Job search guides now available through COE Career Services

Let us help you prepare for your first job search. We have a comprehensive resume guide on the COE Careers website: www.unr.edu/educ/coecareers. It will guide you on how to write an effective résumé so your chances for getting an interview are increased. Along with the résumé writing guide, you will also find a cover letter guide and more. With these resources, the makings of a successful and effective résumé are in the works.

So begin your job search today! Determine if the employer even wants a resume. Take a look at the resources on the COE Career Services website. Identify potential employers through the COE Career Services Online Job Board, the COE Career Fair, and your own search efforts. There’s no time like the present to start applying for jobs.

International opportunities – American Schools Abroad

Do you have a specific location abroad you are interested in? Just email the city and country to coecareers@unr.edu and COE Career Services will send you the contact information, if they have it, for the American Schools in that community. While knowing a second language may be helpful in your travels abroad, it may not be necessary for teaching in an American school abroad.

UNR graduate joins the Peace Corps! Opportunity Awaits by Diane Bateson

While pursuing my bachelor’s degree in secondary education during the late 1990’s I had dreamed about joining the Peace Corps once my children became adults. Last January I realized that I could realistically begin pursuing this dream since my children were grown, my mortgage was paid off, and I was debt free.

I began the application process last January, and in September I received an invitation to serve as a Community Education Promoter in Guyana. Prior to accepting this position, Peace Corps asked that I become acquainted with my assignment. I learned that some of my duties would include the following: “teach language, literacy, or reading to primary school students and early school dropouts. Design, facilitate, and evaluate health and family life planning education programs. Identify commonly practiced teaching methodologies, and train and strengthen teachers’ understanding and practice of participatory teaching methodologies.”

After reviewing my position, I concluded that my work and volunteer experience in combination with my UNR degree helped me qualify for this assignment. During the late 1980’s while my children were young, I operated a small in-home child day care center for ages newborn - 12 years old. At this time, I also became a Cub Scout den leader for a brief time. During my last two years at UNR, I was a part-time substitute teacher teaching all grade levels and subjects. Following graduation, I did not pursue a
teaching position; however, I volunteered at various schools when my schedule permitted. I became involved with the Washoe County Read and Succeed program, and for the last 1½ years I have assisted a fourth grade teacher during her literacy block at Agnes Risley School in Sparks. While my volunteer work allowed me to pursue my passion for teaching, my full-time employment in the business world allowed me to develop managerial and customer relation skills. In regard to my UNR education, I realize that it has provided me with a strong foundation for this particular assignment. I am certain that classes such as teaching writing in the public schools, child psychology, and societal economic concerns, along with the required practicums will aid me greatly. I sincerely believe that what I have learned as an employee, a volunteer, and student will enable me to perform my various duties effectively.

As I await my February departure date, I find myself quite excited, albeit somewhat anxious about my time in Guyana. I know that I will be leaving my “comfort zone” and will be stepping out into the unknown. However, I have learned that the “unknown” allows for tremendous personal growth. As I confront the challenges of adapting to a different country, different customs, different weather, different food, different living standards and a different work ethic, I will also find my life being enriched, and hopefully enriching the lives of the Guyanese people that I come to know. As a volunteer, I will be able to explore, experience, and embrace another culture while contributing to the community that I am embracing. Upon returning home in April, 2011, I hope to make many meaningful contributions to my community and work place by applying the skills and insights that I acquired while serving abroad.

Deliberately design your professional presence – part 2 by Meggin McIntosh, Ph.D.

In the last issue, you read Part 1 of this article, which helped make the point that regardless of whether you are an intern, teacher, principal, counselor, or serve in any other professional role in a school, you can deliberately design your professional presence. As an educator, it is essential that you make strategic and conscious decisions about what you DO and DON’T wear, how you carry yourself (with pride and confidence vs. slouching and slinking), what you say and how you say it…and so much more. Remember, your physical presence IS a package and you can decide what that package will be.

In this issue, I want you to think about how to pay the necessary attention to 1) your clothing; 2) your accessories; 3) your physical bearing and the use of the space around you; 4) your facial expressions (including eye contact); 5) your general cleanliness and attention to detail; 6) your habits; 7) your handshake; and 8) your scent.

Your physical self

• Clothing.

Whatever clothing you wear, it must be appropriate for your profession. If you are a teacher, counselor, aide, nurse, or principal, always dress as well or better than the most professional person in that particular position. You can always dress down if you are WAY overdressed, but it’s difficult to dress “up” if you have come under-dressed). For example, think about the teacher who is considered by many to be the epitome of the profession, i.e., she teaches well; has achieved her National Board Certification; has earned a legitimate master’s degree; is ready to interact (with confidence) at a moment’s notice with parents, the superintendent, members of the news media, or anyone else who might come into her room; serves on committees at the District level, and so on.

If that person wears a jacket each and every day with her suit, over a dress, along with a nice pair of slacks, or any other combination, then it would be smart for you to also get a jacket (or two) that you can do the same with. Basically, a jacket is a cost-wise investment. It immediately helps you professionalize your look and if you shop (especially now with all the bargains!) then you can find a fashionable, well-made, won’t-ever-go-out-of-style jacket for very little money. Choose navy, camel, black, or brown until you can afford to have a rainbow-filled closet. The main idea is to dress ABOVE (often WAY ABOVE) the way that the average teacher dresses. And believe me, that won’t be difficult.

• Accessories.

Accessories are a fabulous way that you can show your style and your professionalism. Attending to accessories gives others the sense that you will attend to their details, as well. If you can’t remember your jewelry and you didn’t find the belt that goes with your pants and if you didn’t polish your shoes and you didn’t iron the shirt that looks like it was at the bottom of a damp laundry basket for a week…..(well, you get the picture)….Then I will wonder if you will find my child’s homework, remember to call me back when I leave you messages, sign the form we need to take to the doctor’s office, etc. Pay attention to your accessories and let others (students, parents, other staff, administrators, the public) know that you are paying attention to the business of education, as well.
• **Bearing and the use of space around you.**

Your bearing (and the use of space around you) includes your posture, the way you hold yourself, and the sense others have of whether you are comfortable in your skin. For example, when you walk into a room, does it seem that you have “presence” and confidence or not? Barring medical conditions, if you don’t stand up straight, sit up straight, keep your head erect as you enter a room or sit at a meeting, then you are diminishing yourself in the eyes of others. If your gestures are small and tight and if you seem to do everything possible to shrink yourself, then others see you as ‘less.’ Remember, I’m not saying whether this is right or wrong…it just is.

Educators need to do everything we can to enhance our image and being confident and comfortable, which we demonstrate through our posture and body language is one of the ways we can do so. Get a video of yourself walking around as well as standing in front of a classroom. How do you look? If you need some assistance, ask someone who is confident and has great posture and presence to coach you.

• **Facial expressions.**

Most of us don’t know what our facial expressions look like – except when we’re looking in the mirror and that ISN’T how everyone else sees us. They see us when we’re talking, teaching, sitting in workshops, interacting with parents, etc. Find out (by asking those who are honest and caring) what your facial expressions convey. Do you look friendly, open, scowling, approachable, scared, wary, angry, or __________? Better to find out. This is especially helpful if you find people responding to you in ways that you don’t understand. It may be your facial expression is not conveying and matching the message you are trying to communicate.

• **Eye contact.**

The appropriate eye contact varies by culture, but generally, in the U.S., people expect you to make eye contact with them. You aren’t staring at others when they speak, but rather, you are comfortably looking at them. If you make furtive glances at someone who is speaking directly to you, then their sense of your confidence is reduced significantly. On the other hand, if you make appropriate eye contact, then no one thinks anything about it because that’s what we expect. It’s only when something is *not* as we expect it that we notice. Interesting how that works.

• **General care of yourself.**

This category is somewhat related to accessories, which was presented earlier, but bears a second mention. Your hair, nails, teeth, and skin need to be clean. It has nothing to do with whether or not you are good looking, but rather is about tending to yourself. Do you have sick- or healthy-looking skin? Are your nails and hair clean or do you look bedraggled? Are you getting enough rest or do you look beaten down to a nub? Are your teeth clean and flossed – or do they appear to be wearing little sweaters?

Sadly, no one else can make the changes necessary for you to be clean, be rested, be healthy, be vibrant – except you. Especially when you are a beginning teacher and are working what seems to be (and is) 70 – 80 hours a week, you must be extra vigilant to get the rest, proper food and drink, and health care you need. And take a wonderful shower or bath everyday. You look better and feel better. (Note: I know that some of you who are reading this are thinking, ‘Why does she have to tell people to take a bath?’ Well, when you’ve spent as much time in schools as I have, sad to say, there are a few folks who haven’t gotten the message, so I figure it’s worth mentioning).

• **Tics or habits.**

We ALL have some verbal or physical tic or habit that detracts from our professional presence. And believe me, your students will let you know even if no one before them ever has. You’ll see yourself mimicked, often good-naturedly, and it’s only then you realize that there’s some funny movement you always make with your head. Other times, you might hear kids talking about something that you do that they are making fun of. It’s painful, however, be smart and learn from what they are making fun of. And…if you can find out early in your professional life about anything you say constantly (e.g., ‘like, she was all…’) or a distracting physical habit you have, then you can quickly and relatively easily, make changes and corrections. So, once again, ask someone to give you feedback on any tics or habits that you have that could be distracting to others. Note: Ask it on a day when you have pretty good self-esteem 😄.

• **Handshake.**

In the professional world throughout most of the U.S., adults are expected to know how to shake hands. It is VERY possible
that no one ever taught you how. The idea is this: Your handshake needs to be firm vs. flimsy or floppy; strong, but not a
death grip; and web to web.

If you look at your hand and stretch your fingers apart, the area between your thumb and index finger is the ‘web.’ When you shake hands with someone, you want your web and his/her web to touch. If you keep this in mind, it prevents you (or the other person) from just shaking the ‘tips.’
Gripping the tips is neither dainty nor feminine (and men who only shake the tips of a woman’s hand are not respectful of the woman). So get in there! Web to web! Practice with others so you can get the right grip – not too soft and not too hard. Just right!

• Scent.

Generally speaking, if you have a scent, it needs to be a good one. And, even if it’s a good one, less is better than more.
Someone who douses on a handful of cologne each morning (and a few times during the day for good measure) is not being sensitive to the rest of us. A little cologne, a little perfume, a bit of scented lotion, etc. are all fine and are quite nice, actually. Students like it when you “smell good,” and they’ll tell you, too. So, just make sure you have a good scent and that it doesn’t arrive in a room before you do – and that it doesn’t linger long after you’ve left.

Remember, your physical presence IS a package and you can decide what that package will be. Use the ideas from this article to polish those areas where you need a bit of refinement and to continue cultivating those areas that are already helping to convey the consistent, positive, professional message you want (and intend) to communicate. You want your best inner self to come through and not have others distracted by some aspect of your outer self. It’s worth the effort, I promise!

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Preparing for a great interview

You only have one chance to make a great first impression! Make it count.

You are being evaluated by the employer to determine if you are the best candidate – how do you convince the employer that you are?

There are three opportunities: before the Interview, during the interview, and after the interview. The tips below will help you make the most of your experience by suggesting techniques and strategies for each phase of the process.

<table>
<thead>
<tr>
<th>Before the Interview</th>
<th>During the Interview</th>
<th>After the Interview</th>
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<tbody>
<tr>
<td>Conduct A Personal Assessment</td>
<td>Non-Verbal Communication</td>
<td>Learn from the Experience</td>
</tr>
<tr>
<td>Identify your skills, interests, abilities, values, goals, and accomplishments.</td>
<td>Dress for success, use a firm handshake, make eye contact, exhibit energy and enthusiasm, show a positive attitude, and listen carefully.</td>
<td>Make notes, evaluate your performance, follow up on additional questions you have or questions asked of you during the interview that you were unsure of.</td>
</tr>
<tr>
<td>Conduct Research</td>
<td>Verbal Communication</td>
<td>Write a thank you note within 24 hours</td>
</tr>
<tr>
<td>Research the school or organization and the position. Prepare questions to ask the employer.</td>
<td>Be articulate, pause and think before you answer, be honest, be yourself, sell yourself, don’t bring up salary or benefits, and convince the employer you want the job.</td>
<td>Thank the interviewer(s) for the opportunity to interview for the position. Communicate interest, enthusiasm, and confidence in your note.</td>
</tr>
<tr>
<td>Practice! Practice! Practice!</td>
<td>Be prepared to answer questions about:</td>
<td>Call about 5 days after they say they will have a decision</td>
</tr>
<tr>
<td>Schedule a mock interview with the principal at your internship site. Use friends and family or a tape recorder to practice interviewing.</td>
<td>Your strengths and weaknesses, your long-range goals, why you want to work for them, and what you know about their school or organization.</td>
<td>Ask about the status of the position. Inquire as to whether or not they need any additional information.</td>
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<tr>
<td>Be Prepared</td>
<td>Behavioral Interviewing</td>
<td>Be Patient</td>
</tr>
<tr>
<td>Know the time and place for the interview and arrive 15 minutes early. Know the name(s) and title(s) of the interviewer(s). Bring several copies of your résumé.</td>
<td>Have specific examples (stories) that demonstrate your skills and strengths in action. “Tell me about a time when you used… (ex: decision making, problem solving, leadership, motivation, communication, initiative, or teamwork) to resolve an issue.”</td>
<td>They may need to talk to other applicants or decision makers before making a final decision. Continue your job search with other schools or organization.</td>
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</tbody>
</table>
You’ve got your degree, you’ve completed your student teaching, you know what you need to know, you are prepared to teach, but are you prepared to get that first job? For many, especially in these very lean times, it’s difficult to know what to do and what not to do when you go for that interview. The process itself is a virtual unknown, and often, the new graduate was never prepared and therefore does not now what they can and cannot do or say. In my experience in Human Resources, the biggest fear an applicant has is the interview. You are placed in a room and everything is evaluated from your clothes, to your diction, to your knowledge. The people asking the questions know far more about the subjects you are being quizzed on than you do. More often than not, the interview will be conducted by the site Administrators, District Office Directors, and perhaps other teachers. The interview team will not be asking the simple questions, instead, they will probe your reasoning abilities and your knowledge of the subject area, and, lastly, they will most likely ask why they should hire you instead of the room full of other candidates who are applying for the same position. That last question we’ll explore later!

Interview tips from Lyon County Director of Human Resources

You are a human being, not a machine, not a recording, not a video, and you need to remember that your value both lies in your history and your knowledge. To this end, you SHOULD share:

- Experience working with children, including tutoring, summer camps, church groups, etc.
- A portfolio which represents specific examples of how you clearly convey knowledge to students (games, activities, teaching aids)
- A mature understanding of workplace expectations
- Your favorite children’s authors
- A desire to be a team player and to work cross-curricular to improve student performance
- Your knowledge of current teaching periodicals
- How you plan to build relevance into your teaching plans

Often, at the end of the process, you will have an opportunity to ask questions. It shows a great deal of insight to ask the right questions and to avoid the wrong ones. Here are some examples of GREAT questions to ask:

- Ask about Professional Development opportunities
- Ask about school’s Improvement Plan and Action Steps
- Ask about Mentor Programs
- Ask about Site Based Shared Decision Making

Just as there are great questions, there are also BAD questions to ask:

- Avoid asking questions about salary, schedule, benefits or class size.
  (Most of these can be answered through a quick trip to the school’s website or the employment advertisement).

Now, we are back to that all important question, Why You! When you are asked this question, and you WILL BE asked, you need to know the answer immediately! If you take time to think about the answer, you will never convey to the committee that you are someone they want to hire. Here is where preparation comes into play. You need to prepare for this question in three ways: First, you need to do a little research on the school/district and find out what their current projects are and what challenges they are facing at this time; Secondly, you need to determine how your skill set will benefit them in achieving this goal; and, Third, you need to wrap both of these points into one cohesive story that illustrates how you are a natural to fill their needs. An example of this would be: A school district is having difficulties increasing graduation rates for a particular ethnic group (you determined this through information on the school’s website, state test scores (internet), a search for articles on the school and district in the local papers (internet)), and you happen to be exceptional at helping students address shortcomings in their skill sets. You tie this together by answering the question by telling a story; you tell them about how, as you grew up in a neighborhood populated by this ethnic group, you became very aware that they learn differently than other groups do, and you learned this through a certain experience (insert short, interesting story here), that this experience inspired you throughout your educational experience to help this group through alternative teaching techniques (give examples). Share how your passion for that particular area, as well as your other skills, would make you an ideal candidate! Now, I am absolutely not suggesting you make a story up, but, if you think back in your life, there was some experiences, some moments that put you on your path to teach, draw from those experiences and that committee will remember you! Please Remember, before you end, to thank the committee for all of their time and effort, they often take long hours without extra pay to conduct the interviews and your appreciation IS appreciated!

Ronald R. Crawford, M.B.A, J.D.  ~  Director of Human Resources  ~  Lyon County School District
Interview tips from more people ‘in the know’ ~ principals

We contacted 6 principals (elementary and secondary ~ urban and rural) and asked them what their top 3 or 4 interview tips were for new teacher candidates. We figured that with 61 years of experience as principals, they ought to know what they’re talking about! So here’s what they had to say…

<table>
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<tr>
<th>Principals Give Their Top Tips for a Successful Interview</th>
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<td><strong>Teaching philosophy</strong></td>
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<td><strong>Cover letter</strong></td>
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<tr>
<td><strong>Resume</strong></td>
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<tr>
<td><strong>Be willing to relocate</strong></td>
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<tr>
<td><strong>Know your audience</strong></td>
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<td><strong>Professional behavior</strong></td>
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<td><strong>Interviewer's questions</strong></td>
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<td><strong>Your demeanor</strong></td>
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<td><strong>First impression</strong></td>
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<tr>
<td><strong>Differentiated instruction</strong></td>
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<td><strong>Reading</strong></td>
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<tr>
<td><strong>Portfolio</strong></td>
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<tr>
<td><strong>Strut your stuff</strong></td>
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<tr>
<td><strong>Strengths and weaknesses</strong></td>
</tr>
<tr>
<td><strong>Didn’t get the job</strong></td>
</tr>
<tr>
<td><strong>Thank you’s</strong></td>
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Making the most of the COE Career Fair

**What is the Purpose of the COE “Career Fair”?**

Employers use career fairs to promote their organizations, their employment opportunities and to pre-screen applicants.

For students and alumni, the COE Career Fair is designed to help you begin to connect with potential employers and actively seek full-time jobs. For those engaging in career exploration, recruiters can also be a great source of information.
What Can I Expect When I Arrive?
The COE Career Fair consists of tables manned by recruiters and other representatives from each school or organization. Large school districts and organizations have staff (aka recruiters) dedicated to working the career fair “circuit” nationwide.

An individual employer’s display area is also subject to wide variance. It could be a simple table with a stack of brochures and business cards, have a lone representative, or have an elaborate multimedia extravaganza with interactive displays, videos, posters and a team of recruiters.

How Can I Prepare for the COE Career Fair?
Know yourself: What are your skills, strengths, interests, and values. Try to identify specific experiences where you have demonstrated your strengths. Back up all your skills with specific examples to make you a stronger candidate. Bottom line, know what you have to offer an employer. If you don’t know, they won’t either.

Find out what schools and organizations will be attending the COE Career Fair by visiting www.unr.edu/educ/coecareers the month before it’s scheduled! Research the organizations you are interested in by using the Internet and networking with people “in the know.” Then talk to friends, family of friends, neighbors, faculty, a career counselor... Based on your research, you will be better prepared to ask questions that will impress the recruiters.

Why Should You Research Employers?
- To gain an understanding of the mission and purpose of the school or organization.
- To learn about career potential with different employers.
- To increase your awareness of the various companies in your targeted career field(s).
- To impress employers about your initiative to research them and present yourself professionally.

At a minimum, make sure that you are familiar with the following aspects of an employer:
- Their name, how long in existence, and geographical location(s);
- Career possibilities: do they have a mentoring program;
- What is their typical career path for recent graduates;
- What is their application process.

General web searches are also excellent ways to learn more about schools and organizations too. Bottom line, know why you want to work for them. If you don’t know, they won’t either.

What Should I Bring to the COE Career Fair?
Bring several copies of your résumé and something for note-taking. Keep track of the recruiters with whom you speak and send follow-up notes to the ones who interest you. Making notes on the back of a recruiter’s business card after you walk away from their table is a sure way to keep all your information organized!

What Not to Bring or Do
- Don’t bring your parents, significant others, or your top ten favorite group of friends
- Don’t bring your backpack; it’s cumbersome, it gets in the way of others, and it screams “student” instead of “candidate!
- Don’t wait for the last half hour of the event - get to the fair early. Recruiters put in a long day and probably won’t be appreciative if you show up when they are packing up their belongings to leave.

What Should I Wear to the COE Career Fair?
Generally, the appropriate attire for the COE Career Fair attendees is more relaxed than what you’d wear to an actual job interview. In most cases “business casual” is the norm. However, if you’re unsure of the dress code, it would be wise to err on the overdressed side – you’ll make a better impression if you appear more like a professional and less like a student. Think of it as a dress rehearsal for your real interviews!

Stop, Look and Listen While at the COE Career Fair!
Keep your eyes and ears open – there’s nothing wrong with subtly eavesdropping on the questions asked and answers received by your fellow COE Career Fair attendees. You might pick up some valuable information, as well as witness some real-life career fair “do’s and don’ts.” In order to maximize your career fair experience, you must be an active participant and not just a browser. If all you do is stroll around, take company literature and load up on the ubiquitous freebies, you really haven’t accomplished anything worthwhile. It is essential to speak with the school or organization representatives and ask meaningful questions.

Practice Makes Perfect So Come to the COE Career Fair!
If possible, try to attend at least one COE Career Fair before beginning your formal job search. For new entrants into the professional career marketplace, this is a good way to make the transition into “self-marketing mode” without the formality and
possible intimidation of a one-on-one job interview. It’s an opportunity that’s too valuable to miss.

**During the COE Career Fair**
Make a good first impression: make eye contact immediately when introducing yourself; give a firm handshake to get you off to a good start; smile, be polite, and show enthusiasm. Body language often speaks louder than the spoken word. **DO NOT:** chew gum; fidget; play with your hair; look around when talking or being spoken to.

The room will be noisy that day and if they can’t hear you, they won’t remember you. Offer your resume. Ask for a business card or write down the representative’s name. It is okay to ask about their hiring procedures. You want to make sure you are doing it right. Communication is critical! Listen carefully to what the representative has to say. Avoid using filler words such as “um”, “like”, “you know.” Speak with a confident voice. Learn to “sell” yourself in a minute or two. Practice a “quick sell” speech you can communicate to a recruiter who appears interested in you. You may consider this your personal commercial! Your “quick sell” will include:

- Your name
- Class standing (freshmen, sophomore, junior, senior, graduate)
- Your academic degrees, majors, minors, specializations, certifications, and relevant coursework
- tests for licensure and No Child Left Behind highly qualified status
- How you became interested in education and your discipline
- Honors, awards, and achievements
- Specific skills you have that are applicable
- Specific job training, relevant work and volunteer experiences, practicums, and internships
- Positions of leadership and/or campus involvement
- Short and long term goals (education and career)
- Insight and enthusiasm for the school or organization the recruiter represents

A SAMPLE QUICK SELL SPEECH: “Hello, I’m Fred Brown. I’m a senior at the University of Nevada, majoring in Special Education. I became interested in a career in education when I worked as a volunteer coach for the Special Olympics and as a camp counselor. I took the Praxis II test a couple of weeks ago and am confident I passed them. You can see on my resume that I just completed an internship with the ___ School District. I have also taken some courses in ESL and computer technology. I would like to discuss opportunities for educational personnel in your school or organization.”

**Questions You May Want to Ask Recruiters at the COE Career Fair!**
Before beginning with your questions be sure to introduce yourself and establish rapport with the representatives. The questions you ask at the COE Career Fair depend upon your goals. Are you interested in a certain demographics, a particular school or grade level, or advancement opportunities? Are you thinking about relocating?

Sample questions you to consider asking employers at the COE Career Fair:

- How many employees does your district, school or organization have?
- What kinds of positions are there in your school or organization?
- What does the hiring process entail?
- Are any special qualifications being sought?
- What qualities are important for success in your school or organization?
- How long have you been with the school or organization?
- What things have your school or organization accomplished of which you are especially proud?
- Do you provide information about housing, etc. for your employees who may need to relocate?

Pay close attention and listen carefully to their answers! Be courteous: before leaving, be sure to close the conversation with thank you. Don’t read directly from this list of questions at the COE Career Fair. If you are well prepared, you can truly be yourself.

**A Few Words Regarding Career Fair Etiquette**
Don’t interrupt the recruiter when he or she is speaking with one of your fellow job-seekers. If someone else is monopolizing the recruiter’s time, try to make eye contact with the representative so that they know you’re interested in speaking with him or her. You may be doing them a favor by giving the recruiter an out and the recruiter might say, “Excuse me, but I see that someone else has a question.” If all else fails, move to the next exhibit and come back later.

If you find yourself genuinely interested in an employer, find out the procedures required to secure an interview. At the COE Career Fair, initial screening interviews may be done on the spot or recruiters may pre-screen applicants for interviews to be conducted later (either on campus or at the employer’s site).
Don’t just drop your resume on the employers’ display tables. Try to get it into the recruiter’s hand and at least say a few words. If the scene is too busy and you can’t get the recruiter’s attention, jot a note on your resume to the effect of, “You were so busy that we didn’t get a chance to meet. I’m very interested in talking to you.” Look around the display for the recruiter’s business card (or at the very least, write down his or her name and get some literature with the school or organization’s address) and send a follow-up note and another copy of your resume.

If you know ahead of time that one of your “dream employers” is a COE Career Fair participant, do some prior research (at minimum, visit their web site). A little advance preparation goes a long way and will make you stand out among the masses of other attendees.

Following Up!

- Immediately following the COE Career Fair, create a file containing important notes and information from employers and include their brochures.
- Mailing a thank you letter is not only appropriate, it can also bring attention to your name.
- You can send an initial or additional resume in your thank you letter. Again, point out your strengths. You can also call to make sure that your application is complete.
- When calling, be prepared and know/practice what you are going to say.

CONGRATULATIONS! YOU MADE A GOOD FIRST IMPRESSION!

Beyond the interviewer’s questions…are your powerful responses

You did such a great job preparing for the COE Career Fair and interacting with the recruiters that you have been asked to interview for a position. Here are some guidelines for preparing for and conducting a powerful interview.

Behavior based interviewing (BBI) is based on the assumption that past behavior is the best predictor of future performance. BBI incorporates structured questions on the applicant’s past behaviors that are similar to those in the new position. Its purpose is to determine whether a person will do a good job! The questions are usually developed around the traits and skills the employer deems necessary for succeeding in the position and school or organization.

The secret to success in these interviews is to draw a verbal picture of yourself through examples from your past. For every skill, trait, and accomplishment that you claim makes you an appropriate candidate, you must have a descriptive example (a short story) of an occasion or incident that demonstrates the claimed strength. Here’s some examples of what we mean:

- Describe an incident where you had a disagreement or clash with someone.
- Tell me about the most difficult or frustrating person with whom you have worked.
- Give an instance when you felt most pressured and stressed.
- How do you go about organizing and scheduling your time?
- Tell me about a time you made a decision that backfired.
- Tell me about a time when you…….
  ▪ Were creative in solving a problem.
  ▪ Missed an obvious solution to a problem.
  ▪ Anticipated potential problems and developed preventative measures.
  ▪ Got bogged down in the details of a problem.
  ▪ Were disappointed in your behavior.
  ▪ Were unable to complete a project on time.

So how do you prepare for the behavioral based interview?

- Gather information about the position you are interested in and determine the skills that would be important to have to successfully accomplish goals and projects.
- Identify your skills and experiences and prepare to articulate what they are and how they apply to the position desired.
- Develop brief scenarios and stories that will illustrate that you have the needed skill and/or experience.
- Be prepared to provide examples of times when outcomes and results were not what you expected. Think of how you can turn a “weakness” into a lesson learned or even a strength.

Take a look at www.unr.edu/educ/coecareers for more tips on interviewing. GOOD LUCK!!!
Internship is nearly over and you may have a little more free time on your hands. What are you planning to do with your new found freedom? Are you starting a new job, adding extra hours to your current job, volunteering somewhere locally, traveling, or sitting at home perfecting your musical abilities on Guitar Hero? As you start to think about life after college (scary and exciting, I know) I recommend taking advantage of your time this summer. Each of these activities has the potential to have a great impact on your future. You just have to know how to take advantage of these opportunities.

How you ask? Well, what is the first thing you do when you apply for a job? That's right, you turn in a resume or application. And that document is filled with all of your experiences. So why not make the most of those experiences right now? Start to develop the skills you will need for your future career through your current work and extracurricular experiences.

When you apply for future jobs employers will be looking for the "soft" or "transferable" skills you have that are relevant to the jobs you are applying for. These include communication skills, intercultural competency, leadership, teamwork, time management, flexibility/adaptability, and the ability to be supervised and trained.

You can begin to develop many of these skills in some of the most basic jobs and activities:

**Are you working in retail or food service?**
Look for ways to develop customer service skills and improve your communication. Take advantage of opportunities to take on more responsibility or get additional training. Look for opportunities to develop leadership skills.

**Are you working as a lifeguard, camp counselor, or coach?**
Think about how you are developing your interpersonal skills, teamwork skills, and personal responsibility. Your daily interactions with the public, your supervisors, and fellow employers are prime opportunities to not only develop skills, but think about the type of people you want to work with (or not work with) in the future.

**Are you doing administrative work in an office?**
Work on your ability to interact in a professional environment. Develop your time management skills. Look for opportunities to learn from those who have been working in the field for several years. Build on your oral and written communication skills. Think about how ethics play into your daily work.

**Are you working construction or another hands-on/outdoors type of job?**
Develop teamwork skills. Take opportunities to interact with your supervisor and gain additional training. Take on additional responsibilities and set yourself apart from the crowd.

**Are you traveling to a foreign country?**
Look for opportunities to learn about and take part in the local culture. How do the types of jobs you are interested in look like in a different culture? Do you want to be a teacher? Find out what their education system looks like. Do you want to work in science, history, music, art, or…? Look for museums that match your interests. (Who knows, maybe you’ll come back to this country one day to work or study.)

You can take advantage of these same things while traveling the U.S. as well. All of these practices lead to increased intercultural competency, interpersonal skills, and your knowledge of the world of work.

Every job and travel experience provides opportunities to grow and develop. Sometimes you have to seek them out and sometimes they are right in front of you. You just have to have your eyes open and know what to look for. No matter where you are working, take time to get to know your boss and the people with whom you are working. Networking plays a huge role in finding jobs and these people may be the contacts you need or have the connections you are looking for. 75% of jobs are found through this "hidden" job market. So get off the couch, put down the plastic guitar, and you might be surprised at the opportunities that are out there waiting for you.
With the end of internship sneaking up faster than most students realize, panic and stress can sometimes consume the final weeks before the big day. Thoughts of "What next?" and "What am I going to do now?" may overshadow the excitement. This is absolutely normal. Being well informed may demystify the choices you face. Perhaps these resources, found in the IGT Knowledge Center, will help calm your last minute jitters:

**Employers give us their opinion**

This chart reflects the employers’ level of satisfaction with the readiness level of students attending a recent career fair. Readiness, in this case, refers to how well prepared the students were.

One employer confided that they marked each resume with a code based on their first impression. Those resumes with an unfavorable mark were then culled and not considered. It makes you wonder what kind of impression those 3.8% of the students made...

**Last minute jitters!**

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- Job Hunting for the Utterly Confused
- Résumé Magic
- On Doctoring: Stories, Poems, Essays
- How to Get Any Job with Any Major
- The Career Guide for Creative and Unconventional People
- Barron’s How to Prepare for the GRE Test

**You need a competitive edge**

It is a very competitive job market and those prepared for their job search will be more competitive candidates! What is COE Career Services doing to prepare you for a competitive job search? What have we developed that will provide you an opportunity to meet employers? What resources are available to you? Here’s a summary of the services and events available to you through COE Career Services.

**Resources:**

Employers expect applicants to be prepared. They want you to have an effective résumé. They expect you to dress professionally and be able to articulate your skills and accomplishments in a clear way. Check out the COE Career Services website ([www.unr.edu/educ/coecareers](http://www.unr.edu/educ/coecareers) and students) for valuable information. We have job search guides on: cover letters, resumes, professional portfolios and e-folios, job search skills, interviews, creating a professional image, and don’t forget the e-Newsletters!

**Mock Interviews:**

Remember it is a very competitive job market today and you will want to participate in as many events as possible in order to compete! How about asking the principal at your internship site to conduct a mock interview with you… Don’t miss this great opportunity to practice your interviewing skills with a potential employer who will provide feedback. You will get valuable ideas on how to improve your interviewing skills! Think about it.

**COE Online Job Board:**

The COE Online Job Board is the College of Education’s job search engine for education personnel. It provides direct links to the employer’s job postings. And it’s available to you 24 hours a day, 7 days a week, 365 days a year. What a resource! Check it out at: [www.unr.edu/educ/coecareers](http://www.unr.edu/educ/coecareers).
COE Career Fair:
The COE Career Fair is our largest recruiting event of the year. For details visit our website: www.unr.edu/educ/coecareers! The COE Career Fair is this spring and this is an event you will not want to miss if you are looking for employment. Space has been set aside should an employer want to interview you the day of the COE Career Fair. So be prepared!

It is an established fact: some 80% of successful job searches occur via the "Hidden Job Market." What does this mean? Job candidates who know how to meet prospective employers through appropriate networking events have a significantly better chance of landing a job than candidates who simply rely on paper or internet applications. Why? Simple: Because the employers get to know you, face-to-face. It is like an informal (but very real) interview. Sure – a formal application has to be submitted but that usually happens later, after "the meet" and there is mutual interest. Networking is a golden opportunity for the serious job seeker and the COE Career Fair is the perfect place to network! So be there! If aren't at the COE Career Fair, then you are missing one of the very best ways to secure a brilliant job – through the high yield process of networking in "the hidden market." This will give you the competitive edge!

Will you be ready?
This proves to be an exciting college recruitment season. We have the employers for you to meet. We have the resources to prepare you. Other students will take advantage of these opportunities, will you?

Workplace values

For the first time in history, there are four different generations working side-by-side in the workplace. There are different labels/titles for these generational groups, but they are commonly referred to as: "Traditionalists" (1922-1945), "Boomers" (1946-1964, "X-ers" (1965-1980), and "Millenials" (1981-2000). Are we all really side-by-side or miles apart in terms of our orientation to work, the values that drive us, and styles of behavior? What characteristics, in general, do you embrace from the table below? Do you fit into the stereotypical description of your generation or do you define yourself somewhat differently?

<table>
<thead>
<tr>
<th>Workplace Values</th>
<th>Traditionalists</th>
<th>Baby Boomers</th>
<th>Generation X</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work is...</td>
<td>An obligation</td>
<td>An exciting adventure</td>
<td>A difficult challenge, a contract</td>
<td>A means to an end, fulfillment</td>
</tr>
<tr>
<td>View of Authority</td>
<td>Respectful</td>
<td>Love/hate</td>
<td>Unimpressed</td>
<td>Polite, respectful</td>
</tr>
<tr>
<td>Leadership Style</td>
<td>Directive, command and control</td>
<td>Consensual, collegial</td>
<td>Everyone’s the same, ask why, challenge others</td>
<td>To be determined</td>
</tr>
<tr>
<td>Interactive Style</td>
<td>Individual</td>
<td>Team player, loves to have meetings</td>
<td>Entrepreneur</td>
<td>Participative, &quot;team&quot; oriented, entrepreneurial</td>
</tr>
<tr>
<td>Communications</td>
<td>Formal, memo</td>
<td>In person</td>
<td>Direct, immediate</td>
<td>E-mail, voice mail, information freely shared</td>
</tr>
<tr>
<td>Rewards</td>
<td>Satisfaction in job well done</td>
<td>Money, title recognition</td>
<td>Freedom is the best reward, seeks instant gratification</td>
<td>Meaningful work</td>
</tr>
<tr>
<td>Messages that Motivate</td>
<td>Your experience is respected</td>
<td>You are valued, you are needed</td>
<td>Do it your way, forget the rules</td>
<td>You will work with other bright, creative people</td>
</tr>
<tr>
<td>Work and Family Life</td>
<td>Separate</td>
<td>No balance, work to live</td>
<td>Balance, loyal to work, but seek clear separation</td>
<td>Balance, Flexible work schedule preferred</td>
</tr>
</tbody>
</table>
You will, in all likelihood, be working with co-workers who represent different generations. Beyond understanding the differences in one another’s values, it may also be helpful to be aware of the type of work performance feedback that each generation is known to prefer. These differences further provide important clues about ways to recognize and reward the people you work with. And, let’s face it, you don’t need to be a "boss" to offer your co-workers a little (or a lot) of feedback!

- **Traditionalists** seek no applause but appreciate a subtle acknowledgement that they have made a difference.
- **Boomers** do not appreciate feedback, they prefer a physical demonstration of appreciation such as money or titles.
- **X’ers** need positive feedback to let them know they are on the right track.
- **Millennials** want prompt, personal, individualized, well planned, public recognition and feedback.

Let’s add just a couple of more thoughts on how you can more effectively interact with co-workers across the generational horizon. No one should be considered an outdated dinosaur or a too young, inexperienced, new kid. We can learn and benefit from one another. Mentoring relationships can be a “win-win” for all generations concerned. Older employees, for example, can offer insight to the culture of the school or organization –"the way we do things around here” – as well as information about “must know” resources while younger employees can provide assistance in navigating and utilizing new technology – "you can teach an old dog new tricks" - and provide continual guidance with technical concerns and "know how".

Whether you are preparing to enter the job market or you are already there, it is important to know how your characteristics and style will benefit you and how it may hinder you. Not only is it important to know about yourself, it is equally important to try to understand and gain insight about the people you will interact with, across the generations. Let’s all be part of a movement to rid one of the most commonly cited reasons people leave a job - they had difficulty relating to a co-worker!


**Generational Feedback Information:** Cross Generational Communication: Implications in the Work Environment, Office of Institutional Equity, Duke University.

### Career options for education majors

Not sure if the field of education is for you? Are you relocating? Are you in an area where there is a surplus of education personnel? Are education personnel being laid off in your community?

Education majors have a broad range of transferrable skills that are well suited to alternative careers and work environments. For example, if you can manage a classroom full of students, how about managing employees? If you can teach a lesson to 25 students, how about becoming a corporate trainer? A degree in education prepares you for a variety of career opportunities. Take a look at the skills teachers have that are transferrable to other career fields.

<table>
<thead>
<tr>
<th>Transferrable Skills</th>
<th>Career Titles</th>
<th>Alternative Career Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>imaginative, creative, self-starter, shows initiative, motivated, patient, multi-tasks, organized, team player, reflective, flexible, resourceful, disciplined, independent, adaptable, critical thinking skills, interpersonal skills, problem solver, decision maker, researcher, gives clear directions-explanations-summaries, good oral-written communication skills, good listener, public speaking, conflict resolution strategies, strategies for different learning styles-levels, behavior management, uses variety of presentation techniques, meets deadlines, good technology and computer skills, effective teaching-attention getting-group management strategies, able to implement new ideas-programs, positive reinforcement, administrative skills, analyzes-interprets data, assesses-evaluates information-performance-progress, uses various assessment tools</td>
<td>administrator, agent, assistant, author, coach, consultant, counselor, caseworker, coordinator, curator, dean, developer, director, designer, editor, fundraiser, guide, instructor, lobbyist, manager, organizer, principal, professor, registrar, researcher, salesman, specialist, teacher, trainer, tutor, writer</td>
<td>adoption, day care, pre-schools, camps, youth programs and activities, YMCA/YWCA, student affairs, research and development, testing agencies, curriculum, educational materials, accrediting agency, professional organizations, publishers, journalism, software, graphics, webpage, media, communications, technology, library, museum, tourism, travel, parks, non-profit organization, government, law enforcement, judicial system, corporations, human resources, customer relations, community relations, public information, insurance, hospitals, community college, teach abroad, property management, real estate, adult education, adult literacy, continuing education, rehabilitation, training, vocational, welfare, group homes, social work, advocacy, nursing home, Peace Corps, AmeriCorps, volunteer, financial, marketing, advertisement, grants, conventions</td>
</tr>
</tbody>
</table>
Real world perspectives on job hunting by Graduate Assistant Paul Amador, COE Advisement Center

One of the most important aspects of job hunting to keep in mind, for what is possibly your first “professional” job, is that it can be a lot of work! Be prepared to fill out dozens of applications, make phone calls, send emails, and attend numerous interviews. Those students that do the best job of marketing themselves to potential employers are the most likely to succeed in their job search. Here are some key points to keep in mind when getting ready for your job search:

**Preparation**
Most districts and schools will require similar information in their applications, so compile it all ahead of time. But keep in mind that each district/school will have very specific requirements, make sure to read the application carefully and meet all of the requirements. Most districts/schools require a minimum of three letters of recommendation, make sure you have requested these ahead of time and be certain they are recommending you for the type of position you are applying for – most likely a teaching position. Once you have the originals, make multiple color copies to keep on hand for any paper based applications and also scan each of these letters into a computer so you can upload them for any web-based applications. Have a standard resume prepared. Create a cover letter that is somewhat standardized, but insert a paragraph that will be changed based on the specific job you are applying for and your goals and objectives for the position. Have all of your previous work experience and contact information compiled so you can easily insert it into an application without having to search for it on every application. Other items to keep in mind that they may require initially (either official or unofficial): transcripts, Praxis II scores, Nevada teaching license, portfolio, etc. By having all of this information compiled ahead of time you will save yourself considerable time and stress.

**Aggregate Job Boards**
Websites such as, NVTeachers.com and edjoin.org compile job postings from multiple school districts throughout Nevada and California. They can be helpful and make the job search process easier, but they do not always include every position from every district. If you have an idea of where you would like to teach, search the individual school or school district websites, doing a little extra leg work can help you land your first teaching position.

**Persistence**
There are certainly going to be instances in which a job that you have applied for has already been filled or you may face a job interview in which an “inside” candidate has already been selected. Keep your spirits up and be persistent in your job search, every chance you get to apply and interview is another opportunity to find your first teaching position!