

# The Job Interview - Hints and Aids

- You should be “professional” if you want to be considered and treated as a professional.
- Present **yourself**, not your degree or major. It’s what you can do and problems you can solve that are most important.
- The interview is a major step in the employment process. Treat it as such.
- The most important thing to remember is to **BE PREPARED**. Do your homework.
- The more you know about the employing organization, position and Yourself, the stronger you will be as a candidate.
- In preparation, work for yourself as you would for an employer.
- Spend some quiet time thinking, organizing your thoughts, questions and research.

## Education

Name/Address	Dates Attended	Year Graduated	Major Course Degree
High School _____	____ to _____	_____	_____
College _____	____ to _____	_____	_____
College _____	____ to _____	_____	_____
College _____	____ to _____	_____	_____

## Work Experience - Include Part-Time, Summer and Volunteer Positions

Position	Employer	From - To	Responsibilities/Duties
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## References I could use Depending on the Nature of the Position (No relatives)

Name	Address	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

## My Objectives

(Projections) related to what I like to do now-combined with appropriate experience over the coming years.

2 years \_\_\_\_\_  
 5 years \_\_\_\_\_  
 10 years \_\_\_\_\_  
 20 years \_\_\_\_\_

## Additional Considerations

i.e.: financial, family, geography, etc.

## My Interests

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## My Personal Support

### My Skills

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## My Strengths

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## My Activities

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## My Weaknesses

- 1.
- 2.
- 3.

Examples of successes I have had that used my skills/strengths/abilities/experience/education; i.e.: independent study project...etc.

- 1.
- 2.
- 3.
- 4.

Additional experiences, skills, interests, abilities etc., I have that other candidates don't (what makes you unique and more valuable than all the other candidates who have the same degree).

### Specifics For a Job

Organization Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Interviewer's Name: \_\_\_\_\_ Title: \_\_\_\_\_ Position Title: \_\_\_\_\_

Things I know about the organization:

Things I know about the position:

Things I need to know about the organization/position:

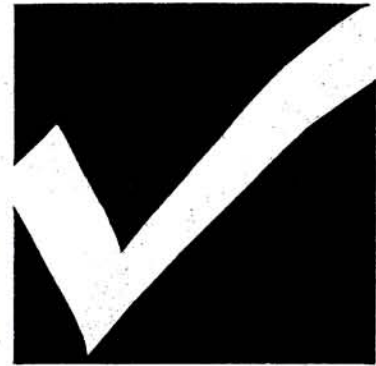
Things I like/dislike about the organization/position:

Who can I contact about this job or type of work that could give me some additional insight?

If I were the employer - what would I look for in a candidate for this position?

**There's more help on interviewing in 110 Bray – Resume books and personal assistance**

# Part 2 - Job Analysis



- I have listed three or more types of employers in each of the work settings I am considering. \_\_\_\_\_
- I have identified employers who are interviewing people with my academic credentials who meet my requirements and interest me. \_\_\_\_\_
- I have compiled a list of employers who may not be interviewing, but who interest me. \_\_\_\_\_
- I have listed employers who are interviewing by sign-up dates and interview dates. \_\_\_\_\_
- I have talked to professionals and others associated with my field for advice and suggestions. \_\_\_\_\_
- I have drafted a basic letter of introduction and inquiry which can be used as a basis for writing to specific employers. \_\_\_\_\_
- I have completed and duplicated a standard interview form and/or resume. \_\_\_\_\_
- I have secured at least three persons [teachers, former employers, professional associates] to serve as references for me. \_\_\_\_\_
- I have sent individual letters to employers identified as possibilities who are not interviewing, and included a resume or interview form. \_\_\_\_\_
- I have checked all available recruitment information on employers in whom I am interested to see whether I might qualify for positions outside my area and, if so, have written requesting an interview. \_\_\_\_\_
- I have sought out and checked all sources of information about hiring patterns of companies in which I am interested, and sources of information about persons whose backgrounds are similar to mine to see what employers have hired them. \_\_\_\_\_
- Subtotal [A subtotal of less than 8 suggests limited scope of investigation of opportunities]



# Part 3 - Interview Preparation

\_\_\_\_\_ I have studied all the literature available about employers with whom I desire an interview.

\_\_\_\_\_ I have arranged the time and date of each interview.

\_\_\_\_\_ I have formulated for each employer the specific questions I wish to ask during the interview.

\_\_\_\_\_ I have specific salary requirements in mind, and have studied salary data for information as to appropriateness.

\_\_\_\_\_ **I know what information I desire to get from the interview.**

- a. Type of work involved.
- b. Others who work in the organization. [Interests, degree level, sex, race, etc.]
- c. Nature of training program, if any.
- d. Career patterns typical of the organization, and whether mobility is required.
- e. Other things? \_\_\_\_\_

\_\_\_\_\_ **I have written out for myself the answers to commonly asked questions.**

- a. Short-term career objectives? \_\_\_\_\_
- b. Long-term career objectives? \_\_\_\_\_
- c. Why this employer interests me? \_\_\_\_\_
- d. Why I choose my area or field? \_\_\_\_\_
- e. Elaboration of interests, activities, and qualification? \_\_\_\_\_
- f. Why I chose my educational institution? \_\_\_\_\_
- g. What I expect of a job? \_\_\_\_\_

\_\_\_\_\_ **Subtotal** [A subtotal of less than 5 indicates you are not really prepared to interview.]

\_\_\_\_\_ **Subtotal, Part 1**

\_\_\_\_\_ **Subtotal, Part 2**

\_\_\_\_\_ **Subtotal, Part 3**

• You are well prepared if your score for each part is greater than 6, 8, and 5, respectively

• You are nearly prepared and need some finishing touches if your score equals at least 6, 8, and 5, respectively.

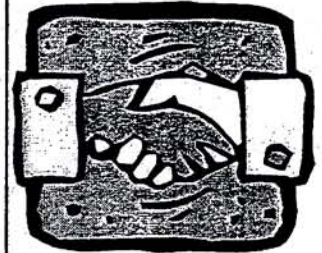
• You are only about half prepared if in any one part you have less than 6, 8, or 5, respectively.

• You are not ready if your score on two or more parts is not equal to 6, 8, or 5, respectively. If you are serious, see a counselor in your career planning and placement center.

# Help Yourself!

## #3 Interviewing

The employment interview is a situation in which you, the candidate, and the employment interviewer have an opportunity to exchange information regarding your candidacy. Since interviewers and interview situations are never alike, the best way to prepare for an interview is to be aware of what it is you are seeking, what you have to offer and why you feel you are suitable for the position. If you have searched your mind and developed a sense of personal understanding and direction, you should be comfortable enough with yourself to handle most interview situations.



2 common types  
of interviews

The **Screening Interview**, which is brief, usually 30-60 minutes. First impressions are important as is the fact that you must be sure all relevant information is presented.

The more **in-depth on-site interview** is longer, up to a day in length. This is a follow-up to the screening interview and is the one where you will generally meet several members of the employing institution and must establish a rapport quickly.

In an interview, how you present yourself involves both **verbal and non-verbal skills**. Your appearance, enthusiasm, motivation, self-confidence and communication skills all have an effect on how you influence the interviewer.

The **format of an interview** will vary with each interviewer. Some will be highlight structured while others may be non-directive. Generally there is an opening period of time where rapport is established. This is followed by the main portion in which there is a probing of the candidate's goals and qualifications. The conclusion of the interview includes a time for you to ask final questions, make the points you were unable to earlier, and summarize the next steps to be taken.

**Remember**, the interviewer is human too and has a job to do. He/she must determine in a very few minutes who might fit the needs of the employer and who would not. First impressions count as does poise, sense of humor, and how you handle the stress of the interview. The process of securing a rewarding position takes time, do not expect too much to happen immediately. Do not take the questions and process too personal and recognize that you are going to be nervous, it is only natural.

### What Employers Are Looking For

resourcefulness  
direction/goals  
ability to think  
academic ability  
organization skills  
management potential  
assume responsibility  
communication skills  
extra-curricular activities

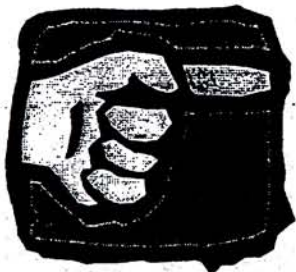
self confidence  
problem -solver  
sense of humor  
social skills  
common sense  
productivity  
self starter  
energy level  
decisiveness

flexibility  
attendance  
experience  
commitment  
enthusiasm  
initiative  
motivation  
appearance  
character

foresight  
alertness  
awareness  
maturity  
attitude  
stability  
loyalty  
insight  
tact



# Be's, Do's and Don'ts



**BE:** Yourself - above all else! Honest and frank, but tactful.  
**Relaxed** - as much as possible under the circumstances.  
**Confidant and enthusiastic.**  
**Alert** - Listen to what is said and answer the question that is asked with specifics if possible.  
**On Time** - 5 to 10 minutes early (but no more).  
**Neat**, clean, appropriately dressed and groomed (hair, teeth, finger nails, etc.)  
**Prepared** - Find out everything you can about the company before you get there. Understand what they do and expect of you. Know your skills, interests, qualification, experience, values, needs. Know your history of employment and schooling - names, dates, responsibilities. Have reference information handy. Know your honors, awards, achievements. Know your strengths and limitations and what familiarity you have with equipment, procedures and related processes.

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**DO:** Have an opening remark in case one is needed.

Let the interviewer run the interview - follow their leads and cues.  
Open up and talk about yourself - no one else will do it for you.  
Be sure you give all the information you feel is necessary for them to know.  
Know the interviewer's name and title, and the company's name and address.  
Anticipate questions that might be asked - think about possible answers.  
Think before answering a question if necessary - idle talk is harmful!  
Prepare a few questions to ask the interviewer - make sure they make sense.  
Clarify your answers if they look puzzled.  
Ask them to clarify their questions if you are really not sure what they want.  
Use correct English - avoid slang - (uhs), (ers) and (yeps).  
Show proper manners, social skills, communication skills, and smile.  
React in a lively way.  
Sit up straight with your feet flat on the floor, maintain eye contact.  
Keep an open mind - pick up non-verbal cues (nods, smiles, etc.).  
Stress achievements, use action words and descriptions, be positive and confidant.  
Let them know you are interested, if you are, avoid being too contained.  
Bring a pen and paper, keep a record of what was said; when you met, where, what happened.  
Review the interview and learn from it.  
Know what the next step(s) will be before you leave.

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**DON'T:** Argue, discuss personal or financial problems; complain, speak poorly about past or present employers.  
Have a limp hand shake.  
Chew gum or smoke.  
Sit until offered or it is apparent that you should.  
Put on, act, bluff, etc.  
Play with your fingers, pen, tie, etc.  
Take notes during the interview (wait until after to write).  
Ask about salary, benefits, etc., until they bring it up or it appears you should.  
Be a No show - if you can't make it or are going to be late, call!  
Put yourself down or spend time on limitations or lack of experience.  
Be limiting in the nature of work you would consider  
Recite memorized data about the organization.



**Help Yourself!**

# #4 Common Interview Questions

The following questions are commonly asked one way or another during an initial interview. To prepare yourself for an interview, go through these questions and formulate a response that is appropriate for the position you are seeking. Ask a friend to act as the interviewer and ask these questions. Then reverse the role so you get experience from both points of view. Consider how you felt when you responded out loud to the questions, and how you felt as you were asking them. Did you present your most positive image? Did you stay away from slang, ers, ums, likes, etc.? How was your voice quality? Did you respond with the quality of content that gave the full and complete information package you wanted to present? Develop some questions that you would ask if you were the interviewer for the position you are seeking, then answer them. Be sure to practice out loud whenever possible. Get to the point but be complete and concise. Avoid a computer type response. Remember the interviewer is human too.



1. What are your long range and short range goals and objectives, when and why did you establish these goals and how are you preparing yourself to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next ten years?
3. What do you see yourself doing five years from now?
4. What do you really want to do in life?
5. What are your long range career objectives?

6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your career?
8. What do you expect to be earning in five years?
9. Why did you choose the career for which you are preparing?
10. Which is more important to you, the money or the type of job?



11. What do you consider to be your greatest strengths and weaknesses?
12. How would you describe yourself?
13. How do you think a friend or professor who knows you well would describe you?
14. What motivates you to put forth your greatest effort?
15. How has your college experience prepared you for your career?

16. Why should I hire you?
17. What qualifications do you have that make you think that you will be successful?
18. How do you determine or evaluate success?
19. What do you think it takes to be successful in a company like ours?
20. In what ways do you think you can make a contribution to our organization?





21. What qualities should a successful manager possess?
22. Describe the relationship that should exist between a supervisor and subordinates.
23. What two or three accomplishments have given you the most satisfaction? Why?
24. Describe your most rewarding college experience.
25. If you were hiring a graduate for this position, what qualities



31. What changes would you make in your college or university?
32. Do you have plans for continued study? An advanced degree?
33. Do you think that your grades are a good indication of your academic achievement?
34. What have you learned from participation in extracurricular activities?
35. In what kind of work environment are you most comfortable?

26. Why did you select your college or university?
27. What led you to choose your field of major study?
28. What college subjects did you like best? Why?
29. What college subjects did you like least? Why?
30. If you could do so, how would you plan your academic study differently? Why?



36. How do you work under pressure?
37. In what part-time work are you interested? Why?
38. How would you describe the ideal job for you following graduation?
39. Why did you decide to seek a position with this company?
40. What do you know about our

41. What two or three things are most important to you in your job?
42. Are you seeking employment in a company of a certain size? Why?
43. What criteria are you using to evaluate the company for which you hope to work?
44. What men and women have influenced your life most and why?
45. Will you relocate? Does relocation bother you?

46. Are you willing to travel?
47. Are you willing to spend at least six months as a trainee?
48. Why do you think you might like to live in the community in which our company is located?
49. What major problem have you encountered and how did you deal with it?
50. What have you learned from your mistakes?
51. Tell me about yourself.

*There are several books as well as individual help in 110 Bray about interviewing skills.*

A current trend of interviewing is called SAR. The interviewer will ask you to describe a situation you encountered (usually related to what you might encounter on the job), describe what action you took and what were the results. Have in mind a few "real life" events that you actively were involved with that the end result was influenced by you. (A class project, meeting, tense situation etc.)

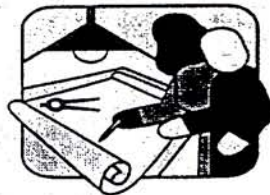
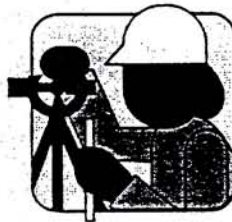
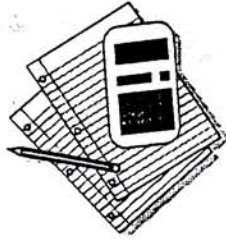


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Career Services  
110 Bray Hall

**Help Yourself!**

# #5 Skills Identification

administering programs  
advising people  
analyzing data  
appraising services  
arranging functions  
auditing financial records  
budgeting expenses  
calculating numerical data  
checking for accuracy  
classifying records  
coaching individuals  
compiling statistics  
confronting other people  
constructing buildings  
coordinating events  
corresponding with others  
counseling people  
creating new ideas  
deciding uses of resources  
delegating responsibility  
designing systems  
dispensing information  
displaying artistic ideas  
distributing projects  
dramatizing ideas or problems  
editing publications  
enduring long hours  
entertaining people  
estimating physical space  
evaluating programs  
exhibiting plans  
expressing feelings  
finding information  
handling complaints  
handling detail work  
imagining new solutions  
initiating with strangers  
inspecting physical objects  
interviewing people  
inventing new ideas  
investigating problems



listening to others  
locating information  
managing an organization  
measuring boundaries  
mediating between people  
meeting the public  
monitoring progress of others  
motivating others  
negotiating contracts  
operating equipment  
organizing people and tasks  
persuading others  
planning agendas  
preparing materials  
printing by hand  
processing interactions  
programming computers  
promoting events  
questioning others  
raising funds  
reading volumes of materials  
recording scientific data  
recruiting people for projects  
remembering information  
repairing mechanical devices  
researching  
reviewing programs  
running meetings  
selling products  
setting up demonstrations  
sketching charts or diagrams  
speaking in public  
supervising others  
teaching classes  
tolerating interruptions  
updating files  
visualizing new formats  
working with precision  
writing clear reports  
writing for publication



The checklist below will help you identify some of your personal characteristics. Many of these characteristics could be useful to you in a job and in your search for a job.

As you read through the list, put a check mark next to each word which describes you. Then look again at the words you've checked and circle those which seem most relevant to your career plans.

# Checklist of Personal Strengths

You may want to use these words on your resume, in a cover letter or for describing yourself in an interview. To help you in an interview, pick three qualities and cite a life experience which exemplifies those qualities.

- |  |   |  |  |   |
|--|---|--|--|---|
| <input type="checkbox"/> academic            | <input type="checkbox"/> <b>DARING</b>      | <input type="checkbox"/> imaginative             | <input type="checkbox"/> poised            | <input type="checkbox"/> spunky           |
| <input type="checkbox"/> accomplished        | <input type="checkbox"/> decisive           | <input type="checkbox"/> independent             | <input type="checkbox"/> polite            | <input type="checkbox"/> <b>stable</b>    |
| <input type="checkbox"/> accountable         | <input type="checkbox"/> deliberate         | <input type="checkbox"/> individualistic         | <input type="checkbox"/> practical         | <input type="checkbox"/> steady           |
| <input type="checkbox"/> accurate            | <input type="checkbox"/> democratic         | <input type="checkbox"/> industrious             | <input type="checkbox"/> precise           | <input type="checkbox"/> strong           |
| <input type="checkbox"/> adaptable           | <input type="checkbox"/> dependable         | <input type="checkbox"/> informed                | <input type="checkbox"/> <b>prepared</b>   | <input type="checkbox"/> sympathetic      |
| <input type="checkbox"/> <i>adventurous</i>  | <input type="checkbox"/> <b>DETERMINED</b>  | <input type="checkbox"/> <del>INFORMAL</del>     | <input type="checkbox"/> professional      | <input type="checkbox"/> tactful          |
| <input type="checkbox"/> affectionate        | <input type="checkbox"/> DIGNIFIED          | <input type="checkbox"/> ingenuous               | <input type="checkbox"/> progressive       | <input type="checkbox"/> talented         |
| <input type="checkbox"/> <b>aggressive</b>   | <input type="checkbox"/> diligent           | <input type="checkbox"/> INTELLECTUAL            | <input type="checkbox"/> proficient        | <input type="checkbox"/> teachable        |
| <input type="checkbox"/> ALERT               | <input type="checkbox"/> DISCREET           | <input type="checkbox"/> intelligent             | <input type="checkbox"/> prudent           | <input type="checkbox"/> technical        |
| <input type="checkbox"/> <b>AMBITIOUS</b>    | <input type="checkbox"/> <b>DISCIPLINED</b> | <input type="checkbox"/> <b>inventive</b>        | <input type="checkbox"/> <b>productive</b> | <input type="checkbox"/> <b>TENACIOUS</b> |
| <input type="checkbox"/> articulate          | <input type="checkbox"/> <b>dominant</b>    | <input type="checkbox"/> kind                    | <input type="checkbox"/> punctual          | <input type="checkbox"/> THOROUGH         |
| <input type="checkbox"/> artistic            | <input type="checkbox"/> <del>ENTER</del>   | <input type="checkbox"/> leisurely               | <input type="checkbox"/> purposeful        | <input type="checkbox"/> thoughtful       |
| <input type="checkbox"/> <b>assertive</b>    | <input type="checkbox"/> easily-taught      | <input type="checkbox"/> level-headed            | <input type="checkbox"/> qualified         | <input type="checkbox"/> TOLERANT         |
| <input type="checkbox"/> <b>attentive</b>    | <input type="checkbox"/> easy going         | <input type="checkbox"/> light-hearted           | <input type="checkbox"/> QUICK             | <input type="checkbox"/> TOUGH            |
| <input type="checkbox"/> <b>bold</b>         | <input type="checkbox"/> efficient          | <input type="checkbox"/> literate                | <input type="checkbox"/> quick learner     | <input type="checkbox"/> <b>trained</b>   |
| <input type="checkbox"/> bright              | <input type="checkbox"/> emotional          | <input type="checkbox"/> likeable                | <input type="checkbox"/> QUIET             | <input type="checkbox"/> <b>trusting</b>  |
| <input type="checkbox"/> broadminded         | <input type="checkbox"/> energetic          | <input type="checkbox"/> <b>logical</b>          | <input type="checkbox"/> rational          | <input type="checkbox"/> TRUSTWORTHY      |
| <input type="checkbox"/> <b>businesslike</b> | <input type="checkbox"/> enterprising       | <input type="checkbox"/> loyal                   | <input type="checkbox"/> realistic         | <input type="checkbox"/> UNATTENDED       |
| <input type="checkbox"/> calm                | <input type="checkbox"/> enthusiastic       | <input type="checkbox"/> mature                  | <input type="checkbox"/> reasonable        | <input type="checkbox"/> unassuming       |
| <input type="checkbox"/> capable             | <input type="checkbox"/> even-tempered      | <input type="checkbox"/> methodical              | <input type="checkbox"/> reflective        | <input type="checkbox"/> understanding    |
| <input type="checkbox"/> careful             | <input type="checkbox"/> experienced        | <input type="checkbox"/> meticulous              | <input type="checkbox"/> relaxed           | <input type="checkbox"/> UNEXCITABLE      |
| <input type="checkbox"/> cautious            | <input type="checkbox"/> expert             | <input type="checkbox"/> mild                    | <input type="checkbox"/> RELIABLE          | <input type="checkbox"/> uninhibited      |
| <input type="checkbox"/> charming            | <input type="checkbox"/> exacting           | <input type="checkbox"/> moderate                | <input type="checkbox"/> reserved          | <input type="checkbox"/> <b>VERBAL</b>    |
| <input type="checkbox"/> cheerful            | <input type="checkbox"/> fair minded        | <input type="checkbox"/> modest                  | <input type="checkbox"/> resourceful       | <input type="checkbox"/> versatile        |
| <input type="checkbox"/> clear-thinking      | <input type="checkbox"/> farsighted         | <input type="checkbox"/> natural                 | <input type="checkbox"/> responsible       | <input type="checkbox"/> warm             |
| <input type="checkbox"/> clever              | <input type="checkbox"/> <b>firm</b>        | <input type="checkbox"/> OBLIGING                | <input type="checkbox"/> responsive        | <input type="checkbox"/> wholesome        |
| <input type="checkbox"/> competent           | <input type="checkbox"/> flexible           | <input type="checkbox"/> <del>CONFIDENTIAL</del> | <input type="checkbox"/> retiring          | <input type="checkbox"/> willing          |
| <input type="checkbox"/> <b>competitive</b>  | <input type="checkbox"/> <b>FORCEFUL</b>    | <input type="checkbox"/> OPPORTUNISTIC           | <input type="checkbox"/> robust            | <input type="checkbox"/> wise             |
| <input type="checkbox"/> concerned           | <input type="checkbox"/> formal             | <input type="checkbox"/> optimistic              | <input type="checkbox"/> SELF-DISCIPLINED  | <input type="checkbox"/> WITTY            |
| <input type="checkbox"/> confidant           | <input type="checkbox"/> FRANK              | <input type="checkbox"/> organized               | <input type="checkbox"/> self-confidant    | <input type="checkbox"/> zany             |
| <input type="checkbox"/> conscientious       | <input type="checkbox"/> friendly           | <input type="checkbox"/> outgoing                | <input type="checkbox"/> self-controlled   |   |
| <input type="checkbox"/> conservative        | <input type="checkbox"/> <b>GENEROUS</b>    | <input type="checkbox"/> <del>friendly</del>     | <input type="checkbox"/> sensible          |   |
| <input type="checkbox"/> considerate         | <input type="checkbox"/> gentle             | <input type="checkbox"/> <b>outgoing</b>         | <input type="checkbox"/> sensitive         |   |
| <input type="checkbox"/> cool                | <input type="checkbox"/> good-natured       | <input type="checkbox"/> PAINSTAKING             | <input type="checkbox"/> serious           |   |
| <input type="checkbox"/> cooperative         | <input type="checkbox"/> healthy            | <input type="checkbox"/> particular              | <input type="checkbox"/> skillful          |   |
| <input type="checkbox"/> courageous          | <input type="checkbox"/> helpful            | <input type="checkbox"/> patient                 | <input type="checkbox"/> SHARP-WITTED      |   |
| <input type="checkbox"/> creative            | <input type="checkbox"/> honest             | <input type="checkbox"/> praiseworthy            | <input type="checkbox"/> sincere           |   |
| <input type="checkbox"/> curious             | <input type="checkbox"/> <b>HUMOROUS</b>    | <input type="checkbox"/> perceptive              | <input type="checkbox"/> SOCIABLE          |   |
|  | <input type="checkbox"/> idealistic         | <input type="checkbox"/> persevering             | <input type="checkbox"/> spontaneous       |   |
|  |   | <input type="checkbox"/> pleasant                |  |   |

(Write in, below, any additional words that you believe describe you.)

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# Help Yourself!

## # 6 Descriptive Words



The following descriptive words are often used to promote a positive image at an interview, in a letter, or on a resume. The list on this side are action words that if used judiciously can show your ability to actively participate in work and everyday life. The list on the reverse side are common words used to describe your strengths, abilities, work habits, personal traits and skills. Be careful not to over load your presentation with these words. If used wisely, they can enhance your image and help promote the best of what you have to offer.

# ACTION WORDS



*accomplished*  
*achieved*  
*adjusted*  
*administered*  
*advertised*  
*analyzed*  
*applied*  
*attained*  
*brought*  
*chaired*  
*communicated*  
*compared*  
*completed*  
*composed*  
*conceived*  
*conducted*  
*contracted*  
*coordinated*  
*counseled*  
*created*  
*dealt*

*defined*  
*delegated*  
*designed*



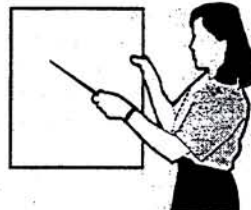
*developed*  
*devised*  
*directed*  
*encouraged*  
*enlisted*  
*established*  
*estimated*  
*evaluated*  
*expanded*  
*expedited*  
*forecasted*

*guided*  
*implemented*  
*improved*  
*initiated*  
*inspected*



*instructed*  
*interpreted*  
*invented*  
*led*  
*maintained*  
*managed*  
*marketed*

*molded*  
*monitored*  
*motivated*  
*negotiated*  
*organized*  
*perceived*  
*performed*  
*persuaded*  
*planned*  
*prepared*  
*presented*



*produced*  
*programmed*  
*promoted*  
*recommended*

*reconciled*  
*reevaluated*  
*reported*  
*researched*



*reviewed*  
*selected*  
*sold*  
*stimulated*  
*succeeded*  
*successfully*  
*summarized*  
*supervised*  
*trained*  
*updated*  
*wrote*

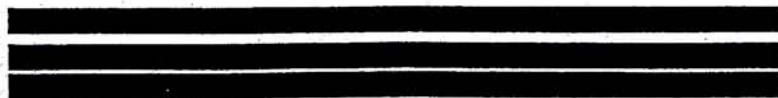


*exceptional*  
*unique*  
 challenging  
**MASTERY**  
**STRONG**  
**DYNAMIC**  
 versatile  
**responsive**  
 attractive  
**sophisticated**  
*earning respect*  
**artful**  
**responsible**  
*innovative*  
 diplomatically  
 perceptive  
 highly  
 readily  
 repeatedly  
**very sophisticated**  
**deeply concerned**  
 discretion  
**CONTAGIOUS**  
**reliability**  
 bringing new life  
 humanly oriented  
 acuity  
 lifelong

UNUSUALLY GOOD GRASP  
**new and improved**  
 outstanding  
**broad**  
 INSTRUMENTAL  
**successful**  
 unusual  
*natural*  
*creative*  
**tactful**  
**significantly**  
 with candor  
 enjoying challenge  
 increasingly responsible  
*greatly contributed toward*  
 increasingly responsible  
*greatly contributed toward*  
 effectively

quickly  
 driving  
*adept*  
 vigorous  
 uncommon  
**pioneering**  
 leading  
 competent  
**PENETRATING**  
 sensitive  
 objectivity  
**dependable**  
*honesty*  
 courage of convictions  
*repeatedly*  
 initiative  
 dext

urgently  
 exceptionally  
**broad**  
 thinks on her/his feet  
 trained  
**STRONGLY**  
**outgoing**  
 humanizing  
 open-minded  
**firm**  
 deep insight  
*expert*  
**experienced**  
**talented**  
**astute**  
**high-level**  
 EMPATHY  
 participative  
**diverse**  
*calm*  
*easily*  
 foresight  
 imaginative  
 extensively  
 ACCURATELY  
 WARM  
 aware  
 significant



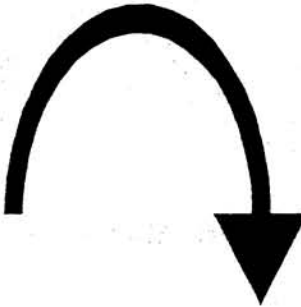


**Help Yourself!**

# # 7 Job Search Barometer

The search for employment by the college graduate is, even at best, an awesome experience. Many people find the task so overwhelming that it seems almost impossible for them to answer the question of where to begin. Studies have found that students who had formulated specific ideas about geographical preference, work setting, and type of work desired, were significantly more successful in securing employment than those who had not done this.

The task then, for a potential job searcher, is how to begin. What questions need to be answered now? The Job Search Barometer attempts to provide a systematic method for assessing one's readiness to undertake the job search process. The questions are in logical sequence and move in a systematic progression through all the steps which



While the Barometer was designed initially for graduating students preparing for interviews, it is equally valuable for undergraduates who wisely are not waiting until their senior year to start thinking about what they plan to do upon graduation. Simply substitute "I will" for "I have" in the various statements.



## Directions

Score one point in the left hand column for each total item which you have completed. Use the space provided after an item to summarize your thinking. Subtotal each part and transfer these subtotals to the end of the barometer.

# Part 1 - Self Awareness

\_\_\_\_\_ I have considered the personal requirements and preferences I have regarding:

- a. Geographic locations I will consider: \_\_\_\_\_
- b. Health restrictions under which I must operate: \_\_\_\_\_
- c. Setting I most desire: (urban, suburban, rural) \_\_\_\_\_

\_\_\_\_\_ I have identified the work settings I will consider. (For example: large industrial, small business, research centers, education institutions, government, other.) \_\_\_\_\_

\_\_\_\_\_ I have identified personality characteristics which should be considered in my job decision:

- a. Do I work best with people, data, or things? \_\_\_\_\_
- b. Do I work best by doing or thinking? \_\_\_\_\_
- c. How do I feel about supervision and responsibility? \_\_\_\_\_

\_\_\_\_\_ I have identified my assets in terms of skills and interests: \_\_\_\_\_

\_\_\_\_\_ I know how these skills and interests might be applied to work: \_\_\_\_\_

\_\_\_\_\_ I have summarized my personal experience in terms of work, education, and vocational activities. \_\_\_\_\_

\_\_\_\_\_ I have decided whether I will consider a position which would require travel. \_\_\_\_\_

\_\_\_\_\_ **Subtotal** [A subtotal of less than 6 for this section indicates you should see a counselor in your career planning and placement center to help you clarify your thinking.]

*If you are considering graduate school*

- \_\_\_\_\_ I have a career objective which requires an advanced degree.
- \_\_\_\_\_ I have discussed my plans with an academic advisor or major professor.
- \_\_\_\_\_ I have written for applications in time to meet early winter deadlines.
- \_\_\_\_\_ I have taken, or have arranged to take, the necessary graduate school admissions examinations.



# Help Yourself!

# #8 Graduate School

## Deciding to Attend Graduate School

Graduate education is quite different from undergraduate. It is more intense, independent, requires more reading, writing and research. Linking with a major professor is extremely important. To attend graduate school is a major career decision and should be investigated thoroughly. Often it is advised to work a year or more in your field of study to gain experience and determine that it is the career area you desire. It should be necessary or required in order to be a success at what you want to do. Graduate school requires time, money, determination, and a major commitment to complete. Do not take the decision lightly. Discuss it with a variety of faculty, current graduate students and professionals in your field of study.

Generalizations about graduate admissions practices are not very helpful because each institution operates in its own way. Nevertheless, some general statements can be made about the admissions process that may help one plan an individual strategy.

## General Requirements

All graduate schools and departments have requirements of some kind that applicants for admissions must meet. Frequent requirements are admission test scores, undergraduate grade point average (GPA), an undergraduate major in the contemplated graduate field, and letters of recommendation. In some fields such as architecture, samples of previous work (as for example, portfolios) may be required instead of or in addition to other evidence or promise. Most institutions appraise applicants on the basis of their total record, and the weight accorded any given factor varies widely from institutions to institution and even from program to program and applicant to applicant.

## Admission Tests

Two major examinations are used in graduate admissions - the Graduate Record Examinations (GRE) and the Miller Analogies Test (MAT). The GRE consists of an Aptitude Test and Advanced Tests in 20 academic fields. The tests are given throughout the U.S. on specified dates throughout the year. The MAT is administered by about 600 licensed testing centers in 49 states. The test is approximately an hour in length and consists of entirely analogies.

## Factors Involved in Selecting

Choosing a graduate school and a specific program is a highly individual matter. Program details, the nature, size, and location of the institution, admissions requirements, cost, and the availability of financial aid are among the important factors that bear on one's choice of institutions to apply to.

The following steps may help narrow the range of individual choices.

\*\*Talk to alumni of the schools you are considering. Graduates of a school you contemplate can often be found on your campus or on one nearby. But remember that graduate school requirements change and the atmosphere varies from department to department. What may have been true of a campus at one time, or one department within a particular institution, may not necessarily be true of another department.

## Graduate School or Program

\*\*Talk to department faculty and the graduate office on campus. They often have special insights about programs in graduate schools.

\*\*Write to the graduate schools you are interested in, asking for a graduate catalog. It will be helpful to indicate the field of graduate study you have in mind. You might also write to the chairman of the department you are interested in, requesting information about the program.

\*\*If possible, visit the schools. You can learn much about an institution by looking at its physical facilities, talking to students, and talking with the graduate advisor of the department you're interested in. Learn as much as you can about the graduate programs you are considering. Time and effort can be saved by narrowing the choices before application—and money, too.



## When to Apply

To procrastinate in thinking about graduate school can be a serious mistake. If you plan to enroll as a full-time graduate student, you should begin making applications at least twelve months before you plan to enroll in graduate school. First, find out each institution's deadline for application and allow enough time to meet that deadline. Keep in mind that, in most cases, to be considered for admission, you must supply test scores and undergraduate transcripts. These matters take time. Make sure you take any required tests (such as the GRE or MAT) in time for the scores to be reported by the stated deadline. Also, remember that undergraduate instructors and professors are asked to write many letters of recommendation and that they must write these letters in addition to their regular duties. Give them plenty of time.

Institutions and even departments within an institution vary greatly in admission deadlines because of the number of application received and the number of places available. If you are applying to a highly competitive institution or department, you will have to file your documents quite early to be considered. In all cases, however, check carefully the institution's deadlines, and plan to have your materials submitted well in advance of any deadline date.

## How to Apply to a Graduate School

The initial contact with a graduate school should be made by a postcard or letter, giving your name and address and your intended field of study and requesting information

Once you have decided to apply to a specific school, fill out the application form carefully and thoroughly. Assume that the school wants to know everything it asks for on the form and that the admissions officer will be sensitive to the neatness (or lack of it) and the overall quality of what you submit. The school may ask at least one question that will require a three-or four-paragraph answer. Take some time and give it some serious thought. The school wants to know how you think and write.

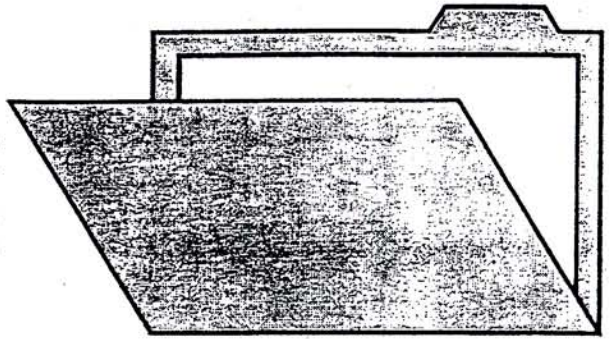
Find out early what supporting documents must accompany the application, such as undergraduate transcripts, test scores, and letters of recommendation, and make sure they can be provided by the stated deadline. Choose carefully the people you will ask to write letters of recommendation; give them stamped, addressed envelopes and follow up to see that the letters have been sent. It is generally best to ask former professors to write the letters unless the graduate school specifically says it wants someone else (such as the dean of the college) to provide references. Most graduate schools assume that their applicants possess suitable moral attributes; they are interested in an assessment of intellectual ability, motivation, and willingness to do work required of a graduate student. So choose someone who will be able to provide this assessment.

Applying to graduate school can be an expensive process. Most institutions require a non-refundable application fee and will not consider an application without it. You should carefully choose from among the graduate schools that interest you before making any application. It is a good idea to apply to several graduate schools in order to be reasonably sure of being admitted to one, but an excessive number of application for admission is unnecessarily costly in both time and money.

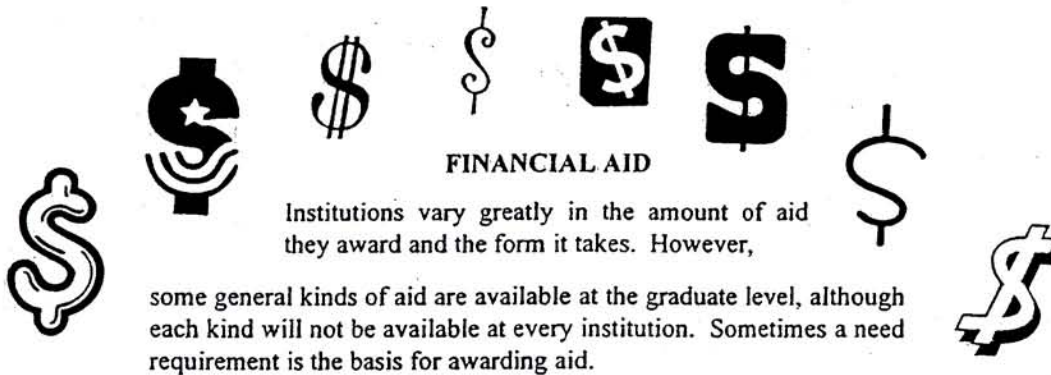




# How Admission Decisions Are Made




In most graduate schools, the applicant's file is reviewed to make sure it is complete. After that, the admission decisions are made by various methods. In some schools, the graduate dean (or an associate) reviews application. In others, a faculty admissions committee rules on applicants. The specific department an individual applies to has much to do with his or her admission. Some departmental committees advise the graduate dean on application, and their recommendations are generally followed.

A collection of various dollar sign symbols in different styles and sizes, arranged around the text.


**FINANCIAL AID**

Institutions vary greatly in the amount of aid they award and the form it takes. However, some general kinds of aid are available at the graduate level, although each kind will not be available at every institution. Sometimes a need requirement is the basis for awarding aid.



**FELLOWSHIPS AND TRAINEESHIPS**

These are usually outright grants requiring no service to the institution in return. They are usually awarded on a competitive basis and range widely in amount.



**TEACHING ASSISTANTSHIPS**

These generally carry full or partial tuition remission in addition to a stipend for a specified amount of undergraduate teaching. The teaching assistant usually conducts discussion sections or supervises laboratory groups of undergraduates at the institution. Teaching assistants generally carry a smaller course load than regular full-time students. In many disciplines, teaching assistantships are not usually awarded to first-year students.




**THE GI BILL**

This is a means of providing financial aid for graduate students who are veterans of the armed forces. Eligible students should contact their local Veterans Administration office for further details.



**LOANS**

These can be arranged through an institution, a government agency (for federal loan funds), or a local bank. They usually carry a lower interest rate than ordinary personal loans, and repayment may not be required until the borrower completes his or her education.



**RESEARCH ASSISTANTSHIPS**

These operate under the same general guidelines as teaching assistantships, except that their service to the institution involves basic research instead of instruction.

