present your resume to the interviewer at the start of the interview.
- 5.** Look over the Interview Critique form. You will be judged on how well you meet the criteria. You will also be observing and judging how well others conduct themselves in an interview.

INTERVIEW CRITIQUE

Interview critique by _____

Interviewer _____

Interviewee's initials only _____ Date _____

Company or Agency name _____

Job _____

Comment on the following for appropriateness:

Interviewee's general appearance _____

Interviewee's manner – (note eye contact, poise, smiles, courteous listening, responses)

Did the interviewee present a positive image? _____

Why not? _____

Do you think this person will be hired? _____

Would you hire this person for this job? _____

Why or why not? _____

Write a brief paragraph about what you learned from observing and commenting on the interview. Mention what you might do differently in your next interview because of what you observed.

REMEMBER...

Here are some useful hints to keep in mind.

- Bring extra copies of your resume to your interview. Be prepared for an interviewer who may have misplaced your original or who may want to give an extra to another department head.
- Be sure you know the way to the interview site and the traveling time. Do a practice run, if necessary.
- Remember that internships and volunteer experiences are important and positive bits of information about you. If you aren't asked about them, find a way to include them in your replies.
- When you meet someone who is in a job you know little about, ask questions. Many people are proud of what they do and will be glad to give you information about it. This will also help to establish this person as a future resource for you in your job search.
- The most important thing you can bring to an interview is a positive attitude and a pleasing manner. Look a person directly in the eyes, smile whenever it's appropriate, greet someone with a firm handshake. Give honest and direct answers.
- Speak up clearly and be sure you can be heard and understood.
- Thank the interviewer for your appointment when you arrive and remember to write a follow-up thank you letter. If you do not get the job, follow up your visit several months later with a repeat letter, reminding the interviewer of your meeting and asking to be considered for future possible employment.
- Remember to know your Social Security number and to have it with you at all times.
- All interviews are learning experiences, even ones that do not result in employment at the time.

BIBLIOGRAPHY

BIBLIOGRAPHY

There are many books and periodicals published that deal with career finding and job hunting. Any large book store or library will give you many good selections from which to choose.

Listed below are only some of the wide number of titles available. They have been grouped according to the particular focus of each book. Not listed here are the many books available that deal with specific jobs and types of employment (such as: travel or non-profit organizations or computers, and so on). Should you have a special interest area, you are encouraged to search for a book on jobs in that line. If there is a section of the country that you are interested in moving to, you will find regional guides listing jobs available in that area. They are readily available in libraries and bookstores.

General Job Seeking Information:

Byham, Wm. C. and Pickett, Debra. *Landing The Job You Want*. PA; DDI Press, 1997.

Farr, Michael J. *America's Top Jobs for People Without College Degrees*. Foster City, CA: IDG Books, 1996

Fry, Ron. *Your First Job*. 2nd ed. Franklin Lakes, NJ: Career Press, 1996.

Fox, Marcia and Morton, Pat. *Job Search 101: Getting Started on Your Career Path*. Indianapolis, IN: JIST Works, Inc., 1997

Krannich, Ronald L. *Discover The Best Jobs For You*. Manassas Park, VA: Impact Publications, 1997.

Krannich, Ronald L. and Krannich, Caryl Rae. *Dynamite Networking For Dynamite Jobs*. Manssas Park, VA: Impact Publications, 1996.

Yate, Martin. *Knock 'Em Dead*. Holbrook, MA: Adams Media Corp, 1998.

Self-Discovery and Goal Setting:

Blair, Gary Ryan. *What Are Your Goals?* DelMar, CA: Wharton Publishing, 1998.

Gale, Linda. *Discover What You're Best At*. NY: Simon & Schuster, 1998.

Tieger, Paul D. and Barron-Tieger, Barbara. *Do What You Are*. 2nd ed. Boston, MA: Little, Brown & Co., 1995.

Interviewing:

Beatty, Richard H. *The Interview Kit*. NY: John Wiley & Sons, Inc, 1995.

Fry, Ron. *101 Great Answers To The Toughest Interview Questions*. 3rd ed. Franklin Lakes, NJ: Career Press, 1996.

Green, Paul C. *Get Hired! Winning Strategies To Ace The Interview*. Austin, TX: Bard Press, 1996.

Morgan, Dana. *10 Minute Guide To Job Interviews*. NY: Macmillan Publishing, 1998.

BIBLIOGRAPHY CONTINUED

Resume and Letter Writing:

Editors of Career Press. *Resumes! Resumes! Resumes!* 3rd ed. Franklin Lakes, NJ: Career Press, 1997.

Fry, Ron. *Your First Resume* 4th ed. Franklin Lakes, NJ: Career Press, 1996.

Kennedy, Joyce Lain. *Resumes For Dummies* 2nd ed. Foster City, CA: IDG Books, 1998.

Kennedy, Joyce Lain. *Cover Letters For Dummies*. Foster City, CA: IDG Books, 1998.

Krannich, Ronald L. and Krannich, Caryl Rae. *Dynamite Resumes*. Manassas Park, VA: Impact Publications, 1992.

Krannich, Ronald L. and Krannich, Caryl Rae. *Dynamite Cover Letters*. Manassas Park, VA: Impact Publications, 1992.

Job-Seeking On The Internet:

Crispin, Gerry and Mehler, Mark. *Career X Roads. The 1998 Directory to Jobs, Resumes And Career Management On The World Wide Web*. Kendall Park, NJ:MMC Group, 1997.