Human Development 497: Professional Preparation

Unit 5: Informational and Job Interviewing

[Elizabeth Greggain]

| Slide #: 1 | Slide Title: Unit 5 Informational and Job Interviewing |
| No Content |
| Audio: [Intro playing] |

| Slide #: 2 | Slide Title: UNIT 5: Interviewing Career Development Process Model |
| STEPS: |
| 1. Self-Awareness Assessment |
| 2. Exploration of Available Options |
| 3. Preparation/Presentation of Self |
| 4. Decision-Making |
| 5. Achieving Employment Goals |
| Audio: [Elizabeth Greggain]: “Using the Career Development Process Model as a guide. In Unit 5 we will begin at Step 2: Exploration of Available Options and then we will be moving to Step 3: Preparation and Presentation of Self. We will start by examining one aspect of exploring available options, which is using informational interviewing. Then in Unit 3 we had previously discussed 2 elements of Step 3 of the Career Development Process Model: Preparation and Presentation of Self through cover letters and resume. Today we will be examining another aspect of step 3 through discussion of job interviewing.” |

| Slide #: 3 | Slide Title: Part A – Informational Interviews |
| Part B – Job Interviews |
| Informational Interviews |
| Internship Guidelines |
| Job Interviewing |
| Salary Negotiation |
| [Image of man and woman talking] |
| Audio: [Elizabeth Greggain]: “Our objective in this unit is to increase your ability to professionally and effectively present your skills and talents in order to increase the likelihood that you will be selected for a job or internship. We are going to be focusing on informational interviews that you are going to be completing to select an internship site. We will also be talking about the internship guidelines; these are the written guidelines that we will also be providing to your internship site and you will need to know the contents of those guidelines so that you can explain to your potential internship sites. We will also be talking about job interviewing; and there are lots of things that you would utilize in your techniques and methods for job interviewing that you would utilize in an informational interview, but we will be talking more broadly about job interviewing from when you complete your internship and when you are out there on the job.” |
market. And finally in this unit we will be talking about salary negotiation; both the negotiation of salary of a permanent position that you might be applying for, but also salary negotiation for an internship itself.”

Slide #: 4
Slide Title: Part A – What is an Informational Interview?
- Internship or job search technique to learn about agency services and positions, internships, jobs
- Opportunity to sell self as potential employee/intern
- Most employers enjoy process, validating to be asked about work

Audio:
[Elizabeth Greggain]: “So we will start with informational interviews and when we think about the point at which you are ready to do an information interview, you’ve selected your 3 sites where you’ll be investigating the possibility of interning. You’ve already mailed out your letter and your resume to those sites. Now you’re ready to contact folks and actually complete informational interviews. What is an Informational Interview? You are going to be completing three of them and you are going to become very familiar with this. The informational interview is an internship or job search technique (according to the Wall Street Journal, one of the most effective techniques out there for finding new employment) In an informational interview you will be meeting with a staff member at an agency to learn about that agency or program or company, to learn about positions there, learn about their services, learn about how they use interns in that agency, or you may be networking regarding other contacts if you decide that this is not in fact an agency that you are interested in interning in directly. Another purpose of that informational interview is an opportunity for you persuade an agency or program to consider you as an intern. Since this is a very effective job search technique, it may in the future be an opportunity for you to sell yourself as a potential employee. Most employers really enjoy this process, but it can be a little bit scary to make the call to set up the informational interview, but employers find the process to be very validating. Folks don’t typically ask them about their work and it lets them know that you in fact believe that what they are doing is very important. The professional payoffs to you in the end can be enormous, as well. We are going to be discussing how to set up the interview, what to expect during the interview, and questions that you will be asking and questions you may be asked.”

Slide #: 5
Slide Title: Setting Up Informational Interview
- Mail letter, resume
- Call & request person sent letter to
- Explain who you are, why calling
- Set Structure: date/time, 45 min. to learn about agency, internship
- [Image of telephone]

Audio:
[Elizabeth Greggain]: “So let us start out with setting up the informational interview. You’ve sent the letter and resume, you are now going to be calling the agency. I recommend to you that you have your cover letter that you have mailed out to them and the resume that they have already received right by you when you make these telephone calls to set up your informational interview. Remember that the first impressions in the interview process, the first impressions are being established even in that telephone call that you make to the agency. We would encourage you to be very courteous and respectful to whomever answers the phone. Explain who you are,
why you are calling, that you are a WSU student, that you’re majoring in Human Development and you are interested in talking to the director or to the person that you sent your letter to. When you call you are talking to a receptionist but you need to explain to that person that you are requesting that you speak to the person that you sent your letter to, but you may need to explain to the receptionist who you are and why you are calling. You may have to call back a number of times to actually reach the person that you sent your letter to and you want to be establishing a positive relationship with that receptionist who may be able to help you track down your contact person. When you actually get ahold of the person you sent you letter to, again, explain who you are and why you are calling just as you have to the receptionist. Remind them that they should have received a letter from you that also contained your resume. Set the structure with them; explain to them that you are going to be in town for a particular week: “I’ll be there in February, I’ll be there the second week in March, and would like to set up an appointment if at all possible.” You are requesting the interview so you need to set the structure. You need to suggest the times/dates, so be prepared with a calendar and know when you would be able to meet with the agency folks. They are very busy people; they are going to ask you, “How long should I expect this to take?” So, again, you are setting the structure and you need to indicate to them that it will take about 45 minutes of time that you would be able to, and our purpose is to explain about the agency, to discuss possibility of my interning there; ask them if a tour is possible and if you think that is appropriate in that particular setting that you are in, and you might also talk to them a little bit about the types of questions you will be asking. The description of the agency, the positions, how they would use the intern. Some supervisors might ask you if you can send in a copy of the specific questions; feel free to go ahead and do that. Offer an extended email or fax or whatever is most convenient with them. While you are on the telephone be sure to check with them to make sure you have the correct address. Human service agencies often have more than one location, you have something from the web that the person you are speaking with is at a different site so make sure you know exactly where you are supposed to go; ask them about parking and whether or not you need to pay or if it is nearby. To get specific directions on how to get to this site you may want to check out MapQuest on the web, rather than take the time of the person that you are speaking with to get those instructions, but they may offer that as well. That's the process of setting up the process of the informational interview. One thing to keep in mind is that sometimes it takes many calls to actually reach the person you want. Don't be discouraged, people are very busy, you are busy as well. Don’t think of it as pestering, but do be consistent and keep contacting them to get this informational interview set up.”
to make sure that you know exactly how to get there. I suggest that you might want to, before the interview, drive by and see how long it is going to take to get there and how you deal with the parking. I suggest that when you do arrive you request that the receptionist give you copies of brochures, fact sheets, you are going to need to hand those in with your HD assignment about the informational interview, but that is something also that you should be looking at as you are waiting for the informational interview. When you are actually driving to the interview you need to bringing with you the list of specific questions that your HD assignment has outlined for you to be asking in that informational interview. Feel free to keep that right in front of you as you are doing the interview, writing yourself notes and later for your assignment you are going to be typing that up. So you can check the web to see the specific details of the particular questions and the process for submitting that assignment.”

Slide #: 7
Slide Title: Informational Interview Content
- Set the stage
  - Introduce self & why you’ve come
  - Explain your interests, education, experience, skills & how they fit agency
- You asked for interview, you structure
- Convey enthusiasm
- Ask questions on form
- Explain agency & intern responsibilities

Audio:
[Elizabeth Greggain]: “So let’s think about the content. We are going to talk about a few interviewing techniques in a moment but let’s talk right now about what the content of the interviews would be. Like I said earlier, most employers really enjoy the process; they see it as fun, validating for them to be asked about their work and about their agency. When you first arrive you need to set the stage with folks. Even though you may feel yourself that you have made a number of telephone calls, talked to the receptionist, sent a letter, talked to this person to set up this interview, they obviously know why you are there and who you are, but in fact it isn’t always obvious. They are going to remember that you are from WSU, that you are a student, that you are looking for an internship, they just have your name down in their appointment book. Again, you are going to need to introduce yourself, tell them why you’ve come, and essentially repeat your cover letter. “Looking forward to having a chance to talk with you today about your agency and for us to discuss the possibility my interning. You can recall I am a senior at Washington State University, majoring in Human Development, etc.”, so you are introducing yourself and why you have come. You also need to take in that setting the stage, a few moments to explain to them why you have made this contact with them, a little bit about your interests, your education, your experience, your skills, and how you came to contact them, why you think your interests fit that particular agency. This setting the stage portion should be pretty brief, they may come back to these things and may do a formal interview with you but you need to get some information from them. So you are structuring the interview, keep this portion brief and then move to the specific questions that you are going to be asking them. Throughout the whole process of doing the informational interview you really want to be conveying enthusiasm and interests in their work. Employees state in surveys that have been done, repeatedly for decades, when they are looking at a new graduate they review a resume, they review a cover letter, they make a decision about whether they are going to consider interviewing or speaking with someone but once you get there they already determine that you meet the basic qualifications and
they want to see if you are really eager to do this; are you interested? Are you excited about the work that is done in this agency? So you want to be conveying that enthusiasm and the interest in the work that they are doing. Explain why the internship specifically interests you, how it relates to your classes, interests, career plans, previous experience, etc.

You are going to be asking the specific questions on the informational interview form from your assignment. These are going to be about agency services, education/work background of new employees, salaries, how they would use an intern. It is really important that you get some thorough information here; this is a place that you select as an internship site. Your next step will be writing a learning plan and you are going to be gathering information for that learning plan from this informational interview. Exactly how would they use an intern? How they would help you learn overall about the agency? And what kinds of specific responsibilities and duties would you have? That is part of the specific questions that you will asking. You will also be explaining the agency what their responsibilities are. So, you’ve asked them how might you be utilized as an intern, you’ve asked about their agency, and well they might turn to you and ask: “What exactly does the university expect? I’ve had other interns from other universities.” Or “Our agency has had other interns from your program, but I’ve never supervised an intern. Exactly how does this all work and what are the responsibilities that I am taking on if I agree to accept you as an intern?” We are going to talk about the guidelines to the internship and outline those responsibilities in just a moment here.”

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**Slide #8**

**Slide Title: Informational Interview Content**

- Explain credits, time avail. & salary
- Expect to be interviewed
- Ask “What next step in process?”
- Be appreciative!!!
- Collect 2 sets of brochures
- Send thank you w/ next steps
- ![Image of man and woman talking]

**Audio:**

Elizabeth Greggain: “A couple other things about the informational interview content. You are going to need to explain to them how many credits you are going to be taking. Remember we talked earlier in the course that you have some options here. You can take 4-8 credits; 4 are required minimum; you can take up to 8 credits. If you are taking 4 credits it is 180 hours that you will be working; 45 hours of additional work per additional credit up to 360 hours. You need to make a decision before you are meeting with them about how many credits, when you are going to be available, and these are the kinds of things you need to be ready to explain and talk to them about in the informational interview. You will also be talking to them about whether you will be paid for the internship, and we are going to turn to this towards the end of this lecture today. Expect to also be interviewed, remember I said at the beginning of the informational interview you presented a little bit of information about yourself and then you structured the interview by asking them a series of questions about their agency. They may, at some point, in the informational interview turn the tables a bit and ask you the kinds of questions they would typically ask a new employee. So, do expect to be interviewed and we will be moving into, a little bit later in this lecture, the kinds of very specific questions you may be asked if you were being interviewed.
Be sure in the informational interview to walk away with the question, and ask the question: “What is the next step in the process? Do I have an internship placement with your agency? Are you able to make me an offer? Or are there next steps?” Some agencies, or some supervisors you are speaking with, may say: “Well I need to bring this to my board of directors, I need to talk to my supervisor about this, I need to talk with the other social workers and see if there would be somebody who would be willing to supervise your placement.” Those would be next steps. Another agency might say: “We are very eager and excited to have you. We would like to make you an offer.” Often I will speak with students after an informational interview, they will be excited after an interview and I’ll say: “Well did they make you an offer?” and they say: “Well I’m not sure. We talked a lot and they seemed excited but I’m not sure if I had an offer or not.” You are structuring the interview, again, make sure that you ask the question: “Do I have an internship placement or are you able to make me an offer?” right in that informational interview. With your list of questions, you will get that queue on the informational interview assignment. If they in fact do say to you: “We would love to have you, this seems like a great fit.” That’s when you are going to need to be saying to them that you are very appreciative, you are very excited about the work that they do, very interested in what they have to offer, but because you didn’t know prior to coming in that they are interested in having you intern or not, you have established two other informational interviews with two other agencies and you need to complete those interviews, can you get back to them next week or whenever it is appropriate when you have finished your sequence of informational interviews. That is always a good position to be in to present that fact that you are doing some additional informational interviews just before you are ready to talk about wages and salaries; to let folks know that you have some other options out there, but do let them know that it is just part of the process and it is a requirement that you do an internship and so you needed to make sure that one of these places is going to turn into a placement. Be appreciative and be sure to collect those two sets of brochures, you are going to need to keep one for yourself and submitting one along with your assignment. Be sure to send a thank you and indicate in that thank you note whatever the next steps are; that you have either accepted a placement in another location or whatever the next steps might be. Let’s take a moment now to look at a short video clip of a piece of an informational interview between a supervisor and a student doing an informational interview.”

Slide #: 9
Slide Title: No Title
- [Video of women talking about internship programs]
- Mary Ellen Radziemski – Center Director for WSU Children’s Center
- Mary Tatham – Executive Director Head Start
- Maxine Rosalind Whattam – Kennewick Senior Center Programs
- Samantha Ringle – Intern, Mental Health Counselor Lourdes Counseling Center

Audio:
[Mary Ellen Radziemski]: “We like having interns, we welcome interns. What I like to do with interns, we’ve had a number and they have done different things. This is what I like to do. I like to ask the intern what they like to do. I had an intern last year that wanted to learn about being a director so she worked with me and I taught her about developing the budget. She worked with my assistant director on the USDA childcare food program, which is something that is quite involved that you do have to know if you are in an administrative position. Then she also worked in the classroom because she worked with some with the ECAT program and some testing that
she did with the children because those were her particular interests. I had another intern who was only interested in the classroom, she didn’t particularly want to learn about being a director, so she did classroom activities; we involved her with planning. We like to start the interns off gradually. If they want to work in the classroom we will work around what you want to do. We would like to give them as much independence as we can. My lead classroom people are experienced enough to they can back up and let that person take over, that’s what we like to be able to do is to eventually let them take over but we don’t just throw people into that in the beginning because it is too difficult; but we like for them to be willing to do that, we are willing to give them the power to do that.

[Mary Tatham]: “We really feel that the intern programs add a lot of strength to our programs. We really enjoy interns coming into our classrooms and helping with the children. As for the child development interns, basically these interns act as everyday programs staff with the children in the classroom. As far as supervision of the children and child interactions. They are able to plan specific activities that will meet the individual curriculum needs of some of the children. They complete anecdotal observations of the children and they can also assist in the development of a child’s portfolio. They observe teachers during their home business and their parent-teacher conferences. They assist and participate in monthly planned activities where parents are invited to come into the classroom; one of the strategies that we use to increase parenting skills. They also help and assist our classroom staff in maybe entering educational data into some of the databases that we have and be able to record some of the record-keeping that we need for all of the children.”

[Maxine Rosalind Whattam]: “We are looking at enthusiasm. Why do you want to be here? What do you want to do? What do you want to learn? We are looking at what are the expectations in regards to not only from Katie, but us as well. The last thing we want to do is bring someone here and have them sit in an office for six hours a day, a lot of not doing anything. So, it is very important that we can provide a very valuable experience with the intern as well as them reaping the benefits from us and also providing their assistance to our services and programs that we offer here. Also, we are looking at what have you done in the past, what classes have you taken while in school? What experiences can you bring to the senior center that we don’t currently have? For instance with Katie, Katie had already worked in a retirement home so it was a really good proving ground; we knew she had experience working with seniors, she knew some of demands and trials and tribulations are. It was really good to get someone who had a bit of a background with working with seniors. Also, in regards to the quality of work that they have done as a student; it is really important to be able to say “I’ve really enjoyed these types of classes, I’ve really excelled and done this types of different classes and learned these things”; and that you can share those with us, because again, it is not what the senior center can do for the intern, it is just as much as what the intern can do for facility as well. We can have this shared approach, because obviously we have been out of school for quite a while so it is a really good sharing of information that is good for us to say: “It is wonderful that you are learning that it is great that you can bring that to us, as well.” I think we both learned from each other in a wonderful way. So when we talk about those types of aspects and we have a good feel for the types of experiences that the intern is looking for and what we can provide. Also the resume, looking at what you have done, how have you presented yourself is very important. When you come to the interview, make sure you look smart, you dress nicely, always creates a good
impression. I think the thing that really helped Katie was her enthusiasm. Enthusiasm is contagious and you need to remember that. If you come in and you are totally enthusiastic about what you want to do it just sets everyone on light and on fire. We really want to make sure this person has a wonderful experience. For us it worked out tremendously well and we were very excited about having Katie and actually really sad when she left. Come with your eyes open because sometimes when you come it doesn’t meet your expectations and be honest with yourself; if it is not what you want, don’t do it, look for the direction that you truly want to go into. I mean we really just thoroughly enjoyed the internship program at WSU, it has been a very valuable experience all the way around.”

[Samantha Ringle]: “I would say kind of just go with your instinct of the place that you felt most comfortable after the informational interviews. In the place that I know I went home from this interview I was like giddy, I was really excited that this was exactly where I wanted to go, this is where I wanted to be so if that is a feeling you get, then that is where you should be going.”

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Slide #: **10**
**Slide Title:** Comments
- Try to separate fact from opinion
- If negative first interview, each time will be easier
- Keep options open till end
- ![Image of man choosing which path to take](image)

**Audio:**

[Elizabeth Greggain]: “A couple additional comments about informational interviewing: I encourage you to try to separate fact from opinion. Each individual is different and what one individual dislikes about a job may in fact be something that seems attractive to you. Perhaps, they say: “In this job it gets to be really chaotic, it is kind of difficult because you have so many different things that you are involved with; you are juggling so many balls at the same time and I find that really stressful.” They might be saying that to you and you might be saying: “I want a job where there is lots of variety; where I am involved in many different aspects.” Something that they have found to be a negative of a job you may, in fact, find very attractive. Also be aware that the contact person who you are speaking with may not be able to answer all of your questions. Do ask for fact sheets or other sources that may have some additional information.

If you do have a negative interview the first interview, each time will get easier and I guarantee you that you are going to find some very interested folks in your three interviews and hopefully you are going to find a great fit and match in a place that you would like to intern. Because of that I would really encourage you to keep your options open until the end, until you finish three informational interviews. Often a student will do their first interview, they love it and they think it is a great site, they are ready to say yes to the agency. Then they go to the second agency and say: “Oh my gosh, these people are able to pay me. This seems like even a better fit than the first one.” So really I encourage you to keep all of your options open until the end and let folks know that you are going to be doing three interviews.”

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Slide #: **11**
**Slide Title:** Guidelines To Internship
- I mail description to your intern site and discuss with them
- Your copy on Web
- In interview will be asked these questions, bring Guidelines
[Elizabeth Greggain]: “I want to turn now to the guidelines of the internship. I am going to be mailing these written guidelines to your final chosen internship site; mailing a copy of them. You also have a full copy that you can examine on the web associated with this unit: #5. Your potential internship agency is going to want to know what exactly the university is expecting of them; these guidelines will be specifying these things. Please familiarize yourself with the guidelines to the internship. I would also encourage you to bring the guidelines of the internship to the interview, then you can refer back to something in the guidelines if you have forgotten something specific.”

Slide #: 12
Slide Title: What is Human Development Internship?
- HD Internship began in 1976
- Placement on volunteer or pay basis
- Requires HD 498 enrollment
- Student has professional level responsibilities within agency
- Agency provides mentorship

Audio:
[Elizabeth Greggain]: “So let’s look a little bit at what is contained; a few of those key points to the guidelines of the internship. The guidelines begin by describing what a Human Development internship is; talk a little bit about the history of the internship, that we have been doing this program since 1976 in our department. Talks about how a placement can be volunteer or on a pay basis. It talks about how you will be enrolled in a course, HD 498, and taking credits along with your internship. Many sites will not accept interns unless they are enrolled in a university program with a supervisor at the university that the agency can contact if need be. The guidelines also talk about the fact that the student should have professional level responsibilities within the agency as part of the internship; and that the agency is agreeing to provide mentorship to the internship. So this is kind of a brief summary that is at the beginning of these guidelines. The guidelines then go on to talk about each of the different parties in the internship: the intern, the mentor on site, and the coordinator at WSU; and what responsibilities each of those have.”

Slide #: 13
Slide Title: Intern Responsibilities
- Complete State Patrol Check
- Develop Learning Plan with mentor
- Satisfactory complete internship
  - Fulfill Learning Plan duties
  - Complete 4 credits/min. 180 hours
  - Maximum 8 credits/min. 360 hours
  - Complete HD 498 written assignments

Audio:
[Elizabeth Greggain]: “Described in the guidelines are what the interns responsibilities are. That the intern would be responsible for: completing a state patrol background check, developing a learning plan with mentor prior to your placement. You will writing that plan up and you and your mentor and the coordinator here at WSU will be signing that learning plan, fixing signatures saying that this is a contract, this is a learning plan of what the intern will be involved with during your placement. Another responsibility in addition to during your placement, you will be responsible to meeting with your mentor, reviewing and fulfilling those expectations of the
learning plan that you have. You will also be responsible for completing the required hours. Whether it is 4 credits (a minimum of 180 hours), or whether it is 8 credits (up to 360 hours or more). You will also be responsible during your internship for completing written assignments for 498. We will be talking about those later on in the semester and they are also listed on the web for you to review those ahead if you would like. So those are the interns responsibilities towards the internship.”

Slide #: 14
Slide Title: Responsibilities of Agency
- Sign legal contract w/ WSU
- Plan Learning Agreement with student and sign
- Provide mentoring of student
- Confer with HD Internship Coordinator
- Complete Evaluation, Hours Form

Audio:
[Elizabeth Greggain]: “Let’s turn to what the agency is responsible for. Again, the agency is agreeing to do certain things when they accept you as an intern. These are described in these guidelines and the agency will be asking you about what it is that they are agreeing to do so you need to be really familiar with this. Once you have decided on where you are going to be going, where your internship will be, I will be contacting your mentor by telephone, discussing your placement, explaining requirements and one of the requirements is a legal agreement with WSU; this isn’t your learning plan, this is legal language saying that WSU and the agency agree to hold each other harmless for liability purposes and there are a variety of other things included in the legal contract. Legal contract needs to be signed prior to you beginning and internship.

The second thing that the agency is responsible for is to work with you to develop a learning agreement. That learning agreement are the things you have talked about in your informational interview that you would in fact be involved with in the agency. You are going to be using that information from the informational interview to write up the learning plan; you may need a follow up call with the agency to get some more details in helping you put that together. This is part of the responsibility of the agency, jointly with you, to develop what that learning plan would be. During your placement your mentor will be assuring that you are receiving training. You will be meeting with your mentor on a weekly basis; they will be a mentor to you throughout both in training and in support. During the internship, in addition, your supervisor (or mentor) in your internship will be agreeing to confirm with me by telephone if ever needed, but also I will be planning to come out and visit you on site, or will be completing a telephone conference. That will be jointly with you, your mentor, and the internship coordinator here at WSU. Your mentor at your internship will also be agreeing to write a written evaluation of your experiences as an intern; we have a specific form for that purpose. They will also be agreeing to sign off on a weekly basis that you have completed the required hours; at the end of your internship it will be your responsibility to make sure that that hours form is fully completed and that you have mailed it back in as one of your assignments for your internship. So those are the responsibilities for the agency.”

Slide #: 15
Slide Title: Responsibilities of WSU Faculty
- Facilitate Student’s Placement
  - Contact agency prior to internship
- Arrange contract
- Read and respond to student papers
- Contact intern and agency during placement

**Audio:**

[Elizabeth Greggain]: “There are responsibilities, also, of WSU faculty. Overall throughout this course and through the internship, WSU faculty will be helping to facilitate your placement. It will also be our responsibility, as I said earlier, to contact the agency prior to the internship to arrange that legal contract and assure that all that paperwork is done. During your internship the WSU faculty will be reading and responding to your papers and being there to talk with you on the phone or respond to emails to you during your placement; and also with the agency, to talk with folks by cell phone or by email if there are issues that should come up. All these things are described, again, in the guidelines of the internship so you want to be very familiar with this prior to your informational interview. Agencies will want to know the answers to these questions.”

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**Slide #: 16**

**Slide Title:** Part B – Job Interviews

- Typical Format
- What Employers Looking For
- Completing Interview
- Questions Typically Asked
- If Offered Position – Then What?
- ![Image of silhouette of job interview]

**Audio:**

[Elizabeth Greggain]: “We’ve been talking about informational interviews, which are particular to learning about an agency and helping you to make a decision about where you might intern and helping an agency to make that type of decision. I’d like now to move to general job interviewing. There are many parts of job interviewing that would be appropriate for you to know in an informational interview as well. We are going to be discussing what a typical format of a job interview would be, what employers are typically looking for, what takes place in completing the interview, kinds of questions that typically get asked, and if you’re offered a position then what. Many of you have had interviews for positions; some have been rather informal interviews, others are more formal. Many of the same factors really should be considered in both situations, formal or informal. We are going to be focusing on, however, on formal job interviews. In addition to this brief lecture on doing a formal interview and some things I want you to be thinking about in human service interviewing. I’d like you to be sure to review the required video: ‘Sell Yourself: Successful Job Interviews’, that you have rented along with this course. In that video you are going to be viewing vignettes, which demonstrate successful and unsuccessful interview strategies. You will hear a summary of what to expect and how to be successful in an interview. So, don’t miss out on watching that video, as well. It should give you a lot of good tips on interviewing.”

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**Slide #: 17**

**Slide Title:** General Points in Interviewing

- Cover Letter, resume, application, references get you in door
- Interview decision-maker about who gets job/internship
- No hard & fast rules, each unique
- Expect ~8-10 interviews for 1 offer
Audio:

[Elizabeth Greggain]: “A few general points to keep in mind when you are doing an interview. Your cover letter, your resume, your application, your references; those are the things that get you in the door for an interview. However, the interview itself is really the decision-maker about who is going to get the job or internship. Folks already made a decision when they decided to bring you in for the interview that you met the qualifications so they are no longer examining the resume and application, they want to see what happens in the interview situation. Sometimes folks have contacted your references prior to you doing an interview but more typically that is not done until after the interview is done. They liked the way that the interview went, they are calling to confirm and they usually do it like that; like they are making a telephone call to those folks that you have listed on your reference list. There aren’t really any hard and fast rules about interviews, they are quite individual, they are quite unique. There are a lot of subjective aspects to them and it takes practice to feel good about interviews. You can expect that it can take up to 8-10 interviews for one job offer for brand new college grads. For those of you in the distance program if you have had more work experience it may take less than that. My experience in human services in general is that students that have completed internships don’t have to go through this many interviews to get offered a formal position; probably because they are making better choices about where to submit applications. It does take practice to feel good about interviews and I would encourage you to ask friends to ask you questions. Ask yourself them and look in the mirror and answer them; answer the questions that you think might be asked and see that informational interview process as part of a practice for a job interview.”

Slide #: 18
Slide Title: Interview 2 Way Exchange Employer AND Interviewee Looking

- [Image of two eyes]

Audio:

[Elizabeth Greggain]: “The purpose of a job interview is a two-way exchange. The interviewee describes his or her qualifications and gives the agency or program the information that they need to choose who they want to make the offer to; but the interviewee is part of that exchange. From the interviewee’s point of view, agency representatives are telling you about the agency. Either they are directly answering your questions and telling you about the agency, or indirectly by giving you the impression about the staff who work at that agency and the position that you are applying for. That’s the information that you as the interviewee need to make in order to make a decision about whether you might accept a future offer; so it is a two way street looking both ways.”

Slide #: 19
Slide Title: What’s Important: Your Purpose

- Express your skills and knowledge
- Show your skills match agency
- Learn… are YOU interested?
- [Image of woman with thought bubble with words: accomplishments, education, work values, skills, interests]

Audio:

[Elizabeth Greggain]: “What’s important in a job interview? What is your purpose? Your purpose should be, at first, to express your own unique skills; your knowledge, your education. And I would encourage you to go back to the self-assessment assignment that you did at the beginning of the semester and to review your resume before you go in for an interview. Be ready
to self yourself and explain who you are. In addition, you need to be able to show how your
skills and knowledge match up with the agencies needs and programs. A third purpose of that
interview, again, is to learn if you are still interested in this particular agency or program, do you
want to work there?"

### Slide #: 20

**Slide Title:** Preparing for the Interview

- Do homework, know agency
- Be ready to state your career goals
- Analyze your strengths/weaknesses
- Know how your qualifications match job
- Appearance: Dress, be conservative
  - View Dress to Impress video
- ![Image of two people shaking hands]

**Audio:**

[Elizabeth Greggain]: “When you are preparing for an interview you’ve got several things you
need to be keeping in mind. Before the interview is the time that you need to be doing your
homework. Read brochures you’ve gathered, information on the web, read the job description if
there is one available, if possible talk with people who are familiar with the agency or ones that
are like this agency. Carefully review your own goals, your experiences, your
strengths/weaknesses, and be prepared to really talk about those. Know how your qualifications
are really going to match up with the job. You have now done your homework on the agency,
you know what the job description is, you know what your own career goals are. Make it really
clear and prepare to make it really clear in that interview how your qualifications are matching
up with the agency. A large part of decision making in interviews is in fact based on non-verbals;
no the words that you say but the smile, handshake, your pose, your confidence, your listening
skills, and your appearance. Students often ask how I should dress for an interview. The main
queue here is for job interviews be relatively conservative. The important thing is not the dress
that you have on, or the jewelry that you are wearing but in fact the content of what you have to
talk about. So it is always safest to be conservative. For some excellent tips on appropriate dress
please view the ‘Dress to Impress’ video, which you can access through the HD497 web unit on
interviewing. There are some wonderful little tips and vignettes showing you how folks are not
very impressive when dressed for an interview and what kinds of things might be really affective
for you in your clothing, including things about making choices of clothes that are not too
expensive. Folks here from our apparel merchandising and interior design program designed this
video and it is really excellent so don’t miss this to be thinking about ways to dress in the
interview.”

### Slide #: 21

**Slide Title:** Typical Interview Format

- Human Services: Often team interview
- Verify facts
- Discuss your qualifications: Most of interview
- Agency describe programs, duties
- Your questions
- Closing: Next Steps

**Audio:**
Typical interview in human services is often a team interview. In business you may only have one person interviewing you, but in human services you are going to be working with a team. So, often the job interview itself may have several members of that team. That can often be challenging sometimes because you need to be making sure to have eye contact with everybody in the group and you may be really connecting with one member but not with everyone; but recognize that that is often the process of a team interview. The format of an interview usually includes that at the beginning they are verifying the facts; they are verifying the facts that are listed on your resume and in your cover letter. They want to clarify anything that may be confusing to them about how long you may have been somewhere, exactly what your job title was; that sort of thing. Most of the interview moves to what your qualifications are. You will be asked questions that are usually open-ended, they are not yes-no questions, and there isn’t a right or wrong answer. It is opportunities for you to really discuss your skills, education, experiences, and background. The next step of a typical interview is relatively short and it is usually when the agency would describe a little bit about their programs and the duties associated with the specific job that you are applying for. Typically then the next step is you asking questions about any of the questions that you may have about the agency. Again, on our website you can click to WSU’s career services website and there are some excellent suggestions about questions that you should be asking the agency. The last part of a typical interview is closing. The next steps the agency usually will outline for you what exactly to expect; when they are going to be making decisions and how long that process may take.

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<th>Slide #: 22</th>
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<tbody>
<tr>
<td>Slide Title: What Employer Looking For</td>
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<tr>
<td>- Looking for whether you fit into entry level job available</td>
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<td>- AND whether you are candidate for future advancement</td>
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Audio:

[Elizabeth Greggain]: “Those are the general steps in an interview and let’s look a little closer at a few elements of this. What’s the employer really looking for? They are of course looking to see whether you fit the specific job that is currently available, but as a new graduate they are also trying to determine whether you might be a candidate for future advancement. They are always thinking about: “Okay this person is just getting their B.A., they may or may not have previous experience but two years from now do they have what it takes to be able to move on to advance within the agency. So they are looking at both of those things.”

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<tr>
<td>Slide Title: No Title</td>
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<tr>
<td>- [Video of Barb Sheffler – Social Worker Supervisor]</td>
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<tr>
<td>- Barb Sheffler – Social Worker Supervisor – Department of Social and Health Services – Division of Children and Family Services</td>
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Audio:

[Barb Sheffler]: “Right now at this point, Washington State DCFS works off of a register system where someone applies to a register and they are qualified as a social worker 1, or a social worker 2, or a social worker 3 and each of those classifications determines how many cases they could carry, what kind of monitoring they would have to have, if they were in each of those specific roles. One of the problems that we run into with new graduates is that it requires that they have some work experience and a lot of them don’t have the work experience, they just have the education; that really limits them to the availability in being placed in the registry. So we have to open it up for those on the register; which is why I am always encourage them when
they are first applying to the register to mark every county on there. Apply for everything: temporary, part-time, every county because they just never know what opportunities are going to come up. If I am looking for a part-time employee and they are only on there as full-time, it won’t give them to me as an opportunity. Now, all that is changing in 2005. Our civil service reform is happening and we will no longer have a register. We can just do recruitments in a newspaper or interviews, which I think will really open us up to having more people, not more qualified, but maybe more appropriate for rural counties. Here I am looking for a commitment to our county. We have found over the years that we are a good, kind of stepping stone to Spokane or Seattle or the bigger offices. So people are happy to come in, say they love to commute: “The drive to here from Spokane is wonderful!” After about a winter of that they find it not as lovely than they thought. They get all of their initial training, they attend the academy. That kind of goes at our workers expense of carrying them through all of that system and then they get their year in and they transfer out. So that is one of my primary questions I’m looking at: “What is their commitment to Whitman County; to being here; how willing are they to work different program areas? What’s their experience; and in what program areas or what interests are their experience?” So we are looking at more local things for our specific office. How are they going to fit in with the staff that are here? How are they willing to take on whatever? Are they a team player? Are they willing to work together as a team? We have a very strong team emphasis here. We do a lot of shared decision making and a lot of staffings. Are they interested in that? We are starting in the accreditation process here in November and that is going to take a large amount of teamwork and a lot of team staffings and a lot of prognostic staffings and shared decision making and so looking at strength space perspective so that is something new that is really coming on the horizon in regards to their case practice and are they able to articulate those and identify them. So those are all the things we are really looking for and especially just the willingness to do whatever it takes.”

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<tr>
<td><strong>Slide Title:</strong> Specifics Looking For</td>
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<tr>
<td>- Interest and knowledge about field</td>
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<td>- Self confidence</td>
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<td>- Good communication skills</td>
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<td>- Work ethic</td>
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<td>- Team work skills</td>
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<td>- Leadership potential</td>
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**Audio:**

[Elizabeth Greggain]: “Specifically they are going to want to know about your interest in the field; do you truly want to work with adolescents with emotional problems. And your knowledge about the field; do you know about adolescent development and how adolescents are developing an identity and they are separating from their family. They are trying to determine whether you have interest and you have the knowledge about the field and about their specific agency. They are looking for self-confidence. Almost everyone you are going to talk to is going to say we want someone in human services who has excellent communication skills. They are also working for work ethic. Are you a person who is willing to stay late, put in the time on the weekend, do the thing that are sometimes needed to get the work done. In human services, agencies are strongly looking for teamwork. You need to be collaborating, networking with other agencies when you work in human services, referring clients to other agencies. You also need to be working with a team in your own setting and so they will be looking for indicators that you have good team
skills. And not just you saying “I am a team player,” but you giving illustrations of how in previous situations that team work has been illustrated. They are also looking for leadership potential. Remember they are thinking about you for this position but also where are you going to be in a couple years from now. Would you have some leadership potential? And here again, not just saying “I am a leader,” but giving great examples as you listed in your cover letter or your resume of where you have used those leadership skills.

**Slide #: 25**
**Slide Title: No Title**
- [Video of Mary Ellen Radziemski – Director for WSU Children’s Center]
- Mary Ellen Radziemski – Center Director for WSU Children’s Center

**Audio:**
[Mary Ellen Radziemski]: “because of the way the university system works, the first thing that happens in these types of jobs is that people have to apply through the human resources department, the campus human resources department. Then the human resources, they have quite an extensive application that asks lots of questions. The way people answer those questions makes a difference and whether or not they will pass human resources test to begin with then human resources will refer the most qualified candidates to me and then I interview those candidates. The last time we had a job open we had a job open we had 30 applied for it, they sent us 11 names of people that they thought were most qualified for it. From those 11 I chose which ones I want to interview, I did not necessarily interview all 11. When I interview people I especially look for people who like kids, who enjoy young children. That is really important to me. If they do not enjoy young children, they will not enjoy this job. I also look for people who have good communication skills. This is a total people job, and if you do not love people, you will hate the job. Not just working with children, working with children is the most important part of it, but also very important is the communication skills in working with the parents. How you talk to the parents about the children, how you do parent conferences with them. We have a large staff and so they have to be able to work well together, and so the team work is really important. The being able to supervise the college students and work with them, which is not the easiest thing to do in the world sometimes, because they are sensitive to being told to do this, or to do that, and so they have to know how to direct others in a positive way. So it takes leadership skills. I think anytime you work with children it takes a lot of patience. And so I would probably ask some question designed to try and figure out whether those people are patient or whether they get upset easily. I look for people with a sense of humor, because that helps. People who have good organizational skills. They have to be able to organize their classroom materials and to know how to plan things effectively. So people who have good planning skills. I prefer to hire people who have some experience with and some knowledge of early childhood curriculum because those people are usually a little more skilled at being able to plan and carry out classroom activities.

**Slide #: 26**
**Slide Title: Completing the Interview**
- Be on time
- Show interest and enthusiasm
- Use appropriate body language
- Emphasize what you’ve accomplished (education, jobs)
- Ask your questions
[Elizabeth Greggain]: “When you actually go to do the interview itself, again, you want to make sure you are on time. Check the map, make sure you know where you are going to park so you get there on time. You are going to show interest and enthusiasm, just like in the informational interview as I said earlier; this is a prime element that supervisors are looking for. The work in human services can sometimes be difficult, can be emotional. You need to be a person who in fact really is interested in doing this work. In completing the interview, pay attention to your body language. Make sure you are using clear eye contact, strong handshake; you are avoiding using slang like talking about “kids” versus talking about “children.” Watch your gestures. Make sure you are not tapping your fingers on the table nervously, swinging your leg, all those things that you may tend to do when you get a little nervous. Make sure you are sitting up, you are leaning towards the person you are talking to, that you are not slouching back in the chair. Being a human service professional means you have to be assertive and you are able to demonstrate that through using appropriate body language right in the interview. When you are being asked questions listen really carefully and make sure you do answer what you have been asked. If you become confused about what the question is, be sure you stop and ask folks to repeat the question, you got a little nervous, you got a little confused, and that is perfectly ok. Be prepared now to emphasize what you have accomplished; talk about your education, talk about jobs you have had, not just job titles but what you actually did in those jobs. When you move to asking your own questions, be really prepared with those ahead. It is perfectly ok to pull out a piece of paper with things that you wanted more details about. So for instance, maybe you want to know more details about the specific duties of a community action center parent coordinator position. Emphasize the positive throughout the interview; avoid complaining about previous bosses or coworkers or talking about personal problems. And be sure that you really expand in your responses not giving one to three word responses; folks really want to hear what you have to say.

Slide #: 27
Slide Title: Common Questions Asked
- What are your professional goals & how do you plan to reach them?
- What is your philosophy of …?
- Define major/minor & why chose
- Why interested in our agency?
- What are your strengths/limits?

Audio:
- [Elizabeth Greggain]: “there are many different kinds of questions that are asked in an interview. I would encourage you to check the WSU career services website which you can reach through this Unit 5 in HD 330 for a lengthy list of common questions that are asked in interviews. There are some very common ones that are frequently asked: What are your professional goals and how do you plan to reach them? This is where you might say something like, “One of my goals is to increase professionalism in the childcare field. I would like to do that by helping the program I was involved with obtain an AIC accreditation.” They might ask you a question of “What is your philosophy of…?” And for instance if it were an early childhood setting they might say “What is your philosophy of guidance of young children?” Or if you were going to a youth program with elementary aged children then you would need to be thinking of that ahead what your philosophies are and how you would articulate those. You might be asked questions
about defining your major, your minor, why did you choose those. Why are you interested in coming to our agency? This is where you talk about the good match between your interest and education and experience in what they do. Often you will be asked: What do you see as your strengths? What do you see as your limits?

Slide #: 28  
Slide Title: No Title  
- Often in social service interviews they ask how you’d handle typical situations that agency faces…  

Audio:  
[Elizabeth Greggain]: “Another part of social service agency interviews is typically how you would handle a typical situation that that agency might face.

Slide #: 29  
Slide Title: Scenario  
- If you were here, how would you handle this?  
- Two year old saying “no” to everything you ask, looking like starting to have tantrum. Children need to go outside. Staff coverage means you and child must be outside.  
- What would you do in this situation?  
- [Image of child making an angry face]

Audio:  
[Elizabeth Greggain]: “For instance, you might be asked something like “if you were here how would you handle this: you have a two year old that is saying “no” to everything you are asking, she is looking like she is starting to have a tantrum. The children need to go outside, the staff coverage means you and the coverage means you and the child must be outside.” What do you do in this situation? Often in an interview when a new graduate is given a question like this they are thinking in terms of what is the answer to this question, the right answer to this question. There are five thousand right answers to this specific question. Do not worry so much that you have the right answer but that when you give an answer you can explain why that was your choice. That is the more important thing.

Slide #: 30  
Slide Title: Scenario, continued  
- Show knowledge of 2’s develop.  
- Demonstrate skills (simple choices)  
- Illustrate poise under pressure (take breath, handle difficult question)

Audio:  
[Elizabeth Greggain]: “So you might respond to this particular question with: First I would see it as typical two year old behavior; the child is trying to learn to establish her own autonomy. I would try to be calm, I would take a deep breath before I started talking, and I would be brief with the two year old. I would try to ignore her “no” responses and her almost tantrum and I would pleasantly state something like, “You have two choices, would you like to wear your green sweater or would you like to wear your blue jacket when you go outside?” What you are doing in that situation is explaining how you might respond. Those are specifics of how you might respond, just an example. But what you want to do is go beyond that explanation of what you would do and explain why you made those choices. You might in your response, after explaining how you would respond, you would say, “I am recognizing that this is typical two year old development,” so in that statement you are showing that you know something about two
year olds, that they are working on autonomy. You are demonstrating some specific skills and you might mention after explaining what you might do in this situation that you provided this child with simple choices and that is an appropriate method of diverting a two year old from having a tantrum by giving them choices. They are working on their autonomy, they need to be able to have choice and have some control in this situation. In your response you are illustrating that you had some poise under pressure. You mentioned the fact that you might take a deep breath, you might laugh, you might smile with the child, and you are also demonstrating to the employer how you would handle a difficult situation, not hugely difficult, it is a pretty common situation that would occur, but a typical kind of event that might occur at that agency. After explaining then what you would do you want to really make sure that you explain the why of how you made that choice. Now, what we are going to do at this moment is take a few minutes here to listen to some supervisors about what they are looking for in an interview and the kinds of questions that they might ask a perspective employee. Basically their suggestions about tips to graduates who are going on job interviews.

**Slide #: 31**

**Slide Title:** Video

- Joanne Boyd, MS  
  Director Child and Adolescent Outpatient Services  
  Lourdes Counseling Center

- Katie Oswalt  
  Kennewick Senior Center and Charbonneau

**Audio:**

[Joanna Boyd]: “I am looking for their interest in continuing to learn. The person who comes to me and says “I have a bachelor’s degree and I am done,” is not a person that is going to continue to grow as they are working in the field. The field of mental health psychology is a field where every person, it does not matter what your educational background is, is constantly learning, it is constant observations, it is constantly assessing what a person needs are and being creative about helping that person meet their needs. So I look for a certain measure of creativity. I definitely look for a certain amount of warmth and ability to interact in a friendly and positive way. It is always nice if a person is able to describe particular experiences they have had where they have been able to interact with other kids in a group setting, adults in a setting, and talk about that experience in terms of what did they learn and what did it teach them that they still do not know. I ask very specific questions when I am interviewing a person, and it does not matter what the position is but I very often will start a question with “Give me an example of a time when…” It is nice when a person who is interviewing says “I really like people. I really like doing group activities.” That is fine, but I ask for examples. I think the more a person is able to give an example that is clear, that shows that they really have done, either on a voluntary basis or a paid basis, this kind of work then that tells me this is something they have the skill to do. Because I am looking for a person who has some measure of skills whether they have been in a paid position or not.

[Katie Oswalt]: “While I was at the senior center, as I mentioned before, I was able to shadow a bunch of other agencies in the community and so I learned all the agencies and the people that were in charge of them so I got a lot of connections with other professional. In fact I was in an all senior picnic meeting, I was on the “picnic board” to help plan it, a lot of planning went into that event, and so I always went to the meetings with Maxine and one of the gals there who works for
Guardian Angel Homes told me about the position and she goes “Well I would go right away, I would go today.” So I stopped by after that meeting at Charbonneau and dropped off my resume. The next day I called and talked to the manager and said “I dropped off my resume yesterday and I was wondering if I could come in and talk to you. I am really interested in the position and I feel like I have a lot to offer.” And I just kind of explained that I had just graduated and I was just finishing up my internship at the Kennewick Senior Center and then it went from there and she said “Yes you can meet me here, at this time,” and then she interviewed me on the spot. At first she wanted to know my background; what I was doing, my education, what my degree was in. Then she wanted to know why I was interested in the position, what made me different from the other candidates that were applying for the position and why I wanted to work with Seniors, if I was willing to work on the weekends sometimes, if I was willing to get a CDL license. Of course I said absolutely for most of those things. Basically what really helped me was being more assertive, being consistent, following up, calling, seeing what is going on, asking if she needed anything else from me; Would you like me to meet with you again? Do you need any other references? And just being myself and being honest with her. It is important to get experience and the internship is a great learning experience and you get a little more work experience under your belt. Then take the available position that you first get and do not actually worry about the pay, it might not pay what you think you deserve after getting your BA. But once you get more experience, then you can go on and excel and just look at it as a starting position.

**Slide #: 32**
**Slide Title:** Video
- Watch the required HD 497 Video, “Sell Yourself: Successful Interviews”

**Audio:**
[Elizabeth Greggain]: “I highly recommend you watch the required HD 497 video “Successful Jon Interviews.” This is a commercial interview film with some excellent examples and video vignettes for interviewing; things that work well and things that do not work so well. It will give you more details about a number of things that we have just been talking about, about doing a job interview. We encourage you to watch this before you do your informational interview and think it will lay some of your concerns and worries.

**Slide #: 33**
**Slide Title:** Money
- ![graphic of a dollar sign]

**Audio:**
[Elizabeth Greggain]: “I would like to switch to the next step right after a job interview and that is the step of being given an offer and making a decision about whether to accept that offer and negotiating about wages and salaries.

**Slide #: 34**
**Slide Title:** If After Interview, Offered Position
- Salary, benefits, starting date negotiation
- They want you, so room for negotiation!!!

**Audio:**
[Elizabeth Greggain]: “If after an interview you are offered a position, there is a negotiation process. That negotiation is what would your salary would be, a negotiation on your benefits, negotiation about when you might begin work at the agency. You have been offered the position and they want you so there is room for negotiation. Often after we have been working at an
agency or a program for a while, we start to learn about other people’s salaries at that agency or a related one and we wish we would have negotiated more. Raise comes up, it is a 4% raise of our total, if we had negotiated more at the beginning we would be earning more now. The issue around negotiation is in fact it is negotiation. They want you and there is room for discussion. They have made the offer to you now this is an opportunity for you to negotiate and try and get a good starting base.

Slide #: 35
Slide Title: What to Expect
- You have upper hand, they offering
- Discuss after job offer made
- Try not to be first to mention salary
- Let employer bring up salary amt.
- Employer rarely tells most willing to pay

Audio:
[Elizabeth Greggain]: “OK, you have the upper hand, they are offering, they have made the placement. You do not want to start talking about money and wage until after you are really sure you have been given a specific offer. So if an agency brings up salary earlier than when a specific offer has been made for a position you might say something like, “I am definitely very interested in this position but I think the discussion about salary is premature until you have definitely decided you are offering me the position.” If they insist, you might say something like, “I am happy to discuss that after I have heard more about the position and your expectations,” or “I need some time to consider that,” or “You know this position and the company averages, what kind of range are you considering?” what you are trying to accomplish here is trying not to be the first one to mention salary. You really do not know exactly what this agency is willing to offer so in negotiation, you are better off if they make the first offer rather than you making the first statement about what that salary should be. You want the employer to bring up the salary amount. An employer is rarely going to tell you what they are really willing to pay. An employer expects to negotiate; they are usually going to start lower than they are willing to pay. They may say $11 an hour, when they are really willing to go up to about $12.50 an hour. If they make you an offer you might say something like, “Well that is a bit lower than I expected and I had been hoping for…” and mention something higher. It may be a little bit higher than you would really be willing to finally take. Again, they may counter something in between and then you are ready to accept or decline what they are offering to you. It is a new experience for some folks but in fact unlike the kinds of jobs that are part-time or temporary or lower level positions where salaries may be more set, when you are in a professional level of position there is quite a bit of range in play within each position that you would be eligible for.

Slide #: 36
Slide Title: Before Salary Negotiation
- Do homework (Web) salary ranges
- Why do your skills/background fit certain level of range?
- Calculate your needs
  - Do budget on monthly basis
  - Multiply by 12 for annual salary
  - Divide annual by 2080 for ~hourly

Audio:
[Elizabeth Greggain]: “Thinking about what kinds of figures you might give to the agency and
what you might expect for that salary really helps you in the negotiation process. So make sure you have done a little bit of homework before you get to this stage; you have checked the web for salary ranges, you have looked in the HD330 links under the Occupational Handbook which will list specific ranges for specific job titles. Think about why you think your skills or background fit a particular level of a range. So many there is a range for a particular position that could be $11-$15 dollars and you have had some prior very related experience and so you would say, “I know the range for this position might typically be around $11 to $15 dollars and hour or $22,000 to $31,000 dollars per year and I think that because of the experience that I have had working at a similar agency in the past that my skills and background really fit the higher end of that range. I suggest to you that before you do the salary negotiation that you do some calculations of your needs and really figure out what you are looking for. You might want to do a budget on a monthly basis if you have not done that in the past, multiply it by 12 for an annual salary, or divide that annual salary by 2080 for an approximate measure of what your hourly salary might be. You might want to check, as I said, the Occupational Handbook, want ads, positions that are similar, the unemployment office, temp agencies, think about your informational interview for your internship and ask during your internship itself to get a range from folks about what would be reasonable salaries for different kinds of positions.

Slide #: 37
Slide Title: Salary Negotiation Worth it!!!!
If increase salary by $2000 annually, with yearly 4% increases…

- Year 1
  - $23,000 (~$11/hr)
  - $25,000 (~$12/hr)

- Year 4
  - $25,872
  - $28,122

- Total 4 Yr.
  - $97,669
  - $106,162

- Total 4 Year Salary Differential $8,493

Audio:
[Elizabeth Greggain]: “it really turns out to be worth it to you to go through some negotiation. An increase in a salary of only $2000 dollars annually with yearly 4% increases over time can, as you can see [referring to slide] make quite a huge difference at the end. If you were offered $11 dollars per hour and took that you would be earning around $23,000 dollars per year. Over a four year period with a 4% increase each year, your salary by year four would have gone up to $25,872 with a total of nearly $98,000. However, if you had negotiated just a dollar more per hour that would add up to $25,000 dollars a year, $2,000 more. And you can see, overall, the salary differential there is about $8,500 dollars over that four year period. So it is really worth it to you to do some salary negotiation up front. It can be kind of an awkward position to be in but agencies expect you to be negotiating so this is not an unusual process for you to go through.

Slide #: 38
Slide Title: Once Salary Agreed Upon
- Request summary in letter, contract
- If accepting, but low, ask about
  - Advancement process
• Review at 6 months
• Tuition benefits
• Request these listed in letter

• If declining, be gracious!

Audio:
[Elizabeth Greggain]: “once the salary has been agreed upon I highly recommend to you that you request a summary of whatever agreements you have made about when you are going to start, what your wages will be, what kind of benefits are offered. Request a summary of that in a written letter or for some agencies you would actually have a contract. Sometimes there is confusion about things that get said in the interview process and what the interviewee and what the agency believe what was said. So if you have a summary in a letter things will be much clearer down the road. If you are accepting a position but it is kind of low, you are a little disappointed in what the actual wage is, do ask about things like what is the advancement process, is it possible to have a review at 6 months and have consideration for wages at that point, ask about any special benefits that might be an opportunity, even if the wage is low do they help pay for tuition or would they consider doing that. And again, request that these additional items be listed in a letter describing what your wages would be. If instead of accepting you have decided to decline the offer of the agency after going through the negotiation process, be sure you are really gracious. Say something like, “I am certainly very impressed with your agency but after careful consideration I have decided to accept another position.”

Slide #: 39
Slide Title: Discussing Internship Salaries in Informational Interviews

• Most human service internships unpaid
• If don’t discuss, unlikely will be paid
• Often can’t pay full salary, suggest:
  o Offer stipend of “X” amount
  o Pay wage for hours beyond internship
  o Offer work study
  o Hire you as relief worker, substitute

Audio:
[Elizabeth Greggain]: “A couple brief comments on discussing internship salaries for an internship. We have been talking about salary negotiation for a job. The negotiation process for an internship is usually much briefer and things may be a little more cut and dry. Most internships in human services are unpaid. Human service agencies have limited budgets, few temporary position that interns can actually fit right into. So you will most likely not get paid in your internship. However, if you do not discuss salaries or wages you will be extremely unlikely to be paid. So I would encourage you to bring up the issue right in your informational interview. You can state something like, “What are the possibilities of this being a paid internship?” If they say yes, ask what kind of an amount they can offer you. Often, however, they will say “We are unable to pay, we do not have salary or wages to be able to pay an intern, this would be an unpaid internship.” This is an opportunity then for some negotiation. You may then make some suggestions of things that they do not typically do for regular employees but maybe ways that would help defer some costs for you. Suggest some alternatives. Those might include, “Would it be possible for you to offer me a stipend, I have to pay for my credits while I am here, it wouldn’t be a wage for the full amount on an hourly basis but a specific stipend that might help..."
me pay for my credits,” or “Would it be possible for you to pay me some wages for hours beyond my internship hours,” or “I have work study; is your agency able to accept work study? Would I be able to complete some hours of paid work through work study if I were to intern here?” Ask them about whether it would be possible to be hired as a relief worker or a substitute. All of these are examples of suggestions that could come up of ways they cannot pay a salary or a full wage for you but these all might be things they could do to help you to defer some of your costs while completing your internship.

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<thead>
<tr>
<th>Slide #: 40</th>
<th>Slide Title: In SUM Re Interviews, Have Discussed:</th>
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<tr>
<td></td>
<td>• Information Interviews: Your next step in the internship process</td>
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<td>• Guidelines to internship</td>
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<td>• Job Interviews: What to expect</td>
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<td>• Salary negotiation</td>
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**Audio:**

[Elizabeth Greggain]: “In sum, regarding internships we have discussed informational interview, your next step in the internship process and how to go about that. We have talked about the guidelines to the internship which you have a written copy of. We have talked about doing a job interview and what do you expect in a job interview and how it might be somewhat different from an informational interview. And finally we have been talking about salary negotiation here at the end. Now we have completed talking about doing informational interviews, you are ready to make those calls and start working with agencies towards your next step of actually establishing an internship placement. Good luck to you in the process.”