

Hire the Best Unit

Preparation

Grade Level: 8–11
Presenters: 1–2

Time: 1 – 3 Class periods per lesson within unit
Group Size: 25–30

Lesson Time: 50 minutes

The “Hire the Best Unit” includes several career awareness, activity based lessons. Select the sections that compliment your curriculum. If you reside in close proximity to Micron, requested portions of the unit may be presented to reinforce your instruction.

Objectives

This unit will enable students to:

Introduction

- Explain how education can increase earning power.
- Identify behaviors and attitudes valued by employers.
- Identify minimum hourly wage needed to meet basic living expenses as specified by the National Bureau of Labor.
- State the value of information gleaned by perspective employers from a high school transcript.

Job Research

- Research job types.
- Identify job growth, education requirements, pay potential, and work environment for a selected job type.

Job Application

- Summarize key elements of a quality job application.
- Distinguish between poorly and well written applications.
- Complete an on–line or hard–copy job application.

Resume

- Distinguish between poorly and well written resumes.
- Select an appropriate candidate for a specific job using the resume samples.
- Identify school, volunteer, competition, camp, and extra–curricular activities that develop work–related skills.
- Create a resume incorporating the key elements of a well written resume.
- Identify the various options for submitting electronic resumes.

Cover Letter

- Identify key components of a cover letter.
- Organize a cover letter following a template.
- Write a cover letter tailored to a specific position.

Interviewing

- Develop specific examples of past performance demonstrating work-related personal traits and attitudes.
- Prepare notes for a mock interview.
- Participate in a mock interview.
- Evaluate a mock interview.

Materials

Introduction

- Overhead projector
- Computer with Internet access and PC Viewer
- “Keys to Getting a Job” PowerPoint – <http://www.micron.com/k12/resources.aspx>
- “Show Me the Money” Growth projections and salaries – (<http://www.micron.com/students/money/index.html>)
- “Skills that Work” handout – <http://www.micron.com/k12/resources.aspx>
- “Average Annual Expenses” table – page 8 (use as handout or overhead)
- “Average Expenses: Adult Under 25” Chart – page 9 (use as handout or overhead)
- Hiring and staffing chart – <http://www.micron.com/students/getajob/index.html>

Job Research

- US Department of Labor – Occupational Outlook Handbook – <http://www.bls.gov/oco/home.htm>
- Career Information Systems (see your school counselor for access)

Job Application

- Job application instructions – page 14
- Blank job application – pages 16–17

Resume

- “Semiconductor Technician Job Description” handout – page 20
- Sample resumes for activity – page 21–23
- “Resume Guidelines” – page 25
- “Resume template” – page 26
- “Logan Jones” sample resume – page 27

Cover Letter

- “Cover Letter Template” handout – page 29
- “Logan Jones” sample cover letter – page 30

Interviewing

- Overhead projector
- Computer with Internet access and PC Viewer
- “Skills that Work” handout – <http://www.micron.com/k12/resources.aspx>
- “Get a Job” brochure – <http://www.micron.com/k12/resources.aspx>
- “Mock Interview Questions” worksheet – pages 35–36
- “Mock Interview Rating Sheet” handout – page 37
- Get a Job Student Web Site – <http://www.micron.com/students/getajob/interview1.html>

Preparation

Review the Hire the Best unit materials and identify the portions of the unit that enhance your curriculum. Download and print any of the overheads and handouts corresponding to your curriculum objectives.

If a Micron team member will be presenting a portion of the unit, communicate to the K–12 coordinator the sections of the unit and/or curriculum that you have already presented and whether the Micron presentation is an introduction, reinforcement, or assessment of the content. Complete the form on the following web site to request Micron Foundation assistance with the lesson: <http://www.micron.com/support/email/k12/activity>.

Hire the Best

Introduction

Introduce yourself explaining what you do at Micron.

Micron is an international company that interviews thousands of people around the globe every year. Making memory devices and image sensors requires a specialized skill set. Recruiters in the semiconductor industry primarily work with candidates that have post-secondary education in the areas of electronics technician, material science, chemistry electrical, chemical, mechanical, and computer engineering.

Every company strives to hire the best candidate for each open position. It is the recruiters' responsibility to find the candidate with the knowledge, skills, abilities, and attitudes that best align with the position requirements. As a candidate you want to convey through your application, resume, cover letter, and academic transcripts that you are the best fit for the position.

Our focus today is on _____.

Complete the sentence by identifying the topic(s) from the options in the Hire the Best unit: growth projections and salaries, job applications, cover letters, resume, and interviewing.

Use the "Keys to Getting a Job" PowerPoint to provide visual cues during the presentation.

<http://www.micron.com/k12/resources.aspx>

Growth Projections and Salaries

Projecting Earnings

The time you spend on the job may outweigh your leisure time. It is important to enjoy your work and be able to support yourself.

Q: What careers have you considered?

A: Student responses will vary.

We are going to discuss various kinds of careers. The Micron Student Web site <http://www.micron.com/students/money/index.html> shows estimates and projected growth by job groups in the United States. Keep in mind the salaries are only estimates. Some individuals might earn less or much more, depending on education, the company, and level of experience. In other parts of the country, salary ranges might be higher or lower depending on the cost of living.

Q: What do you think is meant by projected growth?

A: This means that if there are 100 positions for chemists today and the annual projected growth is 10%, next year experts predict there will be 110 positions for chemists, the next year 10% more than the previous year or 121, and the next year 133, and the next 146, and so on.

Q: What is the education level required for the jobs you are currently most interested in?

A: *Review http://hrodev.micron.com/hro/HROperations/Tracy_Test/Education_Catalog1.html with students and identify jobs types of interest and the level of education required.*

Q: What is the education level required for the jobs you think you will be most interested in 10 years from now?

A: *Review http://hrodev.micron.com/hro/HROperations/Tracy_Test/Education_Catalog1.html with students and identify jobs types of interest and the level of education required.*

Q: Which jobs have the lowest projected life-time earning potential?

A: No high school diploma or GED. Projected median weekly earning of \$415 for an estimated annual income of \$21,600.

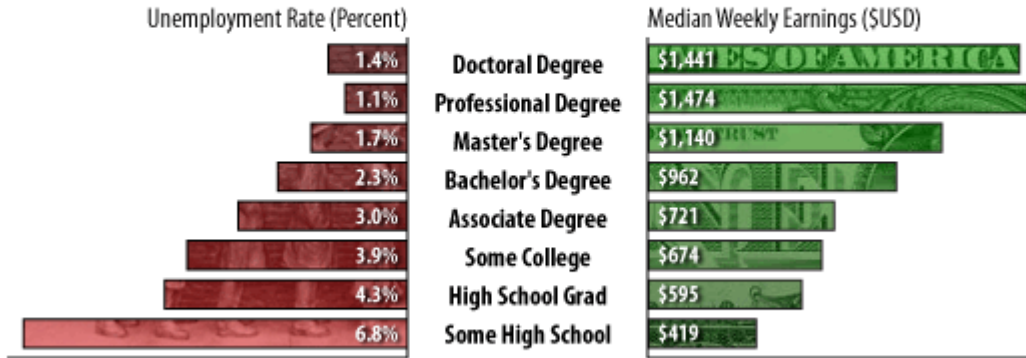
To move out on your own after graduation you will need to find a means to support yourself. The more education you attain, the greater your earning potential. Look at the differences in weekly pay and the unemployment rate as it corresponds to the education level completed.

We Don't Need No Education? Think Again!

Education pays in [higher earnings and lower unemployment rates](#).

Education & Training Pays, 2006

Unemployment & earnings for workers 25 & older by educational attainment; earnings for full-time wage and salary workers



Source: U.S. Bureau of Labor Statistics

www.bls.gov

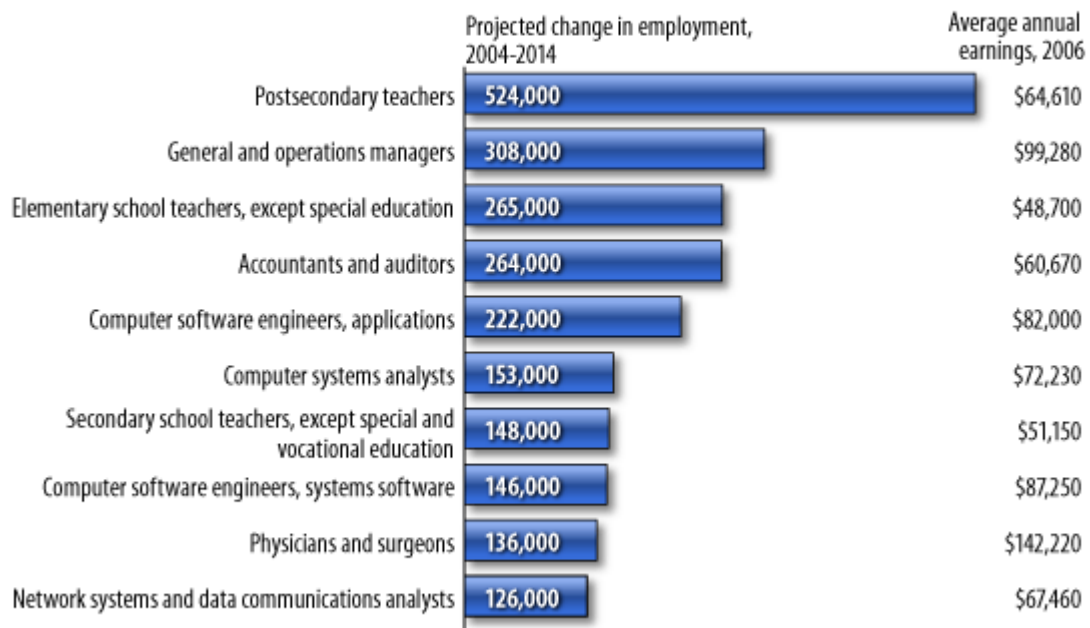
Source: [Current Population Survey](#) | [Chart Data](#)

Careers with Good Wages and Plenty of Jobs

"Do what you love" isn't bad career advice, but it's even better if what you love is an occupation with [above average wages and high projected job growth](#).

Above Average Wages & High Projected Growth Occupations

Occupations that typically require at least a bachelor's degree



Source: U.S. Bureau of Labor Statistics

www.bls.gov

Source: [Employment Projections](#), [Occupational Employment Statistics](#) | [Chart Data](#)

Career Exploration

In-depth descriptions of hundreds of popular careers (including [preschool through secondary school teachers](#) and [postsecondary teachers](#)) can be found in the [Occupational Outlook Handbook](#). Its companion publication, the [Career Guide to Industries](#), covers careers from an industry perspective.

To learn about some less-common jobs, ranging from avalanche forecaster to sommelier, check out the [Occupational Outlook Quarterly](#).

www.dol.gov

Q: What is the difference in weekly earning projections between a high school graduate and a student that has obtained an associate degree?

A: The difference is \$126.00 per week.

Q: How much more per year (52 work weeks to calculate annual income) would that mean?

A: The difference in pay is \$6552.00 per year.

Q: What is the difference in weekly earning projections between a student with a high school diploma and a student that has obtained a bachelor's degree?

A: The difference is \$367.00 per week.

Q: How much more per year (52 work weeks to calculate annual income) would that mean?

A: The difference in pay is \$19,084 per year. That adds up to a difference of \$95,420 over a five year period.

Have students calculate the difference between the weekly earnings at different education levels. The difference in pay between a high school graduate and someone with a bachelor's degree over a five year period is more than ample to pay back college student loans.

You can see how education increases your earning power!

High school provides great opportunities to build both hard and soft skills for your future career in the world of work. You will need to have a strong knowledge base of your content area plus hands-on experience. You also will need non-technical skills such as problem solving, good communication and analytical skills, flexibility, the ability to work with others, and the ability to learn quickly.

Projecting Expenses

Q: What kind of expenses do you think you might have as a young working adult?

A: Rent, car payment, gas, car insurance, clothing, and entertainment.

Record student answers on the board or flip chart.

Q: How much money do you think you need per year to live on your own?

A: Student answers will vary.

Record students' answers where they are visible to all in the class. Show chart on overhead projector and pass out "Average Annual Expenditures" table.

This table and chart show the average expenses and earnings of adults under 25. The average earnings are \$27,494 per year. But notice that the average expenditures are more than \$27,776 per year.

Q: What might this mean?

A: It is critical to manage a tight budget. If income and expenses are not carefully accounted for, credit card debt, borrowing from parents, second job, room mates, or riding the bus for transportation may be required.

Q: What kind of a job will you need to meet these expenses?

A: A job requiring a high school diploma or some college to increase the likelihood that average earnings will exceed average annual expenditures.

Refer to "Show Me the Money" on the student Web site
<http://www.micron.com/students/money/index.html>

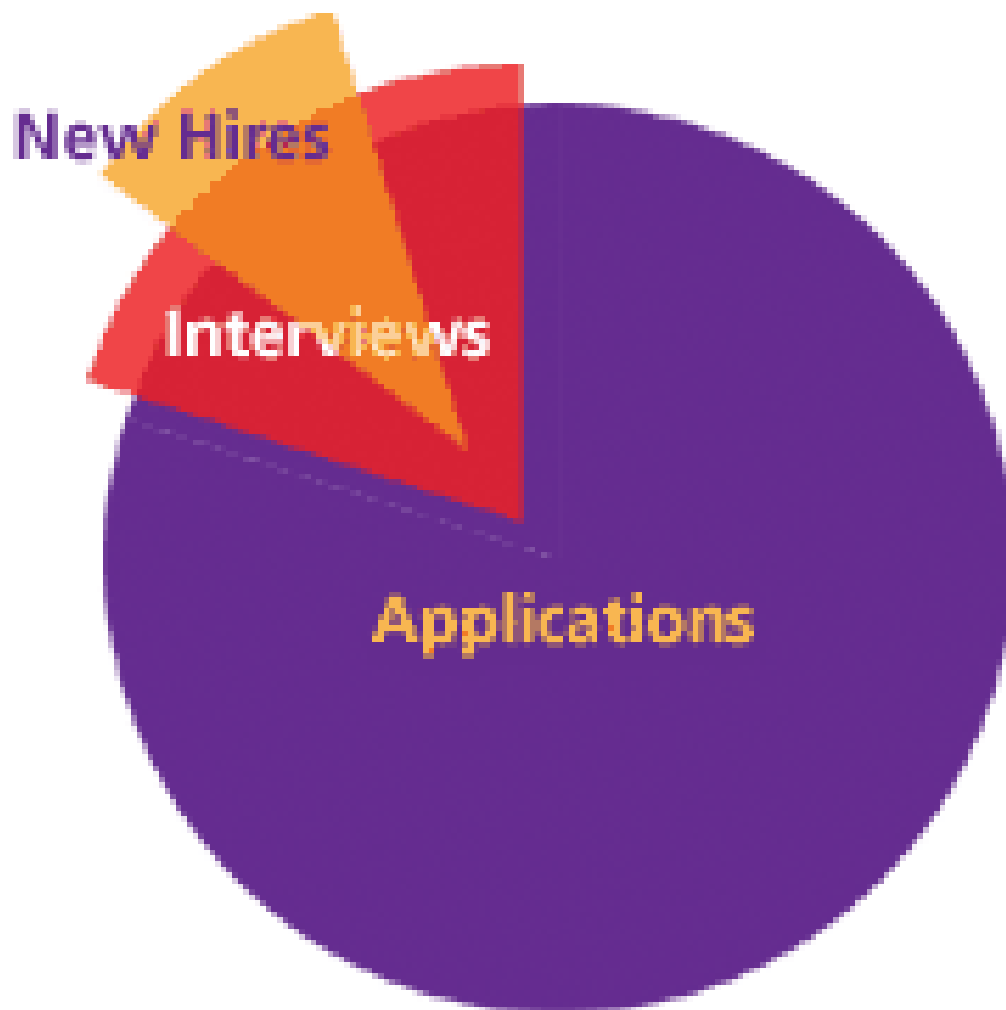
The Selection Process

Support this section using *Get a Job on the Teacher Web site*
(<http://www.micron.com/students/getajob/index.html>).

National and international companies receive thousands of job applications every year. A small percentage lead to job interviews and less than half of those who are interviewed actually are hired as full-time employees.

Q: What is an employer's very first opportunity to gain an impression of a candidate?

A: Your job application, transcripts, cover letter, and resume determine an employer's first impression and are critical to moving to the next steps in the selection process. These documents need to reflect your skills, education, and work history accurately and positively.



Hire the Best

Research the Job

Prior to applying for any job it is critical to research the position and the company to assess:

- Is the company culture a match with your values and interests?
- Do you have the behavioral traits and attitudes that the position demands?
- Do you have the academic and technical skills required for the position?
- Is the company currently hiring in the area that you are interested in working?

The US National Bureau of Labor Occupational Outlook Handbook is a good resource to investigate job growth, education requirements, pay potential, and information about the work environment (<http://www.bls.gov/oco/home.htm>). Also, most companies have Web sites that provide insight into business culture, product/service data, job descriptions, hiring information by region, and electronic application opportunities.

The first step is to select a job or career that you are interested in. Do your research to learn how to prepare and then take opportunities that allow you to practice the hiring process. The hiring process includes researching the company, completing a job application, customizing a cover letter and resume, and finally interviewing for the position.

Advance preparation and obtaining feedback from professionals is advantageous and increases the likelihood that your application materials will pass from review to an interview. Teachers, parents, friends, and relatives can provide a great network to review your application materials and provide mock interviews. Many companies will also assist students with job preparation.

Select a position and a company to research, then complete a job application, cover letter and resume specific to the position/company that you have selected.

Hire the Best

Job Application Activity

Have students conduct on-line research on a position and company of interest. Guide the student through practicing the steps in the hiring process once the student has identified a specific position. The job application, cover letter, and resume should be specific to the researched position.

Many larger companies have electronic job applications or profiles. Employers' criteria for electronic applications are similar to hard-copy review.

- Required fields are completed
- Information entered is accurate
- Directions are followed
- Void of typos, grammar, and spelling errors
- Proofread the application prior to submitting

Time spent proof reading data entered will put your application at the top of the pile. Many applications have questions that require answers with multiple sentences. Pre-drafting text and careful editing is important as employers are making judgments about you based on what you type.

A personal employment file listing education and past employment is helpful to have prepared ahead of time to enable you to provide accurate data.

Assign students the task of researching positions and companies. Instruct students to complete the on-line application for the position selected. To enable you to evaluate the on-line mock application, instruct students to print each completed Web page prior to clicking the continue or next button. Upon completion dissuade students from clicking the submit option unless the exercise is for employment, as well as practice.

In the event that the company Web site does not provide an on-line application option, assign the student to visit the business and ask for a hard copy to complete the assignment. If the student does not have transportation, the student may request via phone or e-mail to have a hard-copy application mailed.

Navigating employment Web sites is an outstanding educational opportunity. Many companies require that the applicant create a profile, sift through global location data, create and remember a username and password, and select a specified position. This exercise will also raise student awareness of local hiring conditions.

Samples for whole class review may be generated by making overheads from samples submitted by students or by creating samples with errors.

A hard copy job application sample is provided below in the event that your program does not provide students with Internet access.

Job applications are found in a variety of forms. Have students complete the job application activity by doing one of the following:

- *Locating an on-line application on the Web.*
- *Visiting the business and requesting an application.*
- *Phoning the business and requesting to have an application faxed or mailed.*
- *Completing the job application sample below.*

Sample Job Application

This sample job application will give you an idea of the information you will need to complete when you fill out an application for employment.

Many employers require all applicants, regardless of the job they apply for, to complete a job application form. This way the employer will have consistent data on file for all prospective applicants.

Practice filling out the job application form and use it as a guide when completing applications for employment.

Job Application Form –

Sample from: <http://jobsearch.about.com/od/jobappsamples/a/sampleapp.htm>

Instructions: Print clearly in black or blue ink. Answer all questions. Sign and date the form.

PERSONAL INFORMATION:

First Name: _____ Middle Name: _____ Last Name: _____

Street Address: _____

City, State, Zip Code: _____

Phone Number: _____

Are you eligible to work in the United States? Yes _____ No _____

If you are under age 18, do you have an employment/age certificates? Yes _____ No _____

Have you been convicted of or pleaded no contest to a felony within the last five years? Yes _____
No _____ If yes, please explain: _____

POSITION/AVAILABILITY:

Position Applied for _____

Days/Hours Available

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____ Saturday ____

Sunday ____

Hours Available: from _____ to _____

What date are you available to start work? _____

EDUCATION:

Name and Address of School –	Degree/Diploma –	Graduation Date
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Skills and Qualifications: Licenses, Skills, Training, Awards

EMPLOYMENT HISTORY:

Present or Last Position:

Employer: _____
Address: _____
Supervisor: _____
Phone: _____
Email: _____
Position Title: _____
From: _____ To: _____
Responsibilities: _____

Salary: _____
Reason for Leaving: _____

Previous Position:

Employer: _____
Address: _____
Supervisor: _____
Phone: _____
Email: _____
Position Title: _____
From: _____ To: _____
Responsibilities: _____

Salary: _____
Reason for Leaving: _____

May We Contact Your Present Employer?

Yes _____ No _____

References:

Name/Title	Address	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

I certify that information contained in this application is true and complete.
I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Signature _____
Date _____

Hire the Best

Resumes

Resume Review

Q: What are some of the important elements of a resume?

A: *Answers will vary. Record ideas on the board to refer back to later.*

Q: What should the resume tell the employer?

A: The resume is designed to give an employer insight into who you are and provide an accurate description of your knowledge, skills, and abilities that align with a job description.

Q: What should a resume include?

A: A resume should include:

- Name and contact information.
- Education and skills.
- Past experiences that have enabled you to develop the knowledge, skills, and abilities required for the job.
- Job history, including seasonal or odd jobs.
- School extra-curricular involvement (sports, debate, career fairs, job shadows, music, drama, etc.) that demonstrate leadership and teamwork.

Q: What should not be included?

A: A resume should not include:

- Photograph or personal information such as height, weight, marital status, race, or religion. Companies cannot legally consider a photograph or personal traits in determining whether you should be interviewed or hired.
- Hobbies unrelated to the desired job.
- References. Include a phrase such as "References available upon request."
- Social Security number. Unless you are hired, employers do not need it.

Q: What grammar, punctuation, and formatting elements are important?

A: The elements should include

- Proper use of grammar and punctuation.
- Accurate spelling.
- Phrases with verb initiated parallel statements to describe tasks and experiences.

(NOTE: See "Resume Guidelines" page 25 for a complete list of elements)

Q: How long should the resume be?

A: Work to keep the resume to one page. Remember that the most pertinent information aligns with the position for which you are applying. List only the most relevant information.

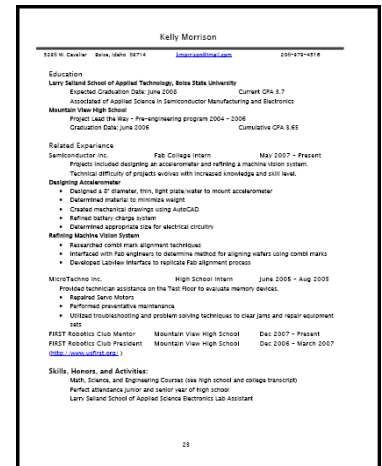
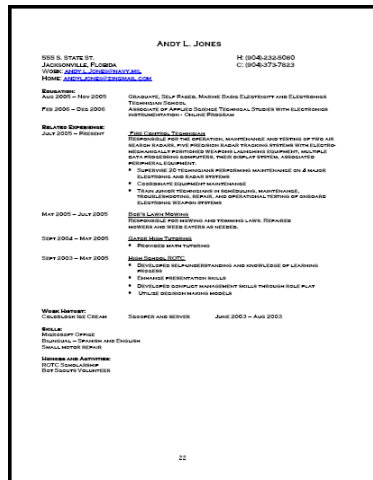
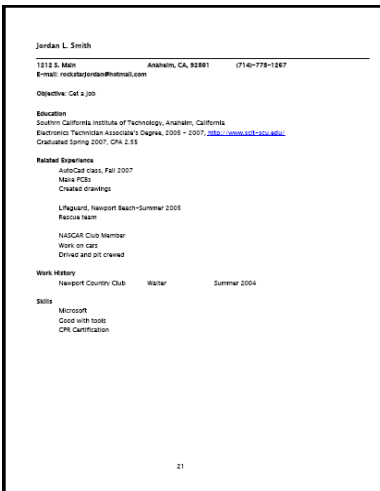
We are going to evaluate resumes of three young people who are applying for a position as a semiconductor technician. These are fictitious samples. All data, including names, schools, and businesses, are not associated with an actual applicant and are for learning purposes only.

Pass out copies of the “Semiconductor Technician Job Description” and resume activity samples, pages 20–23.

As a team, you will decide which of the three candidates you would want to interview and hire based on their resumes. In your groups, you will be acting in the roles of recruiters and hiring managers. It is your job to do the following:

- Carefully read the “Semiconductor Technician Job Description” and identify both soft and hard skills needed for the position.
- Review the resumes and identify strengths and weaknesses of the candidates using a chart.
- Draw a T chart. On the left side list the candidate strengths; on the right side list candidate weaknesses -- put the candidate’s name to the left of the information pertaining to the candidate.
- Select the candidate that you think is best for the position after identifying the strengths and weaknesses of all candidates as represented in the resumes. Be prepared to support your group’s hiring decision. All members in the group must agree on the same candidate.
- Identify questions you have about the candidates after reviewing the resume. What questions do you want to clarify in the interview?

Allow time for the activity. Rotate through the groups discussing their conclusions. Summarize by describing the decision that may be made by recruiters and hiring managers. Explain the rationale.



Semiconductor Technician Job Description

Job Title: Semiconductor Technician

Posting Dates: 2/1/2008 until filled

Work Environment:

The facilities where semiconductors are made are called fabrication plants, or "fabs". Semiconductor operators, technicians and engineers work in laboratories known as "cleanrooms," which are kept pure of any outside particles. A speck of dust that you can't even see could ruin a microchip, so the air in the room is cleaned with an elaborate filtering system every few minutes. Cleanrooms are thousands of times cleaner than hospital operating rooms. Before technicians enter they must put on cleanroom suits often called "bunny suits" that cover them from head to toe.

Most fab employees produce microchips, monitor the manufacturing process, make decisions, maintain equipment and manage work flow, frequently as members of a team. Teams are responsible for a particular part of the fab such as production, equipment or processes. Skills include good hand-eye coordination and strong verbal and written skills.

Technician Position Description and Responsibilities:

Technicians test, operate and maintain equipment, analyze processes and assure quality control related to microchip and wafer fabrication. They often are trained to work in many areas of the fab. Typical positions include process, maintenance, wafer sort/test and facilities technicians. Technicians work independently and in teams.

Required Education and Skills:

Companies generally require an associate's degree in Semiconductor Manufacturing Technology, microelectronics, electronics or a related technical discipline. Critical skills include the ability to calculate figures, use computers and perform math functions like algebra and geometry. Strong verbal and written communication skills are also important.

Jordan L. Smith

1212 S. Main

Anaheim, CA, 92801

(714)-778-1267

E-mail: rockstarjordan@hotmail.com

Objective: Get a job

Education

Southern California Institute of Technology, Anaheim, California

Electronics Technician Associate's Degree, 2005 - 2007, <http://www.scit-scu.edu/>

Graduated Spring 2007, GPA 2.55

Related Experience

AutoCad class, Fall 2007

Make PCBs

Created drawings

Lifeguard, Newport Beach-Summer 2005

Rescue team

NASCAR Club Member

Work on cars

Drived and pit crewed

Work History

Newport Country Club

Waiter

Summer 2004

Skills

Microsoft

Good with tools

CPR Certification

ANDY L. JONES

555 S. STATE ST.
JACKSONVILLE, FLORIDA
WORK: ANDY.L.JONES@NAVY.MIL
HOME: ANDYLJONES@ZINGMAIL.COM

H: (904)-232-5060
C: (904)-373-7823

EDUCATION:

AUG 2005 – NOV 2005

GRADUATE, SELF PACED, MARINE BASIC ELECTRICITY AND ELECTRONICS
TECHNICIAN SCHOOL

FEB 2006 – DEC 2006

ASSOCIATE OF APPLIED SCIENCE TECHNICAL STUDIES WITH ELECTRONICS
INSTRUMENTATION - ONLINE PROGRAM

RELATED EXPERIENCE:

JULY 2005 – PRESENT

FIRE CONTROL TECHNICIAN

RESPONSIBLE FOR THE OPERATION, MAINTENANCE AND TESTING OF TWO AIR
SEARCH RADARS, FIVE PRECISION RADAR TRACKING SYSTEMS WITH ELECTRO-
MECHANICALLY POSITIONED WEAPONS LAUNCHING EQUIPMENT, MULTIPLE
DATA PROCESSING COMPUTERS, THEIR DISPLAY SYSTEM, ASSOCIATED
PERIPHERAL EQUIPMENT.

- SUPERVISE 20 TECHNICIANS PERFORMING MAINTENANCE ON 4 MAJOR
ELECTRONIC AND RADAR SYSTEMS
- COORDINATE EQUIPMENT MAINTENANCE
- TRAIN JUNIOR TECHNICIANS IN SCHEDULING, MAINTENANCE,
TROUBLESHOOTING, REPAIR, AND OPERATIONAL TESTING OF ONBOARD
ELECTRONIC WEAPON SYSTEMS

MAY 2005 – JULY 2005

BOB'S LAWN MOWING

RESPONSIBLE FOR MOWING AND TRIMMING LAWS. REPAIRED
MOWERS AND WEED EATERS AS NEEDED.

SEPT 2004 – MAY 2005

GATOR HIGH TUTORING

- PROVIDED MATH TUTORING

SEPT 2003 – MAY 2005

HIGH SCHOOL ROTC

- DEVELOPED SELF-UNDERSTANDING AND KNOWLEDGE OF LEARNING
PROCESS
- ENHANCE PRESENTATION SKILLS
- DEVELOPED CONFLICT MANAGEMENT SKILLS THROUGH ROLE PLAY
- UTILIZE DECISION MAKING MODELS

WORK HISTORY:

COLDBLOCK ICE CREAM

SCOOPER AND SERVER

JUNE 2003 – AUG 2003

SKILLS:

MICROSOFT OFFICE

BILINGUAL – SPANISH AND ENGLISH

SMALL MOTOR REPAIR

HONORS AND ACTIVITIES:

ROTC SCHOLARSHIP

BOY SCOUTS VOLUNTEER

Kelly Morrison

5238 W. Cavalier Boise, Idaho 83714

kmorrison@jmail.com

208-373-4516

Education

Larry Selland School of Applied Technology, Boise State University

Expected Graduation Date: June 2008

Current GPA 3.7

Associated of Applied Science in Semiconductor Manufacturing and Electronics

Mountain View High School

Project Lead the Way – Pre-engineering program 2004 – 2006

Graduation Date: June 2006

Cumulative GPA 3.65

Related Experience

Semiconductor Inc.

Fab College Intern

May 2007 – Present

Projects included designing an accelerometer and refining a machine vision system.

Technical difficulty of projects evolves with increased knowledge and skill level.

Designing Accelerometer

- Designed a 8" diameter, thin, light plate/water to mount accelerometer
- Determined material to minimize weight
- Created mechanical drawings using AutoCAD
- Refined battery charge system
- Determined appropriate size for electrical circuitry

Refining Machine Vision System

- Researched combi mark alignment techniques
- Interfaced with Fab engineers to determine method for aligning wafers using combi marks
- Developed Labview interface to replicate Fab alignment process

MicroTechno Inc.

High School Intern

June 2005 – Aug 2005

Provided technician assistance on the Test Floor to evaluate memory devices.

- Repaired Servo Motors
- Performed preventative maintenance
- Utilized troubleshooting and problem solving techniques to clear jams and repair equipment sets

FIRST Robotics Club Mentor

Mountain View High School

Dec 2007 – Present

FIRST Robotics Club President

Mountain View High School

Dec 2006 – March 2007

(<http://www.usfirst.org/>)

Skills, Honors, and Activities:

Math, Science, and Engineering Courses (see high school and college transcript)

Perfect attendance junior and senior year of high school

Larry Selland School of Applied Science Electronics Lab Assistant

Hire the Best

Resumes

Purpose of a resume

A resume is a document containing a summary or listing of relevant education and job experience, usually for the purpose of securing a new job or internship opportunity. Usually the resume is the first item a potential employer encounters and, therefore, may determine whether or not a recruiter or hiring manager chooses to make contact. Use the “Resume Guidelines,” “Resume Template,” and “Logan Jones” resume sample to generate a document that represents your job qualifications such that a prospective employer will put your resume at the top of the interview pile.

Recognize that you may be asked to submit your resume in a variety of different forms.

Employers may request resumes in the following forms:

- Send an electronic copy as an e-mail attachment
- Copy and paste into a text box contained in an electronic application
- Scannable hard-copy
- Faxed hard-copy

Hand out copies of the resume guidelines, template, and sample resume. Review the resume guidelines with the whole group. Coach students to identify a position for which they would like to apply. Have students write a resume using the sample resume guidelines and template.

Resume Guidelines

The guidelines and template are designed to assist students and entry level applicants who have limited work experience.

Sections	Guidelines and suggestions
General	<ul style="list-style-type: none"> • Customize your resume to be specific to each position for which you apply. • Resumes are a working document. • Make your resume unique. <ul style="list-style-type: none"> ○ It is a reflection of who you are and what you can do.
Paper Selection	<ul style="list-style-type: none"> • Select high quality white or cream resume paper. <ul style="list-style-type: none"> ○ Avoid designed or patterned paper to ensure your resume may be electronically scanned.
Margins	<ul style="list-style-type: none"> • Modify to minimize top and bottom margin to increase area for content.
Personal Contact Information	<ul style="list-style-type: none"> • List the phone number at which you are most accessible. • List the e-mail address you use most frequently.
Education	<ul style="list-style-type: none"> • List the specific school program that you are participating in relevant to the position. <ul style="list-style-type: none"> ○ Provide the URL of your school Web site that provides program information. • Transcripts are helpful tools to list classes completed. <ul style="list-style-type: none"> ○ Transcripts are an excellent means of communicating to the employer course work completed and work ethic.
Related Experience	<ul style="list-style-type: none"> • List experience most closely related to the job description first. • Provide clear concise phrases that describe the knowledge, skills, and abilities applied during the related experiences. • Begin phrases with verb initiated parallel statements. • Demonstrate what you have accomplished. • Provide the reviewer enough information to peak his or her interest and prompt questions about your knowledge, skills, and abilities. • Include dates to identify the time frame of the experience.
Work History	<ul style="list-style-type: none"> • List company, position, and date range of employment.
Skills	<ul style="list-style-type: none"> • List those skills most relevant to the job posting that are not already listed under related experience.
References	<ul style="list-style-type: none"> • State available upon request.

The following resume example is a guideline; customize your resume to reflect your personal experience.

Action Verbs for Resume Writing

A

Accelerated
Accomplished
Accumulated
Achieved
Acquired
Acted
Activated
Adapted
Added
Addressed
Adjusted
Administered
Advanced
Advertised
Advised
Advocated
Aided
Allocated
Allowed
Amended
Analyzed
Answered
Applied
Appraised
Approved
Arbitrated
Arranged
Ascertained
Assembled
Assessed
Assigned
Assisted
Attained
Attracted
Audited
Augmented
Authored
Authorized
Automated
Averted
Awarded

B

Balanced
Began
Boosted
Briefed
Broadened
Budgeted
Built

C
Calculated
Canvassed
Captured
Cataloged
Centralized
Chaired
Charted
Checked
Clarified
Classified
Coached
Collaborated
Collected
Combined
Communicated
Compared
Competed
Compiled
Completed
Composed
Computed
Conceived
Conceptualized
Condensed
Conducted
Conferred
Conserved
Consolidated
Constructed
Consulted
Contacted
Continued

Contracted
Contributed
Controlled
Converted
Conveyed
Convinced
Coordinated
Corresponded
Counseled
Created
Critiqued
Cultivated
Customized

D
Debugged
Decided
Defined
Delegated
Delivered
Demonstrated
Depreciated
Designated
Designed
Detected
Determined
Developed
Devised
Devoted
Diagnosed
Diagrammed
Directed
Disclosed
Discovered
Dispensed
Displayed
Dissected
Distinguished
Distributed
Diversified
Diverted
Documented

Drafted
Drilled

E
Earned
Edited
Educated
Effected
Eliminated
Eliminated
Emphasized
Employed
Employed
Enabled
Encouraged
Encouraged
Enforced
Enforced
Engineered
Engineered
Enhanced
Enhanced
Enlarged
Enlisted
Enriched
Ensured
Entertained
Established
Estimated
Evaluated
Examined
Executed
Exhibited
Expanded
Expedited
Experimented
Explained
Explored
Expressed
Extended
Extracted

F

Fabricated
 Facilitated
 Fashioned
 Finalized
 Fine-tuned
 Fixed
 Focused
 Forecasted
 Formed
 Formulated
 Fostered
 Found
 Founded
 Framed
 Fulfilled
 Furnished

G

Gained
 Gathered
 Generated
 Governed
 Grossed
 Guided

H

Handled
 Headed
 Heightened
 Helped
 Highlighted
 Hired
 Hired
 Honed
 Hosted
 Hypothesized

I

Identified
 Illustrated
 Imagined
 Implemented
 Implemented
 Improved
 Improvised
 Incorporated
 Increased
 Indexed
 Influenced
 Informed
 Initiated
 Innovated
 Inspected
 Inspired
 Installed
 Instituted
 Instructed
 Integrated
 Interacted
 Interacted
 Interfaced
 Interpreted
 Interviewed
 Introduced
 Invented
 Inventoried
 Investigated
 Involved
 Issued

J

Joined
 Judged

K

Kept

L

Laid out
 Launched
 Launched
 Learned
 Lectured
 Led
 Lifted
 Lightened
 Liquidated
 Listed
 Listened
 Litigated
 Localized
 Located
 Located
 Logged

M

Maintained
 Managed
 Manipulated
 Marketed
 Maximized
 Measured
 Mediated
 Merged
 Minimized
 Mobilized
 Modeled
 Modernized
 Modified
 Monitored
 Motivated

N

Narrated
 Navigated
 Negotiated
 Netted
 Nurtured

O

Observed
 Obtained
 Offset
 Opened
 Operated
 Orchestrated
 Ordered
 Organized
 Oriented
 Originated
 Originated
 Outlined
 Overcame
 Overhauled
 Oversaw

P

Participated
 Performed
 Persuaded
 Photographed
 Piloted
 Pinpointed
 Pioneered
 Placed
 Planned
 Played
 Predicted
 Prepared
 Prescribed
 Presented
 Presided
 Prevented
 Printed
 Prioritized
 Probed
 Processed
 Produced
 Programmed
 Projected

Promoted
Proofread
Proposed
Protected
Proved
Provided
Publicized
Published
Purchased

Q
Qualified
Quantified
Questioned

R
Raised
Ran
Rated
Reached
Realized
Reasoned
Rebuilt
Received
Recognized
Recommended
Reconciled
Recorded
Recruited
Rectified
Reduced
Referred
Refined
Registered
Regulated
Rehabilitated
Reinforced
Related
Remodeled
Rendered

Reorganized
Repaired
Replaced
Reported
Represented
Researched
Reshaped
Resolved
Responded
Restored
Restricted
Retrieved
Reviewed
Revised
Revitalized
Rewired
Routed

S
Saved
Scheduled
Screened
Searched
Secured
Segmented
Selected
Separated
Served
Serviced
Shaped
Shared
Simplified
Simulated
Sketched
Sold
Soldered
Solicited
Solved
Sorted
Spearheaded
Specialized

Specified
Spoke
Sponsored
Staffed
Standardized
Started
Stimulated
Strategize
Streamlined
Strengthened
Structured
Studied
Submitted
Substantiated
Substituted
Suggested
Summarized
Supervised
Supplied
Supported
Surpassed
Surveyed
Sustained
Synthesized
Systematized

T
Tabulated
Tailed
Targeted
Taught
Team-taught
Terminated
Tested
Tightened
Totaled
Traced
Tracked
Traded
Trained
Transcribed

Transferred
Transformed
Translated
Transmitted
Traveled
Tripled
Troubleshoot
Tutored

U
Uncovered
Undertook
Unified
United
Unraveled
Updated
Upgraded
Used
Utilized

V
Validated
Verbalized
Verified
Viewed
Vitalized
Volunteered

W
Weighed
Widened
Withdrew
Witnessed
Won
Worked
Wrote

Resume Template

Name

Street Address City, State Zip Code Phone Number Email Address

Objective (Specific to job/intern posting)

Education

School Name (city, state)

Name of Specialized Program or Pathway, Years participated, Program URL

Graduation Date

GPA

Related Experience (Specifically related to the position for which you are applying)

Company, position (internships), dates

Internship summary statement

Duties, project description, tasks completed, skills applied

Courses/Projects, dates

Course/Project Summary Statement

Knowledge attained, project description, tasks completed, skills applied

Competitions/Student Organizations, dates

Knowledge attained, project description, tasks completed, skills applied

Home projects or hobbies, dates

Knowledge attained, project description, tasks completed, skills applied

Work History

Company, position, dates of employment

NOTE: List any work history directly related to the position applied for under the "Related Experience" section

Skills (specific to position or demonstrating unique knowledge, skills, and abilities)

Computer Applications

Software Programming

Tool knowledge

Certifications

Honors and Activities

Scholarships

Student organization member

Honors Program

Volunteerism

Related Hobbies

Hire the Best

Cover Letters

Purpose of a Cover Letter

The cover letter is the one document that gives your prospective employer an opportunity to hear your voice and get some insight into your personality.

Your cover letter should:

- Briefly state the position for which you are applying.
- Emphasize key strengths.
- State qualifications and related experiences.
- State your specific interest in the company to which you are sending the letter.
- Use fluid sentences with concise writing.
- Avoid flowery language and generic descriptions.
- Communicate enthusiasm and intelligence.

Pass out the “Cover Letter Template” and “Logan Jones” cover letter. They can be used as a guide when writing a cover letter.

Cover Letter Template

Your Present Address
City, State Zip Code
(Area Code) Telephone Number

Date

Ms. Potential Employer, Title
Company
Street Address
City, State Zip Code

Dear Ms. (employer's last name):

Explain why you are writing: name the positions, or field, or general area about which you are asking. Tell how you heard of the opening or organization.

Mention one or two qualifications most relevant to the position. Slant your remarks to that point of view. Tell why you are particularly interested in the company, location, or type of work. Refer to any related experience or specialized classes or experiences you have had.

Direct the reader to the enclosed application form, resume, and high school transcript requested by the hiring group.

Close by making a specific request for an interview and indicate when you can be available. If your request is for further information concerning the opening, instead of wanting an interview, it is polite to enclose a self-addressed, stamped envelope. Make sure your closing is not vague, but makes a specific action from the reader.

Sincerely,

(Legible Signature)

Type your name

1st Paragraph

2nd Paragraph

3rd Paragraph

4th Paragraph

1234 N. Hireme Dr.
Boise, ID 83700
(208)123-4567

September 10, 2005

Mary H. Carberri, Human Resources Specialist
Semiconductors, Inc.
5690 S. Cherry Lane
Nampa, ID 83686

Dear Ms. Carberri:

As a senior at the Dehryl A. Dennis Professional Technical Education Center (PTEC) taking electronics courses, I am looking for some practical job experience. I am interested in electrical engineering and would highly value the opportunity to learn more about the career field. The counselor at PTEC told me of your internship program. Please consider me a candidate for a spring 2006 position.

My pre-calculus, chemistry, computer aided drawing, and electronics background knowledge tie in closely with the knowledge, skills, and abilities listed on the job description for Fab manufacturing support. I am especially interested in the bag sealer project that you described. My interest in designing and building projects began after participating in the Skills USA electronics competition. My attention to detail is strong and I'm willing to do routine and repetitive tasks as required.

My grades show that I am an excellent student capable of understanding new ideas and concepts. I am cautious but confident in my work and not afraid to ask questions and seek help when needed. The experience of working with engineers and technicians will greatly enhance my ability to choose a career and college path in line with my interests. I would like the opportunity to apply my knowledge in a high-tech environment to help the company reach its goals.

Thank you for reading this letter and the attached resume and transcript. I hope that you will consider me for a position. I'm available to interview every afternoon after 2:30 p.m. If chosen for an internship position, I would adjust my school schedule to work in the afternoon and on weekends. If I can provide further information, please contact me at 208-123-4567 or loganjones@superserver.org.

Sincerely,
Logan Jones

Logan Jones

Hire the Best

Interviewing

Support Your Claim Activity

Distribute the Skills that Work handout, (<http://www.micron.com/k12/resources.aspx>). Divide the students into pairs. Allow about 5 minutes for the activity.

Self analysis:

Look at the behaviors and attitudes on the back side of the Skills that Work handout (See [K-12 resource page](#)). Place a check by those behaviors and attitudes that you feel you currently possess. For at least one item, think of a specific example that will support your claim. Discuss in small groups specific examples that help illustrate those behaviors and attitudes.

Ask various students to share what they checked and how they can support that claim with the whole class.

Role Play:

Have a student be the interviewer and you or another student ("Sam") be the prospective employee:

Interviewer: (Shaking hands) Good morning, Sam. Can you tell me why you think you are the best candidate for the job?

Sam: (exuberantly) I am hard working, dependable, and I learn fast.

Address the class:

Q: How many of you think we should hire Sam? Why?

Q: Those of you who didn't raise your hand...evidently you don't think we should hire Sam? Why not?

Q: Just because you say you are hard working and dependable doesn't mean that you are. What might Sam say to support his claims?

A: *Encourage student suggestions, such as:* "I have had an early-morning paper route for four years and have saved enough to buy a car. I have only missed five days of school during the past three years and have maintained a 3.8 grade average. I also play on both the basketball and soccer teams."

Past performance is the best indicator of future performance. When you can give a future employer specific examples of your past performance, they are more likely to have faith in your answers and extend an offer if your past performance is in line with the company's needs.

Junior high and high school provides you with multiple opportunities to build a portfolio of behavior and attitude examples to promote yourself to employers.

Preparing for an Interview

If you are called in for a job interview, you can assume that the employer is interested in finding out more about you. It is important to present yourself well.

Q: Did you know that it only takes about 30 seconds for a person to form a strong first impression of you?

A: In a job interview, that first 30 seconds could easily determine how the rest of the interview will go. You need to use those 30 seconds--and the rest of the interview--to your advantage. Impressive candidates look impressive!

Q: What does your fashion statement say?

A: *Brainstorm a list of dos and don'ts with students.*

Link to <http://www.micron.com/students/getajob/impressions2.html> or use the "Keys to a Getting a Job" PowerPoint to facilitate class discussion on the keys to a successful interview that are listed below.

"I WANT this job."

- Washed and well-groomed
- Conservative, clean, appropriate clothes
- Shoes in good repair
- Trimmed beard or clean-shaven
- Light, appropriate makeup and jewelry

"I DON'T want this job."

- Dirty and sloppy
- Clothes that are too baggy, too tight, or too stylish
- Tennis shoes, flip flops, or casual sandals
- Scruffy beard
- Too much makeup, perfume, or jewelry
- Body odor
- T-shirts

Job interviews can be intimidating experiences. Preparation and practice can help you feel more confident.

Q: What can you do to make the best impression in the interview?

Give students an opportunity to create a list of those key factors that they have learned.

A: Here's how to make the best impression:

- Arrive 5 or 10 minutes early.
- Shake hands with the interviewer.
- Look your interviewer in the eye.
- Speak clearly.
- Try to relax.
- Smile.
- Be upbeat. Turn every negative into a positive.
- Speak well of former employers and previous jobs.
- Keep your answers relevant. Be complete without being long-winded.
- Do your research. Use the Internet to find out what the company does and a few pertinent facts about it.
- Be prepared to ask at least two relevant questions about the job or the company.
- Be prepared to state your best qualities and give supporting examples. What do you want the potential employer to know about you?
- Bring notes to remind yourself of the questions you want to ask or the things you want to tell about yourself.

Phone interviews

Some employers may conduct the first interview over the phone. All of these tips apply except, "*Look your interviewer in the eye.*" They cannot see your face, but they can hear your smile!

Q: What additional things will make a phone interview most successful?

A: To ensure the most successful phone interview:

- Identify a time with the interviewer that you will be free from distractions.
- Allow a minimum of 30 minutes for the phone interview. It may not take this long, but you want to ensure that you do not have any interruptions.
- Have notes with you. Notes may include:
 - Key qualifications you want to share with the interviewer
 - Questions you want to ask about the position
- Request to have questions rephrased or repeated if you are unsure of what is being asked.
- Rephrase the question in the first part of your answer.
- Request contact information of the interviewer to send a thank you note or e-mail.

Share humorous stories from personal experience--either as the interviewer or interviewee.

Time permitting; provide a mock interview of an entry level position with a student volunteer. Position two chairs in the front of the room facing one another for the mock interview. Use the "Mock Interview Questions" handout. Have students evaluate the interview using the "Mock Interview Rating Sheet." Pass out the interview questions for students to use in preparation for future interviews.

Student's Name _____

Desired Position _____

Select a standard set of 5–8 questions from the list below to ask each candidate in the applicant pool. There are more sample questions listed below than would be used in most interviews.

Mock Interview Questions

1. Why are you interested in working at our company?
2. What are your career goals?
3. What are your education goals?
4. What are your work–related strengths?
5. What work–related areas would you like to improve?
6. What is your current (past) position and job responsibilities?
7. Think of the most difficult situation that you have encountered with either a co–worker or supervisor (student or teacher) and explain how you worked through it.
8. Give me a specific example that demonstrates your strong work ethic.

9. Have you had an opportunity to work on a project that required a high level of attention to detail? What was the project? What was your role within that project?

10. What is the best part of your current (previous) position and why?

11. What do you like least about your current (previous) position and why?

12. Why are you seeking other employment?

13. If I were to call your supervisor or teacher, what would they say about your attendance and punctuality? Would the response from your supervisor and teacher be the same?

14. Tell me about a specific time you accepted responsibility for a mistake you made at work or school when it was difficult to do so.

15. Tell me what attributes you possess (or what classes you've taken) that make you qualified for this position.

16. I am going to be presenting several candidates to the managers, why should I tell them they should select you over the others who apply for this job?

17. If employment is offered, can you submit verification of your legal right to work in the United States?

18. Do you have any questions

Mock Interview Rating Sheet

Student name: _____ Position applying for: _____

5 =Excel, 0 =Not Satisfactory

Criteria:	5	4	3	2	1	0
First Impression: Section Score: _____ Arrived on time _____ Introduced self, offered to shake hands _____ Dressed appropriately for the position for which you are applying _____ Groomed appropriately (hair, nails, cologne, jewelry, etc.) _____ Demonstrated enthusiasm _____ Made eye contact _____ Smiled Comments:						
Demeanor: Section Score: _____ Confident and relaxed _____ Friendly _____ Not too nervous; no ticks/fidgety behaviors Comments:						
Question Answering: Section Score: _____ Spoke clearly _____ Spoke well of former employers and previous jobs _____ Answered questions asked using specific examples _____ Stated best qualities and gave supporting examples, avoided rambling _____ Identified weaknesses and explained what he or she is doing to improve _____ Thanked the interviewer for the interview Comments:						
Asking Questions: Section Score: _____ Asked at least two relevant questions about the job or the company (appropriate—not pay or benefits related) _____ Brought pen an paper _____ Asked for interviewer contact information to send a follow-up thank you Comments:						

Overall comments:

Please circle one of the following: **Hire** **Hire with reservations** **Not Hire**

Transcripts

Many companies will ask you to supply school transcripts for review by the recruiter prior to your interview. This includes both high school and college. Upon completion of a four-year college degree, only your college transcript may be required.

Q: What do think your school transcripts tell an employer?

A: Your transcripts offer prospective employers clues to the type of employee you'll be.

- Dependability (including attendance and punctuality)
- Work ethic (relayed through grades earned)
- Knowledge and skills (conveyed through courses completed)

References

Many companies conduct a reference check during the hiring process, prior to extending a job offer. Recent graduates may not have had full-time jobs for any length of time. Therefore, in addition to previous employers, list those people who hired you for odd jobs, seasonal work, and teachers or counselors that know you well. Teachers can provide employers information on dependability, punctuality, quality of work, work ethic, and attitude. Contact each reference prior to submitting his or her name to the employer to request permission and inquire whether or not they can provide a favorable recommendation.

Drug Screening and Criminal Background Checks

Drug testing and criminal background checks are conducted by many companies prior to being hired. Drug-free companies will eliminate candidates with a positive drug test from consideration.

Ensure that you provide honest and accurate information regarding any misdemeanor and/or felony information requested on the application.

Conclusion

Field any questions. Discuss "Top Ten Reasons to Pursue a Technical Career" (<http://www.micron.com/students/topten/index.html>) and summarize recommended courses on the back of the handout.

Preparation and practice can help you feel more confident in interview situations.