



High School CTE Class

WEEK #2

CTE Work Packet

Pacing Guide

Day 1: Career Ready Practices

- **Read “The Standards for Career Ready Practices”**
- **Answer Reflection Questions**

Day 2: Resumes

- **Read “Resume Workshop” to learn the do’s and don’ts of writing a resume**
- **Examine the Functional and Chronological Resumes**
- **Complete the Venn Diagram comparing and contrasting Functional and Chronological Resumes.**

Day 3: Writing a Resume

- **Construct a resume either on a computer or notebook paper that you might submit when applying for your career of choice.**

Day 4: Job Seeking and Interview Activities

- **Read and take notes on “Job Seeking and Interviewing Activities”, “The Interview Process”, and “What Not to do in an Interview”**

Day 5: Preparing for an Interview

- **Complete “Practice Questions to Prepare for Interviews”**

The Career Ready Practices

ACT AS A RESPONSIBLE AND CONTRIBUTING CITIZEN AND EMPLOYEE.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

APPLY APPROPRIATE ACADEMIC AND TECHNICAL SKILLS.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

ATTEND TO PERSONAL HEALTH AND FINANCIAL WELL-BEING.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

COMMUNICATE CLEARLY, EFFECTIVELY AND WITH REASON.

Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CONSIDER THE ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACTS OF DECISIONS.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

DEMONSTRATE CREATIVITY AND INNOVATION.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

EMPLOY VALID AND RELIABLE RESEARCH STRATEGIES.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

UTILIZE CRITICAL THINKING TO MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

MODEL INTEGRITY, ETHICAL LEADERSHIP AND EFFECTIVE MANAGEMENT.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

PLAN EDUCATION AND CAREER PATH ALIGNED TO PERSONAL GOALS.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

USE TECHNOLOGY TO ENHANCE PRODUCTIVITY

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

WORK PRODUCTIVELY IN TEAMS WHILE USING CULTURAL/GLOBAL COMPETENCE.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

About the Career Ready Practices

The Common Career Technical Core (CCTC) are the result of a state-led initiative to establish a set of rigorous, high-quality benchmark standards for Career Technical Education (CTE) that states can voluntarily adopt. Forty-two states, the District of Columbia and Palau supported the development stage of the CCTC.

The CCTC include a set of end-of-program of study standards for each of the 16 Career Clusters® and their 79 Career Pathways, as well as an overarching set of Career Ready Practices, which address the knowledge, skills and dispositions that are important to becoming career ready.

ARE THE CAREER READY PRACTICES RELEVANT FOR CTE STUDENTS ONLY?

No. While the CCTC establish goals for CTE programs, the Career Ready Practices are relevant for all students and can and should be taught or reinforced in academic and technical courses, as well as during career exploration activities and programs.

ARE CAREER READY PRACTICES JUST FOR HIGH SCHOOL-AGED STUDENTS?

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Therefore, the Career Ready Practices are relevant for both secondary and postsecondary students, as well as adult learners.

WHERE SHOULD CAREER READY PRACTICES BE TAUGHT?

The Career Ready Practices can be practiced, observed and evaluated in school-based settings such as academic and CTE classrooms and Career Technical Student Organization activities, as well as in community and workplace settings.

WHAT IS THE DIFFERENCE BETWEEN A PRACTICE AND A STANDARD?

The Career Ready Practices provide a framework for the developmental experiences necessary to becoming career ready—experiences that can be “practiced” using many different approaches in a variety of settings. A student refines these practices throughout their full continuum of learning: through their journey in school, postsecondary, the workforce, and when they return to advance their education. A standard articulates a finite skill or knowledge.

DO THE CAREER READY PRACTICES APPLY TO ALL CAREERS?

Yes. The Career Ready Practices are not exclusive to a Career Cluster, Career Pathway, program of study, discipline or level of education – they are applicable to all careers and all industry sectors.

Resume Workshop

Objective: General Overview of Resume Writing



Can your resume pass the 10-second test ?

10 seconds is all the time an employer is going to give your resume in deciding to keep it or pass on it!



A Resume

- is the first meeting between you and the employer.
- tells a great deal about you.
- gets you the interview.
- is your calling card, so remember that “First impressions are lasting ones.”



Resume Principles

- Convince employer that you are worth an interview
- Keep as brief as possible without sacrificing essential qualifications



Resume principles

- No ugly resume - format must be pleasing to the eye
- Do not lie, exaggerate or use words that the interviewer has to look up in a dictionary
- Focus on strengths and accomplishments



A good resume has balance

- Information and presentation
- You achieve the greatest possible positive effect when you share the right information in an easy-to-read format that looks professional!



Resume Do's



- Target your qualifications for a specific job
- Keep it to two pages or less
- Label your second page
- E-mail – keep it professional

Resume Do's

- No errors
- Pleasing layout
- List relevant work history...no more than 15 years back
- Update lingo



Be sure to include some “attitude” in your resume -



- Team Player
- Involved with -
- Contributed to -
- Served on -
- Volunteered to -

Power Words

Before Resume:

Maintained records for accounts receivable and payable

After Resume:

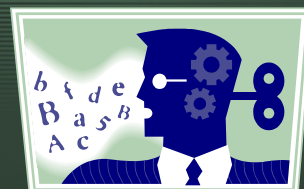
Managed over 1,000 accounts receivable and payable accounts working directly with the Chief Financial Officer

Before Resume:

I gave work assignments to staff of entry level accounting clerks

After Resume:

Directed workflow, supervised and trained accounting staff performing posting to general ledger, accounts receivable and payable accounts



Resume Don'ts



- Avoid abbreviations and acronyms
- Never use pronouns such as: "I", "me", "my", "our"
- Never type - use a laser jet printer
- No fancy fonts, binders, layouts

Resume Don'ts



- Avoid lists of boring sentences
- Photographs
- Personal, family or health information
- References
- Folded resume

Types of Resumes



➤ Chronological

- ◆ most common
- ◆ listing of your jobs and experience with most recent mentioned first
- ◆ good for job seekers who have practical work experience with *long* periods of employment
- ◆ resume type most preferred by employers

Types of Resumes

➤ Functional

- ◆ focuses on your skills and accomplishments
- ◆ highlights what they are, not when you developed them
- ◆ good format for job seekers with lots of job experience and *many* jobs



Cover Letters

- Should give the employer a reason to look at the resume
- 3 to 5 bulleted points leading to the resume
- If the cover letter does not “speak well,” the resume will not be read!



Resume and Cover Letter Help



- Be sure to check out the wealth of books about cover letters and resumes located in the Job Link Resource Room.

What is a scannable resume ?

- Can be scanned into a computer using imaging technology
- Employers can search for applicants using keywords



Scannable Vs. Conventional

- Keywords are emphasized
- Depending on the context, a scannable resume can be one to two pages



Scannable Format

- Avoid punctuation as much as possible
- Avoid vertical & horizontal lines as well as graphics
- Do not fold or staple
- Abbreviations - use only those known in your field
- Use Keywords Use fonts like Time New Romans, Courier New, Helvetica
 - ◆ size 10-12
 - ◆ **Bolding** and CAPITALS are acceptable as long as they do not touch each other
 - ◆ avoid condensing the spaces between letters and lines



In Summary

- Be sure your resume represents you in the best light possible.
- Use the correct resume form (functional or chronological) to highlight your skills, abilities, and work history.
- Use a good cover letter to get your foot in the door.



Type of Resumes

Functional Resume

Rhonda Dolliver

87 Dearborn Avenue, Acton, TN 98543 • (324) 209-6543

Qualifications Summary

Administrative Support professional experienced working in fast-paced environments demanding strong organizational, technical, and interpersonal skills. Trustworthy, ethical, and discreet; committed to superior customer service. Confident and poised in interactions with individuals at all levels. Detail-oriented and resourceful in completing projects; able to multi-task effectively. Capabilities include:

- Customer Service & Relations
- Accounts Payable/Receivable
- Telephone Reception
- Word Processing & Typing
- Filing & Data Archiving
- General Accounting
- Computer Operations
- Office Equipment Operation
- Problem Solving

Experience Highlights

Administrative Support

- Performed administrative and secretarial support functions for the Vice President of a large sportswear manufacturer. Coordinated and managed multiple priorities and projects.
- Provided discreet secretarial and reception services for a busy family counseling center. Scheduled appointments and maintained accurate, up-to-date confidential client files.
- Assisted with general accounting functions; maintained journals and handled A/P and A/R. Provided telephone support; investigated and resolved billing problems for an 18-member manufacturer's buying group. Trained and supervised part-time staff and interns.

Customer Service & Reception

- Registered incoming patients in a hospital emergency room. Demonstrated ability to maintain composure and work efficiently in a fast-paced environment while preserving strict confidentiality.
- Conducted patient interviews to elicit necessary information for registration, accurate prioritization, and to assist medical professionals in the triage process.
- Orchestrated hotel special events and reservations; managed customer relations and provided exemplary service to all customers.

Management & Supervision

- Promoted rapidly from front desk clerk to assistant front office manager at an upscale hotel. Oversaw all operations including restaurant, housekeeping, and maintenance. Troubleshoot and resolved problems, mediated staff disputes, and handled customer complaints.
- Participated in staff recruitment, hiring, training, and scheduling. Supervised a front-desk staff.

Employment History

ACCOUNTING ASSISTANT, Guardian, Inc., Gonic, IL
PATIENT SERVICES REGISTRAR, Grogan Health System Hospital, Grogan, MA
ASSISTANT FRONT OFFICE MANAGER, Sheraton Exeter, Exeter, CA
RECEPTIONIST / SECRETARY, Family Counseling & Guidance Center, Griffith, CA
ADMINISTRATIVE ASSISTANT, Greenland Sportswear, Grant, CA

Education & Training

Grogan College, Exeter, CA (1988 - 1989)
Concentration in Business Administration
Technical College, Gonic, IL (1999 - Present)
Hager College, Grogan, MA (1996)
Introduction to Computers and MS Office 2000

Community Involvement

Committed to community service. Extensive volunteer history includes involvement in public schools, Habitat for Humanity, children's homes, and community soup kitchens, work with the elderly, and quilts for children with cancer.

Type of Resumes

Chronological Resume

BRAD J. WATERMAN

78 Lafayette Street
Erie, PA 16508
Email: emailaddress@email.com

Home: (814) 555-6543
Office: (814) 555-2109
Cell: (814) 555-0327

SALES / SALES MANAGEMENT EXECUTIVE CUTTING-EDGE COMPUTER & INTERNET TECHNOLOGIES

*Key Account Management • New Business Development • Direct Sales & Reseller Partnerships
Consultative & Solution Sales • Networking & Relationship Building • Contract Negotiations*

PROFILE Dynamic 14-year sales career reflecting pioneering experience and record-breaking performance in the computer and Internet industries. Remain on the cutting-edge, driving new business through key accounts and establishing strategic partnerships and dealer relationships to increase channel revenue.

- Expert in sophisticated e-commerce sales models and vast knowledge of both the e-business marketplace and the capabilities and complexities of products.
- Outstanding success in building and maintaining relationships with key corporate decision-makers, establishing large-volume, high-profit accounts with excellent levels of retention and loyalty.
- Exceptionally well organized with a track record that demonstrates self-motivation, creativity, and initiative to achieve both personal and corporate goals

"Brad is a dynamic leader and arguably one of the best salespeople that has ever worked on any of the sales teams I have managed. I highly recommend Brad for a position within any organization."

-- VP of Sales, Millennium Software

PROFESSIONAL EXPERIENCE

1998 - Present Web Communications, Philadelphia, PA

DISTRICT SALES MANAGER

Execute direct and channel partner sales models for advanced e-commerce software applications. Target a broad market, meeting sophisticated e-business needs for customers that include Fortune 500s and emerging dot.coms. Interface directly with top-level executives, negotiate high-dollar contracts, and coordinate implementation. Manage accounts and orchestrate post-sale professional services and resources.

Key Achievements:

- Achieved 186% of quota and qualified for "President's Club." Grew sales to \$4 million within 6 months and positioned as the top #2 rep in the company.
- Established alliances with 10 major integration partners and attained ranking as the top #1 sales producer within just one year, generating \$7.6 million annually.
- Delivered \$2.8 million revenue, selling 2 of the first 5 units in North America of a newly released, cutting-edge e-commerce business solution.
- Opened a completely unworked territory, surpassing all sales goals in spite of challenges associated with the sale of a v.1 release product with no reference sites.
- Generated the highest volume of new accounts company-wide, and was recognized with a "President's Achievement Award," the company's most prestigious honor.

Type of Resumes

BRAD J. WATERMAN Page 2

1994 - 1998

Millennium Software, Boston, MA

AREA SALES MANAGER (1995 - 1998)

SENIOR ACCOUNT EXECUTIVE (1994 - 1995)

Built a territory spanning Maine to Pennsylvania for this \$5 billion provider of web development tools, web-based applications, and consulting services. Rapidly achieved goals and refocused to resolve challenging sales and personnel issues. Led a 10-person team generating \$15 million annually through sales of middleware and application server solutions in enterprise software space.

Key Achievements:

- Transformed an under-producing sales team, immediately resolving long-standing problems, and instituting incentives that elevated performance while building morale and motivation. Ramped area sales 550%+ in under 3 years.
- Surpassed personal quota, generating more than 200% of license sales goals and 175% of service sales goals. Overachieved area sales objectives every eligible year.
- Identified, pursued, and closed the largest license deal in company history, contributing millions of dollars through annually recurring revenue.
- Penetrated dozens of profitable B2B accounts, individually valued at up to \$2.5 million, with major Fortune 500 customers.
- Championed creative marketing initiatives, including seminar series with partners, sponsorship of national java user groups, and speaking engagements in Internet and e-commerce space.

1991 - 1994

Multimedia, Inc., Saddlebrook, NJ

EAST COAST TERRITORY MANAGER

Sold and marketed multimedia, computer-based training, graphics and 3-D design, photo-imaging, sound editing, and Web page development tools to key Fortune 500 and 1000 accounts. Supervised the sales force in all East Coast trade shows and industry events. Drove sales of more than \$8 million annually through consumer distribution channels; delivered an average 145% of channel quota.

1986 - 1991

Early career includes inside/outside sales experience with two large computer resellers targeting both consumer and business markets.

EDUCATION & TRAINING

B.S., Business Administration (1986)

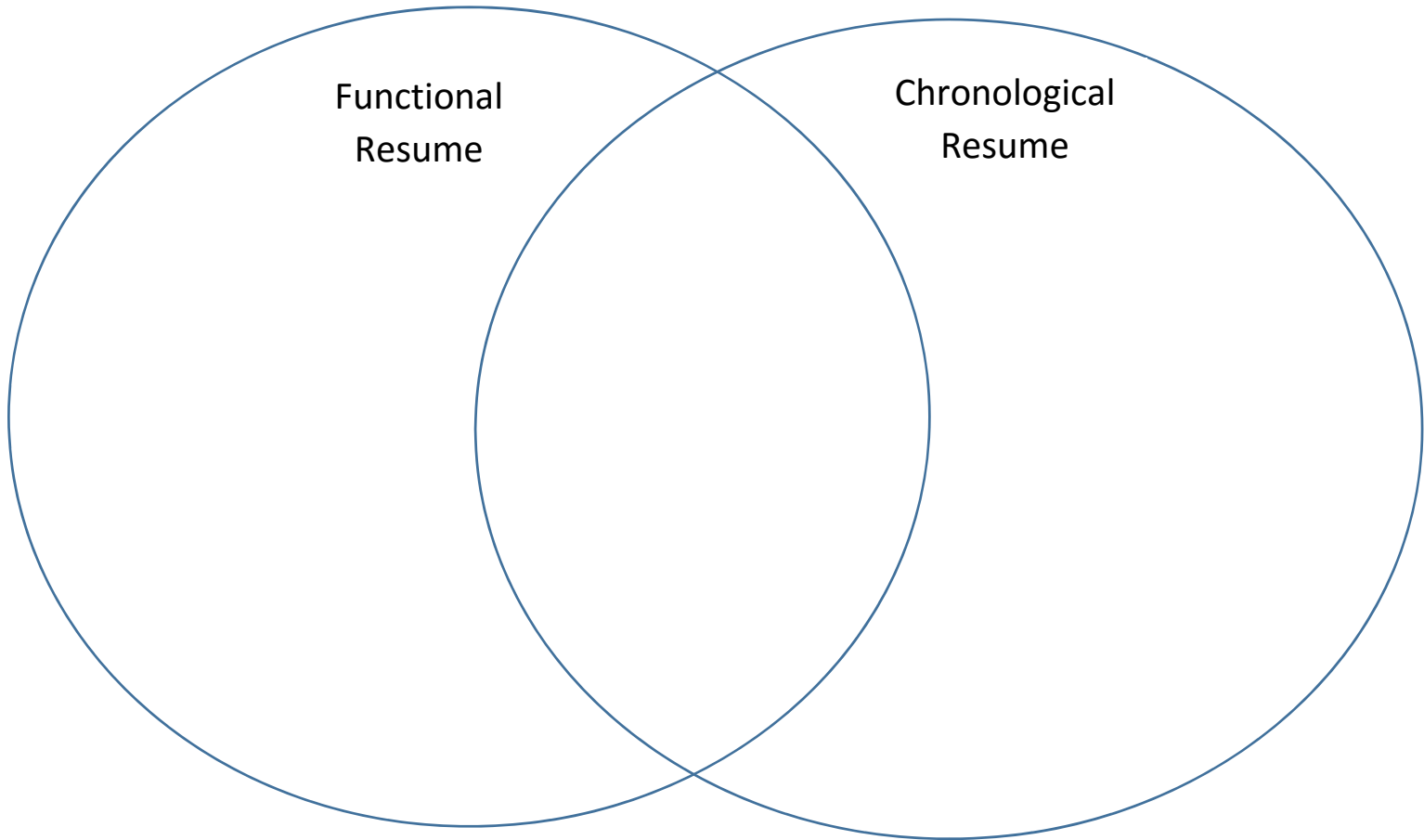
University of California, Los Angeles

Extensive professional training in the areas of sales, relationship building, and leadership. Certified for IBM, Apple, and Compaq sales. Completed Novell Network sales training.

TECHNICAL SKILLS

Skilled with MAC OS, Windows 3.11, 95, 98, NT, and NT Server, MS Office (Word, PowerPoint, Excel, Access, Project, and Outlook), Director, FreeHand, Authorware, Soundedit 16, Extreme 3D, Backstage Desktop Studio, CC:Mail, Lotus Notes, Novell GroupWise, ACT, MS FrontPage, and Vivo Active Producer. Advanced Internet skills.

Comparing and Contrasting Functional and Chronological Resumes



When would it be most appropriate to use each type of resume?

Job Seeking and Interviewing Activities

Rationale

The purpose of this lesson is to provide students with the opportunity to hone their job-seeking and interviewing skills.

Vocabulary

Interview - the process of meeting with potential employers with the goal of obtaining the position.

Networking - meeting and talking with individuals who work within a selected career area.

Body Language - non-verbal mannerisms and expressions that occur as a source of communication.

Work Ethic - commitment, dedication, and determination to complete a task.

Eye Contact - the degree to which a person looks another person in the eye during communication.

Appropriate Interview Dress - clothing choice which is congruent with the position for which a person is interviewing.

Lesson Essential Question(s)

SAS EQ: How are rehearsing, speaking and listening techniques valuable in preparing for a job interview?

LEQ: What are the essential components of a successful interview?

THE INTERVIEW PROCESS

PURPOSE:

In a job interview, prospective employers are looking for the answer to one question: “Why should I hire you?” You, as the potential employee, must convince the employer that you can fill a particular need or vacancy, and at the same time, you should be trying to decide whether to accept a position if offered.

PREPARATION:

1. **KNOW YOURSELF** – Analyze your strengths and weaknesses, your background, your academic performance, your values, your career interests, and your personal goals and values. Think about the skills that relate to doing the job well and how you can demonstrate them. Be prepared to explain why you are applying for the position and why you are qualified for the job.
2. **KNOW THE ORGANIZATION** – Learn what you can about the company or agency. Read company literature and local newspapers, and talk to company employees (if possible). Find out all you can about the position for which you are applying. Know what questions you want to ask the interviewer.
3. **PROJECT A PROFESSIONAL IMAGE** – Dress appropriately for the job and the organization for which you are applying. Always emphasize the positive! Be assertive in answering questions. Project self-confidence. Most importantly, be yourself and relax! Think of the interview as simply a conversation between two people.

Top 6 Ways to get a Job Interview...

#1 Networking -Talk to your friends and relatives:

- **Ask if their employers need someone with your skills or occupation. If someone says, “yes,” ask them if they would give your resume to the hiring manager and set up a job interview for you. (*Getting Started* - Set a goal of talking to 5 people a day.)**

#2 Send a letter and request an interview:

- **2/3 of all job hunters send letters asking for a job interview. The mail is a great way to reach a specific business or whole industry. It can put your resume directly in the hands of the manager.**

#3 Use the telephone to request an interview:

- **On the flip side, hiring managers get lots of resumes in the mail, and lots of managers usually ignore them. You see, it is a game! Managers want to know if you really want to work for them. (*Getting Started* – Call before**

10:00 a.m. Many managers attend meetings after that hour. There are telephone scripts to follow.)

#4 Answer help-wanted advertisements:

- **The great thing about help-wanted ads is that the employers tell you exactly what they are looking for. (Getting Started – Do job hunting every day. Check Sunday and local papers. Also check on-line help-wanted sections).**

#5 Work the Internet:

- **You have to visit lots of different sites to find the job you want. Even the biggest site doesn't list all the jobs. (Getting Started – Start with the large sites like Google.com, Monster.com, CareerBuilder.com, HotJobs.com. then go local).**

#6 Register with an employment agency:

- **Some businesses don't want to advertise t job openings, because they don't want to read piles of resumes or conduct interviews. Employment agencies to do it for them. (Getting Started – Contact CareerLink or other agencies.**

The Four Stages of Interviewing

- **RECEPTION/ACCEPTANCE** – *In the initial stage you meet the interviewer, and the interviewer usually forms a first and very lasting impression. Direct eye contact is a a must.*
- **INFORMATION EXCHANGE** – *During this stage the employer might tell you about the organization and/or the job. Questions will be asked to determine if you are qualified for the job and if you will fit into the overall organization.*
- **YOUR TURN** – *During this stage, you have the opportunity to ask questions to obtain information that you will need in order to evaluate the organization/company. Ask detailed questions, but avoid questions regarding salary, vacation days, benefits, etc. These questions may be asked at a later time—during a second interview or even after the job offer has been made.*
- **CLOSING** – *The final stage is when the interviewer indicates the interview is over. At this time you will find out when and how you will be informed about the outcome. If the interviewer does not offer this information, then it is up to you to ask what the next step is in the procedure.*

What Not To Do In An Interview!

*There's been a lot written about the job interview, mostly explaining what to do. Equally important, however, is a list of things **not** to do when being interviewed for a job. Here are some of those don'ts...*

Don't Put Yourself Down!

You shouldn't brag about yourself in the interview – but, by the same token, you shouldn't put yourself down. Avoid negatives like “I often have trouble expressing myself in writing” or “some of this modern technology confuses me”. Instead think about your assets, and don't be afraid to cite them, such as “I finished in the top tenth of my class” or “I've always enjoyed promoting the causes I believe in”.

Don't Relax Too Much!

An interview is a high-powered, important conversation, and even though you may like the interviewer and get along well with him or her, don't let your guard down. Sit up in your chair, rather than slouching back, and listen as intently as you can when the interviewer talks.

Don't Be Too Deferential!

You can put yourself down, very subtly by saying “sir” or “ma'am” too often. You want to appear ready to join the employer's organization as a colleague of the interviewer and come off in the interview as a person of stature, so set the tone in your conversation and attitude.

Don't Be Negative!

Above all else, only speak positively during the interview. Do not criticize educational institutions, former employers, or acquaintances (this does not mean you have to praise them). Think about some attributes about which you may speak positively, such as “It was a good place to learn the importance of customer relations”.

Don't Discuss Politics or Religion!

Since half of the people in the country probably differ with your political views, the odds of those views offending an interviewer are pretty steep. This is also not a good time to cite how your religious faith helped out during periods of stress in your life.

INTERVIEW CHECKLIST

- *Wear appropriate clothing for the specific job.*
- *Arrive on time or 10 minutes early for the interview.*
- *Carry a notebook/pad for information and questions.*
- *Present an accurately completed application to the interviewer.*
- *Greet the interviewer with excellent eye contact.*
- *Effectively and confidently describe your skills and abilities.*
- *Balance any negative information presented with positive information.*
- *Use carefully crafted statements and don't be afraid to pause.*
- *Maintain appropriate eye contact with the interviewer at all times.*
- *Demonstrate good posture during the interview.*
- *Use appropriate body language.*
- *Answer the question "Tell me about yourself" using professional or work-related information rather than personal data.*
- *Provide a convincing answer to "Why should I hire you?"*
- *Ask 3 appropriate questions when it is "your turn."*

Practice Questions to Prepare for Interviews

Write a response to each question about yourself. This is a great way to prepare and reflect for an interview.

1. Tell me about yourself!

2. In your school or personal life, what would you say you are most proud of and why?

3. What is your greatest strength? Is there anything you would like to improve about yourself?

4. What is the most difficult situation you have ever faced? What did you learn from that experience?

5. What does good “customer service” mean to you?

6. If I asked your teachers about you, what would they tell me?

7. Where do you see yourself in 5 years?

8. Why should I hire you?