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**California State Polytechnic University, Pomona
International Center**

**Development of Career-Related Services
in Egypt at Cairo University and Suez
Canal University**

By

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December 1992

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Preface

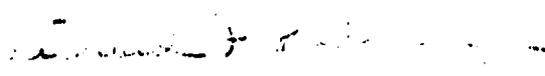
With the dual objectives of providing information on successful experiments in economic growth that might be replicated elsewhere and of providing information to faculty of California State Polytechnic University, Pomona that could help them in working in developing countries, the International Center of Cal Poly Pomona has produced a series of short monographs for distribution to appropriate faculty, AID officials, developing country institutions, and assistance agencies.

Seven such monographs are being issued, principally based on case studies. Their preparation and publication have been made possible by a Matching Support Grant from the Office of Research and University Relations, Bureau for Science and Technology, of the United States Agency for International Development.

This monograph, "Development of Career-Related Services in Egypt at Cairo University and Suez Canal University", written by Cal Poly Career Counselor Gale Sorensen, focuses on employment-related assistance to students. The monograph contains practical recommendations about how Cairo and Suez Canal universities might develop career centers to better utilize internal resources to help their graduates find more suitable employment. This model could be of use not only in those mentioned universities but in other similar cases where assistance to students preparing for the job market is not well defined.

Additional monographs in the series cover EXCEL for Managers (in French), Interactive Electronic Distance Education in Zimbabwe, Women Managers in the Banking Industry in India, Women Who Are Making a Difference in Swaziland, Foreign Exchange Liberalization in Egypt, and Strategies to Achieve World Class Manufacture in Mexico (in Spanish).

The International Center of Cal Poly, Pomona would welcome observations on these monographs from recipients.


Richard F. Pedersen
Director, International Programs

**DEVELOPMENT OF CAREER-RELATED
SERVICES IN EGYPT**

AT

CAIRO UNIVERSITY

AND

SUEZ CANAL UNIVERSITY

**A MONOGRAPH SPONSORED BY
U. S. AGENCY FOR INTERNATIONAL DEVELOPMENT**

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**Gale Sorensen
California State Polytechnic University, Pomona**

ACKNOWLEDGEMENTS

My visit to Egypt was made most enjoyable by the university officials with whom I worked. Their warm enthusiasm and interest provided a stimulating work environment, and I appreciate the open and friendly atmosphere extended to me.

I especially want to thank Dr. Ann B. Radwan and her staff of the Fulbright Commission - Egypt for making my temporary residence all the more enjoyable and efficient.

ABSTRACT

The purpose of this U.S.A.I.D.-funded project was to consult with two of the major universities in Egypt — Cairo University and Suez Canal University — and make recommendations regarding the establishment of a Career Center at each campus. This on-site consultation took place during late July 1992.

Graduates of Egyptian universities are confronted with an economy offering large-scale unemployment, a problem which is compounded by a lack of information about how to find and compete for those jobs which are available. While individual faculty try to help students informally, institutionally-operated services to assist graduating seniors with their job search do not currently exist. Cairo and Suez Canal Universities are interested in developing programs that would provide job vacancy information to graduating seniors. They sought advice on establishing, funding, staffing and maintaining such career programs on an institutional level.

Egyptian enterprise is currently undergoing significant change. Businesses and services formerly under the auspices of governmental agencies are in the process of converting to private control. This privatization will no doubt cause repercussions both in terms of the way business is conducted and in a possible rethinking of business and governmental employment needs. Privatization may very well promote an interest in, and requirement for, different employee skills and specialties.

Universities will obviously want to anticipate these trends and progressively address these new demands. By anticipating the country's future employment needs, universities can focus their attention on educating and preparing college graduates for the 1990's and beyond. Career centers can assist by serving as a liaison between the university community and the new private sector. A primary role will be to observe these employment trends. The Center can convey corporate and governmental needs to university administration and assist in bringing together specific faculty, administrators and employers to discuss the emerging requirements. The Center can also serve as an initial contact point for those employers who are unsure of the university departments most appropriate to their inquiries.

At this point in time Universities have little need to provide career counseling regarding career choice. Students are admitted to academic programs based upon their high school preparation and examination scores. It would appear that if individuals need assistance with setting satisfying career goals, this sort of counseling should take place in the junior high or early high school years. There is a need, however, for universities to provide assistance related to career search. Graduating students have no sources of information about how to find jobs, how to write resumes, how to prepare for interviews, how to identify, locate and contact employers, etc. This lack of information very often leaves graduates to fend for themselves, sometimes simply waiting for the government to advertise job openings for which they can apply, whether or not those jobs are in their field

of study. Therefore, another major role of the new Career Center would be to teach job search skills and prepare students for the job market. While advertising job vacancies and teaching job search skills will not eliminate the severe unemployment problems in Egypt, these services will help empower individuals who can learn to create opportunities for themselves, develop a stronger sense of self-motivation, and take greater control of their careers and lives.

A fundamental problem, which apparently has stood in the way of past employer-university relationships, has been a simple lack of contact between the two groups. The corporate sector has had no established protocol for notifying educational institutions of job openings, and universities have not seen a need for this kind of service in the past. Thus, a third role of the new University Career Center is to be an easily identifiable location for employer contact and to pave the way for interaction between employers and university students.

The two universities have somewhat different needs because of location, number of students, availability of resources, etc. For example, Cairo University is located in downtown Cairo and has the advantage of close proximity to a large number of employers. Suez Canal University is composed of three widely-separated campuses, all considered fairly rural, but has an electronic mail and bulletin board system which, when fully implemented, will offer tremendous communication advantages. Ultimately, the basic requirements associated with setting up both Career Centers are similar, with only a few situational variations.

Officials at each University were faced with similar dilemmas, and these problem areas were addressed in the reports given to them. Briefly, those areas consisted of how to encourage university support for the establishment of the Career Center; determining specific space, staffing and financial needs; identifying the goals and components of a center and its activities; and addressing the specific steps to getting the center's programs started.

This monograph includes copies of the reports submitted to the respective campuses in July 1992, after consulting with key individuals from each institution. The reports are virtually identical, with distinctions made only where the uniqueness of the individual campus warranted.

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SUMMARY

The following is an abbreviated version of the content of both university reports.

A. OBJECTIVES

The establishment of a Career Center will:

1. Provide a visible, centralized, official location for corporate and governmental communities to contact the University to advertise job vacancies.
2. Offer a location for students to find out about those job vacancies.
3. Strengthen the ties between University officials and corporate and governmental representatives for the purpose of evolving a progressive curriculum, establishing courses of study which will meet the needs of the workplace of the future.
4. Provide a mechanism whereby University faculty can determine the trends in the workplace and adapt their lectures and coursework appropriately.
5. Provide an important linkage between faculty and business/industry/research/government whereby those groups will recognize that supporting the University's endeavors will ultimately assist in providing workers with greater skills and abilities.
6. Provide a location to train students in the skills needed to find suitable employment.
7. Provide useful information to business, industry and government as well as the administration, current students, and faculty of the university about the employment success of graduates.

In short, career center activities of this nature can be of long-term strategic importance both to the University and the corporate community. The endeavor will provide the University with greater visibility and will offer business/industry/government the skilled work force it is seeking.

B. UNIVERSITY SUPPORT

To establish an effective Career Center, the University must demonstrate its support in three fundamental ways, by providing space, staff, and financial assistance.

1. Space. The Career Center should be housed in a location which is easily accessible to students and visitors. It must be large enough to enable student advising, provide for a library of information resources, and encourage use by students. Eventually it could provide additional space for the interviewing of students by employers.

2. Staff. The Career Center needs a director who is responsible for guiding the Center's activities and providing leadership for the department. Among other duties, the director will interact with employers and facilitate the exchange of information between the university and the corporate and governmental sectors. Others on the Career Center staff will be responsible for registration of students, communications with employers, maintaining resources, and conducting workshops for students.

3. Other Financial Support. In addition to providing the office space and funding the staff, the University will be required to support the center with equipment and operating expense monies for such items as computer equipment, databases, furniture, telephone, FAX, printing materials and services for publicity and handouts for students, etc. Additional expenses will arise when the Center conducts special events such as employment fairs or company visits.

C. COMPONENTS OF A CAREER CENTER

1. Publicity. To be effective, a Career Center must become known to students, faculty and employers. Publicity to students can be handled in a variety of ways: class presentations, campus signs, advertisements in school bulletins or newspapers, brochures for students, special bulletin boards. Faculty may be made aware through similar channels of communication. Employers can be made aware of the services available to them through brochures, visits by a job developer or the director, invitations to visit campus, etc.

2. Student Registration. The Center will want to know about its students who are seeking employment and will need specific information in order to refer qualified students to employers. A computerized database should be developed which provides for the collection, storage and analysis of specific student information. In conjunction with this registration, a mechanism for notifying employers of qualified applicants should be identified and developed. Some possibilities are to transmit a list of names to employers, FAX resumes or computerized CVs, or maintain resumes on file in the Career Center.

An integral part of student registration is the maintenance of employment information about those students. Employed graduates can encourage their employers to hire other students from the university, could visit the university to share information and advise the Career Center about new skills which will be needed in the workplace, and would maintain a connection between the employer and the university.

3. Seminars and Publications. Special workshops or seminars can be offered to help students learn about job search strategies. These workshops might include: how to write a resume, how to correspond with employers, interviewing skills, how to apply for a job, etc. Each of these workshops could be accompanied by a handout which explains the concepts in more detail. The handouts could also be used independent of the workshop.

4. Events. Career Centers can sponsor events which will provide useful information to students and will help employers maintain visibility on campus. Corporate and governmental representatives can be invited to visit campus for seminars or employment fairs. Groups of students can visit employers to observe the workplace first hand.
5. Library. The Career Center will want to maintain a library of information including: directories, corporate literature and annual reports, books and brochures about job search strategies, job vacancy announcements, special event information.
6. Network of Alumni. Eventually, the Career Center could establish a group of university alumni to serve as informal advisors about the world of work. These alumni would be available to share information with current students about their own experiences and could advise students about how to best prepare for the job market.
7. Job Vacancy Bulletin. The Career Center could create a listing of all job vacancies it receives and inform students about the availability of that list. At the very least, students should have access to all job vacancy information which comes in to the Center.
8. Employment Fairs. The University could sponsor an event whereby employers visit the campus for the day to share information about themselves and talk to students about what the company has to offer. Employment fairs can be expensive and time-consuming to produce, but they are also very valuable in putting students and employers in touch with each other.
9. Job Development. A Job Developer is responsible for outreach to employers for the purpose of encouraging employment of the university's students. This employment is not limited to career positions but might also include summer opportunities, part-time or volunteer work, or internships.
10. Survey the Needs of Employers. The Career Center will be in an ideal position to act as a liaison between the university and the corporate and governmental communities. Performing a survey of employer needs will not only help the Center in its advisement of students, but will enable the university to plan its curriculum to meet the corporate and governmental needs of the future.
11. Advisory Board. A committee composed of university personnel, corporate and governmental representatives would result in these groups working more closely together on problems of mutual concern. The exchange would strengthen the ties between the groups and could help each group appreciate and support the needs of the other.

D. RECOMMENDATIONS

The following is an outline of the procedures to be followed to establish a Career Center:

1. The University administration must determine its level of commitment to the establishment of the Career Center.
2. A Director must be selected, or hired from outside the University, and staff must also be employed.
3. A connection must be made with the campus computer facilities to develop appropriate databases.
4. The Career Center should produce brochures for employers about the new services which are being established.
5. The Center should be publicized to students.
6. The Career Center will want to begin talks with employers to find out what academic areas those employers might be seeking, and also to begin establishing contact persons at each company. At the same time company literature for the Center's library can be collected.
7. The staff of the Career Center will sharpen their skills in how to write a resume or curriculum vita (CV), how to prepare for an interview, etc. At the same time, the staff could prepare publications which will help students with these issues.
8. Career Center staff will begin an employer database.
9. A registration form should be designed for students who come in to use the Career Center.
10. After contact with a number of companies, the Director may wish to start putting together an Advisory Committee of particularly supportive individuals. This group should be formed as soon as possible as it would be helpful in establishing the Center's goals and activities.
11. The Career Center will begin offering job search seminars, and it may wish to plan an employment fair.
12. Throughout this time there is contact with employers to encourage them to advertise jobs with the Career Center.

After initiating these activities, the Career Center Director should have a clearer understanding of which methods are most successful.

I would recommend that the Career Center Director keep especially careful records of this first year's endeavors. Not only would these records assist in determining which activities are most successful, but a report to the University of Career Center activities would assist the administration in determining future funding of the Center.

**Recommendations for the Establishment
Of
A Career Center
At
Cairo University**

**RECOMMENDATIONS FOR THE ESTABLISHMENT
OF
A CAREER CENTER
AT
CAIRO UNIVERSITY**

With many universities in Egypt, Cairo University could be a leader among those in establishing a Career Center. Such a Center would provide an important link between the University and the corporate community. The recent successful Employment Fair, held in February 1992, is an excellent beginning and demonstrates business and industry interest in Cairo University students. An established Career Center would serve to strengthen those ties between the University and the business community. As Dr. Ali Elsalmi, Vice-President of Cairo University, has observed, this "partnership ... is of long term strategic importance in maintaining quality of education...and....is a vital element for Business in developing its future work force."

OVERVIEW

A Career Center at Cairo University would have as its primary goal the bringing together of students and representatives of business and industry, for the purpose of assisting in the employment of those University students. Cairo is to be encouraged in this endeavor, as this thinking clearly demonstrates a concern for the students of the University and an awareness of the country's economy. Development of a Career Center and its related functions also, significantly, shows a desire on the part of the administration to remain progressive and competitive in the workplace, an attitude that will allow the University to cope with the changing economy and take a place of leadership in the country's development.

The establishment of a Career Center can support the University in a variety of unique ways:

1. It will provide a visible, centralized, official location for the corporate community to contact the University about its job vacancies.
2. It will offer a location for the students to find out about those job vacancies.
3. It can strengthen the ties between University officials and corporate representatives for the purpose of evolving a progressive curriculum, and establish courses of study which will meet the needs of the workplace of the future.
4. It will provide a mechanism whereby University faculty can determine the trends in the workplace and adapt their lectures and coursework appropriately.

5. It will provide an important linkage between faculty and business/industry/research whereby those groups will recognize that supporting the University's endeavors will ultimately assist in providing workers with greater skills and abilities. Such support can result in greater understanding of the goals of each group and the two should be able to work together to attain an agreement about how each can help the other.

6. It can provide a location to train students in the skills needed to find suitable employment.

7. It can provide useful information to business and industry as well as the Administration, current students, and faculty of this and other universities about the employment success of Cairo University's graduates.

In short, the establishment of a Career Center can provide services that ultimately benefit the University, the corporate community, and the students.

UNIVERSITY SUPPORT

To establish an effective Career Center, the University must demonstrate its support in three fundamental ways, by providing space, staff, and financial assistance.

Space

The Career Center should be housed in a location which is easily accessible to both students and visitors. An office space must be set aside and be dedicated only to the Center's activities. It must be large enough to not only accommodate the staff, but also be a place where students can come to sit and read the literature which will be available. It is possible to start small, but I believe the Center will become very popular and successful, and more and more students will want to take advantage of the services. At the very least it should have tables and chairs for students, book cases for literature about the companies and the job search, a place where students can find out about job vacancies, and a place where staff can talk to students and advise them. At some point in the future, it would be appropriate to add private spaces where employers could interview students for jobs. I'm sure that companies would appreciate being able to visit the University to interview a number of students in one day's time.

Staff

The Career Center needs a Director who is responsible for overseeing its activities and who provides leadership for the department. The Director should be familiar with the local and international companies and should be someone the companies feel comfortable contacting when they need new employees. It will be the Director's responsibility to interact with companies, to express the goals of the Center, to visit individual companies periodically to maintain a liaison with them, to find out what their needs are, and to maintain an awareness of the business/industry/research environment and the international trends which will

affect university students. This Director must be someone who is knowledgeable about Egyptian laws and economic developments and who can determine the Center's goals based upon that knowledge.

It is not necessary that the Career Center Director be a faculty member. While a Ph.D. would not be a requirement for the position, the individual selected should have at least a baccalaureate degree. It is important to select an individual who has an understanding of the academic environment, and whose education will enable him or her to effectively represent an institution of higher education. Most important, this individual must be open and receptive to advice from the corporate sector, organized, efficient, outgoing, and supportive of the students he or she is trying to assist.

To be most effective, the Center should be staffed with additional individuals. This staff should work only for the Career Center because it will be very time-consuming to develop services. In summary, the staff's duties could be as follows:

- Someone must interact with companies—to respond to their telephone requests, to provide information either by telephone, mail or FAX, and to maintain appropriate corporate information for students. This person could also maintain the Career Center Library of information.
- Someone to assist students with registration and procedures, and also maintain computer records on students who are seeking jobs and those who are already working.
- Someone to conduct training sessions for students about job search techniques (how to write a curriculum vita or resume, interviewing skills, etc.). These sessions would be primarily for groups of students but this staff member may also work with individual students.
- A "Job Developer" whose responsibility it is to visit with corporate representatives for the purpose of marketing Cairo University students and graduates.

It is probable that as the Center grows it will require additional staff members. Initially, these will be important functions, but whether they are carried out by one, two or four staff members is something which must be determined by Cairo University administration. The qualifications required for each position will be determined by the way in which these duties are distributed among individuals.

Financial Obligations

In addition to funding the office space and staff, the University will find other costs involved in establishing a Career Center:

- Computer equipment and appropriate databases to keep records on students, graduates, and employers.

- Office furniture for both staff and students, including desks, tables, chairs, bookcases.
- A telephone, and perhaps a FAX.
- Printing materials and services to produce publicity, publications for students, correspondence, etc.

Additional expenses will arise as the Career Center conducts special events such as employment fairs or company visits.

It is difficult to know how the new Career Center should be financed. In the United States, most universities allocate funds to their Career Centers for staff and operating expenses. Neither employers nor students are charged a direct fee for the services available to them. However, this system has evolved over time and universities support their career centers because they can see the many advantages in doing so. Egypt, however, is in a different situation. Career Centers are new and the government must be made aware of their usefulness. In the meantime, sources of funding must be explored.

There are three potential sources: the university, the corporate community, and the students.

Ideally, I believe the University should set aside a specific amount for the establishment and implementation of the Career Center. This would enable the Director to allocate funds for specific purposes, and make decisions about the Center's priorities based on a known budget.

It is possible to supplement the university's budget by charging employers for certain services. But relying on employers to underwrite the major costs of the Center would be a mistake. Funds might come in sporadically, if at all, and employers might be reluctant to support an endeavor that does not have substantial university backing to begin with. It may be possible to create a situation where some employers are willing to make occasional donations of equipment, supplies, or funds. This sort of donation usually follows a period of self-development on the part of the University and is designed to enhance services that are already in place.

Also, it would be difficult, if not impossible, to ask students to fund the Center. Students are unemployed and may not be able to afford the very services which would help them get jobs. This approach may also have the affect of discriminating against well-qualified students whose families are unable to assist them financially.

Ultimately, it is important that a sufficient amount of money be allocated to the Career Center for start-up expenses. Establishing a new service is difficult under the best of circumstances, but too little funding will doom the fledgling center before it has a chance to prove itself and emerge successful.

COMPONENTS OF A CAREER CENTER

Publicity

To be effective, a Career Center must become known to both students and employers. Publicity to students can be handled in a variety of ways:

- The Career Center staff could make brief presentations to classes of students before the professors begin teaching.
- Signs around campus could tell students about the new Center
- Advertisements in school bulletins or newspapers could announce the services.
- Brochures to give to students could describe the new service available to them.
- A special bulletin board could be dedicated to Career Center information.
- Professors could make assignments which include visiting the Career Center to acquire certain information.

In American universities, we find that it is very effective to talk to large classes about our services, and then ask these students to tell their friends. At Cal Poly Pomona, this brings many students to our Center who may not have heard about us otherwise.

Employers must also be made aware of Career Center services which are available to them. It would be helpful to design a brochure describing the University, its Faculties, the students, and the ways in which the Center can help the employer find employees. This brochure could be left with employers when visiting them, or it could be mailed to those who are further away. Copies could be distributed at professional meetings the Director attends, or could be used by the Job Developer when meeting with employers. The brochure should include the Career Center's phone and FAX numbers in case the employer has questions or wants to advertise a job vacancy. This sort of brochure would add to the visibility of the University and the Career Center, and make both more well-known throughout the corporate and research community.

Student Registration

Not every student will want to take advantage of the Career Center services. But those who do should register with the Center in some way. The Center will want to know how to contact specific students when there are jobs available. Each student's information could be put into a computer database so that those students may be matched with a company's job requirements. Included would be such information as name, address, telephone, year graduating, academic degree, major, special skills (computer skills, foreign language, etc.), university activities, prior experience, military service status, preferred job location, etc.

There should also be a place to indicate when the student gets a job and where he or she will be working.

The information within the student database should be sortable on a variety of critical fields: name, academic study area, graduation date, special skills, etc. This will facilitate finding students who meet the requirements of a specific company. (Additionally, if the Career Center provides student information to companies, it may be important to have students sign an agreement giving the Center permission to release their personal information. I am not familiar with Egyptian laws regarding information release, but in America this sort of information must remain confidential unless the student specifically gives permission for its release.)

When a company calls with a job vacancy, there are a number of ways the Career Center can assist that employer:

- It may be useful to provide the employer with a list of the qualified candidates with their addresses and phone numbers so that the employer can contact them.
- Computerized curriculum vitae (CVs) could be mailed or transmitted electronically to companies if such computer linkages exist, or FAXed to employers for review.
- Copies of CVs could be kept in a file in the Career Center office in the event that companies wish to visit the campus to review the credentials of many students.

If computerized CV data sheets are to be transmitted as a method of informing employers of qualified candidates, students would need to complete that CV Data Sheet when they register. Career Center staff could then input the information to the computer CV database. If CVs are to be FAXed to employers, students must be advised to prepare a one- to two-page CV to leave on file with the Career Center for that purpose.

It is possible that if there are too many candidates it will be necessary to find an approach that is not as costly but is still equitable to all students. For example, the Career Center could simply post the job announcements so that interested students could take the initiative to call the company representative. This would assure that all students have equal access to the jobs the Career Center receives and that students who are actively pursuing employment will have a chance to "sell themselves" to potential employers. Students should be encouraged to prepare CVs to carry with them. In situations such as this, for example, it would be helpful for the student to have a CV to send, independent of the CV on file in the Career Center.

As students become employed, they can be removed from the active database. However, it will be important to maintain information about these employed students, as well. The Career Center will want to maintain some contact with these working graduates for a variety of reasons:

- These graduates can encourage their companies to employ other Cairo University students.
- They may be invited back to the University to share information with current students about the corporate world.
- These graduates can help advise the Center about new skills which may be needed in the workplace of the future.
- Statistics about employment of graduates can help justify the need for a Career Center at the University.
- As these graduates move up in their corporations into influential positions within the company, they will already have an established relationship with the University which will be productive for all concerned.
- Demographics on graduates can help the Career Center determine where to focus its energies, in terms of initiating contact with certain types of employers or employers in specific geographic regions, etc.

It will be important that the Career Center not **promise** to find jobs for all students; it is not, in fact, an employment agency. The economy does not allow for everyone to be **guaranteed** a job! On the other hand, its purpose is to promote self-awareness and encourage students to develop the best possible job search skills. This should help them be more successful in getting interviews and competing for job openings. This type of assistance to students should be one of the primary goals of the Career Center.

Seminars and Publications

Special workshops or seminars can be offered to help students learn about job search strategies. In fact, the Career Center may want to require attendance at certain workshops as part of the registration for services. Some specific seminars could be:

- **How to Write a Curriculum Vita (CV) or Resume.** This workshop would address the design of a resume, the components of the resume, and how to present oneself most effectively in this format. Samples of excellent resumes could be displayed so that students would have an idea of how their resume should look. It might also be possible to do a follow-up critique of students' resumes at a later workshop.
- **How to Correspond with Employers.** Students must frequently write letters to employers in a variety of circumstances, most often when applying for jobs and sending a resume. These "cover letters" and other letters could be the subject of a workshop which explains how they are used, what information should be contained in them, and how to make the best impression. Samples of high-quality letters could be displayed.

- **Interviewing Skills.** This workshop should tell students about the interviewing process: how to prepare before the interview, what kinds of questions to expect during the interview, and how to follow up after the interview. In addition, appropriate conduct and mode of dress could be discussed. It might also be useful to demonstrate an interview for students, with Career Center staff playing the "employer" and "student" roles.

- **How to Apply for a Job.** This workshop should discuss all the ways in which a student can find out about job vacancies. It would be important to describe: corresponding with employers, keeping in contact with faculty at the University, looking for vacancy announcements in the newspaper or at corporations, submitting applications for employment, and basically making sure that everyone knows he or she is looking for employment. Students could also be advised on how to effectively fill out application forms.

For each of these workshops it would be helpful to have publications to give students. The information in these publications could cover the same basic information as the seminar and would allow students to prepare further on their own. These publications could also be available outside of the seminar, in the Career Center library, so that students could read the information and then talk to Career Center staff if they have questions. (Refer to the Appendix for samples of publications.)

Special Events

Occasionally it would be useful to invite corporate representatives to campus to hold seminars for students. This type of event could either present representatives from one company who would give an overview of the corporation and the types of academic preparation needed at the firm, or it could bring together people from different companies whose job titles are similar to provide information about their career field. This type of information would help students in their preparation for the workplace. These events could be informal, perhaps an hour or two. They would provide excellent information to the students, and give company representatives an opportunity to maintain a contact with the University.

Another type of event would be to arrange for a small group of students to visit a company, agency or other type of facility. The students would have an opportunity to observe what is done in the work environment; they could talk with key individuals and would get a better sense of how the workplace operates.

Library

The Career Center will want to maintain a library of information for student use. This library should include:

- directories giving names, addresses and contact persons of a variety of local and international companies.

- literature or audiovisual materials from companies about their products or services.
- annual reports from companies which will help students prepare for interviews.
- brochures about job search strategies.
- books and other literature acquired about the job search which may be read in the Center.
- vacancy announcements from companies.
- information from past employment fairs so students can find out about company interests.
- if special events are videotaped or audiotaped, those tapes could be made available to students who were not able to attend the event itself.

Network of Alumni

After the establishment of the Career Center, I would recommend the Center make available to current students a list of Cairo University graduates with their employment information. (Again, it is probably important to get each graduate's permission before including him or her on the list. This preserves a degree of confidentiality.) These alumni can serve as a source of information to current students—they are, in effect, informal "career advisors." These alumni may provide advice about their own experiences in the workplace and can share their perspectives on how to best prepare for the future. Frequently, current students find it very useful to contact someone who has recently experienced a job search and who can tell them what it was like and what to expect. This information reinforces what students are told by Career Center staff.

In addition, the Career Center will find it helpful to survey past graduates of the University to gather some specific data: what types of companies did they go to work for, how large are those companies, what are the common geographic locations, what skills do they believe helped them get the job, what recommendations would they have for current students or for the University, etc. This information provides demographics about the graduates of Cairo University and will enable the Center to focus its energies on specific types of companies or in specific geographic regions.

Job Vacancies

When job announcements are received, the Career Center may want to compile a list of those vacancies to send to registered students. Also, those announcements should be available to students who visit the Center. The information could be in a binder for student reference, or posted on bulletin boards.

Employers may wish to telephone with their vacancy information, but it may also be useful to have a FAX machine to receive those announcements. While it would be a gesture of good will to offer this job listing service free to employers, it may be necessary to charge a small fee to cover costs. If there is to be a charge, some method of collection must be determined. Employers may be billed each time they list a vacancy, or perhaps monthly. Custom will dictate the most appropriate approach. It is important to make this particular service as attractive as possible to employers by keeping their costs to a minimum.

Fees charged to employers should be used to cover the expense of publishing the vacancy bulletin and/or providing employers with names of qualified students. Additionally, if the vacancy bulletin is to be mailed to students, postage and staff time required to mail the bulletin could be costly. Another method of deferring costs may be to have students address and stamp envelopes to themselves and give those envelopes to the Career Center. Each time a new vacancy bulletin is produced, the staff could use those envelopes to mail the bulletin to these job seekers.

Employment Fairs

With such an excellent beginning in this area, I can only encourage the Career Center to continue to offer Employment Fairs. With everything else to be done in establishing a Center, it might be necessary to hold only one fair each year. However, the Center might wish to undertake two each year and invite different companies to each one. The guidelines should be (1) employer interest in attending, and (2) available staff time.

These employment fairs are time consuming to produce, but are very valuable in putting students and employers in touch with each other. Often face-to-face contact with students generates greater employer interest and results in more student interviews. I'm sure the success of February 1992's Employment Fair was demonstrated in a very practical way by the number of job offers the students received. However, employers should be encouraged to attend even if they have no job openings. They would have an opportunity to describe the company and its products or services to students and faculty thereby increasing their visibility with the University. And, by attending these fairs, they may collect resumes for future openings. The Director and staff of the Career Center will want to weigh the effort required to sponsor a fair with the effort and success rate of conducting workshops and providing job search assistance to groups of students.

Job Development

One of the most significant needs of students graduating from the University is the necessity of practical skills to supplement the theories they have learned in class. It is helpful if students can acquire that training before graduating to make them more competitive in the job market. There are a number of methods by which students can acquire practical skills or apply classroom theories while still attending the University:

- Work during the summer, or a few hours each week during the school year, with a company that will train them.
- Take a semester away from the University to complete an "internship"—working full time for an employer in order to gain experience.
- Volunteer to work without salary for a company in order to learn specific skills.
- Do a project for a university class which requires spending time with a corporation or research facility to develop certain skills.

These experiences will be valuable to students not only by providing them with practical training, but also by giving them an opportunity to observe the business environment. They will meet significant people in business and industry who will be aware of their skills and who can recommend them when job vacancies occur.

In order to arrange these experiences for students, it is usually necessary to approach companies and encourage them to provide these opportunities. The individual who does that is typically called a 'Job Developer'. The job developer encourages employers to hire students part-time, or for the summer, or full-time upon graduation. The Job Developer position requires someone who is familiar with the University and the curriculum, and who can show the companies why it would be to their advantage to hire students, even before they graduate. These advantages include an opportunity to work with students 'without obligation' but with the possibility of hiring one of these already-trained individuals upon their graduation. In many ways, the Job Developer is in a 'sales' position and must maintain excellent relations with corporate representatives. This person will also be in a position to learn from the business community about its specific needs—and this information, in turn, can help the University remain progressive as it periodically evaluates its curriculum. This liaison position is one of the most important to the Career Center.

Survey the Needs of Employers

The Career Center will be in an ideal position to act as liaison between the University and the Corporate community. In order to help students find employment, it is necessary to know what specific skills are in demand. Sometimes, the best approach is a direct one: Ask business representatives about how to best prepare students for their companies. What skills would they most like to see, what kinds of experience would be important, is there a certain type of training which would be most valuable. How do they select their employees?

It would be useful to conduct a survey of companies—national and international companies of all sizes (very often it is the small-to-medium sized firms which hire the most graduates). Ask them about their needs. This information can help the University plan its curriculum; it can also help faculty develop new lectures to address these issues. From this information, the Career Center might get ideas for new workshops or seminars for students. It might

also be appropriate to publish some of the survey information in the form of a report for students. Learning directly from the employers about what is expected in the workplace can have a strong influence on students' interest in their studies.

Advisory Board

It would be useful to establish an Advisory Committee to enable the corporate community and the university to work more closely to address common concerns. This Committee, made up of corporate representatives, the Career Center Director, and a few key University faculty would provide for frequent communication about the needs of the University and the needs of business. This exchange between the two groups would strengthen the ties between the groups and could help each group appreciate and support the needs of the other.

RECOMMENDATIONS

The following is an outline of the procedures to be followed to establish a Career Center:

1. The University administration must determine its level of commitment to the establishment of the Career Center, in terms of space, staff, and financial resources, so that the new Director will know what he or she has available to work with.
2. A Director must be selected (or hired from outside the University). This individual will coordinate the hiring of other Career Center staff, will oversee the establishment of facilities, and will direct the Center's initial projects. It would seem appropriate for the Career Center Director to report directly to the senior administration of the University.
3. A connection should be made with the campus computer center. This Center can serve as a knowledgeable resource in the selection and development of Career Center databases. Are there electronic ties between the University and the corporate community? If so, that avenue of communication should also be explored. This computer center may provide valuable assistance with Career Center activities such as electronic distribution of CV's to employers.
4. The Career Center should produce brochures for employers about the new service which is being established.
5. The new services should be publicized to students.
6. The Career Center staff will want to begin talks with employers to find out the kinds of students (major, requirements, skills, etc.) those employers might be seeking, and also to begin establishing contact persons at each company. They should at the same time begin collecting company literature for the Center's library.

7. The staff of the Career Center will sharpen skills in how to write a resume or CV, how to prepare for an interview, etc. At the same time, the staff could prepare publications which will help students with these issues. An immediate resource to assist in these endeavors is the staff of the career center at American University in Cairo. These individuals have conducted workshops regarding job search strategies and would be able to offer suggestions to help develop these skills.

8. Career Center staff will begin the employer database, including such information as company/agency name, address, phone and FAX numbers, contact person(s), classification and size of company, types of students (academic areas) hired, etc. An employer database will prove helpful, for example, in being able to print mailing labels for a mass mailing of information (brochures, announcements, etc.) to all employer contacts.

9. A registration form should be designed so that students who come in to use the Career Center will provide the information necessary for the database. A standard form would facilitate inputting the information. In addition, a standard CV form may also be designed if the Career Center wants to use electronic mail or FAX to forward CVs to employers.

10. After contact with a number of companies, the Director may wish to start putting together an Advisory Committee of particularly supportive individuals to facilitate the initial start-up period of the Career Center.

11. Ongoing throughout this time is the contact with employers to encourage them to advertise jobs with the Career Center.

12. The Career Center may wish to begin offering job search seminars, and it may wish to plan another employment fair.

After initiating these activities, the Career Center Director should have a clearer understanding of which methods are most successful for the students of Cairo University. It will be a matter of further developing those methods which are successful, eliminating those which are not, and maintaining a contact with employers to be able to continue to respond to the needs of the corporate community by providing skilled students for employment.

The Career Center Director must keep careful records of this first year's activities. An end-of-year progress report could highlight the Center's accomplishments and include statistics such as the number of students registered, employers contacted, job vacancies received, students interviewed and hired, workshops offered, events held, etc. Comments from employers and students about their perceptions of the new Career Center and its services would be useful at this time. The report will enable the University administration to evaluate the Center's activities, and allocate its resources for the future.

My perception of the faculty of Cairo University was of individuals eager to assist their students with the difficult task of job hunting, and an understanding of the need to support their students through this process. I believe the establishment of a Career Center demonstrates a commitment to this desire, and I heartily endorse the development and implementation of Cairo University's Career Center. My hope is that the University administration will fully support this most worthwhile and progressive endeavor.

**Recommendations for the Establishment
Of
A Career Center
At
Suez Canal University**

**RECOMMENDATIONS FOR THE ESTABLISHMENT
OF
A CAREER CENTER
AT
SUEZ CANAL UNIVERSITY**

The Administration at Suez Canal University has determined that a Career Center would be of benefit to the graduates of the University. In order to establish such a Center, a committee has been formed to look in to its feasibility, to analyze the method of creating a Center, and to explore the activities such a Center would engage in. This report is a preliminary 'working paper' with ideas for the committee regarding the development of the Center.

OVERVIEW

A Career Center at Suez Canal University (S.C.U.) would have as its primary goal the bringing together of students and representatives of business and industry, for the purpose of assisting in the employment of those University students. S.C.U. is to be encouraged in this endeavor, as this thinking clearly demonstrates a concern for the students of the University and an awareness of the country's economy. Development of a Career Center and its related functions also, significantly, shows a desire on the part of the administration to remain progressive and competitive in the workplace, an attitude that will allow the University to cope with the changing economy and take a place of leadership in the country's development.

The establishment of a Career Center can support the University in a variety of unique ways:

1. It will provide a visible, centralized, official location for the corporate community to contact the University about its job vacancies.
2. It will offer a location for the students to find out about those job vacancies.
3. It can strengthen the ties between University officials and corporate representatives for the purpose of evolving a progressive curriculum, and establish courses of study which will meet the needs of the workplace of the future.
4. It will provide a mechanism whereby University faculty can determine the trends in the workplace and adapt their lectures and coursework appropriately.
5. It will provide an important linkage between faculty and business/industry/research whereby those groups will recognize that supporting the University's endeavors will ultimately assist in providing workers with greater skills and abilities. Such support can result in greater understanding of the goals of each group and the two should be able to work together to attain an agreement about how each can help the other.

6. It can provide a location to train students in the skills needed to find suitable employment.
7. It can provide useful information to business and industry as well as the Administration, current students, and faculty of this and other universities about the employment success of Suez Canal University's graduates.

In short, the establishment of a Career Center can provide services that ultimately benefit the University, the corporate community, and the students.

UNIVERSITY SUPPORT

To establish an effective Career Center, the University must demonstrate its support in three fundamental ways, by providing space, staff, and financial assistance.

Space

The Career Center should be housed in a location which is easily accessible to both students and visitors. An office space must be set aside and be dedicated only to the Center's activities. It must be large enough to not only accommodate the staff, but also be a place where students can come to sit and read the literature which will be available. It is possible to start small, but I believe the Center will become very popular and successful, and more and more students will want to take advantage of the services. At the very least it should have tables and chairs for students, book cases for literature about the companies and the job search, a place where students can find out about job vacancies, and a place where staff can talk to students and advise them. At some point in the future, it would be appropriate to add private spaces where employers could interview students for jobs. I'm sure that companies would appreciate being able to visit the University to interview a number of students in one day's time.

Staff

The Career Center needs a Director who is responsible for overseeing its activities and who provides leadership for the department. The Director should be familiar with the local and international companies and should be someone the companies feel comfortable contacting when they need new employees. It will be the Director's responsibility to interact with companies, to express the goals of the Center, to visit individual companies periodically to maintain a liaison with them, to find out what their needs are, and to maintain an awareness of the business/industry/research environment and the international trends which will affect university students. This Director must be someone who is knowledgeable about Egyptian laws and economic developments and who can determine the Center's goals based upon that knowledge.

It is not necessary that the Career Center Director be a faculty member. While a Ph.D. would not be a requirement for the position, the individual selected should have at least a

baccalaureate degree. It is important to select an individual who has an understanding of the academic environment, and whose education will enable him or her to effectively represent an institution of higher education. Most importantly, this individual must be open and receptive to advice from the corporate sector, organized, efficient, outgoing, and supportive of the students he or she is trying to assist.

To be most effective, the Center should be staffed with additional individuals. This staff should work only for the Career Center because it will be very time-consuming to develop services. In summary, the staff's duties could be as follows:

- Someone must interact with companies—to respond to their telephone requests, to provide information either by telephone, mail or FAX, and to maintain appropriate corporate information for students. This person could also maintain the Career Center Library of information.
- Someone to assist students with registration and procedures, and also maintain computer records on students who are seeking jobs and those who are already working.
- Someone to conduct training sessions for students about job search techniques (how to write a curriculum vita or resume, interviewing skills, etc.). These sessions would be primarily for groups of student but this staff member may also work with individual students.
- A "Job Developer" whose responsibility it is to visit with corporate representatives for the purpose of marketing S.C.U. students and graduates.

It is probable that as the Center grows it will require additional staff members. Initially, these will be important functions, but whether they are carried out by one, two or four staff members is something which must be determined by S.C.U. administration. The qualifications required for each position will be determined by the way in which these duties are distributed among individuals.

Financial Obligations

In addition to funding the office space and staff, the University will find other costs involved in establishing a Career Center:

- Computer equipment and appropriate databases to keep records on students, graduates, and employers.
- Office furniture for both staff and students, including desks, tables, chairs, bookcases.
- A telephone, and perhaps a FAX.

- Printing materials and services to produce publicity, publications for students, correspondence, etc.

Additional expenses will arise as the Career Center conducts special events such as employment fairs or company visits.

It is difficult to know how the new Career Center should be financed. In the United States, most universities allocate funds to their Career Centers for staff and operating expenses. Neither employers nor students are charged a direct fee for the services available to them. However, this system has evolved over time and universities support their career centers because they can see the many advantages in doing so. Egypt, however, is in a different situation. Career Centers are new and the government must be made aware of their usefulness. In the meantime, sources of funding must be explored.

There are three potential sources: the university, the corporate community, and the students.

Ideally, I believe the University should set aside a specific amount for the establishment and implementation of the Career Center. This would enable the Director to allocate funds for specific purposes, and make decisions about the Center's priorities based on a known budget.

It is possible to supplement the university's budget by charging employers for certain services. But relying on employers to underwrite the major costs of the Center would be a mistake. Funds might come in sporadically, if at all, and employers might be reluctant to support an endeavor that does not have substantial university backing to begin with. It may be possible to create a situation where some employers are willing to make occasional donations of equipment, supplies, or funds. This sort of donation usually follows a period of self-development on the part of the University and is designed to enhance services that are already in place.

Also, it would be difficult, if not impossible, to ask students to fund the Center. Students are unemployed and may not be able to afford the very services which would help them get jobs. This approach may also have the affect of discriminating against well-qualified students whose families are unable to assist them financially..

Ultimately, it is important that a sufficient amount of money be allocated to the Career Center for start-up expenses. Establishing a new service is difficult under the best of circumstances, but too little funding will doom the fledgling center before it has a chance to prove itself and emerge successful.

COMPONENTS OF A CAREER CENTER

Publicity

To be effective, a Career Center must become known to both students and employers. Publicity to students can be handled in a variety of ways:

- The Career Center staff could make brief presentations to classes of students before the professors begin teaching.
- Signs around campus could tell students about the new Center.
- Advertisements in school bulletins or newspapers could announce the services.
- Brochures to give to students could describe the new services available to them.
- A special bulletin board could be dedicated to Career Center information.
- Professors could make assignments which include visiting the Career Center to acquire certain information.

It would be important for Career Center staff from S.C.U. Ismailia to visit the other campuses and research centers within the University system to make presentations.

In American universities, we find that it is very effective to talk to large classes about our services, and then ask these students to tell their friends. At Cal Poly Pomona, this brings many students to our Center who may not have heard about us otherwise.

Employers must also be made aware of Career Center services which are available to them. It would be helpful to design a brochure describing the University, its Faculties, the students, and the ways in which the Center can help the employer find employees. This brochure could be left with employers when visiting them, or it could be mailed to those who are further away. Copies could be distributed at professional meetings the Director attends, or could be used by the Job Developer when meeting with employers. The brochure should include the Career Center's phone and FAX numbers in case the employer has questions or wants to advertise a job vacancy. This sort of brochure would add to the visibility of the University and the Career Center, and make both more well-known throughout the corporate and research community.

Student Registration

Not every student will want to take advantage of the Career Center services. But those who do should register with the Center in some way. The staff of the Center will want to know how to contact specific students when there are jobs available. Each student's information could be put into a computer database so that those students may be matched with a

company's job requirements. Included would be such information as name, address, telephone, year graduating, academic degree, major, special skills (computer skills, foreign language, etc.), university activities, prior experience, military service status, preferred job location, etc. There should also be a place to indicate when the student gets a job and where he or she will be working.

The information within the student database should be sortable on a variety of critical fields: name, academic study area, graduation date, special skills, etc. This will facilitate finding students who meet the requirements of a specific company. (Additionally, if the Career Center provides student information to companies, it may be important to have students sign an agreement giving the Center permission to release their personal information. I am not familiar with Egyptian laws regarding information release, but in America this sort of information must remain confidential unless the student specifically gives permission for its release.)

When a company calls with a job vacancy, there are a number of ways the Career Center can assist that employer:

- It may be useful to provide the employer with a list of the qualified candidates with their addresses and phone numbers so that the employer can contact them.
- Computerized curriculum vitae (CVs) could be mailed or transmitted electronically to companies if such computer linkages exist, or FAXed to employers for review.
- Copies of CVs could be kept in a file in the Career Center office in the event that companies wish to visit the campus to review the credentials of many students.

If computerized CV data sheets are to be transmitted as a method of informing employers of qualified candidates, students would need to complete that CV Data Sheet when they register. Career Center staff could then input the information to the computer CV database. If CVs are to be FAXed to employers, students must be advised to prepare a one- to two-page CV to leave on file with the Career Center for that purpose.

It is possible that if there are too many candidates it will be necessary to find an approach that is not as costly but is still equitable to all students. For example, the Career Center could simply post the job announcements so that interested students could take the initiative to call the company representative. This would assure that all students have equal access to the jobs the Career Center receives and that students who are actively pursuing employment will have a chance to 'sell themselves' to potential employers. Students should be encouraged to prepare CVs to carry with them. In situations such as this, for example, it would be helpful for the student to have a CV to send, independent of the CV on file in the Career Center.

As students become employed, they can be removed from the active database. However, it will be important to maintain information about these employed students, as well. The

Career Center will want to maintain some contact with these working graduates for a variety of reasons:

- These graduates can encourage their companies to employ other S.C.U. students.
- They may be invited back to the University to share information with current students about the corporate world.
- These graduates can help advise the Center about new skills which may be needed in the workplace of the future
- Statistics about employment of graduates can help justify the need for a Career Center at the University.
- As these graduates move up in their corporations into influential positions within the company, they will already have an established relationship with the University which will be productive for all concerned.
- Demographics on graduates can help the Career Center determine where to focus its energies, in terms of initiating contact with certain types of employers or employers in specific geographic regions, etc.

It will be important that the Career Center not **promise** to find jobs for all students; it is not, in fact, an employment agency. The economy does not allow for everyone to be **guaranteed** a job! On the other hand, its purpose is to promote self-awareness and encourage students to develop the best possible job search skills. This should help them be more successful in getting interviews and competing for job openings. This type of assistance to students should be one of the primary goals of the Career Center.

Seminars and Publications

Special workshops or seminars can be offered to help students learn about job search strategies. In fact, the Career Center may want to require attendance at certain workshops as part of the registration for services. Some specific seminars could be:

- **How to Write a Curriculum Vita (CV) or Resume.** This workshop would address the design of a resume, the components of the resume, and how to present oneself most effectively in this format. Samples of excellent resumes could be displayed so that students would have an idea of how their resume should look. It might also be possible to do a follow-up critique of students' resumes at a later workshop.
- **How to Correspond with Employers.** Students must frequently write letters to employers in a variety of circumstances, most often when applying for jobs and sending a resume. These "cover letters" and other letters could be the subject of a workshop which explains

how they are used, what information should be contained in them, and how to make the best impression. Samples of high-quality letters could be displayed.

- **Interviewing Skills.** This workshop should tell students about the interviewing process: how to prepare before the interview, what kinds of questions to expect during the interview, and how to follow up after the interview. In addition, appropriate conduct and mode of dress could be discussed. It might also be useful to demonstrate an interview for students, with Career Center staff playing the "employer" and "student" roles.

- **How to Apply for a Job.** This workshop should discuss all the ways in which a student can find out about job vacancies. It would be important to describe: corresponding with employers, keeping in contact with faculty at the University, looking for vacancy announcements in the newspaper or at corporations, submitting applications for employment, and basically making sure that everyone knows he or she is looking for employment. Students could also be advised on how to effectively fill out application forms.

For each of these workshops it would be helpful to have publications to give students. The information in these publications could cover the same basic information as the seminar and would allow students to prepare further on their own. These publications could also be available outside of the seminar, in the Career Center library, so that students could read the information and then talk to Career Center staff if they have questions. (Refer to the Appendix for samples of publications.)

Special Events

Occasionally it would be useful to invite corporate representatives to campus to hold seminars for students. This type of event could either present representatives from one company who would give an overview of the corporation and the types of academic preparation needed at the firm, or it could bring together people from different companies whose job titles are similar to provide information about their career field. This type of information would help students in their preparation for the workplace. These events could be informal, perhaps an hour or two. They would provide excellent information to the students, and give company representatives an opportunity to maintain a contact with the University.

Another type of event would be to arrange for a small group of students to visit a company, agency or other type of facility. The students would have an opportunity to observe what is done in the work environment; they could talk with key individuals and would get a better sense of how the workplace operates.

Library

The Career Center will want to maintain a library of information for student use. This library should include:

- directories giving names, addresses and contact persons of a variety of local and international companies.
- literature or audiovisual materials from companies about their products or services.
- annual reports from companies which will help students prepare for interviews.
- brochures about job search strategies.
- books and other literature acquired about the job search which may be read in the Center.
- vacancy announcements from companies.
- information from past employment fairs so students can find out about company interests.
- if special events are videotaped or audiotaped, those tapes could be made available to students who were not able to attend the event itself.

Network of Alumni

After the establishment of the Career Center, I would recommend the Center make available to current students a list of S.C.U. graduates with their employment information. (Again, it is probably important to get each graduate's permission before including him or her on the list. This preserves a degree of confidentiality.) These alumni can serve as a source of information to current students—they are, in effect, informal "career advisors." These alumni may provide advice about their own experiences in the workplace and can share their perspectives on how to best prepare for the future. Frequently, current students find it very useful to contact someone who has recently experienced a job search and who can tell them what it was like and what to expect. This information reinforces what students are told by Career Center staff.

In addition, the Career Center will find it helpful to survey past graduates of the University to gather some specific data: what types of companies did they go to work for, how large are those companies, what are the common geographic locations, what skills do they believe helped them get the job, what recommendations would they have for current students or for the University, etc. This information provides demographics about the graduates of Suez Canal University and will enable the Center to focus its energies on specific types of companies or in specific geographic regions.

Job Vacancies

When job announcements are received, the Career Center may want to compile a list of those vacancies to send to registered students. Also, those announcements should be available to students who visit the Center. The information could be in a binder for student

reference, or posted on bulletin boards. It will be important to remind students at other S.C.U. campuses that these vacancies are available for them to review, or perhaps some arrangement could be made for posting the bulletins sent out by Ismailia.

Employers may wish to telephone with their vacancy information, but it may also be useful to have a FAX machine to receive those announcements. While it would be a gesture of good will to offer this job listing service free to employers, it may be necessary to charge a small fee to cover costs. If there is to be a charge, some method of collection must be determined. Employers may be billed each time they list a vacancy, or perhaps monthly. Custom will dictate the most appropriate approach. It is important to make this particular service as attractive as possible to employers by keeping their costs to a minimum.

Fees charged to employers should be used to cover the expense of publishing the vacancy bulletin and/or providing employers with names of qualified students. Additionally, if the vacancy bulletin is to be mailed to students, postage and staff time required to mail the bulletin could be costly. Another method of deferring costs may be to have students address and stamp envelopes to mail the bulletin to these job seekers.

Employment Fairs

After the establishment of the Career Center, the staff may wish to host an Employment Fair. Various employers could be invited to spend the day on campus, and those who are interested in attending could register beforehand so that the Career Center would know how many to expect. The University would provide table and chairs for each company, and employers could bring literature and information displays about their companies. These employment fairs are time consuming to produce, but are very valuable in putting students and employers in touch with each other. Students would have an opportunity to informally talk with employers and perhaps give out resumes. Employers would have a chance to meet with many students and determine which ones they would like to interview for employment. Often, face-to-face contact with students results in more student interviews. However, employers should be encouraged to attend the fair even if they have no job openings. They would have an opportunity to describe the company and its products or services to students and faculty thereby increasing their visibility with the University. And, by attending these fairs, they may collect resumes for future openings. An employment fair is more effective after some initial groundwork has taken place. If a Job Developer or the Director of the Career Center has made contact with local businesses, those businesses are more likely to attend an event of this sort. It will be the responsibility of the Career Center staff to be sensitive to the receptivity of the business community to determine when it would be appropriate to first conduct such an event. And, the Director and staff of the Career Center will want to weigh the effort required to sponsor a fair with the effort and success rate of conducting workshops and providing job search assistance to groups of students.

Job Development

One of the most significant needs of students graduating from the University is the necessity of practical skills to supplement the theories they have learned in class. It is helpful if students can acquire that training before graduating to make them more competitive in the job market. There are a number of methods by which students can acquire practical skills or apply classroom theories while still attending the University:

- Work during the summer, or a few hours each week during the school year, with a company that will train them.
- Take a semester away from the University to complete an 'internship'—working full time for an employer in order to gain experience.
- Volunteer to work without salary for a company in order to learn specific skills.
- Do a project for a university class which requires spending time with a corporation or research facility to develop certain skills.

These experiences will be valuable to students not only by providing them with practical training, but also by giving them an opportunity to observe the business environment. They will meet significant people in business and industry who will be aware of their skills and who can recommend them when job vacancies occur.

In order to arrange these experiences for students, it is usually necessary to approach companies and encourage them to provide these opportunities. The individual who does that is typically called a 'Job Developer'. The job developer encourages employers to hire students part-time, or for the summer, or full-time upon graduation. The Job Developer position requires someone who is familiar with the University and the curriculum, and who can show the companies why it would be to their advantage to hire students, even before they graduate. These advantages include an opportunity to work with students 'without obligation' but with the possibility of hiring one of these already-trained individuals upon their graduation. In many ways, the Job Developer is in a 'sales' position and must maintain excellent relations with corporate representatives. This person will also be in a position to learn from the business community about its specific needs—and this information, in turn, can help the University remain progressive as it periodically evaluates its curriculum. This liaison position is one of the most important to the Career Center.

Survey the Needs of Employers.

The Career Center will be in an ideal position to act as liaison between the University and the Corporate community. In order to help students find employment, it is necessary to know what specific skills are in demand. Sometimes, the best approach is a direct one: Ask business representatives about how to best prepare students for their companies. What skills would they

most like to see, what kinds of experience would be important, is there a certain type of training which would be most valuable, how do they select their employees?

It would be useful to conduct a survey of companies--national and international companies of all sizes (very often it is the small-to-medium sized firms which hire the most graduates). Ask them about their needs. This information can help the University plan its curriculum; it can also help faculty develop new lectures to address these issues. From this information, the Career Center might get ideas for new workshops or seminars for students. It might also be appropriate to publish some of the survey information in the form of a report for students. Learning directly from employers about what is expected in the workplace can have a strong influence on students' interest in their studies.

Additionally, it might be useful to establish an Advisory Committee. The establishment of this Committee would result in business and the university working more closely together to address common concerns. This Committee, made up of corporate representatives, the Career Center Director, and a few key University faculty would provide for frequent communication about the needs of the University and the needs of business. This exchange between the two groups would strengthen the ties between the groups and could help each group appreciate and support the needs of the other.

Advisory Board

It would be useful to establish an Advisory Committee to enable the corporate community and the university to work more closely to address common concerns. This Committee, made up of corporate representatives, the Career Center Director, and a few key University faculty would provide for frequent communication about the needs of the University and the needs of business. This exchange between the two groups would strengthen the ties between the groups and could help each group appreciate and support the needs of the other.

RECOMMENDATIONS

The following is an outline the procedures to be followed to establish a Career Center:

1. The University administration must determine its level of commitment to the establishment of the Career Center, in terms of space, staff, and financial resources, so that the new Director will know what he or she has available to work with.
2. A Director must be selected (or hired from outside the University). This individual will coordinate the hiring of other Career Center staff, will oversee the establishment of facilities, and will direct the Center's initial projects. It would seem appropriate for the Career Center Director to report directly to the senior administration of the University.
3. A connection should be made with the Scientific and Technical Information Center on the Ismalia campus (the Director was particularly helpful during my visit, and offered a

number of suggestions). This Center can serve as a knowledgeable resource in the selection and development of Career Center databases. Additionally, there is an excellent electronic bulletin board available which would provide valuable assistance with Career Center activities, for example, announcements of job vacancy information to other S.C.U. campuses, electronic distribution of CVs to employers, etc. Because the campuses and research centers of Suez Canal University are far apart, it is difficult for students to travel to the Ismalia campus to find out about job openings. However, establishing a Career Center at each campus is not recommended at this time. Therefore, it is vital to develop a mechanism whereby students from all campuses are served to some extent. I believe electronic media will prove to be very useful in connecting the campuses and providing those services.

4. The Career Center should produce brochures for employers about the new service which is being established.
5. The new services should be publicized to students.
6. The Career Center staff will want to begin talks with employers to find out the kinds of students (majors, requirements, skills, etc.) those employers might be seeking, and also to begin establishing contact persons at each company. They should at the same time begin collecting company literature for the Center's library.
7. The staff of the Career Center will sharpen skills in how to write a resume or CV, how to prepare for an interview, etc. At the same time, the staff could prepare publications which will help students with these issues. An immediate resource to assist in these endeavors is the staff of the career center at American University in Cairo. These individuals have conducted workshops regarding job search strategies and would be able to offer suggestions to help develop these skills.
8. Career Center staff will begin the employer database, including such information as company/agency name, address, phone and FAX numbers, contact person(s), classification and size of company, types of students (academic areas) hired, etc. An employer database will prove helpful, for example, in being able to print mailing labels for a mass mailing of information (brochures, announcements, etc.) to all employer contacts.
9. A registration form should be designed so that students who come in to use the Career Center will provide the information necessary for the database. A standard form would facilitate inputting the information. In addition, a standard CV form may also be designed if the Career Center wants to use electronic mail or FAX to forward CVs to employers.
10. After contact with a number of companies, the Director may wish to start putting together an Advisory Committee of particularly supportive individuals to facilitate the initial start-up period of the Career Center.
11. Ongoing throughout this time is the contact with employers to encourage them to advertise jobs with the Career Center.

12. The Career Center may wish to begin offering job search seminars, and it may wish to plan an employment fair.

After initiating these activities, the Career Center Director should have a clearer understanding of which methods are most successful for the students of Suez Canal University. It will be a matter of further developing those methods which are successful, eliminating those which are not, and maintaining a contact with employers to be able to continue to respond to the needs of the corporate community by providing skilled students for employment.

The Career Center Director must keep careful records of this first year's activities. An end-of-year progress report could highlight the Center's accomplishments and include statistics such as the number of students registered, employers contacted, job vacancies received, students interviewed and hired, workshops offered, events held, etc. Comments from employers and students about their perceptions of the new Career Center and its services would be useful at this time. This report will enable the University administration to evaluate the Center's activities, and allocate its resources for the future.

The committee members with whom I worked were sincerely concerned about their students and were eager to provide job search assistance to them. I believe their interest in establishing a Career Center demonstrates a desire to address this need, and they are to be commended in their efforts. My hope is that the University administration will fully support this most worthwhile and progressive endeavor.

APPENDIX

SAMPLES OF CAREER CENTER
PUBLICATIONS
FOR
STUDENTS

A GENERAL GUIDE TO RESUME WRITING

A resume is a concise, well-organized summary of your qualifications. When properly prepared it conveys a positive message about your skills and accomplishments which relate to the job you are seeking.

The following are some general guidelines for writing a resume. Since there is more than one correct way to write a resume, it is important to compare this information with the sample resumes attached, decide how you want your resume to look, and pick a format that best displays your information. Resumes typically contain the following categories:

- **Identifying information:** Name, address, phone number.
- **Objective:** May be called "career objective," "job objective," or simply "objective." This tells the employer what kind of position you are looking for. The more specific you can be, the better, although it is best to avoid specifying a particular job title.
- **Education:** List the educational institutions you have attended, starting with your current institution (Cal Poly, Pomona), and working backward; that is, if you attended another college or a community college you could list that institution also. You should not list your high school unless you are a college freshman. For each institution mentioned, specify the full name of the college or university, the degree and option if there is one, and the date of graduation, or dates of attendance if you did not graduate. Mentioning grade point average is optional; it is usually not listed unless it is 3.0 or above. Mention in this category any licenses, certificates or special training you can bring to the employer.
- **Experience:** May also be called "related experience," "work experience," or "professional experience." This section includes employment data and information about any other experience (for example, volunteer work) which you think is relevant to your career goals. Experiences should be listed in reverse chronological order; that is, start with your current or most recent job or experience, and work backwards (just as you did with your education). For each experience include a job title, who you worked for, the dates you were involved with the organization, and a brief description of your duties. When you describe your responsibilities, do not include the words "I," "me," or "my." Start your descriptions with active words (see page 2 of this guide to get some ideas). Remember, you want your resume to represent you as an "active" person who accomplished things.

The following are additional categories or information which can be included on your resume:

- **Senior Project** or significant class projects, laboratory experience, field experiences from classes, etc. Very often these class projects show extra experience in your field. Avoid listing the courses you completed in your major; after all, everyone else graduating with the same degree had to take these classes too, and listing them on your resume does not distinguish you from the others. However, if your coursework included classes that were not typical of someone in your major, and the classes give you additional expertise, then it would be a good idea to mention them.
- **Computer Experience** is a section where you can list hardware, software and applications with which you are familiar.

• **Laboratory Equipment** is an appropriate category for some majors.

• **Activities** may also be called "honors and activities," "activities and interests," or any similar title which provides a place for you to list awards, scholarships, clubs, organizations, special interests, professional affiliations, etc. List activities related to your career objective as well as other, non-career related activities in which you were actively involved. Activities can indicate leadership, communication and interpersonal skills.

• **Personal information** like age, height, weight, marital status, dependents, ethnicity, religion, health, etc. should **NOT** be on your resume. This information could prejudice an interviewer and should not be volunteered. However, if you are bilingual or multilingual, you may want to include this information if it would be an asset to your employer. A willingness to relocate or travel might also be mentioned.

• **References.** A statement about references being available is optional--employers know you would provide references if asked. However, if you are from a major where a portfolio of your work would be an asset or may even be expected, it would be to your advantage to mention that you have one available.

ACTION WORDS

ACCOMPLISH	COORDINATED	FINANCED	ORGANIZED	SECURED
ACCOUNTED FOR	CORRECTED	FIXED	PARTICIPATED	SELECTED
ACCUMULATED	CORRESPONDED	FORECASTED	PERFORMED	SERVED
ACHIEVED	COUNSELED	FOUNDED	PERSUADED	SET UP
ACQUIRED	CREATED	GATHERED	PIONEERED	SHOWED
ADAPTED	DEBUGGED	GENERATED	PLANNED	SIMPLIFIED
ADMINISTERED	DECREASED	GUIDED	PREPARED	SOLD
ADVERTISED	DEFINED	HANDLED	PRESENTED	SPECIFIED
ADVISED	DELEGATED	IDENTIFIED	PROCESSED	STIMULATED
ALLOCATED	DELETED	IMPLEMENTED	PROCURED	STIMULATED
ANALYZED	DELIVERED	IMPROVED	PRODUCED	STREAMLINED
APPROVED	DEMONSTRATED	INCREASED	PROGRAMMED	STRENGTHENED
ARRANGED	DESIGNED	INFORMED	PROMOTED	STRUCTURED
ASSEMBLED	DETAILED	INITIATED	PROPOSED	STUDIED
ASSESSED	DETERMINED	INSPECTED	PROVED	SUBMITTED
ASSISTED	DEVELOPED	INSTALLED	PROVIDED	SUCCEEDED
ASSUMED	DEvised	INSTITUTED	PUBLICIZED	SUMMARIZED
ATTENDED	DIAGNOSED	INTEGRATED	PURCHASED	SUPERVISED
BUILT	DIRECTED	INTERPRETED	QUALIFIED	SUPPLIED
CALCULATED	DISCOVERED	INTERVIEWED	RECEIVED	SUPPORTED
CHANGED	DISTRIBUTED	INVENTED	RECOMMENDED	SURVEYED
CHARTED	DOCUMENTED	INVESTIGATED	RECONCILED	TAILORED
CLARIFIED	DRAFTED	LECTURED	RECRUITED	TAUGHT
CODED	DREW UP	LED	REDUCED	TESTED
COLLECTED	EARNED	MADE	REFERRED	TRACKED
COMMUNICATED	EDITED	MAINTAINED	REFINED	TRAINED
COMPARED	EDUCATED	MANAGED	REPORTED	TRANSFORMED
COMPILED	ENGINEERED	MARKETED	REPRESENTED	TRANSLATED
COMPOSED	ENHANCED	MASTERED	REQUESTED	TROUBLESHOT
COMPUTED	ENRICHED	MEDIATED	REQUIRED	UNITED
CONCEIVED	EQUIPPED	MODIFIED	RESEARCHED	UPDATED
CONDUCTED	ESTABLISHED	MONITORED	RESTORED	UPGRADED
CONSOLIDATED	EVALUATED	NEGOTIATED	REVIEWED	UTILIZED
CONSTRUCTED	EXAMINED	NOTIFIED	REVISED	VALIDATED
CONSULTED	EXECUTED	OBTAINED	ROUTED	VERIFIED
CONTRACTED	EXPANDED	OPERATED	SCHEDULED	WON
CONTRIBUTED	EXPEDITED	ORDERED	SCREENED	WROTE

JANE NGUYEN

100 Kellogg Lane
Pomona, CA 91768

Home: (714) 999-9999
Message: (714) 888-8888

OBJECTIVE

Personnel management trainee position in which sales experience, organizational skills and a knowledge of human behavior would be of value.

EDUCATION

BA in Behavioral Sciences - June 1993 (cum laude)
California State Polytechnic University, Pomona
Major emphasizes counseling and human services

Mt. San Antonio College, Walnut, CA - September 1988 - June 1989
General Education coursework

EXPERIENCE

Volunteer, Special Olympics, Los Angeles, CA
January 1992 - Present

- Explain program to parents and community.
- Coordinate the activities of three teams of volunteers.
- Develop training programs to assist volunteers in developing skills.

Sales Associate, Bullock's, West Covina, CA
December 1991 - Present; March 1990 - September 1990

- Present and explain merchandise.
- Handle customers' complaints; solve problems.
- Price, stock, inventory and order merchandise.
- Design and arrange floor displays.
- Informally train retail sales associates.

Cashier, K-Mart Corporation, Diamond Bar, CA
July 1989 - February 1990

- Recorded monetary transactions.
- Performed opening and closing procedures on computer registers.
- Worked efficiently under pressure.

Crewperson, McDonald's, Diamond Bar, CA
March 1987 - July 1989

- Served customers quickly and courteously.
- Stocked and counted inventory.
- Supported and augmented training of ten to fifteen crewpersons.
- Coordinated special events under time constraints.

ACTIVITIES

- Secretary-Treasurer, Alpha Kappa Delta--International Sociology Honor Society
- President's Honor List

References furnished upon request

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JOHN HEWLETT
333 South Computer Avenue
Covina, CA 91722
(818) 333-7777

EDUCATION

Bachelor of Science, **Computer Science**, Minor in **Computer Information Systems**, August 1993
California State Polytechnic University, Pomona

COMPUTER KNOWLEDGE

Computer Languages: Ada, Pascal, C, FORTRAN, BASIC, 8086/88 Assembly, dBase III Plus, Lisp, Prolog, HyperTalk, SPICE.

Computers & Systems: Macintosh, Apple IIe, IBM AT & XT, IBM PS/2, AT&T 3B15, Cyber 730, Prime 9755, PDP11, Unix.

EXPERIENCE

Computer Consultant, Independent

Establish Local Area Networks (LAN) using Apple Macintosh and IBM computers; supervise Novell Network; provide instructional support. January 1990 to present

Representative/Independent Consultant, Apple Computers, Culver City, CA

Interacted with faculty and students, provided instructional support for Macintosh users, extensively used and demonstrated HyperCard. March 1990 to August 1991

Stockroom Attendant, Engineering Dept., California State Polytechnic University, Pomona

Maintained electronic test equipment; established inventory database/barcode system. January 1989 to December 1991

General Merchandise Clerk/Clerk's Assistant, American Stores Corporation, Covina, CA

Interacted with vendors (ordering, receiving, and merchandising); worked with receiving clerk. December 1986 to November 1988

Tutor, Private

Tutor primary, secondary, and university students in various subjects, including Computer Science and English. 1985 to present

AFFILIATIONS

°Founder and Chairman, Apple-Tech
Macintosh Users Group 1991-92

°Sigma Nu Fraternity

°Model United Nations Club, Damien High School

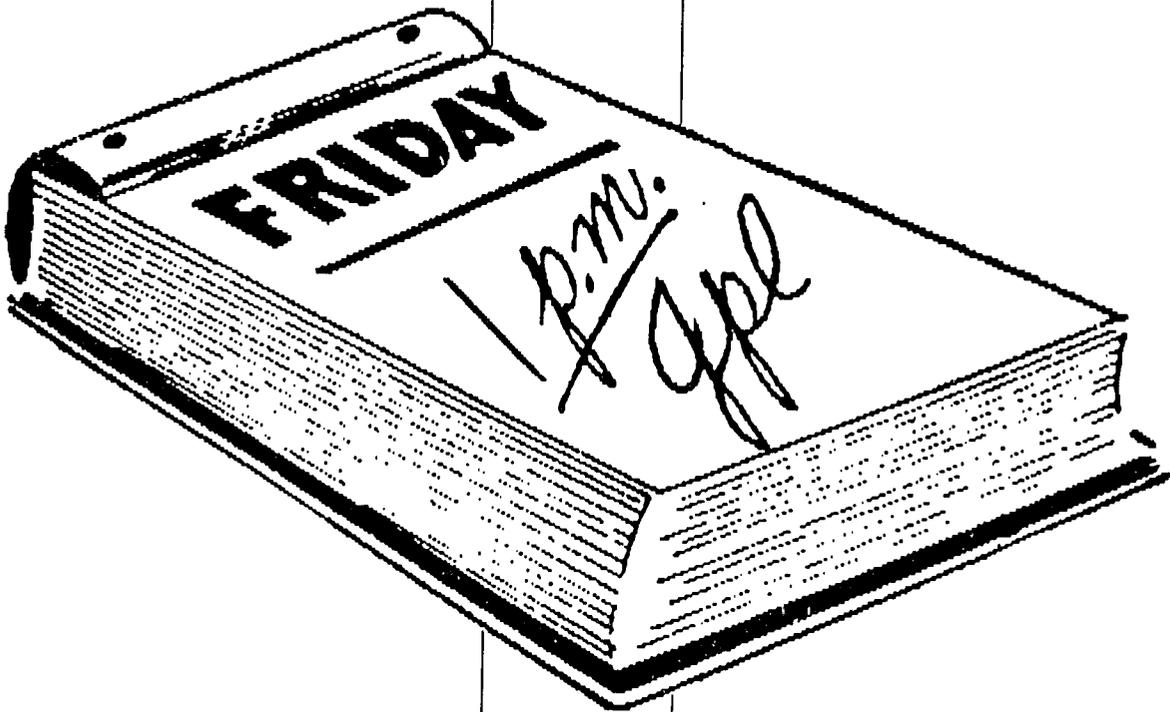
°Deputy Commissioner, Communications,
Associated Students, Inc. 1984-85

°United States Judo Federation, West Covina
Goju-ryu Karate Dojo

INTERESTS

Electronics and test equipment, Judo, Karate. Japanese and Chinese language and culture.

THE
CAREER
CENTER
CAL POLY POMONA



INTERVIEWING
GUIDE

THE CAREER CENTER
California State Polytechnic University, Pomona

INTRODUCTION

This guide is designed to help you with an effective and successful interview. Other Career Center publications deal with other aspects of the job search process.

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WHAT IS A JOB INTERVIEW?

The job interview is the single most important event in the job search process. An employer has determined that your qualifications meet the requirements of the company. So why bother interviewing? It would appear that your qualifications are self-evident and that a person either can or cannot do a job.

Employers conduct interviews for two reasons. First, and most importantly, it is the opportunity to assess an applicant's potential. Interviews give employers a chance to see applicants in person and in action. Many important factors cannot be discovered about you through your resume, such as: your personality, attitudes, motivations, communication skills, as well as your strengths and abilities in relation to the position. Secondly, the interview is to answer any questions the company may still have about an applicant, as well as to answer any questions the applicant may have about the company, the job or what is expected.

The interviewer recognizes that the future of a company is an extension of the quality of the people it hires. The interviewer's job is to determine if a candidate will be successful and to predict the potential benefit to the company. For this reason, interviews are not cut and dried. Interviewers are not always seeking specific answers to the questions they ask. In some cases the information sought is related to the chemistry or the fit between the personalities of the parties.

The importance of effective interviewing cannot be overstressed; it is crucial in the job search process. Because interviewers and job applicants are individuals, the interview cannot be neatly described and packaged - the possibilities are as varied as the way you express yourself.

Knowledge about the interviewing process and preparation are the key ingredients that will make your interview a success. This guide is designed to help you in this process.

Research about interviewing suggests that the more experience you have with interviewing, the more successful you will be. Learn from each of your opportunities.

HOW TO PREPARE FOR AN INTERVIEW

Being prepared is a key to successful interviewing, which involves two areas: researching yourself (skills, values, interests, etc.) and researching the job and the company.

1. RESEARCHING YOURSELF

It is very important that before you start the interviewing process you do some research on yourself.

- Identify your skills, abilities and interests.
- Assess yourself in terms of creativity, leadership qualities, communications skills, interpersonal skills, technical skills, etc.
- Examine your goals and objectives and decide what it is you want to do and where you want to do it.

- Review all your work experiences (part-time, summer, volunteer), extracurricular activities, hobbies and awards.
- Analyze your strengths, weaknesses, personal aspirations, work values, attitudes and expectations.
- Review your educational background (classes taken, projects, major, etc.).

If you need assistance in this process, The Career Center offers workshops on a regularly scheduled basis to help you, or you may make an appointment with your career counselor for individual guidance.

Try answering the personal assessment section of "Typical Questions Asked College Seniors by Recruiters" (pages 6-8) to help you in this process.

2. RESEARCHING THE JOB AND THE COMPANY

If there is a specific job for which you are applying, be sure you understand what the job description and/or job title mean.

It is important that you know something about the organization or company prior to the interview, such as:

- Size of the organization or company
- Potential growth for the company
- Percent of annual sales growth in the last five years
- Type of service or products
- Potential new markets
- Who is the competition
- Organizational structure
- Geographical locations
- Number of plants, stores, or sales outlets
- Type of training program
- Average time in non-management position
- Recent items in the news
- Relocation policies
- Percent of annual growth in earnings per share
- Present price of stock
- Typical career paths in your field
- Advancement opportunities
- Salary

Some of these topics may or may not apply to your interview situation and are used only as examples of some areas you might want to research. However, it is very important that you know where the job is located and, if available, the name of the person who will be interviewing you.

The more information you have about the job and the company, the less anxiety you will feel and the more confident you will be in formulating the questions you want to ask.

The Career Center has many resources available to help you in this process. This includes many excellent video tapes that provide different views of the interview process. See the reference section at the end of this guide for more complete information.

There are also many excellent resources available in the University library. Check with the reference librarian for assistance.

BEFORE THE INTERVIEW

Be sure to note the time and place of the interview, as well as the name and title of the person who will do the interviewing (be sure to get the correct spelling and pronunciation).

Arrive early and bring a resume with you. Even though the interviewer may already have your resume, make sure you bring a copy with you; the first one may be lost or misplaced. Also, bring a pen and small notebook for jotting down notes prior to and after the interview. During the interview, you will want to devote all your attention to the interviewer; therefore, taking notes during the interview is usually not recommended.

You may want to bring a copy of your transcripts or a list of classes, especially if your GPA is very good or if you want to point out specific classwork in a certain area.

Be prepared to furnish references if requested. The subject may not come up, especially in a first interview, but you should have them ready just in case. Do not forget to get a person's permission before listing him or her as a reference. Your "professional" reference list should include: name, title, address and telephone number. You may want to use professors, advisors, club sponsors, as well as previous supervisors.

Never underestimate the power that your appearance contributes to that all-important first impression. This is a professional appointment, so dress accordingly. Be clean and well-groomed. Dress as you would the first day on the job. If you are not sure how to dress, dress conservatively.

Treat everyone you meet in the office with respect. You never know who might provide feedback to the person with whom you have an interview.

Psyche yourself up. Prepare to enter the interview with a positive attitude, even if you are nervous and a little frightened.

Many candidates feel ill at ease during an interview because they are trying to please someone other than themselves. They are not putting their own feelings first. The result is often an uptight, false and unproductive exchange. Be yourself.

THE INTERVIEW

The typical interview format consists of an introduction phase which sets the tone of the interview.

Usually the interviewer

presents general information about the company and the position. tries to put the candidate at ease and

Using your resume as an outline, the interviewer may ask direct questions about your background and qualifications, or you may be asked to respond to an open-ended question such as "Tell me about yourself" or "What can I do for you?" or to a very specific question about your education and work experience.

Follow the interviewer's lead, answering all questions fully and completely. Do not answer every question with a yes or no. This is your opportunity to sell yourself. However, do not ramble or dwell on certain questions. If you have difficulty with a question, ask for clarification or simply state that you do not have an answer at this time (i.e., "What are your career goals ten years from now?" You could simply state that you are not certain at this time.).

Be sure to communicate information which you feel the interviewer needs to know about you. Dwell consistently on positive, strong points. Stress those things most positive about you and do not volunteer information that may be considered negative. However, be prepared to explain negatives. For example, if you have been asked about your GPA, you will have to tell the interviewer what it is. If it is low, you will have to provide some explanation - perhaps that you had to work full time or that you were ill.

Don't be discouraged if the interview seems to be progressing negatively. Some interviewers deliberately discourage their candidates to test their reaction. You have nothing to lose by continuing the interview. An appearance of confidence can only leave a favorable impression.

A recent nationwide survey of leading personnel executives revealed several factors which can lead to a successful interview:

1. Interviewers like candidates who are enthusiastic and responsive. Let the interviewer know that you are genuinely interested in the job. Confidently communicate who you are and what you have to offer an employer. Speak clearly and appear interested and responsive to the interviewer's statements. Remember, 90% of all communication is non-verbal. Your body language communicates a lot about your interest; therefore, listen attentively. Tune in on the non-verbal. Reflect on the interviewer's needs, concerns and ideas. Be courteous and tactful - but above all, be yourself.
2. Do not lie or exaggerate about your skills or accomplishments. Most interviewers believe stretching the truth is detectable and you will end up embarrassing yourself and ruining any chance you might have had for the job. Always be honest - your sincerity will show.
3. Interviewers are more favorably impressed by candidates who look them in the eye. People who avoid eye contact create an impression of something to hide or a lack of conviction and self-confidence.

4. Ask questions about the job and the company. If you do not show serious interest about the duties and responsibilities of the position, the interviewer will probably not consider you to be really serious about the job. If you have not done your homework prior to the interview (researching the company), you probably will not be convincing when you claim you really want to work for them when it is obvious you do not know anything about them.

5. Do not ask direct questions about salary or fringe benefits at the beginning of the interview. If you do, you may give the impression that you are more interested in what the company can do for you than what you can do for the company.

However, you may be asked about your salary requirements. Your research and organization should prepare you for this question. The Career Center has statistics on starting salaries and salary information on previous graduates that could be helpful to you. You will need to determine a range between what you need and your highest expectations.

TYPES OF INTERVIEWS

In addition to the one-to-one interviews that we commonly think of, there are many other types of interviews you may encounter in the process of job hunting, and you should be prepared to handle any of them.

A **preliminary** or **screening** interview is used to determine whether you meet the minimum or basic qualifications of the position, and for verifying facts, filling in gaps and probing areas not mentioned in your resume or application. (An on-campus interview is an example of a preliminary or screening interview.)

A **panel** interview is an interview with two or more interviewers. In this situation, it is important to direct your answers to all panel members, even though only one person asks the questions. Give all members recognition by looking at each person and acknowledging their presence.

In **group** interviews, several interviewees will be interviewed at the same time. This is most commonly used to disseminate information to a large number of candidates or may be used as a technique to find the natural leaders. In the latter case, it's important to make yourself known.

In a **conversational** or **informal** interview, you may talk about anything - hobbies, weather, vacations - except the job. This is usually done when your qualifications are adequately expressed in your resume and the interviewer is interested in your communication skills, attitudes, interests, poise, etc.

NON-VERBAL COMMUNICATION

Non-verbal communication is a significant element in the interviewing process. It has been suggested that 75% of our communication is non-verbal - facial expressions, gestures, posture, eye movement, changes in eye pupil size, etc. About 18% of our communication is voice tone and

inflection. The remaining 8% is attributed to the words that we use. The following are some of the major categories of non-verbal communication:

1. Eye contact should be direct. Maintain regular, steady eye contact with your interviewer. Avoid rapid or dramatic eye movement. One doesn't need to stare the interviewer down, but do look in the interviewers eyes.
2. Handshakes should be firm. Avoid the bonecrusher to prove your strength or the dead fish. If your hands perspire, dry them off on your clothing just prior to shaking hands. Handshakes are a part of business communication. Both men and women are expected to participate equally.
3. Posture should be good. Sit up straight in your chair. Your breathing will be easier and your voice will project better. Sit straight on to the interviewer. Avoid dramatic postures with crossed legs or with hands crossed in front of you.
4. Use hand gestures. Use your hands in your communication as you normally would. Again, avoid dramatic gestures.

TYPICAL QUESTIONS ASKED COLLEGE SENIORS BY RECRUITERS

Ideally, interview questions are designed to facilitate employers' success in familiarizing themselves with you as an individual as thoroughly and quickly as possible. Generally, the questions cover several different categories: personal goals, personal assessment, work attitudes, your evaluation of your education, and career expectations.

The interviewer may ask questions from several categories, a few, or none at all. However, you should be prepared to answer any of the following questions:

I. PERSONAL ASSESSMENT

1. What are your short-range and long-range goals and objectives and how are you preparing to achieve them? (career)
2. What goals have you established for yourself in the next five years, ten years (non-career related)?
3. What do you really want to do in life?
4. What do you see yourself doing in the future?
5. What rewards are the most important to you in your chosen career?
6. What were your motivations in choosing the career for which you are prepared/ preparing?
7. What salary expectations do you have - now, five years, ten years from now?

8. What do you consider to be your strengths and weaknesses?
9. How would you describe yourself?
10. How do you think other people who know you describe you?
11. What motivates you to put forth your greatest effort? Why?
12. What supervisory or leadership roles have you held?
13. What are your hobbies or recreational activities?
14. Why should I hire you?

II. EVALUATION OF YOUR EDUCATION

1. Why did you select your college or university?
2. What motivated you to choose your major?
3. What college subjects have you like and why?
What college subjects have you disliked and why?
Tell us about your senior project.
4. If you could do so, how would you plan your academic study differently? Why?
5. What changes would you make in your college or university?
6. Do you think your grades are a good indication of your academic achievement? Explain.
7. Has your college experience prepared you for your chosen career? Explain.
8. Describe your most rewarding college experience.
9. If you were hiring a recent college graduate for this position, what qualities would you look for?
10. Have you been involved in extracurricular activities? Explain what you have learned from this type of participation.
11. Do you have plans for continued study or an advanced degree?

III. EVALUATION OF YOUR WORK EXPERIENCE

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1. Tell me about some of your work experiences. What have you liked most about a work experience and why? What have you liked least about a work experience and why?
2. How would you describe the ideal job for you following graduation?
3. What two or three factors are most important to you in your job?
4. How do you work under pressure?
5. In what kind of work environment are you most comfortable and why?
6. Describe the type of relationship that should exist between a supervisor and subordinates.
7. What qualities do you have that you think would make you successful in your chosen career?
8. How do you determine or evaluate success for you?
9. What do you think it takes to be successful in our organization?
10. In what significant ways do you think you can make a contribution to our organization?
11. Why did you leave your previous employer?

IV. KNOWLEDGE OF THE EMPLOYER

1. Why did you decide to seek a position with this organization?
2. What do you know about our organization?
3. What criteria are you using to evaluate the organization for work? which you want to
4. What are your short-range and long-range career goals?
5. Are you seeking employment in a particular organization? What type?
6. Do you have a geographical preference? Why?
7. Will you relocate? Does relocation bother you?
8. Are you willing to travel?
9. What salary level do you expect? Why?

10. How is your previous experience applicable to what we do here?
11. Are you applying to other organizations?
12. Is there someone we can contact who is familiar with your activities?

TYPICAL QUESTIONS ASKED OF STUDENTS AND SUGGESTED RESPONSES

Most students make two mistakes when they are being questioned in an interview. First, they fail to listen to the question. They proceed to answer a question that was not asked or to give out a lot of superfluous information. Second, and more important, they attempt to answer questions without preparation. The most skilled debater cannot answer questions off the cuff without damaging his or her chances of success. Listed below are a number of questions that various surveys have indicated are asked most often. The suggested responses given below are to be used only as a guide. You will need to develop your answers according to your own unique qualifications, experiences and interests.

1. Tell me about yourself.

This broad question throws many unprepared interviewees. It is an opportunity for you to explain why you are interested in and qualified for the position. Impress the interviewer by expressing interest in and desire to work for the company. Discuss your qualifications. It is important to organize your response so that you may narrow the focus and direct your answer to support your candidacy for the position. Bring up the most useful items from your background in your answer. In asking these questions, interviewers are seeking information that gives evidence that you have researched the career field and their company and know why you are there.

2. Why are you interested in working for this company?

Produce specific reasons for why you want to join this company, such as: the type of company, job description, size, advancement potential, etc.

3. Why have you chosen this particular field?

This is an opportunity for impressing the interviewer with your interest and knowledge of the field and your ability to perform successfully on the job. If appropriate, explain that this type of work gives you a strong sense of purpose, identity, and accomplishment, a feeling that you could not derive from other types of work. Avoid discussion of salary and fringe benefits. Mention key functions of the job and your interest and competency in them. Support your statements by presenting specific points.

4. Why should we hire you?

This question is the most important question any interviewer can ask. Students who are unprepared for this question often respond, "I don't know why." Don't let this happen to you - you have definite

skills and abilities to offer and you must be able to communicate that to an employer.

5. What are your long-range goals?

This question is very popular because it portrays and brings out a lot of useful information, such as: maturity, foresight, and realistic outlook; degree of preparation in career planning; knowledge of yourself, the occupation and the company; commitment to the company and profession.

6. What is your greatest strength?

This is a direct "sell me" question. For some, this is an easy question because they know their strengths and have examples to support each, but for many this question comes as a *SHOCK*. For some, it is difficult to tell someone about their strengths. Some strengths you might consider are: intelligence, common sense, drive (the ability to work long and hard), maturity (the ability to establish work priorities, to know where to place your effort when many things need to be done at the same time, the ability to assess not only business problems but the relationship of people to those problems), the ability to deal with people, and knowledgeability (if you and your competition have equal knowledge, your other strengths will be much more important).

When highlighting your strengths, do not flaunt them. Be prepared to supply examples to support your statements. Above all, do not mention the examples mentioned just because they are listed here. There are many strengths each of us has - so be sure to assess yours accurately.

7. What is your greatest weakness?

You can use this question to your advantage if you concentrate on the job being offered. For example, you might be very uncomfortable with disorder - a trait that indicates that you are well-organized, or you might be able to reach decisions only after you have a thorough grasp of the problem. At any rate, don't reveal a weakness that would actually disqualify you for the position. Some examples:

Impatience - this may be a weakness, but if you are impatient to get a job done when it is due, it could be a strength.

Overdrive - this is also closely related to impatience - one may lead to the other. You drive yourself hard, you push yourself to the extent of your own capacity. Although this is a fault, it is an admirable fault.

Tendency to Overview - you prefer an assignment involving a broad analysis rather than detailed administrative duties. This is a most acceptable weakness, since it makes you a prime candidate for a leadership position.

You Are Hard to Please - while no one likes a totally negative person, the person who challenges what is going on is better than one who accepts everything.

Stubbornness When You Are Right - this is generally an undesirable trait, but the opposite is lack of conviction. The person who sticks to his or her guns has to have guts and is rarely wishy-washy on

the job.

First, remember that you do not have to discuss all your weaknesses. If you are asked, cite one or two. If you are not asked, do not even mention weaknesses. Keep in mind a positive illustration of each weakness. A strong weakness can turn a minus into a plus for you.

8. Tell me about your schooling.

The key is to keep your reply positive. Speak well of your school because you are a product of the educational program. By praising the school and its programs, you indirectly praise yourself. If you are asked to explain a low grade, avoid being defensive or blaming others. Give a reasonable explanation, such as indicating that you had to work full-time to help support yourself and family, if that was the case. Add that whatever grade you earned, you learned a great deal from that course, much of which you still use.

DO YOU HAVE ANY QUESTIONS? (QUESTIONS TO ASK EMPLOYERS)

When you are asked if you have any questions, you should be prepared to ask some pertinent and intelligent questions. You should not ask at this time if the company has sick leave, paid vacations and holidays, or other benefits which allow you to get away from work. This indicates that your interest is not solely on the job. These are important issues to be discussed but not at this point in the interviewing process. Some questions you might consider, if appropriate to your situation, are:

1. What are the major responsibilities of the job?
2. Could you describe the normal routine of this position? Describe a typical day.
3. How much contact and exposure is there to management?
4. Could you describe your organizational structure and tell me who I would report to?
5. What type of person (what type of characteristics) are you seeking for this position?
6. How is job performance evaluated and how often?
7. Is it possible to transfer from one division to another? Are employees ever transferred between functional fields?
8. What is your firm's philosophy for upward mobility? What is the typical career path in this field? What opportunities for advancement are there? What is the average time to get to _____ level?
9. How much travel is normally expected? Is a car provided?
10. Describe your relocation policy.

11. How many people have been in this position? Why have they left?
12. What have you liked most about the company and what have you liked least about it?
13. How many people are you interviewing for this position?
14. When do you expect to make a decision?
15. Where do we go from here?

EMPLOYERS' EXPECTATIONS DURING THE INTERVIEW

Everyone has certain expectations that they would like to have met. The same holds true for the employer. The employer is looking for (expecting) certain behaviors and responses during the interview process. It's on these expectations (the things he/she is looking for) that your interview will be judged.

A study of various employers has shown that there are a number of expectations to be met. But...of all the expectations, there are three clusters that the employer considers to be most important.

CLUSTER 1

APPEARANCE:

Do you look like you belong in the job?

Is your appearance neat and clean?

Is the paperwork you present (applications, resumes, work samples, etc.) neat and clean?

CLUSTER 2

ATTENDANCE AND PUNCTUALITY:

Are you on time daily and stay for the full day?

Are you back from breaks on time?

RELIABILITY:

Will you do the work appropriately?

Are you a trustworthy employee?

Can you admit mistakes and accept criticism and instructions?

DEPENDABILITY:

Can the employer depend on you to help him in tight spots like overtime?

Are you a regular attending employee?

Are you willing to make some sacrifices for improved business performance?

CLUSTER 3

SKILLS:

These are things you can do immediately to help the employer meet the needs of his or her business.

ABILITIES:

These are transferable skills. If you can type, you can probably learn to work other machines that require manual

dexterity. These are things that you can learn to do without much training time.

EXPERIENCE, TRAINING, INTERESTS, HOBBIES, ETC.**INTERVIEWING PREDICTORS OF SUCCESS**

In a study conducted by Recruiting Trends, recruiters were asked to rank in order of importance the attributes that most affect the recruitment decision. These attributes were:

- General appearance
- Future potential to the organization
- Personality
- Conversational ability
- Scholastic ability

Other factors which are also important in this process are:

- Ability to communicate
- Ambition and motivation
- Related work experience
- Initiative and responsibility
- Adaptability
- Leadership ability
- Teamwork capabilities
- Creativity and intelligence
- Grades
- Specific courses
- Work habits
- Job fit

INTERVIEWING PREDICTORS OF REJECTION

It is equally important to know why candidates receive rejection replies. Some reasons are:

1. Lack of proper career planning - purposes and goals ill-defined.
2. Lack of knowledge of field of specialization - not well qualified.

3. Inability to express self clearly.
4. Insufficient evidence of achievement or capacity to excite action in others.
5. Not prepared for the interview - no research on company.
6. No real interest in the organization or the industry - just shopping around.
7. Narrow location of interest - unwilling to relocate later.
8. Little interest and enthusiasm - indifferent.
9. Overbearing - overaggressive - conceited.
10. Interested only in best dollar offer.
11. Does not ask pertinent questions about the job.
12. Unwilling to start at the bottom - expects too much, too soon.
13. Makes excuses - evasive - hedges on unfavorable factors in record.
14. No confidence and poise - fails to look interviewer in the eye.
15. Poor personal appearance.

CLOSING THE INTERVIEW

When the interview conversation is coming to a close, be sure to state your interest level (if it is high) and find out what the next step is in the hiring process. At this time, add any information you might have omitted earlier and ask questions to which you have not received answers, i.e., Will there be another interview? When? How soon can you expect to hear from them?

AFTER THE INTERVIEW

Lawrence W. Hugenberg and Jacquelyn M. Hvizdos of Youngstown State University suggest that job hunters thoroughly debrief their job interviews. They offer the following pointers:

1. Immediately after interviews, applicants should take time to record their impressions of the situation. The applicant should be specific in noting what occurred and how their skills could be improved for future interviews. Applicants should not wait to record their impressions because information and perceptions will be altered and forgotten as time passes.
2. The best notations are the specific questions that were asked during the interview. There is no better source of potential questions for future job interviews than actual questions already

experienced.

3. Applicants should always note and record the performance of their interviewers. Notations on their strengths and weaknesses could be used to anticipate future interviewer behaviors. (Journal of Business Education, October, 1984, pps. 38-43.)

You may want to make notes on some specific aspects of the conversation. Sit down and think it through, question by question. What did and didn't you learn that can help you with the next interview? Did you ask pertinent questions? Would it help to practice interviewing?

Be sure to follow up your interview with a thank-you note. It will help you to be remembered and shows appreciation for the recent interview. It gives you another opportunity to show your genuine interest in the position. In your follow-up letter, thank the employer for the interview and express appreciation for the courtesy or consideration extended to you. Be sure to remind the reader of the position for which you were interviewed and the date of the interview.

The follow-up letter can be used for two different purposes:

1. It can be used as an opportunity to thank the employer for the interview, to reinforce your interest in the position you are seeking and the organization with which you have interviewed. This type of follow-up letter is usually sent within ten days following the initial interview.

2. Or, in the event that you have not heard from the employer regarding the outcome of your initial interview (generally, applicants are told by the employer by what date they will be notified of the results of the interview), the follow-up letter can serve to reestablish contact with the employer. This can also be done by contacting the employer by phone.

Reaffirm your interest in the position and the organization. Mention anything you have done since the interview which demonstrates your interest (additional research, conversations with employees, etc.). You may also add information you failed to give in the interview.

If the employer does not already have a copy of your resume, it can be sent with this letter. Express willingness to provide additional data, if requested.

Close with a suggestion for further action such as your availability for additional interviews at the employer's convenience. Usually a job offer will not be made to you on the spot, but you should have an answer prepared. If you are absolutely sure it is the job you want, accept with a definite "yes." If you have the slightest doubt or if you are perhaps waiting for another offer, be courteous and tactful in your response. Request time to think it over and ask when a response is required. Whether you decide to accept or reject the offer, be sure to inform the employer as soon as possible.

If your first interview goes well, there is a good possibility that you will be notified at a later date that the same or additional representatives would like to interview you again. Two, three or more interviews are not unusual.

These additional interviews may cover much the same ground as the original interview or may take the same information to new depths, or cover totally new areas. The process may be quite informal

or structured so that you interview particular organization personnel during scheduled time slots during the day. You may be wined and dined at lunch at company expense or asked to have your wife/husband/friend join for a sociable evening dinner. Bear in mind, however, that in all these instances you are being evaluated. Until you receive your employment offer, you are still being interviewed, despite the environment.

QUESTIONS WHICH MIGHT BE ILLEGAL

In an employment interview, it is very easy to make the assumption that we must answer any and every question that is asked. Interviews may cover any number of subjects related to an applicant's ability to perform a job. By law, there are both federal and state statutes that protect applicants by not allowing any pre-employment questions that directly or indirectly concern race, religion, creed, color, national origin, ancestry, age, sex, medical condition, or physical handicap. This information may be required, most notably sex or physical limitations, if it is required to perform a specific job. Inappropriate questions are those that could limit a person's employment opportunities because of non-job-related characteristics.

Listed on the next page are sample questions/inquiries which will assist you in clarifying the nature of an acceptable or unacceptable inquiry. This list is not intended to be exhaustive, but is meant to be illustrative of questions frequently asked. It should be noted that the legality of a question is somewhat situational and may vary depending upon the content in which asked.

The most direct response to awkward or illegal questions, such as:

Do you plan to have children?
Are you married?
How old are you?

may negatively affect the applicant's chances at the job. You want to answer the underlying question, which in many cases is "Are you serious about your career?" You can respond by restating and reaffirming your career objectives. For example:

Question: How many children do you have?

Underlying Question: How many days will she be absent because of children's illness/activities?

Suggested Response: I feel that what you really are asking me is if my private life will interfere with my professional life. I want to assure you that my career is very important to me and that I want nothing to stand in the way of achieving my goals.

Question (asked of men): How would you feel working for a woman?

Suggested Response: This would be no problem. I work well with both men and women.

Question: How would you feel working for someone younger than you?

Suggested Response: Age does not interfere with my ability to get along with others. I am adaptable and respect supervisors who are knowledgeable and competent.

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ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES
<p>If you are not a U.S. citizen, have you the legal right to remain permanently in the U.S.? Do you intend to remain permanent in the U.S.?</p> <p>Statement by employer that, if hired, applicant may be required to submit proof of citizenship.</p>	CITIZENSHIP	<p>Are you a U.S. citizen?</p> <p>Whether applicant or his parents or spouse are naturalized or native-born United States citizens.</p> <p>Date when applicant or parents or spouse acquired U.S. citizenship.</p> <p>Requirement that applicant produce naturalization or first papers.</p> <p>Whether applicant's parents or spouse are citizens of the U.S.</p>
Languages applicant reads, speaks, or writes fluently.	NATIONAL ORIGIN OR ANCESTRY	<p>Applicant's nationality, lineage, ancestry, national origin, descent or parentage.</p> <p>Date of arrival in United States or port of entry; how long a resident.</p> <p>Nationality of applicant's parents or spouse; maiden name of applicant's wife or mother.</p> <p>Language commonly used by applicant. What is your mother tongue?</p> <p>How applicant acquired ability to read, write, or speak a foreign language.</p>
Applicant's academic, vocational, or professional education; schools attended.	EDUCATION	Date last attended high school.
<p>Applicant's work experience.</p> <p>Applicant's military experience in armed forces of United States, in a state militia (U.S.), or in a particular branch of U.S. armed forces.</p>	EXPERIENCE	<p>Applicant's military experience (general).</p> <p>Type of military discharge.</p>
Have you ever been convicted of any crime? If so, when, where, and disposition of case?	CHARACTER	Have you ever been arrested?

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ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES
<p>Names of applicant's relatives already employed by this company.</p> <p>Name and address of parent or guardian if applicant is a minor.</p>	RELATIVES	<p>Marital status or number of dependents.</p> <p>Name or address of relative, spouse or children of adult applicant.</p> <p>With whom do you reside?</p> <p>Do you live with your parents?</p>
<p>Statement by employer of regular days, hours or shift to be worked.</p>	WORK DAYS AND SHIFTS	
	RACE OR COLOR	<p>Complexion, color or skin, or other questions directly or indirectly indicating race or color.</p>
<p>Statement that photograph may be required after employment.</p>	PHOTOGRAPH	<p>Requirement that applicant affix a photograph to his or her application form.</p> <p>Request applicant, at his or her option, to submit photograph.</p> <p>Requirement of photograph after interview but before hiring.</p>
<p>Organizations, clubs, professional societies, or other associations of which applicant is a member, excluding any names the character of which indicate the race, religious creed, color, national origin, or ancestry of its members.</p>	ORGANIZATIONS	<p>List all organizations, clubs, societies, and lodges to which you belong.</p>
<p>By whom were you referred for a position here?</p>	REFERENCES	<p>Requirement of submission of a religious reference.</p>
<p>Do you have any physical condition which may limit your ability to perform the job applied for?</p> <p>Statement by employer that offer may be made contingent on passing a physical examination.</p>	PHYSICAL CONDITION	<p>Do you have any physical disabilities?</p> <p>Questions on general medical condition.</p> <p>Inquiries as to receipt of Workers' Compensation.</p>

You may decide to confront the discriminatory nature of the question by calling it to the attention of the interviewer. The choice is yours.

If you believe that your response to an illegal question has excluded you from consideration for a position, you may have cause for action. The Center can help you explore your options.

INTERVIEW CHECKLIST

Review the following list prior to your interview to make sure you haven't forgotten anything:

1. Be prepared.
2. Be on time.
3. Know the correct spelling, punctuation and pronunciation of the interviewer's name. You may want to ask for a business card. Do not be afraid to ask the interviewer to repeat something if you do not understand.
4. Act naturally - try not to be nervous.
5. Maintain good eye contact.
6. Be neat and courteous.
7. Do not chew gum or smoke.
8. Ask relevant questions briefly but not abruptly.
9. Be complete in your answers, but do not ramble.
10. Do not interrupt the interviewer.
11. Be prepared to tell about your interests, hobbies, career goals and extra-curricular activities.
12. If you have worked before, be prepared to give a brief and accurate description of your previous jobs.
13. Be sure you understand the duties, hours and starting salary involved in the job.
14. If the interviewer does not indicate when you will be

notified, ask if you may call in a week or two.

The Career Center conducts workshops each quarter on resumes, interviewing techniques, and the job search. Stop by the Center (Building 97) and pick up your copy of the workshop schedule.

If problems or questions arise concerning any part of the interviewing process, The Career Center has counselors available to help you. Practice interviews (mock interviews) can be arranged to see yourself as others see you and to get positive feedback on your interviewing techniques - so be sure to take advantage of this non-threatening interviewing situation.

The Career Center has many resources available to help you in this process. Some of these are:

- Recruiter brochures
- College Placement Annual
- Career Occupational Index
- Southern California Business Directory
- Thomas Register of American Manufacturers

There are video tapes available on interviewing as well as on a variety of companies to help you in your research. Video tapes available on request are:

- Interviewing Do's and Don'ts
- Sample Good Interviews
- Sample Interviews
- Celanese Corporation on Interviewing (highly recommended)

Audio tapes available on request are:

- The Campus Interview
- The Dynamics of Job Interviews

ADDITIONAL RESOURCES These references are available in the Career Search Library of The Career Center:

Want A Job? Get Some Experience. Want Experience? Get a Job
by Don Berliner

What Color Is Your Parachute?
by Richard Bolles

You Can Get A Better Job
by J. Bryant

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else
by David Campbell

The Job Game: Winning the Job That's Right For You
by Ross Figgins

The Complete Job Search Handbook
by Howard Figler

Finding A Job You Feel Good About
by Clifford Garrison et. al.

Job Hunters' Handbook
by Robert Ginn

Job Power
by B. Haldane

Go Hire Yourself An Employer
by Richard Irish

Guerilla Tactics in the Job Market
by Tom Jackson

Sweaty Palms - The Neglected Art of Being Interviewed
by H. A. Medley

Dress For Success
by John Molloy

How To Get A Better Job Quicker
by R. A. Payne

Which Niche
by J. Shingleton and Phil Frank

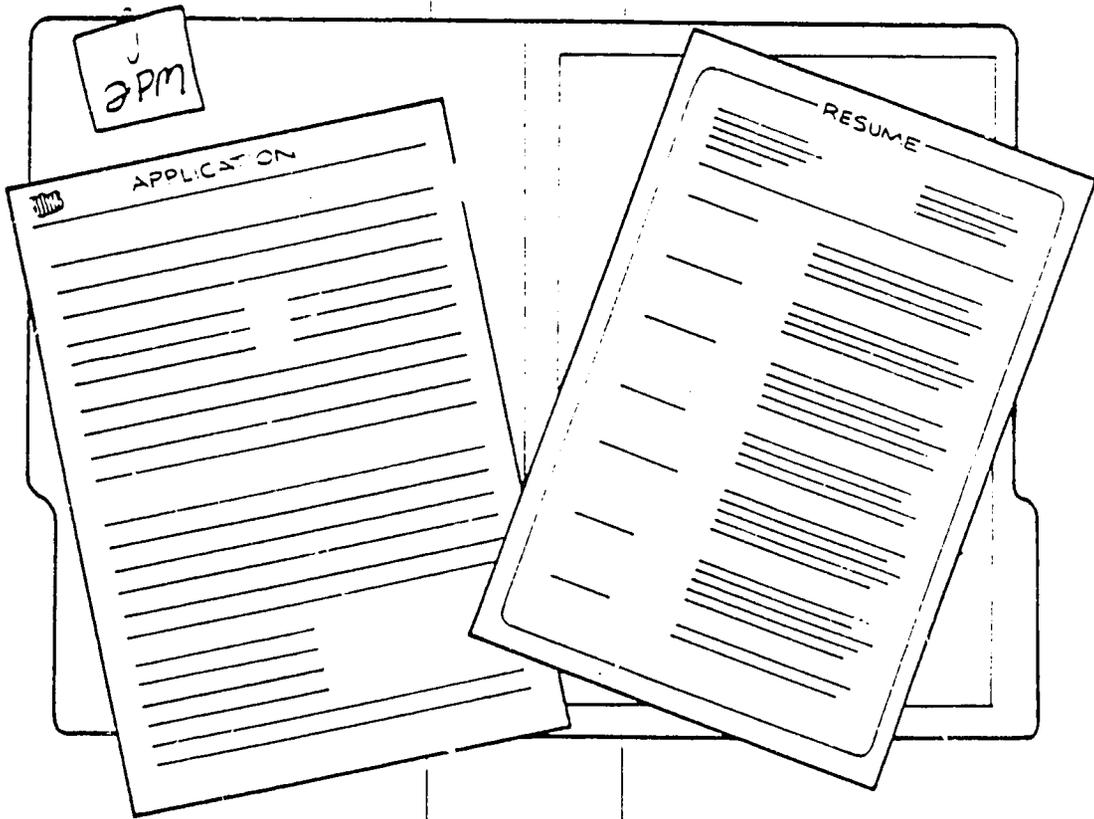
Job Hunting Secrets and Tactics
by Kirby Stanat and Pat Reardon

PREPARING FOR AN INTERVIEW

California State Polytechnic University, Pomona
The Career Center
Building 97

California State Polytechnic University, Pomona, is an equal opportunity, affirmative action employer. The policies of the University conform with the requirements of Executive Order 11246, Title IX, of the Higher Education Amendments of 1972, and is subject to all other laws and policies governing affirmative action, equal employment opportunity, handicapped, and non-discrimination.

THE
CAREER
CENTER
CAL POLY POMONA



**A GUIDE TO
JOB HUNTING**

6/84

JOB SEARCH GUIDE

Hunting for a job is one of the hardest jobs there is. Even just thinking about a job search is enough to scare many people. Many students do not have any idea about how to start job hunting, and the enormity of the project seems overwhelming. Take heart! The task is not impossible. It may, with proper tools and organization, prove to be exciting and profitable.

Job hunting is more effective when you have a plan of action. Before you begin your search, you should know what type of job you're after and what type of employer you want. If you are having difficulty in deciding, you might want to attend The Career Center's Career Search Workshop series, especially Career Search I (What Makes Me Employable) and Career Search II (Identifying My Career Objective). You may also want to make an appointment to talk with your Career Counselor.

Any job hunting plan must include an investment of time, organization, follow through and persistence. This guide is designed to aid you in this process.

JOB SEARCH PLAN

Whatever job search methods you use, it is important to have a plan. For example, perhaps a major consideration for you is to work in Orange County. Then surely the bulk of your mailing and phone calling and contacting should be in Orange County. Plan visits to firms in one geographical area at a time to conserve money as well as time. Maybe your first choice is to work in organizations manufacturing consumer goods. Certainly, then, the thrust of your search should be in that area. The idea is to prioritize what's most important to you and hit those firms first. If you are having difficulty in deciding what's important, you might want to attend The Career Center's Career Search Workshop series, particularly Career Search II (Identifying My Career Objective).

PREPARATION FOR YOUR CAMPAIGN

A well-planned and organized job hunt will make the best use of your time and resources. Your job hunt can be exciting and challenging, as well as anxiety-ridden and depressing. Everyone experiences rejection at some point, but it's important to know that it will occur and it's not personal. You can help prevent rejection in early stages of your hunt by having a **good** resume, **good** interviewing techniques, and **good** grammar in all correspondence.

Consider these resources:

1. **Money.** Possible expenses during your job hunt include stationery, postage, telephone calls, transportation and clothing. If you can't afford these expenses, consider financial support from your family or friends, or getting a part-time job.
2. **Transportation.** Do you have your own car or will you need to rely on friends or public transportation? If you have your own car, is it reliable, or will car repairs need to be included in your "job hunt" expenses? In any case, your transportation will be an important factor in scheduling interviews and getting to them **on time**.
3. **Time.** How much time are you going to devote to your job hunt? The more time you invest, the greater your rewards. Plan to fill odd hours with job hunting tasks - copying addresses, writing letters, researching companies, and making phone calls. A successful job search for a new college graduate will probably take at least 200 hours of time over a two to three month period. Plan on investing the time. Looking for a job should be a full-time job!
4. **Clothing.** You're all set for the big interview and what do you wear? Research the type of clothing worn by people working in the positions you are applying for and wear that. Include the cost of clothing in your job hunt expenses.
5. **Energy.** Maintain your stamina and positive outlook by eating right, getting plenty of sleep and exercising regularly.
6. **Support System.** There are many sources of support, people who can help you when you need advice or encouragement. They include family, friends, past employers, job clubs, professional organizations and career counselors. These people can provide you with emotional support, feedback, financial assistance, or people contacts.
7. **Job Hunt File.** Choose the type of file that fits you. This will help you keep all materials about your job hunt in one place. Items you will want to keep in it are: correspondence, applications, resume, cover letters, notes, contact log and calendar.
8. **Contact Log** or notebook to record information on every contact (interview, letter or phone call) you make. Be sure to include names, addresses and phone numbers, type and reason for contact. You might also want to make a note of who referred you and what follow-up you plan.
9. **Calendar,** timetable or schedule is a great tool to organize and plan your time and job hunt activities. Decide what job hunt activities you want to complete each day or week, schedule them on your calendar and stick to your schedule. Record how many resumes you will send out and phone calls you will make. A well-used calendar will be a good measure of what you have done and motivate you to do more.
10. Complete the "Job Hunt Checklist" on page 7 to make sure you're prepared.

JOB SEARCH METHODS

Research suggests that when you use many different job hunting methods, you are more likely to be satisfied with the outcome of your job search. Do not rely on any single method to produce the results you want. Do not allow anyone else to take the responsibility for your job search. You must do the work, make the decisions, and take the responsibility.

Method

How to Use

Your Career Center

Contact: The Career Center early; participate in workshops; make full use of services.

Want Ads - job opening listings in newspaper, trade journals, professional newsletters & journals. Sunday edition of newspaper generally has largest number of listings.

Sunday editions have largest number of listings; in responding, send cover letter & resume; if you feel you can do job, apply even if qualifications differ.

Mass Mailings - market yourself through use of letter usually sent to many firms. May or may not have resume attached.

Use quality paper & envelopes; know audience & how best to present yourself; follow-up with telephone calls or send addressed letters to names, not titles; keep master list of letters mailed.

Personnel Offices - most medium & large companies have personnel offices designed to do initial screening.

Use power of referral whenever possible; when contacting by letter, be specific about what you want; get to know key personnel people whenever possible; make a favorable impression - be pleasant, well-dressed & present a positive image.

Employment Agencies - provide placement service for a fee. Some are "employer paid," others are not.

Investigate quality of services; stay in frequent contact; carefully review positions suggested; suggest names of firms with whom you would like to interview.

Volunteering - contributing your time and skills for free.

Consider unpaid internships; choose situations carefully to accomplish goals.

Referral Campaign - making contacts with individuals in your field through personal referral & networking.

Develop list of people to use as contacts; expand contacts to develop leads; contacts are source of leads for potential positions.

Job Search Clubs - group meets regularly to share contacts/information & provide support for job search.

Consider forming own club & structure activities; contribute to activities of others.

Cold Calls - visit a number of firms for which you'd like to work, trying to find an opening or contact.

Arrange times for contacts when energy is highest; avoid Mondays; don't ignore support personnel; make contacts within confined geographical area to save time & energy.

Government Listings/Agencies - job listings posted with government personnel or agencies.

Know sources where government positions are listed in your community; if tests are required, check with others on the content.

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Decide on the methods you will use. Since 30% of the available positions are never advertised, perhaps you want to spend 80% of your time on methods that lead you to these positions. We have listed some of the most used job search methods for you. In addition, be sure to use some or all of the resources available to you in The Career Center.

Some Advantages

Some Disadvantages

Current listings of job openings; on campus interviews conducted by recruiting companies; job hunting workshops; directories such as: Thomas Register of American Manufacturers; California Manufacturers Register; Hotel & Motel Redbook; Southern California Business Directory & Buyer's Guide; California Museum Directory; Public Welfare Directory; telephone directories; College Placement Annual; Career Placement Guide; career counselors to help you; company information; Career Day; job search books (see attached).

None!

Low cost; generally convenient; listings in alphabetical and geographical order & easy to skim. Provides daily listings; may be only source used by employers for posting jobs.

Ads cover 7-3%; responses often screened by person not in position to hire you; beware of "come-on" ads promising fantastic jobs.

Requires minimum amount of time; may generate job leads; may narrow field.

Low percentage of return.

Easy to identify contact sources; lists of jobs currently available.

Usually have power to make "no" decision, but not "yes;" usually lack power to hire.

Some employers use only agencies; saves time; interviews are set up for you.

Quality of service varies widely; may be a fee.

Gain experience; expands contact base; shows commitment.

Time consuming.

Majority of positions filled through personal referral & contacts, so highly effective; puts you in touch with person with power to hire you; provides information on inside operations; personal recommendations.

Requires substantial effort & time to make contacts, set up interviews and follow up.

Morale booster; sharing information saves time; enlarges pool of contacts; helps systematize job search efforts.

Requires commitment to group.

May connect with person with power to hire.

Time consuming.

One of largest employment segments; centralized source of information.

Application methods often lengthy and detailed.

MAINTAIN ACTION

Persist! Remember Abe Lincoln! If you are looking for a job and are insecure, this is the ideal time to look at history's biographies to remember that **persistence** can turn adversity into greatness. As the Reverend James Keller once noted, "Abe Lincoln lost his job in 1832. He was defeated for the legislature, also in 1832. He failed in business in 1833. He was elected to the legislature in 1834. His sweetheart died in 1835. He suffered a nervous breakdown in 1836. He was defeated for Speaker in 1838. He was defeated for nomination for Congress in 1843. He was elected to Congress in 1846. He lost his renomination for Congress in 1848. He was rejected for land officer in 1849. He was defeated for the Senate in 1854. He was defeated for nomination for vice president of the United States in 1856. He was again defeated for the Senate in 1858. Abraham Lincoln was elected President of the United States in 1860."

In some ways, job hunting is a numbers game. The more people you talk to about employment, the more interviews you get, and the greater the chance of getting a position. If you limit yourself to your first few prospects, you will be wasting time waiting out the hiring process. Don't let down. Continue making contacts until you have the offer you want.

An often neglected step in the job hunt is the follow-up. Many students, once they have been interviewed for a position, feel there is nothing left to do. Please remember, your ultimate goal is not to be interviewed for a job, it is to be hired for a job. Anything you can do to increase your chances of being hired - do it!

Following up after an interview, whether it is by letter or phone, offers many advantages. It gives you the opportunity to: get fast results, leave a positive impression, reinforce your qualifications, get feedback, open the door for a subsequent interview and make you stand out from the rest of the candidates.

Follow-up is not just for after an interview, but also for after the hiring decision has been made, good or bad. If you're offered a position, a follow-up letter can confirm terms of your employment: salary, benefits, start date, responsibilities, etc. If you're turned down for a position, a follow-up can express your appreciation for the interviewer's time and interest and reaffirm your interest in the company. You want to keep the door open for any possible future positions.

JOB HUNT CHECKLIST

Studies have found that students who were prepared and had formulated specific ideas about job preferences were significantly more successful in their job hunt. Therefore, before you begin your job hunt, go through the following checklist to see just how ready for your job hunt you really are. Check off those items that you have completed. If you have left five or more items unchecked, then you need to do more preparation for a successful job hunt.

What Do You Want To Do?

- I have identified my skills and interests.
- I have researched how these skills & interests can be applied to a job.
- I have attended the Job Search Workshops.
- I have discussed my career plans with a Career Counselor.
- I have read one of the several job hunting books in the Career Search Library.

Where Do You Want To Do It?

- I have decided what city-country-state I want to work in.
- I have identified the work settings I want to work in.
- I have identified the working conditions I want to work in.

Be Prepared

- I have examined my resources:
 - a. I have decided how much time per week I will be able to devote to my job hunt.
 - b. I have made an estimate of how much it will cost me.
 - c. I have arranged for reliable transportation.
 - d. I have selected my support people and have talked to them about my job hunt.
 - e. I have determined what type of clothing I should wear on my interviews.
- I have prepared my resume:
 - a. I attended the Resume Workshop.
 - b. I used the Resume Guide.
 - c. I had my resume critiqued by a Career Counselor.
 - d. I had my resume professionally reproduced.
- I have drafted a basic cover letter that can be used as a guide for writing specific employers:
 - a. I attended the Cover Letter Workshop.
 - b. I used the Cover Letter Guide.
- I have the names, titles and addresses of three people and have their permission to use them as references.
- I have practiced my interviewing skills:
 - a. I attended the Interviewing Skills Workshop.
 - b. I used the Interviewing Skills Guide.
 - c. I had at least one Practice/Mock Interview.
- I have organized my job hunt:
 - a. I have created a job hunt file.
 - b. I have a contact log.
 - c. I have a job hunt calendar.

Job Hunting Strategies

- I have reviewed the job hunting strategies and have selected five for my job hunt.

SUGGESTED READING

All are available in the Career Search or Career Planning libraries.

What Color Is Your Parachute?

Richard Bolles

Job Search Strategy For College Grads

Susan Bernard and Gretchen Thompson

You Can Get A Better Job

J. Bryant

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else

David Campbell

The Job Game: Winning The Job That's Right For You

Ross Figgins

The Complete Job Search Handbook

Howard Figler

Finding A Job You Feel Good About

Clifford Garnson, et al

Job Hunter's Handbook

Robert Ginn

Job Power

B. Haidane

Go Hire Yourself An Employer

Richard Irish

Guerrilla Tactics In The Job Market

Tom Jackson

Sweaty Pains - The Neglected Art Of Being Interviewed

H. A. Medlery

How To Get A Better Job Quicker

R. A. Payne

Which Niche

J. Shingieton and Phil Frank

Job Hunting Secrets and Tactics

Kirby Stanar and Pat Reardon