

The Interview Is Not About You! ***Teaching Pending Graduates Empathy and Context to Avoid Disaster in Employment Interviews***

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The first major employment interviews for the new college graduate are fertile ground for mistakes in communication. The student-centered climate of the educational setting is often all the applicant has known, with professors, coaches, residence staff, and parents all focused on supporting the student and meeting their needs. Yet communicating from this vantage point in the job interview can leave the student significantly out of step with the expectations and goals of the prospective employer. We can greatly improve student success in early employment interviews by teaching about empathy for the employer's perspective and preparing the student with specific techniques to answer interview questions with this new context in mind. This paper shares our interactive approach. Specific teaching methods, language analysis, materials, and student feedback are included. It has been our experience that this protocol of preparation for the first professional interviews at the end of the undergraduate years is transformational. Students gain a much better sense of the object of the job interview and a fundamental awareness that the interview is different from the academic world. Unlike the university, the potential employer does not exist primarily for their benefit and will not be responsive to their individual goals in the ways that parents, coaches, or professors have been. The interview is about the employer and satisfying the employer's needs. The student who gains this perspective is given a significant advantage as they move on from college.

Introduction

We all learn from mistakes. The youngster who leans too far and falls over takes more care the next day. The unhappy cook with the fallen soufflé avoids the live band in the kitchen the second time around. As humans, mistakes are our stock in trade and we are wise to proceed accordingly. As teachers, we can share our knowledge to help our students avoid critical mistakes in communication. The job interview offers such an opportunity. Like the cook who thinks the soufflé is only about beating the eggs, the student who thinks the interview is only about "getting the job" is often likely to be unsuccessful. There are factors to be considered beyond the student's accomplishments and goals. Knowledge of those factors and the context they create for the employment interview can be the difference between being hired and being disappointed.

Consider this scenario. The soon to be college graduate sits down in the conference room with Mr. Leader, a representative of Firm X, where the student would like to work. The student is anxious about pending graduation, feels that they have earned an outstanding record during their academic career, and is very interested in receiving the maximum potential salary and building opportunities to start their own business in the near future. Personal growth and development of their potential is very important. They would also like to work in an attractive environment, pursue travel, and move quickly to pay down their student loans. Finally, the student would like to lead a balanced life with time for social and family activities, as they have

discussed so often with friends. The student offers outstanding computer skills, an excellent portfolio, and drive for personal success. From his early years the student has been encouraged steadily by parents and teachers, has heard time and again that he is special, and has been reminded often that young people are the future. His entire academic trajectory has been about personal education, individual accomplishment, and self-development. The soon to be college graduate views his first job as the next step in that process.

Mr. Leader, Project Manager for Firm X, is exhausted. The pace at Firm X is nearly overwhelming, with multiple projects moving forward and a high requirement for client service and follow up. Serving on the search committee for this new position is the last thing he has time for, although he recognizes the enormous need to build staff so that others can help with the growing load of responsibilities. Mr. Leader arrives at work by 7:00 am daily and often does not leave until 7:00 at night, or later. Mr. Leader has been very active in shaping the company's strategic plan and is a key player in building the client base. He is well known for his outstanding performance and understands that hard work and extreme dedication to the company's goals lie at the heart of his success. He is hoping to hire someone who shares that focus and dedication to Firm X. He is looking for someone who can hit the ground running, operate independently, and selflessly serve the company.

Do these two appear to be on a pathway to a successful interview? The answer depends on the preparation of the student for the discussion. The context of communication is particularly relevant to the creation of meaning and the understanding of interaction between participants. If the student engages in the interview conversation focused on their own goals, they will likely not be successful. This is because the job interview is always about fulfilling the needs of the employer. The employer is only having the conversation because they have a need substantial enough to require the expensive process of hiring a new person. For the student who has spent essentially all their life in a system that is entirely focused on their needs, their goals, and their success, this may be a jarring shift in the environment. Should the student not recognize such a shift, they will likely be inappropriate and unsuccessful in the interview.

To mitigate this potential problem, we have developed a course grounded in communication empathy that addresses, among other things, specific communication techniques for preparation and performance in early professional job interviews, the most difficult interviews our students are likely to face. CM 301 *Communication Forms and Techniques* is required of nearly all graduates of Cazenovia College to provide students with context and skills to perform well as communicators in upper level academic work and in various professional and civic settings beyond graduation. (Syllabus is attached.) Along with job acquisition skills, the course covers group facilitation, briefings, and a final project that results in preparation of a report and proposal and a well-developed multimedia presentation. This paper will focus exclusively on the techniques used for preparation and performance in the early professional job interview.

It has been our observation that students often bring two countervailing perceptions to the first major employment interviews. The first, as demonstrated earlier, is a misunderstanding of the context of the job interview. This contrasts with a second problem: misunderstanding or underestimation of the most valuable skills the typical student brings to that first interview. While some students may overestimate their marketable skills, we have found that some students exhibit significant stress in being able to land a job at all. Many times over the years students have indicated discomfort in writing a resume or preparing for interviews with the misapprehension that they have "no experience" or "haven't done anything yet." We begin our process from this vantage point.

Thinking Like Employers

The first lesson in the strand of preparation for the interview requires a full class period. The purpose of this lesson is to begin to change the students' perspective about the hiring process. Students are told that they have up to \$35,000 in salary to hire a new person for their company's staff. A discussion is encouraged about how much money that actually is. We discuss the types of things the students could purchase with such a sum: a car; graduate study; a down payment on a home. It is useful for students to recognize that it is very expensive to hire them and that this expense is but one factor that makes hiring a stressful risk for the employer.

Following the basic financial discussion, students are asked to indicate what general qualities would be most important to them for any hire. No specific company or position is set forth for this exercise. Rather, the focus is on real world marketability: if this was your \$35,000, what would you want to shop for in an employee. The qualities are then listed on the white board at the front of the room. During the many times we have lead this discussion, the lists are strikingly similar and regularly include such qualities as: dependability; a positive attitude; energy; creativity; ability to work well with others; ability to multitask; punctuality; ability to complete tasks independently; and leadership potential. While students usually mention education or professional experience, these often only appear later in the discussion. The preparation of this list can be an important eye opener for students. They observe that what they themselves would look for in a new employee is, in large measure, what many students can demonstrate through their resumes and through their job interviews. We also note that the list mirrors leading surveys of employers every year. For convenience, we label this list the "cash qualities." That is, employers would pay money for persons who are conscientious potential leaders who can think creatively, work well with others, and complete tasks independently. If this is what the employers want, this is what these students can indeed offer, but they must look at themselves through these "employer eyes" and communicate about themselves accordingly in order to win that first job. They also must consider the full palette of jobs or job like experiences that they have completed. This can include large class projects, art portfolios, volunteer work, student activities, work-study, as well as jobs.

This lesson is often a confidence builder for students for two reasons. First, it allows the students to see value in the qualities they have developed in their academic work and in the various jobs or internships that they have held during their student years. Secondly, it gives students a key starting point for the preparation of the resume, which will serve as an important component in securing a job interview and as a foundation for discussion in the interview itself. The key is for the student to look at themselves from the employer's perspective and in terms of the employer's needs, rather than their own.

Consider the quintessential student job: fast food worker. Many students see no professional value in such a job. Such a job would likely not appear on a resume even a year or two from the college years as presumably other professional work would claim that space. Yet in the first job search after graduation we often recommend including it, at least briefly, as jobs of this type present an opportunity to showcase the "cash qualities." Think about the fast food counter worker serving two busloads of soccer players. They are fast, efficient, work in a team, demonstrate patience, and are a virtuoso of multitasking. They are also demonstrating personal discipline and drive as they undertake this non glamorous work. If the student can get past their own status perceptions and observe the job from a potential employer's point of view, it is a

treasure trove for demonstration of desirable qualities. The candid and creative student can use this work to their advantage in the early job interview. The key is to match the demonstrated skills to the new employer's needs.

An additional example also illustrates this type of difference between student and employer perceptions. Some years ago we had a student in class who stated flatly that he could not prepare a resume as he had not done anything in his field. His major was business. Upon further inquiry he stated that all he had done so far was mow lawns and he felt it was unlikely that this would bring much to a prospective business employer after graduation. Students began to ask a few questions such as when he had started mowing, why had he started, how many lawns, and so on. Through this discussion we learned that this student had begun his lawn mowing in junior high school as a way to earn pocket money. He had asked around his neighborhood to gain a few customers that he could reach on foot. During high school he gained more customers and began sharing the work with a friend. He organized his customer list and payment records on his home computer. He added sidewalk shoveling in the winter months. In junior year he bought a larger mower and an old pickup so that he could drive to mow additional lawns. His customers began recommending him to their friends. It became obvious to all present that this student was not just "mowing lawns." He was a young person who had successfully started his own business. He did not want to mow lawns for a living and was focused only on his distaste for that work as a potential career. He was completely missing the important qualities that his work could demonstrate to any business that might consider him as a new employee. His independent business efforts could surely demonstrate the very "cash qualities" that all employers are looking for. It was a matter of perspective.

Employers Meet the Resume First

Building from this initial class session, a series of lessons is offered on preparation and improvement of the resume. The specifics of these lessons are beyond the scope of this paper however, we note two particular teaching techniques that reinforce the core concept of viewing the resume from the perspective of the target audience: the employer. First, one class session focuses on a group editing session. Students are required to pass their resume to the person next to them. The students are then guided through a review of the resume before them based on a series of questions presented by the instructor. These questions include items about format, appearance, and content. The reviewing student notes any errors or content that may be a potential concern. This early feedback allows each student to improve their resume in a fairly painless fashion. Complete revision is required prior to the next class.

The next class session is an exercise called "Hiring the Resume." In this session students are organized into groups of four or five students. Each group gathers their revised resumes into a batch. The batches of resumes are then exchanged between groups. The groups review the batch they have been given with the objective of selecting one resume as the best in the batch. The groups are then called on to indicate which resume they selected and why. This lesson is particularly valuable in illustrating that both appearance and content are observed by employers, and that impersonal competition between resumes is the normal route to the interview. The exercise also develops the students' understanding of the employer's perspective. Students note how community service adds an important dimension to the resume. Students observe the relevance of clarity, brevity, and descriptions that emphasize the "cash qualities." Perhaps most importantly, when students themselves discard a particular resume because it is unattractive or

includes errors, this puts a much more rational face on the tedious task of their own detailed resume preparation.

Through exercises of this type and the complete package of lessons that support preparation of the resume, the student is grounded in empathy for the employer and a sharpened perspective on the hiring process. Students begin to see that the entire point is the understanding and satisfaction of the employer's needs. Whether the student has been overestimating their credentials or underestimating their value, in the end, the way to get the job is to be the solution to the employer's problem.

Interview Technique: What the Employer Hears

All this leads to preparation for the interview. In our experience, students who receive little or no specific training for job interviews often perform poorly in two ways. First, their answers are often unstructured and, consequently, hard to follow. Secondly, their answers are often focused on themselves and their own goals, rather than on the employer. Even the student who is fairly well spoken often does not compete well with the student who is grounded in the employer's business and focused on meeting the employer's needs.

To avoid this problem, we prepare students with a specific formula for answering most job interview questions. In this way the recent graduate avoids the incomplete or rambling answer and directs their response toward the core objective of the interview: solving the employer's problem or meeting the employer's particular need.

As a foundation for the interview, the student, as already described, completes a resume that emphasizes those qualities most desired by the employer. In addition, the student must engage in research about their field generally and, where possible, about this employer in particular. By understanding key issues in the industry along with available information about the specific employer, the student will be better prepared to answer questions appropriately. That is, to match their skills with the employer's needs. Coordination with the college's career services office and faculty in related majors is very helpful to guide students in this research process.

With this material in hand, the next step is to prepare students to actually answer questions. We teach students a three-step rubric for each answer. The technique requires the student to briefly answer the specific question, support the answer with evidence (usually examples), and then directly connect that material back to solving the employer's problem or meeting the employer's needs. This framework quickly becomes shortened to "describe, support, connect."

In our experience many students routinely generate an answer that covers the first two steps: a brief response followed by supporting material. This type of answer reflects the format typically seen in academic writing of making an assertion and supporting with evidence. This tends to sound complete and so the student will often stop at the end of step two. However, this is a risk as one cannot be sure of the interviewer's ability to make a connection between the student's answer and the employer's needs. We suggest that it is better for the student to make this connection explicitly, both to ensure clarity in the interview and also to demonstrate the candidate's knowledge and understanding of the industry in general or this employer in particular. As the employer is focused on solving their own problem, this information can be both useful and appealing to the interviewer and can lead to a greater comfort level with the recent graduate applicant.

Application of the Rubric

To better understand the technique, consider this example. The student is an artist who will need a job quickly after graduation. The student is applying for a position with a nursery school. She wants to gain additional experience working with young children. She is an art major and has completed an internship in her college's laboratory nursery school. She has also worked at a summer camp for three years as a camp counselor, eventually advancing to lead camp counselor. She has had no paid employment in the field of education. Her long-term goal is to work with children in art while also engaging in a professional career as a studio artist.

A typical early question in a job interview at a nursery school might be, "What attracts you to work in a nursery school setting?" Here are three different answers that demonstrate the application of the three steps.

Example Answer #1

I just love children and have always wanted to work with them. Kids are so great. They really fascinate me. I admire their energy and their openness to the world. And I figure working on art with kids is a good way for me to support myself while I get going in my studio career.

Analysis

This answer is poor. It is merely descriptive, is not supported with any evidence or examples, and does not connect to the employer's needs. It also sounds fluffy, with no sense of pragmatism or connection to the work involved at a nursery school. As if that is not bad enough, the student focuses on themselves, indicating that this position is merely a stepping-stone to something else. This answer only completes step one of the required formula, answering the question, and does damage in the process. While it could be worse, this answer would be unlikely to lead to a job offer.

Example Answer #2

I love children and want to apply what I know with the opportunity to learn more through participating with the nursery school staff. I have had the opportunity to work at a summer camp for young children over the past three years. While these children were slightly older than the students at the nursery school, I gained a lot of experience with activity preparation, time planning, safety considerations, and just making things fun. In recognition of my success as a counselor, I was named lead counselor this past year. My supervisors specifically noted my flexibility and willingness to take on multiple assignments. I have a reference letter from the Camp Director should you wish to see it.

Analysis

This answer is superior to the first but is still incomplete. This answer covers the first two required steps as it responds to the question and provides some evidence to support the answer. However, there is still no mention of this employer or the way this candidate could use these experiences or their background in art to address this employer's needs. We have found this type of answer to be very typical as students begin the process of preparation for job interviews. As it has a beginning, middle, and end, it often sounds complete to the novice interviewee.

Example Answer #3

(Step 1) *I am attracted to working in a nursery school setting because I want to work with children and, in particular, have the opportunity to bring art into the children's experiences here. My educational background combines years of study in studio art with internship and summer experiences working with children. It has proved to be a good combination and I am confident that both of these areas in my background can help me to be a successful addition here.*

(Step 2) *For example, this past summer, as lead counselor at a camp for five and six year old children, I was responsible for the development and implementation of all art and craft programs. It was our goal that these programs would be both educational and fun. I also hoped the kids would be able to express themselves and take interest in art for the future. I learned time and again that children are far less inhibited as artists and that the teacher walks a fine line between instruction and allowing for individual expression and enthusiasm. My focus was on process rather than product and this really allowed the kids to have fun and gain confidence. I was very proud of the kids as they shared their art in the show we presented at the end of the camp. I have photos of the show if you would like to see them.*

(Step 3) *Here at this nursery school, it would be my hope that I could work with you to incorporate art activities into the school offerings. I am very flexible and enjoy spending time with kids in all kinds of activities. I understand that you encourage parents to visit the school and to participate in activities and I have enjoyed working with parents in various volunteer art programs in the community. I know that your school has a reputation for hands on activities and creativity and I can readily contribute to that. You may be concerned about hiring a person right from college, but I hope that you will consider me as I bring significant skills and a lot of energy to learn more and be a positive addition to your program.*

Analysis

While not perfect, this response demonstrates completion of all three steps. The student answers the question briefly, provides an example to give supporting evidence, and then applies the information to this venue. The student must take the needs and concerns of the employer as their guide. An answer of this type demonstrates maturity and thoughtfulness on the part of this student as well as a practical approach to this position, a good combination in a first interview.

Our students learn and practice the rubric and other elements of interview performance over several class sessions. We have found it best to have the instructor take on the role of the interviewee in early demonstrations as a less harsh way to illustrate mistakes and incorporate humor. Use of drama club members or faculty from outside the class can also be effective. Later sessions incorporate students in the role of interviewee with input and support from the class.

Assessment Through the Mock Interview

We assess student interview skills via a mock professional interview. We have experimented with a number of approaches including in class interviews, interviews with outside professionals, and videotaping. We have found the best assessment tool to be the individual mock interview outside the classroom setting. This can be done with the faculty member taking on the role of the employer or with the faculty member observing as the student is interviewed by a professional from the community. In general, the first approach is the most convenient and allows for relative

consistency in the interview experience. However, variation within particular fields of study may be an important consideration. In either instance, professional clothing and deportment are required.

As for the applicable job opening, the instructor can allow the student to find a particular position listing or can create listings for individual students. However, as we have a large number of students, we have found that creation of a fictional entity that encompasses many types of positions has provided an excellent platform for mock interviews. Our subject venue involves expansion of a university to include programs for children, the elderly, the medical community, and related projects and services. This scenario provides for many job openings grounded in one set of facts. (The interview venue description is attached.) Each student interviews for a particular position at this fictional entity.

The individual interviews take place in an office setting. They are 10-15 minutes in length, thus representing a sample of a typical interview experience, without the long introduction by the employer that would begin a standard interview. Students are asked a series of open-ended questions that provide opportunities for the student to demonstrate mastery of the three-step technique and awareness of context. Students are assessed on several factors, with the most important being the ability to match their skills to the employer's needs in a credible and professional manner. (Interview Evaluation sheet is attached.)

Student Reflections on the Experience

Following the mock interview each student is required to prepare an essay to assess their own performance and reflect on what they have learned. We have been gratified over the years to see that the techniques and context we have shared have provided students with useful information that, in most cases, has resulted in both greater understanding and greater confidence. Alumni feedback further supports the approach. Selected representative excerpts from the student essays for 2007 are included below.

- *The interview process can be a very stressful and sometimes uncomfortable experience for the interviewee. I believe that by doing this practice interview I am more prepared than ever to go out in the real world and land a job. Now there is more of a feeling of excitement than nervousness when thinking about job interviews.*
- *This shows me how important practice and preparation is before an interview, because you are there to solve a problem, not just to know a lot about yourself.*
- *It is a tough realization that the employer cares most about their need, but it is a valid point that I think I could have benefited from knowing sooner. The greatest thing that I have learned is that the interview is about the employer, and not only about me. Knowing this and knowing how to use it to my advantage will give me an edge over other prospective employees.*
- *There are a few things that I hope to remember from this experience. One of them is that the interviewer has taken time out of their busy schedule to talk to you; make it worth their time. If I am not the answer to their problems then what am I doing there? This is something that I never really thought of before. I always thought that simply stating my qualifications and all the things I have done would be enough. Now knowing the proper interview techniques, I believe that everybody should know this information.*
- *This mock interview has relieved a lot of anxiety I had toward job interviews.*

- *I will take this experience of the interview process and use it to go into interviews with more confidence. This technique will not only boost my confidence but it will also help me to answer questions clearly and be able to impress and convince a potential employer to hire me.*
- *Knowing the three-step process to answering questions in a manner that appeals to the interviewer is very helpful knowledge. This process is what helped me perform well as it gave me confidence.*
- *I recall the first day when our class was asked: “What is your goal in a job interview?” And the answers pretty much everyone gave were: “To obtain a job,” or “To sell yourself.” The past few weeks have taught me that you must do both, and to do so you must demonstrate what you can do for the employer and his or her business.*

Conclusion

It has been our experience that this protocol of preparation for the first professional interviews at the end of the undergraduate years is transformational. Students gain a much better sense of the object of the job interview and a fundamental awareness that the interview is different from the academic world. Unlike the university, the potential employer does not exist primarily for their benefit and will not be responsive to their individual goals in the ways that parents, coaches, or professors have been. The interview is about the employer and satisfying the employer's needs. The student who gains this perspective is given a significant advantage as they move on from college.

Appendix: Sample Materials

1. Course Syllabus: CM 301 *Communication Forms and Techniques*
2. Interview Venue Description
3. Interview Evaluation Form

COM 301 COMMUNICATION FORMS AND TECHNIQUES Spring 2007

(Syllabus excerpts only. Information identifying the author or institution has been deleted.)

COURSE INFORMATION

1. PURPOSE OF THE COURSE

The purpose of this course is to improve your written and verbal communication ability with a particular focus on effective communication in the professional world. The course offers ample opportunity for the improvement of existing skills and the acquisition of new ones in the areas of interpersonal communication, effective use of language, oral presentation, group facilitation, interviewing, research, and writing. Emphasis throughout the course is on practical application and the empowerment of each student to express themselves well. You cannot be successful in your career until you are successful as a communicator. That's the goal.

2. CLASS ATTENDANCE

Class attendance is required. No student can succeed in this course without attending class as a substantial portion of course materials are only available through class lessons. Two absences will be allowed without penalty to accommodate the unavoidable occurrences of life such as broken cars, personal and family illness, serious weather, etcetera. (It is the student's responsibility to advise me BEFORE CLASS TIME if they have an emergency that makes it impossible for them to be in class.) ANY additional absences or repetitive lateness may result in a reduction in course grade and the number of all class absences will also be reported on your final grade form. Absence from class does not provide an extension on assignment due dates. **Special Note: Students must be present and prepared when called on for class presentations or performance exercises. Those not present or prepared will receive a zero.**

3. REQUIRED TEXT

A brief packet of materials will be provided by the instructor.

An additional recommended text is on Reserve in the Library:

John C. Brereton and Margaret Mansfield, *Writing on the Job: A Norton Pocket Guide*.

4. ASSIGNMENTS AND GRADING

Each student will participate in class discussions and complete a portfolio of written work relating to various class projects. Students will also participate in a professional interview, give an individual presentation on an assigned topic, facilitate an effective business meeting, prepare and polish a professional resume and related materials, and participate as a member of a group to deliver a persuasive presentation for the resolution of a particular problem. Positive participation, constructive criticism, supportive listening, and respect for the views of others will also impact your final grade.

5. WRITTEN ASSIGNMENTS

All written assignments must be submitted at class time on the designated due date. Late assignments will either not be accepted or may be substantially reduced in grade, at my discretion. All written assignments must be typed, double spaced, with margins of at least one inch. **Multiple page assignments must be stapled together.**

Written assignments will be evaluated on content (which includes conformance to the assignment, quality of language, mastery of subject matter, and quality of reasoning and argument), organization, and mechanics (which includes syntax, grammar, and spelling).

I am available to meet with you during office hours, by appointment, or by telephone to discuss the progress of your assignments, review first drafts, or answer any questions that you might have. I will make every effort to help you to be successful in this class. However, questions about assignments will **NOT** be accepted as an excuse for lack of timely completion. Therefore, if you have questions about assignments ask them in advance to allow yourself adequate time to understand, prepare, and submit your assignments in a timely fashion.

YOUR FINAL GRADE WILL BE COMPUTED AS FOLLOWS:

1. Constructive Class and Group Participation	10 pts.
2. Communication Journal	7 pts.
• Entry #1	2 pt.
• Entry #2	3 pts.
• Entry #3	2 pts.
3. The Interview	10 pts.
4. Resume and Cover Letter	13 pts.
• Resume	10 pts.
• Cover Letter	3 pts.
5. The Effective Business Meeting	15 pts.
• Agenda (2) and Minutes (3)	5 pts.
• Performance	10 pts.
6. The Briefing	10 pts.
7. Final Project	35 pts.
• Written Report & Proposal	15 pts.
• Performance	20 pts.
Total Points:	100

COMMUNICATION FORMS AND TECHNIQUES CLASS SCHEDULE
(Spring 2007)

Wednesday 1/24	INTRODUCTION
Friday 1/26	THE COMMUNICATION PROCESS (A REVIEW) I Reading: Packet pp. 1-4
Monday 1/29	THE COMMUNICATION PROCESS (A REVIEW) II Reading: Packet pp.1-4
Wednesday 1/31	EMPATHY AND COMMUNICATION
Friday 2/2	THE EFFECTIVE INTERVIEW
Monday 2/5	THE EFFECTIVE INTERVIEW
Wednesday 2/7	PREPARATION OF A QUALITY RESUME
Friday 2/9	PREPARATION OF A QUALITY COVER LETTER RECAP: RESUME ** Writing Due: Draft Resume **
Monday 2/12	“HIRING THE RESUME” ** Writing Due: Revised Resumes **
Wednesday 2/14	THE EFFECTIVE INTERVIEW: CLINIC ** Writing Due: Final Resume <u>and</u> Cover Letter**
Friday 2/16	INTERVIEWS: PERFORMANCE
Monday 2/19	INTERVIEWS: PERFORMANCE
Wednesday 2/21	COMMUNICATION: BUSINESS MEETINGS Reference Reading: Norton Chapter 9 & Afterword (On Reserve) ** E-mail Journal Entries Due: Question #1 **
Friday 2/23	EFFECTIVE PREPARATION FOR THE BUSINESS MEETING: OBJECTIVES, AGENDA, PLANNING Reference Reading: Norton Introduction and Chapter 8 (On Reserve)
Monday 2/26	EFFECTIVE PREPARATION FOR THE BUSINESS MEETING: GROUP FACILITATION AND PREPARATION OF MINUTES Reference Reading: Norton Chapter 8
Wednesday 2/28	SUCCESSFUL BUSINESS MEETINGS (PERFORMANCE) ** Writing Due: Meeting Agenda **
Friday 3/2	SUCCESSFUL BUSINESS MEETINGS (PERFORMANCE)
Monday 3/5	SUCCESSFUL BUSINESS MEETINGS (PERFORMANCE)
Wednesday 3/7	APPLYING GROUP COMMUNICATION SKILLS: FORMATION OF PRESENTATION GROUPS AND REVIEW OF FINAL PROJECT REQUIREMENTS ** Writing Due: Minutes **
Friday 3/9	PREPARATION OF THE WRITTEN REPORT AND FORMAL PROPOSAL (FOR FINAL PROJECT) Reference Reading: Norton Chapters 6, 10, and 11
Monday 3/12	** No Classes – Spring Break **
Wednesday 3/14	** No Classes – Spring Break **
Friday 3/16	** No Classes – Spring Break **
Monday 3/19	PREPARATION FOR INDIVIDUAL PRESENTATIONS:

THE BRIEFING

STRUCTURE AND ORGANIZATION OF MATERIAL;
REQUIRED ELEMENTS (PART I)

Reading: Packet pp. 4-29

Wednesday 3/21 PREPARATION FOR INDIVIDUAL PRESENTATIONS:

THE BRIEFING

STRUCTURE AND ORGANIZATION OF MATERIAL;
REQUIRED ELEMENTS (PART II)

Reading: Packet pp. 4-29

**** Deadline for approval of Final Group Presentation Topics ****

Friday 3/23 PREPARATION FOR INDIVIDUAL PRESENTATIONS:

COMMON PROBLEMS IN PERFORMANCE;
MOVEMENT; VIZUAL AIDS

**** Writing Due: Completed Speech Notes. ****

Monday 3/26 EFFECTIVE INDIVIDUAL PRESENTATIONS
(PERFORMANCE)

Wednesday 3/28 EFFECTIVE INDIVIDUAL PRESENTATIONS (PERFORMANCE)

Friday 3/30 EFFECTIVE INDIVIDUAL PRESENTATIONS
(PERFORMANCE)

Monday 4/2 PERSUASION

Reading: Packet pp. 29-40

**** E-mail Journal Entries Due: Question #2 ****

Wednesday 4/4 PERSUASION

Reading: Packet pp. 29-40

Friday 4/6 FINAL PROJECT WORKING CLINIC

**** Writing Due: Report and Proposal In Progress ****

**** Groups Will Report re Completion Plan and Source Materials ****

Monday 4/9 FINAL PROJECT WORKING CLINIC

Wednesday 4/11 FINAL PROJECT WORKING CLINIC

Friday 4/13 HOW TO MAKE YOUR PRESENTATION A FLOP:
KEY PROBLEMS TO AVOID IN GROUP PRESENTATIONS
and FINAL PROJECT WORKING CLINIC

Monday 4/16 FINAL PROJECT WORKING CLINIC

**** Writing Due: Draft Report and Proposal ****

Wednesday 4/18 FINAL PROJECT WORKING CLINIC

Friday 4/20 FINAL PROJECT WORKING CLINIC

**** Writing Due: Print of Draft PowerPoint Presentation ****

Monday 4/23 FINAL PROJECT WORKING CLINIC

Wednesday 4/25 FINAL PREPARATION OF PROJECTS AND PRESENTATIONS

**** Evaluation of speech notes (Optional) ****

**** E-mail Journal Entries Due: Question #3 ****

Friday 4/27 GROUP PRESENTATION: PERFORMANCE

**** Writing Due: Report and Proposal (from all groups) ****

Monday 4/30 GROUP PRESENTATION: PERFORMANCE

Wednesday 5/2 GROUP PRESENTATION: PERFORMANCE

Friday 5/4
Monday 5/7

GROUP PRESENTATION: PERFORMANCE
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EMPLOYMENT OPPORTUNITIES AT THE BEAUMONT CENTER FOR EDUCATIONAL LIVING

Beaumont College is expanding. The new plan is designed to make the core of academics part of a broader range of services and programs. This new approach will provide internships and employment opportunities for both students and professionals while producing revenue for the traditional college programs. The goal of these changes is to create a holistic living community focused on education and service in a variety of ways. The new initiatives include the following:

1. Development of an On-Campus Day Care Center;
2. Development of an innovative Charter School (Private Education, K-12);
3. Development of out-patient treatment programs for addictions, depression, and other mental health needs;
4. Expansion of Support Services to provide a range of helping and human service programs both on and off campus;
5. Development of a Community Fitness Center to include personal training services, nutritional and health counseling, and to serve as a base for community sports league activity (multiple age levels);
6. Construction of a full service Senior Living Community on the campus grounds;
7. Expansion of the College's Equine program to include programs for children, therapeutic riding, senior riding, and boarding, breeding and training services;
8. Expansion of the design and print facilities to allow for an in house design and advertising agency to produce advertising, promotional, and graphic design work. This program will also be responsible for all advertising and promotional design work for the new Beaumont;
9. Expansion of the campus press and publishing service;
10. Further development of the College's conference and retreat center with a particular focus on linkage with other Beaumont programs;
11. Expansion of the arts programming to include professional and community theater and fine arts programs;
12. Development and implementation of all necessary technological, physical, and human resource structure to support these new initiatives.

Pursuant to this new approach Beaumont will change its name to The Beaumont Center for Educational Living.

The Vice President for Transition Services is responsible for staffing each of these new program initiatives. A large array of positions needs to be filled during the next two years. Persons with appropriate qualifications for employment in any of the programs listed above are encouraged to send their resume and cover letter to Alice Benton, Vice President for Transition Services, Beaumont Center for Educational Living, Edmonton, NY 13333. Please include your primary area of interest at Beaumont. Candidates will be advised promptly of invitations for interviews.

Additional Background:

Beaumont College is located in Central New York State on a multi-acre campus. Current student population is 8,200 students. Well known for its School of Art and Design, and programs in Business Management, Social Sciences, and the Humanities, the College also has a nationally ranked Basketball program. It has been listed on several national lists of “Best Values in Education.” Internationally known novelist Elton Kincaid is a member of the faculty as is financial expert Marian Anthony.

Founded in 1850, the College suffered hard times during the 1960’s following a fire and a grade fixing scandal but has steadily rebuilt its reputation as a caring and academically competitive environment. The College was recently honored by the President’s Education Commission and is being internationally lauded for its holistic expansion concept.

The College is an equal opportunity employer.

STUDENT MOCK INTERVIEW EVALUATION

STUDENT NAME: _____

POSITION: _____

GREETING/INTRODUCTION: _____

1 2 3 4 5

ANSWERED QUESTIONS ASKED: _____

1 2 3 4 5

CLARITY AND UNDERSTANDABILITY: _____

1 2 3 4 5

QUALITY OF VOCABULARY: _____

1 2 3 4 5

SUBSTANTIVE SUPPORT OF MAIN POINTS: _____

1 2 3 4 5

FULL DEVELOPMENT OF ANSWERS: _____

1 2 3 4 5

CONNECTED ANSWERS TO EMPLOYER NEEDS: _____

1 2 3 4 5

EYE CONTACT: _____

1 2 3 4 5

OVERALL APPEARANCE: _____

1 2 3 4 5

BODY POSTURE AND MOVEMENT: _____

1 2 3 4 5

PROFESSIONALISM: _____

1 2 3 4 5

COMMENTS: _____

INTERVIEW GRADE: _____