

**FAIRFIELD HIGH SCHOOLS
WALTER FITZGERALD CAMPUS**



COMMUNITY SERVICE LEARNING GUIDE

**“ACTION COMBINED WITH WISDOM GIVES YOU POWER-
POWER TO CREATE A BETTER FUTURE FOR YOU AND YOUR
COMMUNITY”**

The WFC Community work program focuses on critical reflective thinking and experiential learning that address local needs and foster civic responsibility

Your Community Learning time will help you recognize that you can have an impact in the world; whether this impact is positive or negative is a choice you make and teach you respect, responsibility and integrity. Your time out in the community will help you learn 21st century skills to help you succeed in life. You will also be able to reflect on how your Community-Learning time will make a lasting and positive impact that makes progress towards your career goals

COMMITMENT TO THE COMMUNITY SERVICE LEARNING CLASS

SIGNATURE

DATE

Walter Fitzgerald Campus Community Service Learning Program

Philosophy:

Community service learning is designed as a Project Based Learning experience with a significant component to connect our students to the community and to help them prepare for the future. The C.S.L program provides career exploration, pro-social skill development and future planning opportunities. It integrates and enhances community service, job training and academic instruction (with academic credit), engages students in responsible and challenging service, and emphasizes active learning in different environments with integrity. C.S. L is an opportunity for community groups, businesses, organizations and agencies to develop reciprocal partnerships with our faculty, staff and students to provide valuable learning experiences while meeting academic goals and objectives. In the process, students develop 21st century skills, learn and apply the schools pro-social values (integrity, respect and responsibility) and develop community connections and relationships that will help them succeed in life.

Outcomes:

Students will increase pro social behaviors by achieving a score of 75 % as measured by the WFC Site Collaboration Community Learning rubric by the end of the year.

Students will increase 21st century skills by achieving a score of 75 % as measured by the WFC Site Collaboration Community Learning rubric and achieving 80% or above on their final PBL.

Purpose of the Course:

Students will learn a prescribed curriculum on career skills and then be placed at a site based on career interests and site availability every Wednesday. Students will make a commitment for a marking period to each site and then can continue or change sites at the prearranged time. The culminating experience will be a PBL project researching a day in the life of a career they have selected. They will use their experiences from the community and from class to complete this project.

Student Responsibilities:

Participate in and finish the work related job curriculum.

Assume personal responsibility for informing the host and WFC staff of expected absences, late arrival or early departures from work.

Obey the host place's rules, including being appropriately dressed for work.

Act respectful to the host place supervisor and host employees.

Discuss any problems or concerns with the assigned staff member.

Complete the self-assessment rubric multiple times during the marking period and review with the assigned staff member.

Try hard to fulfill your responsibilities and work independently.

Complete a weekly journal of experiences. (jobs, hours, skills, questions, reflections)

Complete a marking period PBL assignment based on the site work and career research.

WFC Community Service Work Syallbus

“How do I Prepare for the Future?”

1. *	What is the community work program and how do I get to do it?
2. *	How do your values affect your work and career choices?
3. *	How does taking an aptitude and skills assessments help me?
4. *	Will completing a career assessment and interest help my future decisions?
5.	What are the labor laws and how do they affect minors?
6.	What is sexual harassment and how does it apply to minors?
7.	How could job outlooks and employment projections effect my career decisions?
8.	What will it take to earn a living wage?
9.	How do career pathways support: on-the-job training, vocational schools, college, or military choices?
10.	How do I find a job?
11. *	How do I write a resume and a list of references?
12. *	How do I write a cover letter?
13. *	How do I prepare for an Interview?
14. *	How well do I apply my interview skills in a mock interview?
15.	How do I get a job?
16. *	How does my attitude, presentation and character relate to my employer’s expectations?
17. *	How does understanding workplace situations increase your success? (Roleplays)

18.	What are the employer's expectations so I do not get fired and may be promoted?
19.	Do I have a right to privacy in the workplace?
20.	What makes a job safe and what worker's rights do I have?
21.	What pre-employment checks will occur after I'm hired?
22.	What are the alcohol and drug testing policies before/after I am hired?
23.	What are the legislated and optional fringe benefits I will receive as an employee?
24.	What is workplace violence?
25. *	How do I communicate at work effectively? (Roleplays)
26.	Business PBL – What are the day to day operations of a business?
27.	How do I write a letter of resignation and what are my rights upon termination?

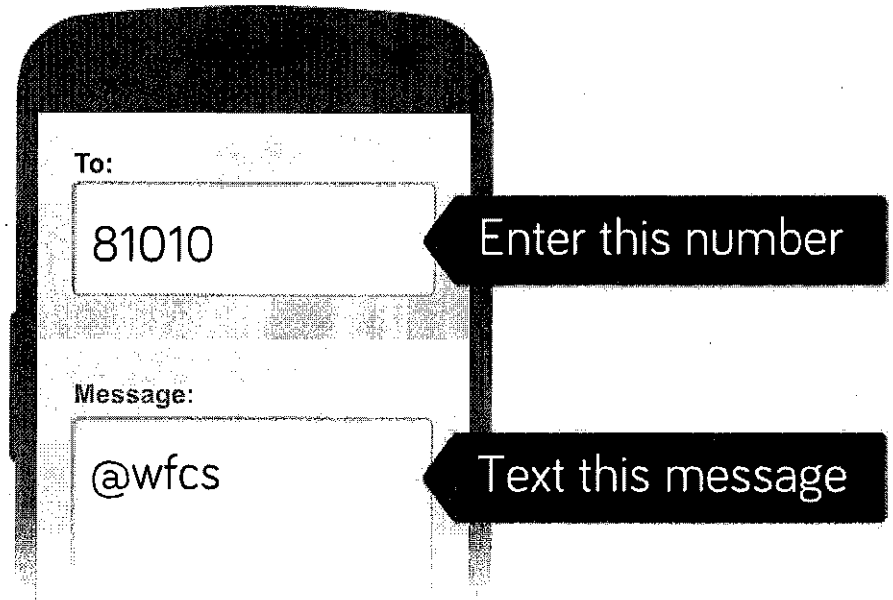
***Must be completed before you can go out to a job site and meet the IR² point minimums**

Mr. Purzycki would like you to join WFC
School to Work!



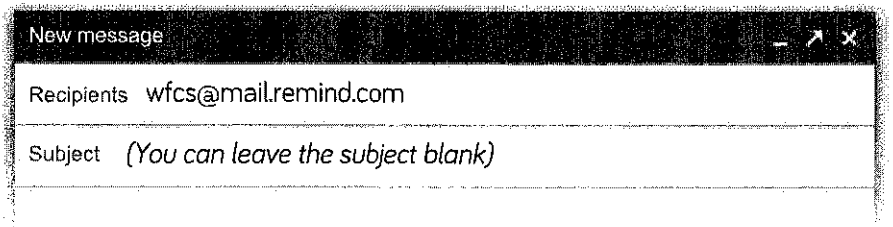
To receive messages via text, text
@wfcs to **81010**. You can opt-out of
messages at anytime by replying,
'unsubscribe @wfcs'.

Trouble using 81010? Try texting
@wfcs to **(786) 393-6923** instead.



*Standard text message rates apply.

Or to receive messages via email, send
an email to **wfcs@mail.remind.com**. To
unsubscribe, reply with 'unsubscribe' in
the subject line.



WHAT IS REMIND AND WHY IS IT SAFE?

Remind is a free, safe, and simple messaging tool that helps teachers share important updates and reminders with students & parents. Subscribe by text, email or using the Remind app. All personal information is kept private. Teachers will never see your phone number, nor will you see theirs.

Visit remind.com to learn more.

CHECKLIST TO GO OUT TO SCHOOLS

- Values Wordle
- Job Tile
- Resume in your binder
- Cover letter in your binder
- One completed sample job application
- Completed Communication Worksheets
- Completed Interview pre-tests
- Sample Interview
- Completed Work Roleplay
- Interview on site with the Principal

COMMUNITY LEARNING: INQUIRY

Describe a positive role model in your life and the attributes they have:

List ten personal, professional or other goals:

Describe your strengths and weaknesses:

COMPLETE THE VALUES ACTIVITY

How would you define your values?

Before you answer this question, you need to know what, in general, values are.

Your values are the things that you believe are important in the way you live and work.

They (should) determine your priorities, and, deep down, they're probably the measures you use to tell if your life is turning out the way you want it to.

When the things that you do and the way you behave match your values, life is usually good – you're satisfied and content. But when these don't align with your personal values, that's when things feel... wrong. This can be a real source of unhappiness. This is why making a conscious effort to identify your values is so important.

How Values Help You

Values exist, whether you recognize them or not. Life can be much easier when you acknowledge your values – and when you make plans and decisions that honor them.

If you value family, but you have to work 70-hour weeks in your job, will you feel internal stress and conflict? And if you don't value competition, and you work in a highly competitive sales environment, are you likely to be satisfied with your job?

In these types of situations, understanding your values can really help. When you know your own values, you can use them to make decisions about how to live your life, and you can answer questions like these:

- What job should I pursue?
- Should I accept this promotion?
- Should I start my own business?
- Should I compromise, or be firm with my position?
- Should I follow tradition, or travel down a new path?

So, take the time to understand the real priorities in your life, and you'll be able to determine the best direction for you and your goals!

Tip:

Values are usually fairly stable, yet they don't have strict limits or boundaries. Also, as you move through life, your values may change. For example, when you start your career, success – measured by money and status – might be a top priority. But after you have a family, work-life balance may be what you value more.

As your definition of success changes, so do your personal values. This is why keeping in touch with your values is a lifelong exercise. You should continuously revisit this, especially if you start to feel unbalanced... and you can't quite figure out why.

As you go through the exercise below, bear in mind that values that were important in the past may not be relevant now.

Defining Your Values

When you define your personal values, you discover what's truly important to you. A good way of starting to do this is to look back on your life – to identify when you felt really good, and really confident that you were making good choices.

Step 1: Identify the times when you were happiest

Find examples from both your career and personal life. This will ensure some balance in your answers.

- What were you doing?
- Were you with other people? Who?
- What other factors contributed to your happiness?

Step 2: Identify the times when you were most proud

Use examples from your career and personal life.

- Why were you proud?
- Did other people share your pride? Who?
- What other factors contributed to your feelings of pride?

Step 3: Identify the times when you were most fulfilled and satisfied

Again, use both work and personal examples.

- What need or desire was fulfilled?
- How and why did the experience give your life meaning?
- What other factors contributed to your feelings of fulfillment?

Step 4: Determine your top values, based on your experiences of happiness, pride, and fulfillment

Why is each experience truly important and memorable? Use the following list of common personal values to help you get started – and aim for about 10 top values. (As you work through, you may find that some of these naturally combine. For instance, if you value philanthropy, community, and generosity, you might say that service to others is one of your top values.)

Accountability	Excellence	Perfection
Accuracy	Excitement	Positivity
Achievement	Expertise	Practicality
Adventurousness	Exploration	Preparedness
Altruism	Expressiveness	Professionalism
Ambition	Fairness	Prudence
Assertiveness	Faith	Quality-orientation
Balance	Family-orientedness	Reliability
Being the best	Fidelity	Resourcefulness
Belonging	Fitness	Restraint
Boldness	Fluency	Results-oriented
Calmness	Focus	Rigor
Carefulness	Freedom	Security
Challenge	Fun	Self-actualization
Cheerfulness	Generosity	Self-control
Clear-mindedness	Goodness	Selflessness
Commitment	Grace	Self-reliance
Community	Growth	Sensitivity
Compassion	Happiness	Serenity
Competitiveness	Hard Work	Service
Consistency	Health	Shrewdness
Contentment	Helping Society	Simplicity
Contribution	Honesty	Soundness
Control	Honor	Speed
Cooperation	Humility	Spontaneity
Correctness	Independence	Stability
Courtesy	Ingenuity	Strategic
Creativity	Inner Harmony	Strength
Curiosity	Inquisitiveness	Structure
Decisiveness	Insightfulness	Success
Dependability	Intelligence	Teamwork
Determination	Intellectual Status	Temperance
Devoutness	Intuition	Thankfulness
Diligence	Joy	Thoroughness
Discipline	Justice	Thoughtfulness
Discretion	Leadership	Timeliness
Diversity	Legacy	Tolerance
Dynamism	Love	Traditionalism
Economy	Loyalty	Trustworthiness
Effectiveness	Making a difference	Truth-seeking
Efficiency	Mastery	Understanding
Elegance	Merit	Uniqueness
Empathy	Openness	Unity
Enjoyment	Order	Usefulness
Enthusiasm	Originality	Vision
Equality	Patriotism	Vitality

Step 5: Prioritize your top values

This step is probably the most difficult, because you'll have to look deep inside yourself. It's also the most important step, because, when making a decision, you'll have to choose between solutions that may satisfy different values. This is when you must know which value is more important to you.

- Write down your top values, not in any particular order.
- Look at the first two values and ask yourself, "If I could satisfy only one of these, which would I choose?" It might help to visualize a situation in which you would have to make that choice. For example, if you compare the values of service and stability, imagine that you must decide whether to sell your house and move to another country to do valuable foreign aid work, or keep your house and volunteer to do charity work closer to home.
- Keep working through the list, by comparing each value with each other value, until your list is in the correct order.

Step 6: Reaffirm your values

Check your top-priority values, and make sure they fit with your life and your vision for yourself.

- Do these values make you feel good about yourself?
- Are you proud of your top three values?
- Would you be comfortable and proud to tell your values to people you respect and admire?
- Do these values represent things you would support, even if your choice isn't popular, and it puts you in the minority?

When you consider your values in decision making, you can be sure to keep your sense of integrity and what you know is right, and approach decisions with confidence and clarity. You'll also know that what you're doing is best for your current and future happiness and satisfaction.

Making value-based choices may not always be easy. However, making a choice that you know is right is a lot less difficult in the long run.

CAREER INTEREST SURVEY

1. Navigate to **iseek.org** and take the Career Cluster Interest Survey. The more information you provide the more accurate your results will be.
(Underexplore careers tab ad then under assess yourself)

2. List your top three matching career clusters

a. _____

b. _____

c. _____

3. Take 5-10 minutes to explore the clusters and find **one** career that you can see yourself in

Career:

Education needed:

Job description:

Job outlook (growth rate %):

Salary (Yes we know it's Minnesota data, we have a reason trust us):

4. Navigate to **careers.org** and look up the same job under their salary tool to find out the local CT salary information. Compare it to the Minnesota data

5. Create a job tile for the WFC Job/Career board

On a 8x10 colored sheet of paper create an information tile for our Job/Career board

Must Haves:

- a. Job title
- b. Education needed
- c. Median CT Salary, Top CT salary, Lowest CT salary
- d. Detailed Job description
- e. Picture or pictures of the job (Environment, picture of an actual employee, tool the career uses)

RESUME ACTIVITY

1. Follow along on the smartboard with the introduction notes from:

<https://bigfuture.collegeboard.org/explore-careers/careers/how-to-create-your-resume>

A. A résumé usually has several sections. These can include but not limited to the following:

- Name and contact information

Working phone number and professional email not Weedboy69696@gmail.com

- Objective or summary statement

Explain what type of position you're looking for and your employment goals. Another possibility is to put a summary statement — a snapshot of your qualifications — in this spot.

- Work experience

Anything you've accomplished can show you're reliable and responsible. You can include summer jobs, internships and even things like regular babysitting gigs.

- Volunteer and extracurricular experience

Volunteering experience proves you are hard-working and reliable. Being a student athlete or a member of an honor society or serving in a leadership position in a club demonstrates your commitment and leadership abilities.

- Education

Just list the high school you attend. If you've taken any college-level courses, you can mention those too.

- Skills

If you can use a computer, know any software programs well, or can program, say so in this section. List any languages you speak. Include any other relevant skills you possess, such as experience editing video or blogging.

- Activities/Interests

If you like photography or hiking this might be useful for the employer to show you are a well rounded person

B. Remember it's meant to sell you!

C. Have someone review it, one error can cost you the job.

- a. Résumés generally feature clear, short descriptions. You don't have to use full sentences, but you have to be consistent with punctuation. Match verb tenses throughout, using active verbs like "developed," "performed," and "managed."

D. You might have different resumes for different jobs

2. Everything you needed to know *in detail* about resumes is found here

- a. <http://rockportinstitute.com/resumes/>

15 Tips for Writing Winning Resumes

by Quest Career Services, LLC

<http://www.questcareer.com/tips.htm>

The thought of writing a resume intimidates almost anyone. It's difficult to know where to start or what to include. It can seem like an insurmountable task. Here are 15 tips to help you not only tackle the task, but also write a winning resume.

1. Determine your job search objective prior to writing the resume. Once you have determined your objective, you can structure the content of your resume around that objective. Think of your objective as the bull's-eye to focus your resume on hitting. If you write your resume without having a clear objective in mind, it will likely come across as unfocused to those that read it. Take the time before you start your resume to form a clear objective.

2. Think of your resume as a marketing tool. Think of yourself as a product, potential employers as your customers, and your resume as a brochure about you. Market yourself through your resume. What are your features and benefits? What makes you unique? Make sure to convey this information in your resume.

3. Use your resume to obtain an interview, not a job. You don't need to go into detail about every accomplishment. Strive to be clear and concise. The purpose of your resume is to generate enough interest in you to have an employer contact you for an interview. Use the interview to provide a more detailed explanation of your accomplishments and to land a job offer.

4. Use bulleted sentences. In the body of your resume, use bullets with short sentences rather than lengthy paragraphs. Resumes are read quickly. This bulleted sentence format makes it easier for someone to quickly scan your resume and still absorb it.

5. Use action words. Action words cause your resume to pop. To add life to your resume, use bulleted sentences that begin with action words like prepared, developed, monitored, and presented.

6. Use #'s, \$'s and %'s. Numbers, dollars, and percentages stand out in the body of a resume. Use them. Here are two examples:

- Managed a department of 10 with a budget of \$1,000,000.
- Increased sales by 25% in a 15-state territory.

7. Lead with your strengths. Since resumes are typically reviewed in 30 seconds, take the time to determine which bullets most strongly support your job search objective. Put those strong points first where they are more apt to be read.

8. Play Match Game. Review want ads for positions that interest you. Use the key words listed in these ads to match them to bullets in your resume. If you have missed any key words, add them to your resume.

9. Use buzzwords. If there are terms that show your competence in a particular field, use them in your resume. For marketing people, use "competitive analysis." For accounting types, use "reconciled accounts."

10. Accent the positive. Leave off negatives and irrelevant points. If you feel your date of graduation will subject you to age discrimination, leave the date off your resume. If you do some duties in your current job that don't support your job search objective, leave them off your resume. Focus on the duties that do support your objective. Leave off irrelevant personal information like your height and weight.

11. Show what you know. Rather than going into depth in one area, use your resume to highlight your breadth of knowledge. Use an interview to provide more detail.

12. Show who you know. If you have reported to someone important such as a vice president or department manager, say so in your resume. Having reported to someone important causes the reader to infer that you are important.

13. Construct your resume to read easily. Leave white space. Use a font size no smaller than 10 point. Limit the length of your resume to 1-2 pages. Remember, resumes are reviewed quickly. Help the reader to scan your resume efficiently and effectively.

14. Have someone else review your resume. Since you are so close to your situation, it can be difficult for you to hit all your high points and clearly convey all your accomplishments. Have someone review your job search objective, your resume, and listings of positions that interest you. Encourage them to ask questions. Their questions can help you to discover items you inadvertently left off your resume. Revise your resume to include these items. Their questions can also point to items on your resume that are confusing to the reader. Clarify your resume based on this input.

15. Submit your resume to potential employers. Have the courage to submit your resume. Think of it as a game where your odds of winning increase with every resume you submit. You really do increase your odds with every resume you submit. Use a three-tiered approach. Apply for some jobs that appear to be beneath you. Perhaps they will turn out to be more than they appeared to be once you interview for them. Or perhaps once you have your foot in the door you can learn of other opportunities. Apply for jobs that seem to be just at your level. You will get interviews for some of those jobs. See how each job stacks up. Try for some jobs that seem like a stretch. That's how you grow -- by taking risks. Don't rule yourself out. Trust the process. Good luck in your job search!

Sample Chronological Resume:

1493 Sierra Ave. NW
Walker, MI 49534

Phone: (616) 929-1155
E-mail: travis.mast@gmail.com

Travis Mast

Objective To obtain employment as a part-time worker for a company.

Work Experience August 2010 American Furniture Contractors Holland, MI
Mover
• Unpackaged desks and chairs.
• Installed desks and chairs for schools.

June - August 2010 MMJ Technology Grandville, MI
Data Transfer
• Transferred data from old websites to newly created websites.

Education 2009 - Pending 2013 Kenowa Hills High School Grand Rapids, MI
General Education
• Computer Applications (Word, Excel, PowerPoint, Publisher & Access)
• Photography
• Advanced Photography
• College Prep.

Volunteer Experience Hope For The Inner City (2010)

Awards Received Clean Slate (2010), Student of the Week (2010)

Interests and Activities Biking, computers, and photography.

References
Mr. Jesper Dinesen, Owner, MMJ Technology,
2855 44th Street SW, Suite 165, Grandville, MI 49418
(616)378-0480

Mr. Kevin Meyer, Owner, Wooding,
Hudsonville, MI 49426
(616) 254-2153

Mr. John Baker, President, American Furniture Contractors
3972 Miramar Ave, NE Grand Rapids, MI 49525
(616) 362-5498

ALFREDO EXAMPLE

1111 Karma Lane • Orlando, FL 32818

support@cpresumes.com

(615) 537-1036

Highly qualified and well developed IT professional with a Security Clearance, as well as extensive technical management and network engineering experience. Solutions-oriented with notable success directing a broad range of IT initiatives while participating in the planning and implementation of systems solutions in direct support of client objectives. Adept at providing support to both on and off-site users while deploying, configuring, and troubleshooting various software applications. Currently seeking an IT position, bringing 10 years of related experience and technical skills as follows:

KEY STRENGTHS

- Systems Engineering
- Network Administration
- Troubleshooting/Diagnostics
- Technical Support
- Team Collaboration
- Hardware/Software Maintenance
- Data Backup/Recovery
- Client Relations
- Equipment Repair
- Application Installation
- Remote Support

TECHNICAL SKILLS

Active Directory Services, Exchange Server 2003, SQL Server 00/05, MS Office 03/07, MS Project 2003, MS Visio 2003 Security Configuration & Analysis, Arc-Serve Backup, Cisco Switches, Cisco ASA Firewall, HP/IBM/Dell Servers, Paragon Server 8.0, Symantec Ghost, Symantec PC-Anywhere 12.1, Ultra VNC, Power, Quest Drive Image 7.0, Symantec Anti-Virus Corporate Ed., TCP/IP, LAN/WAN, Server Load Balancing

CORE COMPETENCIES

- Assisting in the design and implementation of LAN and WAN IP networks for private and public companies, configuring network security and installing security patches while also performing software and hardware upgrades.
- Conducting hardware and software research for new and existing network implementations, as well as providing technical support for end-users and moderate to critical network support.
- Installing, configuring, and supporting Active Directory Services, DNS, Exchange Email servers, and SQL servers while performing hardware integrity and network connectivity checks.
- Providing services for mid-sized businesses, installing and configuration servers and network equipment while establishing security policies and training personnel on network security best practices.

PROFESSIONAL PROFILE

Security Information Systems - Jan. 2006 - Present
Computer Builders Warehouse - Apr. 2004 - Jan. 2006
Computer Solutions - May 1999 - Mar. 2004

*Network Specialist/Software Instructor
Technical Manager/Network Administrator
IT/Freelance Consultant*

EDUCATION & CERTIFICATIONS

Devry University, Orlando FL 2008
Bachelors of Science in Technical Management – IT Security(3.5/4.0)

Valencia Community College, Orlando, FL 2004
A.S. in Computer Engineering Technology - Networking

Inter-American University, P.R. 1993-1997
Bachelors of Arts in Business Administration – minor - IT

Micro computer repair and installation | Microsoft 2000 MCSA/MCSE, 2003 MCSA +Messaging
Cisco ASA Firewall Installation & management Training | CISSP – Certification training path (In Progress)

**CHRONOLOGICAL RESUME
(ENTRY-LEVEL)**

NAME NAME
Street Address
Cambridge, MA 02138
555.555.5555
name@gse.harvard.edu

EDUCATION

Harvard Graduate School of Education, Cambridge, MA
Ed.M., International Education Policy, June 2006

City University, London, England
BSc Actuarial Science, First Class Honors, July 2004
Subjects include Actuarial Mathematics, Economics and Pensions

University of the West Indies, Mona, Jamaica
M.B.B.S. Stage 1 (Pre-clinical), 2000
Anatomy, Biochemistry, Physiology, Pharmacology, Community Health (Hons)

In chronological resumes, we generally suggest placing your education first since that is what you have been doing most recently.

PROFESSIONAL EXPERIENCE

Harvard Alumni Association, Alumni Education, Cambridge, MA
Student Assistant

- Assist staff in the Travel and Alumni College programs

September 2005 - present

Harvard Graduate School of Education, Office of Student Affairs, Cambridge, MA
Multicultural Festival Planning Committee Member

- Organized the annual HGSE Multicultural Festival as part of the committee
- Coordinated food and exhibits

October 2003 - May 2004

City University, London, England
Focus Ambassador

- Encouraged students to pursue higher education, and acted as a mentor.
- Intensive training included giving presentations and managing small groups

Caribbean Examinations Council, Barbados
Clerical Assistant

- Checked scripts and assisted markers in teams

Summer 2002, Summer 2000

Mayfield Cardiology, Barbados
Echocardiographic Technician

Queen Elizabeth Hospital, Medical Laboratory, Barbados
Laboratory Assistant

2000

1998

List your work history in reverse chronological order.

You can omit details of past jobs that aren't related to your professional goals, such as this student's medical positions. This is also a good way to save space.

VOLUNTARY WORK/COMMUNITY SERVICE

London Central Education Business Alliance, London, England
E-mentor

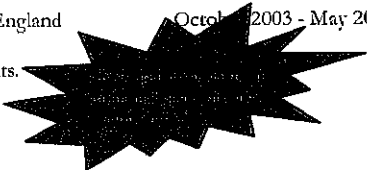
- Encouraged students to pursue further education and acted as a mentor.

October 2003 - April 2004

City University, Faculty of Actuarial Science and Statistics, London, England
"Auntie"

- Gave orientation support to three 1st year Actuarial Science students.

October 2003 - May 2004



We generally do not include a summary of qualifications for students whose undergraduate degrees are more recent and/or who have spent less time in the workplace.

NAME NAME
 Street Address
 Cambridge, MA 02138
 555.555.5555
 name@gse.harvard.edu

**FUNCTIONAL RESUME
 (ENTRY-LEVEL)**

EDUCATION

Harvard Graduate School of Education, Cambridge, MA
 Ed.M., International Education Policy, June 2006

City University, London, England
BSc Actuarial Science, First Class Honors, July 2004
 Subjects include Actuarial Mathematics, Economics and Pensions

University of the West Indies, Mona, Jamaica
 M.B.B.S. Stage 1 (Pre-clinical), 2000
 Anatomy, Biochemistry, Physiology, Pharmacology, Community Health (Hons)

In functional resumes of students with fewer years of professional experience, we generally suggest placing your education first since that is what you have been doing most recently.

SKILLS AND EXPERIENCE

ORGANIZATIONAL AND COORDINATION SKILLS

- Organized many social and fundraising events in higher education environment
- Coordinated logistical details of events including food and exhibit set-up
- Managed administrative aspects of programs for alumni and staff resulting in improved funding and operation
- Experienced in unifying various groups to work towards common goal of improving funding and contributing to goals of organization; in one case, raised over \$70,000.00 to improve finances 100% and increase participation in organization's activities

MENTORING/LEADERSHIP SKILLS

- Extensive experience in mentoring students ranging from primary school age to college, give achieve educational goals
- Supported students during college orientation
- Coached students preparing for secondary entrance examinations
- Managed and gave presentations to small groups in preparation to mentor pre-college st

OTHER SKILLS

- Microsoft Word, Excel and PowerPoint; Spanish (intermediate, written and oral)

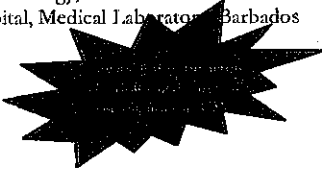
Under skill headings, include relevant experiences but generalize them into succinct, overarching statements that quantify results whenever possible. Generally, do not include specific details on employers or projects.

Under skill headings, include relevant experiences but generalize them into succinct, overarching statements that quantify results whenever possible. Generally, do not include specific details on employers or projects.

We included this student's other skills under the skill headings to lengthen this section

EMPLOYMENT HISTORY

Student Assistant, Harvard Alumni Association, Alumni Education, Cambridge, MA Sept 2005 - present
Multicultural Festival Planning Committee Member, Harvard Graduate School of Education, Office of Student Affairs, Cambridge, MA Fall 2005
Focus Ambassador, City University, London, England Oct 2003 - May 2004
Clerical Assistant, Caribbean Examinations Council, Barbados Summer 2002, Summer 2000
Part Time Bank Teller, Bank of Nova Scotia, Barbados May - Sept 2001
Clerical Officer, National Insurance Department, Barbados 2000
Echocardiographic Technician, Mayfield Cardiology, Barbados 2000
Laboratory Assistant, Queen Elizabeth Hospital, Medical Laboratory Barbados 1998



In functional resumes, specific details on work history such as employer, title and dates of employment, are summarized in list format after skill headings.

Sample of a Functional Resume

Ivans Position

1234 S. Forest Way, Minneapolis, MN 55454
612-555-1234 (home with answering machine), e-mail: positi001@tc.umn.edu

Objective:

An entry level position as a grant writer/fund raiser in a non-profit organization.

Summary of Qualifications:

- 16 years accounting experience
- 15 years volunteer experience in 4 philanthropic organizations
- 5 years grant writing experience
- State Secretary of Non-Profit Minnesota Accounting Association, 1993-95

Non-Profit Skills:

- Managed finances of state-wide non-profit Minnesota Accounting Association
- Created and submitted grant for operating expenses on behalf of Scoops snow shoveling for the elderly.
- Supervised volunteers as site supervisor for Minnesota Habitat for Humanity
- Co-chaired University of Minnesota departmental diversity committee

Supervisory Skills:

- Managed team of 8 junior accountants, including daily work assignments and annual performance reviews
- Conducted all hiring, promotions, salary adjustments, terminations as needed
- Facilitated team development and conflict resolution when needed

Computer/Project Management Skills:

- Successfully completed implementation of new accounting software system (NASS) two months ahead of schedule
- Consulted with Benefits Group to streamline operations, saving \$10,000 annually
- Revised voucher forms, resulting in a 2-day reduction in processing payments
- Worked in purchasing as substitute for vacationing employees
- Learned NASS computerized accounting software package

Education:

Masters in Business Administration, Emphasis in Finance, 1988
Carlson School of Business, University of Minnesota, Minneapolis, MN

B.S. in Accounting, University of Colorado, Boulder, CO, 1981

Activities/Interests:

Toastmasters: Administrative Vice President 1995-96, Member 1992 - present
Habitat for Humanity, Family Selection Committee Member, 1989 - 92
Scoops, Volunteer Snow Shoveler for the Elderly, 1978 - 81
Cross-country skiing, Managing Investments, Gourmet Cooking, Wine Tasting

References

Available Upon Request

A Functional Resume

A functional resume organizes your skills and work experience by job function rather than by time. Hence, it emphasizes your abilities rather than your career history.

For instance, a functional resume could be divided into headings such as Clinical Skills, Accounting Experience, Technology Experience...

Advantages

- One of the greatest applications of a functional resume is when the candidate doesn't have experience in a specific area. Here the candidate can demonstrate her/his relevant skills better with a functional resume.
- In the case of candidates who have gaps in their career, a functional resume can be a good way to de-emphasize the discontinuity.
- A functional resume focuses on what you are and what you can do, rather than how old you are, or how many jobs you have held.
- If you have changed jobs often, a functional resume de-emphasizes that fact.

Disadvantages

- Because of rampant misuse a functional resume is often looked upon with suspicion. This is case because a functional resume allows a candidate to hide a lot of information that an employer or a college would consider useful.
- Organization names and designations cannot be prominently communicated with a functional resume.

A purely functional resume is rarely used. More common is a combination resume that combines certain features of a functional and a chronological resume.

TRANSFERABLE SKILLS CHECKLIST

When writing your resume and describing your experiences, focus on skills that are transferable to the position that you are seeking. Contact the career development office for assistance in incorporating transferable skills into your resume.

KEY TRANSFERABLE SKILLS:

- Meet deadlines
- Delegate
- Plan
- Achieve results
- Provide customer service
- Supervise
- Increase sales
- Improve efficiency
- Accept responsibility
- Instruct others
- Learn/improve
- Manage time
- Problem solve
- Manage money/budgets
- Manage people
- Meet the public
- Organize projects
- Prioritize
- Work with others
- Communicate verbally/in written format
- Work independently
- Leverage computer skills
- Make decisions

OTHER TRANSFERABLE SKILLS:

WORKING WITH PEOPLE

- Demonstrate patience
- Persuade
- Counsel
- Exhibit sensitivity
- Support
- Act with diplomacy
- Speak publicly
- Assist
- Provide insight
- Teach
- Interview
- Anticipate needs
- Take orders
- Provide customer service
- Listen

WORKING WITH PEOPLE (cont.)

- Serve
- Earn trust
- Negotiate
- Understand
- Adapt
- Work as part of a team
- Collaborate
- Sell
- Influence

WORKING WITH THINGS

- Assemble
- Build
- Observe
- Inspect
- Construct
- Follow instructions
- Operate machinery
- Drive vehicles
- Use tools
- Operate complex equipment

DEALING WITH DATA

- Analyze
- Investigate
- Audit
- Maintain records
- Locate information
- Calculate
- Compute
- Classify
- Record
- Count
- Observe
- Compile
- Research
- Pay attention to detail
- Inventory

USING WORDS AND IDEAS

- Articulate
- Innovate
- Communicate
- Employ logic
- Demonstrate accuracy
- Design
- Edit
- Write
- Provide detail orientation
- Understand the big picture
- Create/edit written reports

LEADING

- Plan events
- Motivate
- Negotiate
- Make decisions
- Delegate
- Facilitate
- Direct
- Train
- Teach
- Achieve results
- Empower
- Build teams
- Mediate conflict
- Take risks

ENGAGING THE ARTS

- Dance
- Perform
- Draw
- Sketch
- Render
- Write creatively
- Play an instrument
- Express
- Design

Buzz Words for Your Résumé

Transferrable Skills

Transferable skills can be applied in many work environments. Along with the skills specific to your field, consider writing transferrable skills into your bulleted accomplishment statements. To determine which transferrable skills you have acquired, consult the following table, adapted from DePaul University Career Center's *Résumé Guide: Educators, Counselors, and Administrators*.

Clerical	Bookkeeping Classifying Collecting Compiling Computing	Examining Filing Organizing Recording	Financial	Accounting Administering Allocating Auditing Balancing	Calculating Forecasting Investing Projecting
Communication	Editing Explaining Influencing Interpreting Listening	Mediating Promoting Speaking Translating Writing	Human Relations	Advising Assisting Counseling Empathizing Guiding	Listening Motivating Representing Serving
Creative	Designing Developing Establishing Illustrating Improvising	Inventing Performing Revitalizing Visualizing	Management	Communicating Consulting Coordinating Delegating Directing	Evaluating Leading Negotiating Persuading Planning
Public Relations	Conducting Consulting Informing Planning Presenting	Promoting Representing Responding Researching Writing	Problem Solving	Analyzing Appraising Diagnosing Examining Executing	Planning Proving Reasoning Recognizing Validating
Research	Assessing Calculating Collecting Diagnosing Evaluating	Examining Extrapolating Interviewing Investigating	Technical	Adjusting Aligning Assembling Drafting Engineering	Installing Observing Operating Repairing

Action Verbs

If you start each bulleted accomplishment statement with a strong action verb, you can help your reader get a sense of your skills just by scanning your résumé. It's a good idea to vary the action verbs in your résumé to appeal to different audiences. To find strong action verbs that describe your work or research experience, consult the following table, adapted from DePaul University Career Center's *Résumé Guide: Educators, Counselors, and Administrators*.

A	Achieved	Advanced	H	Handled	
	Acted	Altered		Headed	
	Adapted	Arranged		Hired	
C	Coached	Convinced	L	Launched	Liaised
	Controlled	Counseled		Lectured	Logged
	Converted	Cultivated		Led	
D	Decided	Developed	M	Managed	Mentored
	Delivered	Devised		Marketed	Migrated
	Designed	Diagnosed		Mediated	Monitored
E	Edited	Ensured	P	Performed	Prescribed
	Encouraged	Evaluated		Persuaded	Promoted
	Enhanced	Expanded		Planned	Proposed
F	Facilitated	Formulated	R	Reconciled	Researched
	Filed	Fostered		Recruited	Resolved
	Forecasted	Fulfilled		Reduced	Revamped
G	Gained	Grew	S	Simplified	Strengthened
	Gathered	Guided		Solved	Supervised
	Generated			Strategized	Supported
I	Identified	Increased	T	Tested	Transformed
	Implemented	Integrated		Tracked	Translated
	Improved	Investigated		Trained	Troubleshoot

List of Action Verbs for Resumes & Professional Profiles

Management/ Leadership Skills

administered
analyzed
appointed
approved
assigned
attained
authorized
chaired
considered
consolidated
contracted
controlled
converted
coordinated
decided
delegated
developed
directed
eliminated
emphasized
enforced
enhanced
established
executed
generated
handled
headed
hired
hosted
improved
incorporated
increased
initiated
inspected
instituted
led
managed
merged
motivated
organized
originated
overhauled
oversaw
planned
presided
prioritized
produced
recommended
reorganized
replaced
restored
reviewed
scheduled streamlined
strengthened

supervised
terminated

Communication/ People Skills

addressed
advertised
arbitrated
arranged
articulated
authored
clarified
collaborated
communicated
composed
condensed
conferred
consulted
contacted
conveyed
convinced
corresponded
debated
defined
described
developed
directed
discussed
drafted
edited
elicited
enlisted
explained
expressed
formulated
furnished
incorporated
influenced
interacted
interpreted
interviewed
involved
joined
judged
lectured
listened
marketed
mediated
moderated
negotiated
observed
outlined
participated
persuaded
presented
promoted

proposed
publicized
reconciled
recruited
referred
reinforced
reported
resolved
responded
solicited
specified
spoke
suggested
summarized
synthesized
translated
wrote

Research Skills

analyzed
clarified
collected compared
conducted
critiqued
detected
determined
diagnosed
evaluated
examined
experimented
explored
extracted
formulated
gathered
identified
inspected
interpreted
interviewed
invented
investigated
located
measured
organized
researched
searched
solved
summarized
surveyed
systematized
tested

Technical Skills

adapted
assembled
built
calculated

computed
conserved
constructed
converted
debugged
designed
determined
developed
engineered
fabricated
fortified
installed
maintained
operated
overhauled
printed
programmed
rectified
regulated
remodeled
repaired
replaced
restored
solved
specialized
standardized
studied
upgraded
utilized

Teaching Skills

adapted
advised
clarified
coached
communicated
conducted
coordinated
critiqued
developed
enabled
encouraged
evaluated
explained
facilitated
focused
guided
individualized
informed
instilled
instructed
motivated
persuaded
set goals
simulated
stimulated

List of Action Verbs for Resumes & Professional Profiles

taught
tested
trained
transmitted
tutored

Financial/ Data Skills

administered
adjusted
allocated
analyzed
appraised
assessed
audited
balanced
calculated
computed
conserved
corrected
determined
developed
estimated
forecasted
managed
marketed
measured
planned
programmed
projected
reconciled
reduced
researched
retrieved

creative skills
acted
adapted
began
combined
conceptualized
condensed
created
customized
designed

developed
directed
displayed
drew
entertained
established
fashioned
formulated
founded
illustrated
initiated
instituted
integrated
introduced
invented
modeled
modified
originated
performed
photographed
planned
revised
revitalized
shaped
solved

Helping skills

adapted
advocated
aided
answered
arranged
assessed
assisted
cared for
clarified
coached
collaborated
contributed
cooperated
counseled
demonstrated
diagnosed
educated
encouraged

ensured
expedited
facilitated
familiarize
furthered
guided
helped
insured
intervened
motivated
provided
referred
rehabilitated
presented
resolved
simplified
supplied
supported
volunteered

Organization/ Detail Skills

approved
arranged
cataloged
categorized
charted
classified
coded
collected
compiled
corresponded
distributed
executed
filed
generated
implemented
incorporated
inspected
logged
maintained
monitored
obtained
operated
ordered

organized
prepared
processed
provided
purchased
recorded
registered
reserved
responded
reviewed
routed
scheduled
screened
set up
submitted
supplied
standardized
systematized
updated
validated
verified

More verbs for Accomplishments

achieved
completed
expanded
exceeded
improved
pioneered
reduced (losses)
resolved (issues)
restored
spearheaded
succeeded
surpassed
transformed
won

KEY WORDS FOR RESUME PREPARATION

The following lists include key words for resume preparation, and will help you develop a confident and positive image. The “action verbs” are usually used to begin each statement of your job description under your employment or experience category. The “self-descriptive words” can be used to describe personal characteristics or how you performed certain tasks.

ACTION VERBS

Planned

analyzed	chaired	approved	expanded	repaired	installed
appraised	commanded	assembled	expedited	replaced	instructed
arranged	controlled	assumed	extended	restored	lectured
created	coordinated	attached	facilitated	simplified	maintained
designed	designated	attained	formulated	sponsored	perfected
determined	directed	augmented	grouped	stabilized	resolved
developed	eliminated	balanced	hired	strengthened	revised
devised	founded	bought	implemented	supplemented	solved
discovered	governed	budgeted	improved	surpassed	taught
drafted	guided	built	increased	terminated	
estimated	handled	classified	initiated	transformed	<u>Advised</u>
evaluated	headed	collected	introduced	unified	acquainted
examined	influenced	combined	inventoried	updated	advertised
innovated	instituted	completed	invested	utilized	advised
interpreted	maintained	condensed	maximized	verified	advocated
investigated	managed	conducted	merged		conferred
mapped	negotiated	consolidated	minimized	<u>Serviced</u>	consulted
measured	operated	converted	modernized	accommodated	counseled
organized	prescribed	created	modified	aided	demonstrated
planned	regulated	curtained	motivated	applied	displayed
prepared	removed	delivered	notified	assisted	exhibited
produced	supervised	demonstrated	observed	communicated	familiarized
projected	transferred	disclosed	obtained	diagnosed	illustrated
scheduled	vetoed	discontinued	operated	disclosed	informed
solved		dispatched	procured	edited	instructed
studied		economized	produced	educated	notified

Executed

accomplished	achieved	employed	published	publicized	recommended
achieved	activated	encouraged	rectified	reported	reported
administered	administered	established	reduced	suggested	suggested
altered	altered	estimated	reorganized		
		exchanged			

Directed

adapted
 assigned
 authorized

SELF-DESCRIPTIVE WORDS

active	consistent	efficient	logical	positive	sincere
adaptable	constructive	energetic	loyal	practical	sophisticated
aggressive	creative	enterprising	mature	productive	systematic
alert	dependable	enthusiastic	methodical	realistic	tactful
ambitious	determined	extroverted	objective	reliable	talented
analytical	diplomatic	fair	optimistic	resourceful	will relocated
attentive	disciplined	forceful	perceptive	respective	will travel
broad-minded	discrete	imaginative	personable	self-reliant	
conscientious	economical	independent	pleasant	sense-of-humor	

COVER LETTERS

Business Letters

A **business letter** is more formal than a personal letter. It should have a margin of at least one inch on all four edges. It is always written on 8½"x11" (or metric equivalent) unlined stationery. There are **six** parts to a business letter.

1. The Heading. This contains the return address (usually two or three lines) with the date on the last line.

Sometimes it may be necessary to include a line after the address and before the date for a phone number, fax number, E-mail address, or something similar.

Often a line is skipped between the address and date. That should always be done if the heading is next to the left margin. It is not necessary to type the return address if you are using stationery with the return address already imprinted. Always include the date.

2. The Inside Address. This is the address you are sending your letter to. Make it as complete as possible. Include titles and names if you know them.

This is always on the left margin. If an 8½" x 11" paper is folded in thirds to fit in a standard 9" business envelope, the inside address can appear through the window in the envelope.

An inside address also helps the recipient route the letter properly and can help should the envelope be damaged and the address become unreadable.

Skip a line after the heading before the inside address. Skip another line after the inside address before the greeting.

3. The Greeting. Also called the salutation. The greeting in a business letter is always formal. It normally begins with the word "Dear" and always includes the person's last name.

It normally has a title. Use a first name only if the title is unclear--for example, you are writing to someone named "Leslie," but do not know whether the person is male or female. For more on the form of titles, see Titles with Names.

The greeting in a business letter always ends in a colon. (You know you are in trouble if you get a letter from a boyfriend or girlfriend and the greeting ends in a colon--it is not going to be friendly.)

4. The Body. The body is written as text. A business letter is never hand written. Depending on the letter style you choose, paragraphs may be indented. Regardless of format, skip a line between paragraphs.

Skip a line between the greeting and the body. Skip a line between the body and the close.

5. The Complimentary Close. This short, polite closing ends with a comma. It is either at the left margin or its left edge is in the center, depending on the Business Letter Style that you use. It begins at the same column the heading does.

The block style is becoming more widely used because there is no indenting to bother with in the whole letter.

6. The Signature Line. Skip two lines (unless you have unusually wide or narrow lines) and type out the name to be signed. This customarily includes a middle initial, but does not have to. Women may indicate how they wish to be addressed by placing **Miss, Mrs., Ms.** or similar title in parentheses before their name.

The signature line may include a second line for a title, if appropriate. The term "By direction" in the second line means that a superior is authorizing the signer.

The signature should start directly above the first letter of the signature line in the space between the close and the signature line. Use blue or black ink.

Business letters should not contain postscripts.

From
Gareth Krum
72, Gill Road
Detroit, Michigan, USA
(988) 626 2661
Cell no. (454) 267 6211
garethkrum@chainmail.com

To
Penelope Storm
Human Resources
KY Solutions Ltd.
09, District 89
Detroit, Michigan, USA

Dear Ms. Storm,

I received an email from jobsnow.com informing that a position for a systems engineer has opened in your company and you are looking to fill it with a good qualified candidate. I am confident that I can be the perfect candidate for you.

I have been a systems engineer for the past four years in Quick Solutions Ltd. I was solely responsible for designing all the internal systems in the company. I designed the main filing system which is unique to the company. That software is now being used in all the company outlets. I worked on many client projects and was able to provide each with a system to their liking.

I am a good team player and finish all my work within the deadlines. I am even open to taking additional responsibilities with the job as I usually do other tasks like training the new engineers in my current job. I will bring all my experience to the table and will prove to be great asset for your company.

I am attaching my resume with this letter which has all the details on my academic achievements and other educational details. I will be available on short notice to interview with you. I would be grateful if you gave me such a great opportunity. Thank you.

Sincere regards,
Gareth Krum

Enclosures:

1. Photocopy of resume

JESSE KENDALL

123 Elm Street • Herndon, VA 20171 • 703.555-5555 • jkendall@notmail.com

January 2, 20XX

Mr. Bailey Addison
ACME Enterprises
456 Oak Street
Herndon, VA 20171

Dear Mr. Addison,

Your organization recently posted an opening for a property management professional on its Website for which I enthusiastically apply. ACME Enterprises is highly regarded within the property management industry and across the community. I believe my skills, experience, and reputation for excellence will enhance your organization's performance. My résumé showcases expertise in management of residential properties, the ability to exceed goals, and generate significant revenues.

In my present position with ABC Properties, I spearheaded a top team in a turnaround of six flagging properties. The rejuvenation was managed through a detailed assessment of current operations and analysis of each property's financial performance. My team transformed these properties from underperforming into trendy urban locations, which generated top revenues and multimillion dollar cost savings for the company.

Through detailed data analysis, targeted strategic plans, and development of challenging objectives, my team was able to revive communities once considered a failure. This was done by focusing the team on the tenants, understanding tenant's needs, and exceeding each tenant's expectations. ACME Enterprises could definitely prosper from my leadership strengths and property management expertise.

My résumé provides an overview of my accomplishments. If you would like a more detailed account of my achievements, please contact me at your convenience. I look forward to discussing how I might best contribute to your organization.

Sincerely,

Jesse Kendall

Jesse Kendall
Enclosure: Résumé

Elizabeth McCaulley

67 Elmhurst Ave. • Medford, NY 11763 • (631) 654-1988 • elizmcc@hotmail.com

August 2, 2000

Hiring Agent Name, Title
Company Name
Address
City, State Zip

Dear Hiring Manager:

I am writing to express my interest in the **Financial Services Associate** position advertised as being open at this time with your company. I am a recent graduate of The University of Massachusetts, where I earned my Bachelor's in Economics. Now I would like to pursue a career in Finance and Business where I can continue to learn and grow while at the same time applying my abilities in a position that will allow me to make a valuable contribution to your company.

My academic background has provided me with a strong understanding of business principles, and these are complemented by my exceptional ability to apply my knowledge and training to real world situations. In addition, I have taken several advanced courses in Mathematics, including Calculus I/II/III and Differential Equations. I also possess well-developed technology skills, and am familiar with computer programming.

My business skills are balanced by my willingness to learn and my ability to quickly understand and apply new information. I am able to manage multiple tasks simultaneously, and am known as someone who persistently follows up until a problem is fully resolved.

I would bring to any position first-rate communication skills, a pleasant personality, and a commitment to hard work and accuracy.

I believe that I can make a positive impact in any position, and look forward to discussing this opportunity with you in person. I will call your office in a few days to inquire about the possibility of a meeting.

Thank you for your time and consideration.

Sincerely yours,

Elizabeth McCaulley

JOB APPLICATION TIPS

A Job-Seeker's Guide to Successfully Completing Job Applications

by Randall S. Hansen, Ph.D.

When are job applications used by employers? For many part-time, entry-level, and blue collar jobs, employers use applications to screen potential employees; they use the information from the applications to determine who they are going to call for a job interview. For other types of jobs, applications are simply the paperwork the Human Resources department requires of all job applicants; employers often ask you to complete an application after they have invited you for an interview.

Why do employers use job applications? Many employers use applications as a way of standardizing the information they obtain from all job-seekers, including some things that you would not normally put on your resume. Your goal is to complete the application as completely and honestly as you can -- all the time remembering that the application is a key marketing tool for you in the job-hunting process. Remember that some employers will use your application as a basis for deciding whether to call you for an interview.

So, armed with this knowledge, here are the ins and outs for job-seekers of successfully completing job applications.

Arrive prepared with the information you need. Be sure to bring your resume, social security card, driver's license, etc. You probably will also need addresses and phone numbers of previous employers, as well as starting and ending salaries for each previous job. It's always better if have too much information than not enough.

Read and follow instructions carefully. Always take a few minutes to review the entire application. Some applications ask for information differently -- and all have specific spaces in which you are expected to answer questions. Think of the application as your first test in following instructions.

Complete the application as neatly as possible. Remember how important handwriting was in school? Neatness and legibility count; the application is a reflection of you. Consider typing it if you have access to a typewriter. If completing it by hand, be sure to use only a blue or black pen -- and consider using an erasable pen or taking some "white-out" to fix minor mistakes. Don't fold, bend, or otherwise mar the application.

Tailor your answers to the job you are seeking. Just as with your resume and cover letter, you want to focus your education and experience to the job at hand. Give details of skills and accomplishments, and avoid framing your experiences in terms of mere duties and responsibilities. Show why you are more qualified than other applicants for the position. Include experience from all sources, including previous jobs, school, clubs and organizations, and volunteer work. If you're having trouble identifying some of your skills, read our article about transferable skills.

Don't leave any blanks. One of the reasons employers have you complete an application is because they want the same information from all job applicants. However, if there are questions that do not apply to you, simply respond with "not applicable," or "n/a." Do not write "see resume" when completing the application (but you can certainly attach your resume to the application).

Don't provide any negative information. As with any job search correspondence, never offer negative information. Your goal with the application is to get an interview. Providing negative information (such as being fired from a job) just gives the employer a reason not to interview you.

Always answer questions truthfully. The fastest way for an application to hit the trash can is to have a lie on it, but that doesn't mean you need to give complete answers either. For example, many applications ask your reason for leaving your last job. If you were fired or downsized, you should try to be as positive as possible and leave longer explanations for the interview; some experts recommend writing "job ended" as the reason you left your last job.

Do not put specific salary requirements. It is way too early in the job-seeking process to allow you to be identified by a specific salary request. You don't want to give employers too much information too soon. In addition, employers often use this question as a screening device -- and you don't want to be eliminated from consideration based on your answer. It's best to say "open" or "negotiable."

Provide references. Employers want to see that there are people who will provide objective information about you to them. Pick your references carefully -- and make sure you ask if they are willing to be a reference for you before you list them. Where do you get references? From past employers, to teachers, to family friends. Most young job-seekers have a mix of professional and character references, while more experienced job-seekers focus on professional references who can speak of your skills and accomplishments.

Keep your application consistent with your resume. Make sure all dates, names, titles, etc., on your application coincide with the information on your resume. Don't worry if the application is based on chronological employment while you have a functional resume.

Proofread your application before submitting it. Once you've completed the application, sit back and take a moment to thoroughly proofread the document, checking for all errors -- especially typos and misspellings.

One final word. Be prepared for all kinds of job applications, from simple one-page applications to multi-page applications; and some will be clean and crisp copies while others will appear to be photocopied a few too many times. Regardless, take your time and do the best you can, always keeping in the back of your mind the goal of the application -- getting you an interview.

If you have not heard from the employer within a week of submitting your application, you should follow-up with the employer. There's truth to the "squeaky wheel" cliché. Ask for an interview -- and ask to have your application kept on file.

Sample Employment Application Form

PLEASE PRINT ALL
INFORMATION REQUESTED
EXCEPT SIGNATURE

APPLICATION FOR EMPLOYMENT

APPLICANTS MAY BE TESTED FOR ILLEGAL DRUGS

PLEASE COMPLETE PAGES 1-4.

DATE _____

Name _____
Last First Middle Maiden

Present address _____
Number Street City State Zip

How long _____ Social Security No. _____ - _____ - _____

Telephone () _____

If under 18, please list age _____

Position applied for (1) _____
 and salary desired (2) _____
 (Be specific)

Days/hours available to work
 No Pref _____ Thur _____
 Mon _____ Fri _____
 Tue _____ Sat _____
 Wed _____ Sun _____

How many hours can you work weekly? _____ Can you work nights? _____

Employment desired FULL-TIME ONLY PART-TIME ONLY FULL- OR PART-TIME

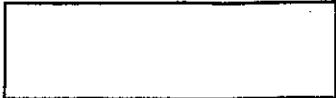
When available for work? _____

TYPE OF SCHOOL	NAME OF SCHOOL	LOCATION (Complete mailing address)	NUMBER OF YEARS COMPLETED	MAJOR & DEGREE
High School				
College				
Bus. or Trade School				
Professional School				

HAVE YOU EVER BEEN CONVICTED OF A CRIME? No Yes

If yes, explain number of conviction(s), nature of offense(s) leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation. _____

PLEASE PRINT ALL
INFORMATION REQUESTED
EXCEPT SIGNATURE



APPLICATION FOR EMPLOYMENT

DO YOU HAVE A DRIVER'S LICENSE? Yes No

What is your means of transportation to work? _____

Driver's license number _____ State of issue _____ Operator Commercial (CDL) Chauffeur

Expiration date _____

Have you had any accidents during the past three years? How many? _____

Have you had any moving violations during the past three years? How Many? _____

OFFICE ONLY

Typing <input type="checkbox"/> Yes <input type="checkbox"/> No _____ WPM	10-key <input type="checkbox"/> Yes <input type="checkbox"/> No _____	Word Processing <input type="checkbox"/> Yes <input type="checkbox"/> No _____ WPM
Personal Computer <input type="checkbox"/> Yes <input type="checkbox"/> PC <input type="checkbox"/> No <input type="checkbox"/> Mac	Other Skills _____	

Please list two references other than relatives or previous employers.

Name _____	Name _____
Position _____	Position _____
Company _____	Company _____
Address _____	Address _____
_____	_____
Telephone () _____	Telephone () _____

An application form sometimes makes it difficult for an individual to adequately summarize a complete background. Use the space below to summarize any additional information necessary to describe your full qualifications for the specific position for which you are applying.

PLEASE PRINT ALL
INFORMATION REQUESTED
EXCEPT SIGNATURE

APPLICATION FOR EMPLOYMENT

MILITARY

HAVE YOU EVER BEEN IN THE ARMED FORCES? __ Yes __ No

ARE YOU NOW A MEMBER OF THE NATIONAL GUARD? __ Yes __ No

Specialty _____ Date Entered _____ Discharge Date _____

Work Experience Please list your work experience for the **past five years** beginning with your most recent job held.
If you were self-employed, give firm name. **Attach additional sheets if necessary.**

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your last job title		
Reason for leaving (be specific)			
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.			

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your Last Job Title		
Reason for leaving (be specific)			
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.			

**PLEASE PRINT ALL
INFORMATION REQUESTED
EXCEPT SIGNATURE**

APPLICATION FOR EMPLOYMENT

Work experience Please list your work experience for the **past five years** beginning with your most recent job held. If you were self-employed, give firm name. **Attach additional sheets if necessary.**

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your last job title		

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your last job title		

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact your present employer? Yes No

Did you complete this application yourself Yes No

If not, who did? _____

SAMPLE JOB APPLICATION

PLEASE NOTE: It is important that you complete all parts of the application. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Name and Address							
Name (First, MI, Last)				Social Security Number			
Mailing Address							
City, State, and Zip Code							
Telephone				Alternate Phone			
If under 18, please list age				Email			
Job Type							
Days/hours available to work							
<input type="checkbox"/> I have no preference.	<input type="checkbox"/> Mon.	<input type="checkbox"/> Tues.	<input type="checkbox"/> Wed.	<input type="checkbox"/> Thurs.	<input type="checkbox"/> Fri.	<input type="checkbox"/> Sat.	<input type="checkbox"/> Sun.
I am seeking a:		<input type="checkbox"/> Full-time job		<input type="checkbox"/> Part-time job		<input type="checkbox"/> Full- or Part-time	
How many hours can you work weekly?				Can you work nights?		Date available to begin	
Additional Information							
Have you ever been employed by this organization in the past?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.						<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please explain:							
Do you have a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No				Driver's license number		Issued in what state?	
Have you had any accidents during the past three years?						How many?	
Have you had any moving violations during the past three years?						How many?	

Education

School	Location (mailing address)	Years Completed	Major	Degree or Diploma
High School				

College or Business/Trade School

Military

Have you ever been in the Armed Forces?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date entered
Are you now a member of the National Guard?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Discharge date
Specialty			

Work Experience

Please list ALL work experience beginning with your most recent job held. Attach additional sheets if necessary.

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer? Yes No

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer? Yes No

Work Experience (continued)

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer? Yes No

References

Please include name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.

1.

2.

3.

4.

I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that, should this application contain any false or misleading information, my application may be rejected or my employment with this company terminated.

Signature,

Date

Student Name _____

EMPLOYMENT INTERVIEW PRE-TEST

True False

1. It is not a good idea to arrive ahead of the time scheduled employment interview.

2. It is a good idea to take a friend to an interview with you for moral support.

3. Before going for an interview, an applicant should learn all he/she can about the company, its products and services.

4. The fact that you appear for an interview is indication that you are interested in the job. Therefore, you should find out all you can about the pay, benefits, etc. being offered.

5. It is not professional to mention personal/domestic problems or financial problems at the time of an interview.

6. The more "high fashion" your dress at the time of an employment interview the more "with it" you will look and the better will be your chances of getting the job.

7. A job applicant should never criticize former employers during an interview.

8. It is best to give lengthy, very complete answers to questions asked during an employment interview.

9. To be sure of a "fair shake" during an employment interview, the applicant should start off the interview by asking all the questions on his or her mind.

10. Your plans for the future are really irrelevant when you are being interviewed for a job.

11. It is not necessary to have a specific salary in mind when you apply for a job.

12. When the interview is completed, it is best to rise, thank him or her, leave immediately.

QUESTIONS THAT CAN BE ASKED AND NOT BE ASKED DURING THE INTERVIEW

Yes No (Place check mark)

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Ask the applicant if he/she has ever worked under another name |
| _____ | _____ | 2. Ask the applicant to name his/her birthplace. |
| _____ | _____ | 3. Ask for the birthplace of the applicant's parents, spouse, or other close relatives. |
| _____ | _____ | 4. Ask the applicant to submit proof of age by supplying birth certificate or baptismal record. |
| _____ | _____ | 5. Ask the applicant for his/her religious affiliation, name of church, parish, or religious holidays observed. |
| _____ | _____ | 6. Ask the applicant if he/she is a citizen of the United States |
| _____ | _____ | 7. Ask the applicant if he/she is a naturalized citizen. |
| _____ | _____ | 8. Ask the applicant for the date when he/she acquired citizenship. |
| _____ | _____ | 9. Ask the applicant if he/she has ever been arrested for any crime, and to indicate when and where. |
| _____ | _____ | 10. Ask the applicant to indicate what foreign languages he/she can read, write, or speak fluently. |
| _____ | _____ | 11. Ask the applicant how he/she acquired his ability to read, write or speak a foreign language. |
| _____ | _____ | 12. Ask the applicant about his/her past work experience. |
| _____ | _____ | 13. Request the applicant to provide names of three relatives other than one's father, husband or wife, or minor-age dependent children. |
| _____ | _____ | 14. Ask the applicant for his wife's maiden name. |
| _____ | _____ | 15. Ask for the maiden name of applicant's mother. |
| _____ | _____ | 16. Ask for the names of the applicant's brothers and sisters. |
| _____ | _____ | 17. Ask the applicant for a list of names of all clubs, societies, and lodges which he/she belongs to. |
| _____ | _____ | 18. Ask the applicant to include a photograph with his/her application for employment. |
| _____ | _____ | 19. Ask the applicant for addresses of relatives to be contacted as references. |
| _____ | _____ | 20. Ask the applicant during the interview for a date. |

MOCK INTERVIEWS

A. Write five questions that you would use in a mock interview as the interviewer.

1.

2.

3.

4.

5.

B. Write five questions as the interviewee

1.

2.

3.

4.

5.

Rubric:

Task to be scored:

4: Questions contain complete sentences using strong, vivid, and precise words; contains no errors in mechanics and usage.

3: Questions contain appropriate, functional words including correct grammar with few errors in mechanics and usage.

2: Questions contain general or vague words in poorly written sentences that include frequent grammatical and mechanical errors that interfere with meaning.

1: Questions contain repeated and incorrect words with fragments or awkward rambling that interfere with meaning and includes many grammatical and mechanics errors.

Task:
Conduct and participate in mock employment interviews for the position of a sales clerk in a department store. You will switch roles as the interviewer and interviewee using the questions you wrote above.

Rubric:

Interviewee:

4: Maintains consistent eye contact; uses correct grammar; has appropriate dress and grooming, and uses complete sentences in responses.

3: Maintains some eye contact; has a few errors in grammar; has appropriate dress and grooming; and uses mostly complete sentences in responses.

2: Maintains minimal eye contact; has frequent grammatical errors; either dress or grooming is inappropriate; and uses few complete sentences.

1: Maintains no eye contact; has consistent grammatical errors; dressed and groomed inappropriately; and has one word responses.

Notes so we can grade each interviewee

HINT: Remember think about the need for a handwritten or typed thank you letter after an interview. Sending an email thank you letter may not be enough.

FREQUENTLY ASKED QUESTIONS IN THE INTERVIEW

1. Tell me something about yourself.
2. What If? Example An irate customer wants to return an item for a refund and he bought it months ago and has no receipt. What would you do or say?
3. What type of position interests you?
4. Why would you like this particular type of job? What is your best qualification for this job?
5. Why do you want to work for our company?
6. What do you know about our company?
7. What jobs have you held, how were they obtained, why did you leave them?
8. What salary or hourly wage do you expect?
9. Can you get recommendations from previous employers? What would they say if I called them right now?
10. Are you looking for a temporary or permanent job?
11. Are you willing to transfer to another branch of the company if asked?
12. Does your employer know you are planning to leave?
13. Have you ever had your driver's license revoked?
14. Have you ever been convicted of a crime? If yes, explain.
15. Describe a weakness that you have.
16. Describe a personal strength.
17. Describe yourself in three words.
18. Why should we hire you?

COMMON INTERVIEW RATING CRITERIA:

Appearance	Speech, Voice
Poise	Courtesy
Eye Contact	Body Language
Attitude	Personality
Qualifications	Communication Skills

INTERVIEWER CONSIDERATIONS

TYPES OF INTERVIEWS:

Structured – purpose is to generate data on applicants through the use of some standardized questions. Same questions asked of all applicants.

Non-directive – interviewer asks general questions designed to prompt the applicant to discuss herself or himself. The interviewer then picks up on an idea in the applicant's response to shape the next questions.

Stress – special type designed to create anxiety and put pressure on the applicant to see how the applicant responds. The interviewer assumes an aggressive and insulting posture.

INTERVIEWING CONSIDERATIONS:

1. Plan the interview
2. Use a chronology
3. Maintain control
4. Give realistic job preview.

QUESTIONING TECHNIQUES:

Good Questions:

1. Usually the past is a good predictor of the future. Question the interviewee about the past rather than ask vague questions about the future.
2. Use open-ended questions. (use who, what, when, why, tell me, how, which to begin the question.)

Poor Questions:

1. Questions that rarely produce a true answer.
2. Leading questions.
3. Illegal questions.
4. Obvious questions.
5. Questions that are not job related.

THINGS TO AVOID:

1. Listening responses such as nodding, pausing, casual remarks, echoing, and mirroring.
2. Snap judgments.
3. Negative Emphasis.
4. Halo Effect
5. Biases

THE INTERVIEW PROCESS:

1. Set the stage by letting the applicant know what is going to happen and what is expected.
2. After setting the stage the interviewer reviews the application form.
3. Keep a written record of the interview.
4. Close the interview by asking a question that indicates it is the last question before the interview closes.

Reference: Personnel Human Resource Management 4th ed., R Mathis, J. Jackson, West Publishing Company.

QUESTIONS YOU SHOULD ASK IN THE INTERVIEW

1. What training will I have to go through for the job?
2. Do individuals already employed here have a better chance for the job?
3. What are the duties of the job?
4. What are the job hours and will I be expected to work overtime?
5. What are the opportunities for advancement in the position I am applying for?
6. Is there a probationary period for this particular position?
7. What type of fringe benefits does your company offer?
8. Is there a dress code for the position I am applying for?
9. How do I move up the salary scale?
10. Does the company have a college tuition reimbursement?
11. When will I be notified whether I get the job or not? By whom?
12. Who do I report to for the job?
13. What are the job hours?

Any more you can think of.....

Name: _____

BEHAVIORAL-BASED INTERVIEW QUESTION PLANNING

Use this worksheet to brainstorm your best success stories for future interviews using the S.A.R. acronym. Rank each one so you know what has to be said before you leave the interview.

Situation	Action	Result
Example from video: Irate customer at front desk	Research Problem, Calm down customer	Happy customer and a thank you letter

Video for future reference: <https://www.youtube.com/watch?v=03vE7e9kFG8>

SAMPLE INTERVIEW QUESTIONS

- 1. Tell me a little bit about yourself?**
- 2. What are your strengths?**
- 3. What are your weaknesses?**
- 4. What is your biggest accomplishment to date?**
- 5. What are your interests in an elementary school?**

WFC INTERVIEW RUBRICS

Site: _____

Student: _____

Criteria	1	2	3	4	Score
Appearance	<ul style="list-style-type: none"> ▪ Overall appearance is untidy ▪ Choice in clothing is inappropriate for any job interview (torn unclean, wrinkled) ▪ Poor grooming 	<ul style="list-style-type: none"> ▪ Appearance is somewhat untidy ▪ Choice in clothing is inappropriate (shirt untucked, tee-shirt, too much jewelry, etc.) ▪ Grooming attempt is evident 	<ul style="list-style-type: none"> ▪ Overall neat appearance ▪ Choice in clothing is acceptable for the type of interview <ul style="list-style-type: none"> ▪ Well groomed (ex. Shirt tucked in, jewelry blends with clothing, minimal wrinkles) 	<ul style="list-style-type: none"> ▪ Overall appearance is very neat ▪ Choice in clothing is appropriate for any job interview ▪ Very well groomed (hair, make-up, clothes pressed, etc.) ▪ Overall appearance is businesslike 	
Greeting	<ul style="list-style-type: none"> ▪ Unacceptable behavior and language ▪ Unfriendly and not courteous 	<ul style="list-style-type: none"> ▪ Used typical behavior and language – did modify behavior to fit the interview ▪ Attempts to be courteous to all in interview setting 	<ul style="list-style-type: none"> ▪ Acceptable behavior, well mannered, professionalism lacking ▪ Courteous to all involved in interview 	<ul style="list-style-type: none"> ▪ Professional behavior and language (handshake, “hello”, “thank you”, eye contact, etc.) ▪ Friendly and courteous to all involved in interview 	
Communication	<ul style="list-style-type: none"> ▪ Presentation shows lack of interest ▪ Speaking is unclear – very difficult to understand message of what is being said (ex. mumbling) ▪ Facts about job not included ▪ Volume is inappropriate for interview (ex. Spoke too loudly, too softly) 	<ul style="list-style-type: none"> ▪ Showed some interest ▪ Speaking is unclear – lapses in sentence structure and grammar ▪ Knowledge of job is minimal <p style="text-align: center;">Volume is uneven (varied)</p>	<ul style="list-style-type: none"> ▪ Showed interest throughout the interview ▪ Speaking clearly ▪ Minimal mistakes in sentence structure and grammar ▪ Knowledge and facts are included/shared ▪ Volume is appropriate 	<ul style="list-style-type: none"> ▪ Very attentive ▪ Speaking clearly ▪ Appropriate use of sentence structure and grammar ▪ Commitment & enthusiasm for job is conveyed ▪ Volume conveys business tone 	
Body Language	<ul style="list-style-type: none"> ▪ Fidgeted – ex. constant movement of hands and feet ▪ Lack of eye contact ▪ Slouching all the time 	<ul style="list-style-type: none"> ▪ Fidgeted – ex. movement of hands and feet frequently ▪ Eye contact is made intermittently ▪ Occasionally slouching 	<ul style="list-style-type: none"> ▪ Minimal fidgeting (ex. occasionally shifting) ▪ Occasional loss of eye contact ▪ Brief slouching, but quickly correcting self 	<ul style="list-style-type: none"> ▪ No fidgeting ▪ Eye contact made ▪ Sitting straight in chair 	
Responding to Questions	<ul style="list-style-type: none"> ▪ Inappropriate answers to questions ▪ Did not attempt to answer questions 	<ul style="list-style-type: none"> ▪ Gives inaccurate answers ▪ Attempts to answer questions 	<ul style="list-style-type: none"> ▪ Answers are acceptable and accurate ▪ Answers questions 	<ul style="list-style-type: none"> ▪ Thorough answers to questions 	
Asking Questions	<ul style="list-style-type: none"> ▪ No questions asked 	<ul style="list-style-type: none"> ▪ Student asked questions that were not related to the job 	<ul style="list-style-type: none"> ▪ Asked questions relating to the desired position 	<ul style="list-style-type: none"> ▪ Asked questions relating to the desired position. (Evidence is shown that the applicant had researched the business or career field) ▪ Asked questions related to the business or career field 	
				Total:	

WFC INTERVIEW RUBRIC

How You Did:	
<h2 style="margin: 0;">You're Hired!!!</h2> <ul style="list-style-type: none"> -stellar resume -great poise, professional dress, great eye-contact -very confident -detailed and specific answers to questions -sells skills and references previous experience -appears to have many leadership qualities -appears very honest and easy to work with -interviewee is professional when responding -very clear and concise manner of speaking -above average maturity 	<h2 style="margin: 0;">21pts.-24pts.</h2>
<h2 style="margin: 0;">We're Considering You....</h2> <ul style="list-style-type: none"> -thorough resume -decent poise, professional dress, good eye-contact -somewhat confident -specific answers to questions -sells some skills -appears to have some leadership potential -appears honest and non-conflict prone -interviewee is usually professional when responding -clear manner of speaking -noticeable maturity 	<h2 style="margin: 0;">16 pts. – 20pts.</h2>
<h2 style="margin: 0;">We Might Have Hired You, But...</h2> <ul style="list-style-type: none"> -resume is organized, but shows little experience/transferable skills -not enough poise, semi-professional dress, some eye-contact -confidence is not convincing -specific answers to some questions, others too general -Little to no skills -appears to be a hard worker, but not necessarily a leader -appears to have some communication problems -interviewee attempts to be professional when responding -manner of speaking is comprehensible, but sometimes a bit unclear -some maturity evident 	<h2 style="margin: 0;">12pts.-15pts.</h2>
<h2 style="margin: 0;">Don't Call Us, We'll Call You....</h2> <ul style="list-style-type: none"> -resume feels incomplete or has many errors -no poise, dress too casual, poor eye-contact -lack of confidence -answers to questions are not convincing, relevant or sufficient -no skills -does not appear to possess leadership skills -does not come across as a dependable employee -interviewee is not professional when responding -manner of speaking is unclear, jumbled or poorly worded -needs more experience and maturity 	<h2 style="margin: 0;">11pts. And Below</h2>

BASIC COMMUNICATION

Communication is the process of sharing information, thoughts, ideas, or feelings. We use words, sounds, gestures, body movement and tone of voice to communicate. We communicate to make plans, to learn, to get a point of view across, or to share feelings. Learning to communicate effectively can help you make and keep friends, get along with others, ease tension, and create a caring, trusting environment in which you respect other's opinions and you are respected.

Levels of Communication

Small Talk	Casual or trivial conversation. Example: Chatting with a stranger in line at the grocery store.
Sharing Ideas	Conversation you would have with an acquaintance. Example: Working in a group project and exchanging information.
Self-disclosure	Expressing personal feelings and information about yourself. Example: I'm having trouble with my boy/girlfriend.

Contributing Factors in Communication

Tone of Voice	How something is said, using softness or loudness, showing emotions, attitudes, mood
Eye Contact	Helps make a connection, shows interest, show emotions
Body Language	A way to communicate mood, attitude, and feelings through posture, facial expressions, and body movement and stance (often unconscious)

Methods of communicating

Reflective Listening	Allows the speaker to know s/he has been heard, understanding of the feelings behind the words, paraphrases the speakers words Example: You feel..., you believe..., What I hear you saying...
Parroting	Repeating yourself over and over Example: No, I can't do that. I'm not willing to do that. No can't.
"I messages"	Puts you in charge of your feelings, focuses on behavior not the person, Allows the person to listen to you instead of defending her/himself Example: I feel angry when I'm ignored. I feel hurt when I'm talked about behind my back. I'm furious when I'm not trusted.

Questioning Techniques

Closed-ended	Results is a one or two word response Example: Do you like to cook? How long have you cooked?
Open-ended	Evokes a more explained answer Example: Why do you like to cook? What was your most unusual experience with food?
Informational	Searches for specific facts or information Example: When did you move to California?
Personal	Looks for feelings, attitudes, and opinions Example: How do you feel about living in California?

COMMUNICATION – QUESTIONING SKILLS

Developing a relationship is the responsibility of two people. The environment makes no difference. Good communication requires reflective listening, I messages, and questioning skills.

Questions are either open-ended or closed. Closed-ended questions elicit a one or two word response while open-ended questions allow the speaker an unlimited amount of words. The two types of questions are informational or personal. Personal questions allow one to get to know another person. At work, informational questions are used the most.

Directions:

Part A: In this activity you will communicate with your employer and a co-worker by asking specific questions. On the lines below, write the questions you will ask. The questions **must** be open-ended and informational.

Employer:

1. _____
2. _____
3. _____
4. _____

Co-worker:

1. _____
2. _____
3. _____
4. _____

Part B: Write your thoughts and feelings as you questioned your employer and co-worker. Be sure to include reflections on what made you feel comfortable, uncomfortable, and what you would do differently next time to enhance the experience. (All experiences can be enhanced so you must write something.)

"I MESSAGES"

Do you want to be heard when you speak to someone or do you want that person to say Blah, Blah, Blah in his /her head? I am sure the answer is I want to be heard. Why bother speaking if you do not want to be heard?

When you tell someone, "You make me angry," that person responds instinctively. Why? Because humans are animals and all animals have instincts. Protecting one's self is an instinct. How do you feel when someone says, "You---? What do you think? Are you listening to what that person is saying or are you thinking what to say to defend yourself? If you are like most people, you are thinking how to defend yourself. Do not worry, that is normal. However, normal does not help communication in this case. Actually, it causes more problems than it solves; it escalates emotional arguments. Can this change? Yes. Change takes time. You will have to stop and form your sentence before you speak and not merely respond automatically. This is not easy, but well worth the effort.

"I messages" allow you to take responsibility for your feelings. When you take responsibility, you have control. If you use "You messages," you give control to the other person. The other person's defense becomes the focus and NOT your feelings.

"I messages" need to be used especially when you are upset. You can tell someone something positive in any manner you like and it will not matter. "I messages" need to be used for frustration, anger, annoyance, and other similar emotions.

Directions: Write your "You messages" and then change it to an "I messages".
How do I write an "I message"? Follow this formula and it is a formula just like you would use in math.

I feel _____ when I'm _____.
(your feeling) (the behavior not liked)

"You message"	"I message"
Sample: You make me angry when you yelled at me. --or-- I hate when you yell at me.	Sample: I feel angry when I'm yelled at.

SAMPLE WORK DIALOGUES

Dialogues are conversations between two or more people and are written in the style of a play or drama.

Sample 1- Dependability “Life in a Fast Food Restaurant”

Jesse just arrives at the fast food restaurant for his shift.

Manager: Jesse, I’ve been meaning to talk to you. Do you have a second?

Jesse: Sure Mike, What’s up?

Manager: Let’s go back to the office and sit down before you get into uniform for your shift.

Jessie: OK!

(Jesse thinks to himself that he is really in trouble now but goes back to the manager’s office and sits down.)

Manager: I was just doing the payroll for the last pay period and I noticed that you signed in more than 15 minutes late on 3 out of your last 6 shifts. Are you having a problem getting here after school?

Jesse: Well, yes, I have been having some trouble with my math class which is last period and sometimes I have to stay a few minutes after class to be sure I understand the homework assignment. That causes me to miss the first bus so I have to wait for the next one and that is what is causing me to be late.

Manager: I’m sorry you are having problems with your math class but you have to understand that I have a business to run and when you show up late it is an inconvenience to the other workers who sometimes have to stay overtime until you get here. What do you suggest we do to try to solve this problem? The bottom line is I need you here and ready to work when your shift starts.

Jesse: I guess I will just have to forget about math and bust out as soon as the bell rings so I can make that first bus. I’m sorry I’ve let you down a few times. I really need this part time job so I won’t let it happen again.

Manager: Why not see if your teacher is available at lunch or nutrition or before school so you can get your questions answered then. Math is an important class for anyone like yourself who is thinking of going into business. We want you to be successful at school and at work, OK?

Jesse: Yep, I’ve got to make some adjustments, so I can get here on time and not inconvenience my co-workers and let you down. Thanks, Mike for talking with me, instead of just firing me.

Manager: Just consider this a warning and I’ll be doing payroll again in two weeks so I will keep a close eye on your time card. But I think you know what you have to do, and you will do it. I wouldn’t expect anything less from you.

Jesse: Thanks again, Mike, I guess I better hustle and get changed. I see the customers are lining up

Sample 2- Willingness to Learn “Life in an Office”

Maria just arrives to her after school office assistant’s job.

Nancy (the office manager): Hi Maria, I’m glad you could get here right after school today cause I’ve got a ton of filing for you to do.

Maria: Oh great, looks like we will all be here late again tonight. Guess I better get busy.

Nancy: The IT manager was just down here to let me know that they are going to be converting all the office computers to a new system. That should turn our lives upside down for a while.

Maria: Wow, and I was just hoping that I could spend some time learning the current system.

Nancy: He did say that the company that we are getting the new hardware and software from is going to be offering some training classes. Are you interested?

Maria: Of yes, that would be a great opportunity to get in on the ground floor and have equal knowledge with the rest of the office staff. Count me in. When are the trainings?

Nancy: Well, unfortunately most of them are going to be next week in the mornings when you are in school, so you can’t go to those but they are having all day training downtown at headquarters in two Saturdays.

Maria: Oh no, that is my little sisters birthday and I promised her that I would take her to a new movie. (pause) Well maybe if I talk to her we can do it on Sunday instead so I can take advantage of the computer training. How do I sign up for the Saturday class?

Nancy: I’ll e-mail your registration for you and give you all the details when they come in. And by the way the company will pay you your hourly rate for taking the class on Saturday. You may just be looking at a promotion after your graduation! We really appreciate the way you always want to learn new things about the company and how we run this office.

Maria: Thanks for letting me know about it. I’d do it for free just to get the experience but if they want to pay me too that is a real bonus. I want to get as many new skills as I can so I can get that raise by this summer.

Nancy: You’re a real go-getter; so let me shut up so you can get going on that filing.

SUCCESSFUL WORK CONCEPTS

1. **Positive Attitude-** Positive attitude is the most important factor for success in the work place. People with positive attitudes generally are happy and fun people to be around. They smile easily and often, and are considerate and respectful of others including those with different opinions, ideas, backgrounds and cultures. Workers with positive attitudes rarely complain or criticize others and are open minded to new ideas and accepting criticism in order to improve themselves. The main reason young workers lose their jobs is their inability to get along with their co-workers. A positive attitude is a sure way to guarantee a successful work experience.
2. **Enthusiasm-** People who like their jobs are generally enthusiastic and look forward to getting to their tasks. Enthusiastic employees are productive and easily meet deadlines. All jobs have some tasks that are not as enjoyable but by focusing on the better tasks and keeping your enthusiasm up you will easily get past the more unpleasant tasks.
3. **Loyalty-** Loyalty is feeling a sense of responsibility to your employer or company even if you may not like some of the persons who run the company or your company policies. It is never acceptable to "bad mouth" your company or its employees to your friends, family, co-workers or other companies. If you find you can no longer be loyal to your employer, it is time to give notice and find a new job. During a job interview you never want to complain about former or current employers. Keeping company secrets or confidential information is a way of showing your loyalty in a competitive environment.
4. **Dependability-** Dependability means showing up for work on time and getting to your tasks. Workers who are late or have high absentee rates are often fired. If you are sick and cant work you should let your employer know as soon as you know you won't be able to work. In some jobs it may be necessary to find someone to cover your shift if you can't make it. If you constantly have to make excuses for your attendance, punctuality or productivity, you are not a dependable worker. A dependable worker can be counted on consistently. Undependable workers are usually disliked and resented by those who are dependable because they usually end up working harder to cover your tasks.
5. **Honesty-** Honesty is about being truthful to yourself, your employer, and your co-workers. Many young workers find an open cash register drawer and invitation to steal money. This is wrong and causes many young people to lose their jobs or even be arrested. Other things that are just as dishonest as stealing money include stealing company property and stealing time. Company property could include office supplies, food, tools, merchandise, and postage or long distance phone time. Stealing time from a company is harder to see. Every time you come back late from lunch or a break you are being paid for time that you are not working. This form of stealing is the most costly in corporate America.

6. **Initiative-** is the ability to see things that need to be done and doing them without being directed to do so. If a supervisor constantly has to monitor what you are doing on your job, they will not be able to get their own work finished. If you have finished any assignment you have been given don't just sit there and read magazines or talk on the phone. Check your work and then ask for more assignments, volunteer to help other co-workers or find an area that needs to be cleaned up. Keeping busy makes any work shift go faster. For example, restaurant workers often take the initiative during slower times to re-fill salt and peppershakers and sugar containers.
7. **Willingness to learn-** Learning is a life long activity and you can learn something new on each rung of the career ladder that you climb. By being open minded about learning new skills you will gain those skills to add to your resume, thus making you a more valuable employee, should you want to climb the success ladder even more. Learning about your co-workers duties can make you more valuable should you ever need to fill in for them. The more people's jobs you know and understand in a company, the less likely you will be laid off in a downsizing, and the more likely you are to be promoted.
8. **Following directions-** When you are first on a job it is important to follow directions exactly. You may think you know a short cut, or easier way to do a task but the employer wants it done his or her way. After you have been with a company for a while you will have a better idea of how receptive they will be to your new suggestions. Until then, your supervisors may have reasons for doing things their way that they don't want to take the time to explain in the beginning.
9. **Ability to accept criticism or evaluations-** Every employer criticizes or evaluates their employees whether it is on the spur of the moment or if it is a formal written company evaluation. You should be able to accept criticism in a mature way, by listening politely and thanking your supervisor for giving you suggestions from which you can improve your work. Too often employees who are criticized feel that they are being picked on and they take on a confrontational negative attitude and snap back saying things they may regret later. This is a good time to keep a cool head and use your brain before you just open your mouth. Let your evaluation sink in for a day or two and then, if you feel the evaluation is in error, prepare a written response using your best Standard English.
10. **Teamwork-** is that special willingness you have to work well with other people in order to reach a common goal. Everyone in an organization has unique talents and abilities and it is the blending together of these talents that allows group work projects to be done well and completed on deadline. If you are in a professional position and your group has a project deadline coming up it will be expected that all members of the team may be called in to work overtime in the evening or on weekends. In teamwork it is expected that you will put the needs of the team before your own's needs. The joy that comes from working closely with a team of people to achieve a goal can be very rewarding. Full cooperation and respect for the ideas and differences of others is the key to good teamwork.

Task: Partner up and come up with a role play for one of these items



FAIRFIELD PUBLIC SCHOOLS

PARENTAL PERMISSION 2015-2016

RE: Community Service Learning Permission Slip
FROM: Gayle Donowitz, Principal

Student Name: _____

Site: _____

The undersigned(s) being the lawful parent(s) and/or guardians of the above child hereby consents to the participation by the Child in the "Walter Fitzgerald Campus Community Service Learning Program" and all events relating to their community learning program, which will be supervised by a Fairfield public school faculty member at all times.

I understand that transportation to and from the sites will be provided by a bus organized by the Walter Fitzgerald Campus and I grant permission for this mode of transportation on Wednesday's during the Community Service Learning time block. I understand that my child must meet certain requirements before he/she is allowed to work in the community and that the right to participate can be revoked by the school at any time and an alternate program can be arranged.

This consent form may be revoked at any time before the expiration date with written notice to the Walter Fitzgerald Campus.

Date: _____

Parent/Guardian Name: _____

Signature of Parent/Guardian: _____

Expiration: June 2016

WFC 2015-16 JOB SITE AGREEMENT

STUDENT: _____

DOB: _____ SCHOOL ID: _____

PLACEMENT: _____

Address: _____

Telephone Number: _____

Supervisor: _____ Email: _____

START DATE: _____ ENDING DATE: 5/18

JOB DUTIES:

- _____
- _____
- _____
- _____
- _____

AGREED UPON CONDITIONS:

The student agrees to—

- Attend work as scheduled
- Be punctual
- Be positive
- Show initiative
- Follow directions
- Cooperate with others
- Dress appropriately
- Follow safety rules
- Work carefully
- Call supervisor and Madelyn (203-255-8384) if he/she will be absent.
- No cell phones or electronic equipment.
- _____
- _____

FAILURE TO ADHERE TO THE RULES OF THE PROGRAM COULD RESULT IN DISMISSAL FROM THE JOB.

AGREED UPON CONTITIONS:

The employer agrees to—

- Review safety rules
- Evaluate student's work readiness using WFC site rubric
- Provide student with a list of activities/tasks to do

- _____
- _____

STUDENT SIGNATURE/DATE _____

WFC TEACHER SIGNATURE/DATE _____

ELEMENTARY TEACHER SIGNATURE/DATE _____

Parent gives permission to the school:

- To give a copy to the School Emergency Release Form to the employer.

PARENTS SIGNATURE / DATE

COMMUNITY LEARNING SITE DESCRIPTION

Task: Begin drafting your first journal assignment. This will become part of your permanent journal in your binder or online.

Job Site: _____

What are the expectations of the job:

I intend to learn:

I intend to accomplish:

How can this job could prepare me for future jobs/careers:

JOURNAL FOR WEEK #1

Goal for Week #1

Action Taken:

Major Challenges:

Major Successes:

Plan for Week #2

JOURNAL FOR WEEK #2

Goal for Week #2

Action Taken:

Major Challenges:

Major Successes:

Plan for Week #3

JOURNAL FOR WEEK #3

Goal for Week #3

Action Taken:

Major Challenges:

Major Successes:

Plan for Week #4

FINAL REFLECTION ASSIGNMENT

Task: In 2-3 pages describe your overall experience.

The paper should address your initial thoughts on the job site and if they changed after your time there. The problems you encountered on the job, how you overcame those problems and what you hoped to accomplish through this experience and if you accomplished those goals. The paper should touch upon on the skills you learned in this specific community learning activity and most importantly your experience trying to make a difference at your job site. If you have used this packet correctly you should just have to piece together your thoughts in a formal essay.

Both this paper and completed packet are due by the end of the program to receive a grade for the community learning.

This paper will also help prep you for your PBL presentation

CONTACTS

Name: _____

Email: _____ Phone: _____

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