

### Job-Hunting

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job to become better acquainted with the work. They examine carefully their own leadership skills and organizing abilities and utilize opportunities to better develop these, possibly through involvement in student activities, organizations, or volunteer work.

As their experiences broaden, they find they are more capable of developing priorities as to likes and dislikes and may find a complete change in their ultimate career goal.

With first, second, and third choices determined, they develop a plan of action and as a final step, begin to implement their plans and go for the job that is first choice.

"Implementation usually comes with the senior year in college and may actually start with the job interview," Mr. Hess says.

College seniors know what they want to do, determine who employs people in their chosen fields, the type of environment in which they want to work, and other facts.

They work with college or university placement personnel to determine oppor-

tunities that may be available, contact government and private agencies, read newspapers including classified ads, talk to friends, including friends of their families, and explore every possible avenue for employment opportunities.

They work on the preparation of a resume and covering letter, and learn interview techniques to enable them to successfully communicate capabilities to potential employers. They must recognize both their strengths and weaknesses to complete a successful interview.

"Many students today schedule as many as 15 interviews," Mr. Hess explained.

Penn State offers skill-building seminars to help job-seeking students learn techniques of resume and cover letter preparation, as well as the self-enrichment skills helpful in interviews, but there is much hard work and time involved in the job-hunting process. Travel and preparation of materials can be expensive. And one must be prepared to accept rejection without becoming discouraged.

The assertive, job-search strategies a student employs continue to be the responsibility of the student, although the skill-building programs offered by

the University Career Development and Placement Office are useful.

"It's a competitive labor market today," Mr. Hess emphasizes, "and there are indications that future years may bring fewer job opportunities for baccalaureate degree graduates while more graduates are expected."

Two important assets for job-hunting seniors, Mr. Hess believes, are the ability to communicate, both in writing and orally, and the ability to get along with others.

He also says that college seniors, when interviewing for employment, must be able to articulate a well thought-out, rational reason for choices. Employers want to know how and why a student will fit into the organization and what contributions they feel they can make. Competitive job seekers must be able to provide that information.

While good grades in college are desired, good grades alone usually will not sell the student to a prospective employer. Most employers want a well-rounded individual, one who has had experience in various activities and did not confine his four years in college to the college classroom, Mr. Hess has observed.

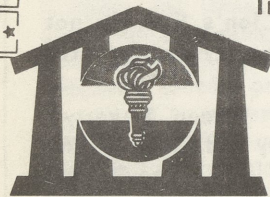


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