

**Department
Of
Mass Communication**



**Internship
Booklet
&
Guide to
Employment
Applications**

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Internship Booklet & Guide to Employment Applications

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Reminder:

The University is now requiring students who are doing internships to purchase the student insurance at the time of registration. This is automatic when you are taking 7 hours or more but if you are not you must ask that the insurance be added to your fees.

Internships - Step by Step.

1. The intern has to send a letter to the adviser stating that he/she has been accepted as an intern. The student has to prepare a prospectus which includes the following:
 - a. Background of company.
 - b. Supervisor's name and position.
 - c. What the supervisor does.
 - d. What qualifies this person as a supervisor.
 - e. Number of hours per week the intern will be working. (Minimum of 10, no limit above that)
 - f. Must state what duties and responsibilities will be.
2. The supervisor needs to write to the supervising professor a letter stating that the student has been accepted as an intern and spell out the details and hours to be worked.
3. The student gives the supervisor the appropriate evaluation forms (page 12 - 17) to be filled out at the end of the semester.
4. The supervisor needs to write a letter stating how the student performed and send the rating instrument before the semester ends.
5. The student will keep a clip file. This could include a scrapbook, tapes, portfolio, video, etc.
6. The intern must keep a daily log by date, day and time (see form on page 11). At the end of the semester this is included in the clip file.
7. The intern must write an internship report analyzing what was good and bad, what he/she learned, how beneficial the internship was and how the internship could be improved. This report would be turned in with the clip file and daily log.
8. All this will be due to the internship advisor by finals week.

Students must register for MACO 390 and pay fees to receive credit for an internship.

Questions About Internship Program

What is an internship?

An internship is on-the-job training in Mass Communication, preferably in the areas of the student's interest—reporting, editing, advertising, public relations, broadcasting—on a weekly newspaper, daily newspaper, radio station or at a news bureau, television station, public relations or advertising agency.

How does a student arrange an internship?

A student should try to arrange for an internship by approaching a newspaper, broadcast station, or other media-related business, professional or government agency about the possibility of an internship.

A student should start to locate an internship by at least midterm of the semester preceding the summer he or she desires the internship. Some students have done this in advance and have succeeded in having an internship awaiting them. Thanksgiving and Christmas holidays are good times to make contacts.

Where does a student look for an internship?

The Department of Mass Communication will offer assistance in obtaining an internship and will act as a clearing house for placement. A number of in-state and out-of-state firms regularly take interns. A student should counsel with the department head and faculty.

Try to seek an internship by applying for a job with the Mass Communication medium you are interested in. Approval of your internship supervisor is required in advance.

How does a student apply for an internship?

First prepare a resume. Then submit a resume to your internship supervisor, who will critique it before the final draft. A copy of the final draft is left with the internship supervisor.

Write a letter of application, but not if you are seeking an internship on a hometown newspaper or broadcast station, know the personnel and intend to make a personal contact.

Does a student receive pay during an internship?

An intern should try to get paid at least minimum wages during work on an internship. Amounts vary and are usually below the standard pay of other employees. Students are not required to be paid to do an internship.

How long should an internship be?

Credits in Mass Communication Internship are earned by actual service on the staff of a newspaper, radio or television station, or any other media operation approved by your internship supervisor or department head. The emphasis is on the job experience rather than the number of hours spent on an internship. Most internships, however, are three months or longer. Students work a minimum of 10 hours per week.

How should a student prepare for an internship?

A student should not seek an internship until 90 hours have been completed. Students need basic courses to have a successful internship.

What should a student do when the internship starts?

Try to have a satisfactory understanding with the employer about what will be expected.

Realize that you will be, and should be, treated like any other employee, subject to the same work requirements as other employees as to promptness, hours on the job, etc.

Dress appropriately. An intern should not think of himself as a student. If there are any questions in his mind about appropriate attire, he should ask his employer.

Welcome experience in all phases of the operation and ask for it if necessary.

Be resourceful. If an employer does not fill the student's time, the student should come up with story ideas or service possibilities and ask for permission to pursue them.

Start with and maintain an attitude that will provide the greatest learning experience.

Realize that he is not on the job to impress other employees or his boss with his "college" training.

Realize that his internship status will not and should not earn him preferential treatment.

Understand that any stories, photos, etc. he produces during his internship are the property of his employer. (Exception: If a student works on a story or photos unrelated to his job, on his own time, with his own equipment, at his own expense, he may consider the product of such efforts his personal property. Courtesy would dictate that a student discuss such a project with his employer if the project could in any way relate to his job.)

Consider it his responsibility to report immediately to his internship supervisor problems of any nature during his internship.

Contact his internship supervisor by mail, in person or by telephone midway through the internship to report his progress.

When should a student register?

The student can register the semester of the internship. Approval of an internship by the internship supervisor qualifies the student to register. Students must consult with the internship supervisor before registering.

How is an internship evaluated?

A student registering for internship credit registers for Mass Communication 390.

Each employer of an intern gets a letter from the internship supervisor outlining the internship program. The employer also gets an evaluation form for the student. This is to be completed and returned at the completion of the internship.

The student maintains a scrapbook or the equivalent, which includes work or representative samples of his work during the internship. Broadcast interns also furnish tapes and news stories they wrote.

The student prepares a written report of his internship. This, along with the scrapbook, is presented in typewritten form to your internship supervisor two weeks before the end of the semester.

Whenever possible, the internship supervisor or department head visits with the student on the job to discuss the internship with him and her employer.

On the basis of the employer evaluation, student scrapbook, internship report and on-the-job visitation, the internship supervisor grades the student.

Nicholls Internship Program

Purpose

The internship program is designed to give students practical Mass Communication experience. Approximately 36 hours of a Mass Communication student's college courses are devoted to Mass Communication courses. Other courses give him a broad background in the humanities, social sciences and natural sciences.

Internship Experience

In most cases the internship is in the summer between the student's junior and senior years. The internship need not be an entire summer, although that is usually the best arrangement. If an internship is taken during the school year, arrangements should be made well in advance of registration.

Students receive credit in Mass Communication 390. Their experience should be as broad as possible. A variety of relevant experiences within these areas are desirable.

The in-house supervisor of the intern should give the Department of Mass Communication an evaluation of the student's performance. This evaluation at the end of the internship (sample enclosed) will help the student recognize weaknesses and strengths. Students are made aware of weaknesses an employer may have observed during the internship.

Internship Pay

Internship compensation depends upon an agreement between the employer and the broadcast journalism student. Compensation is not required.

Departmental Responsibility

Insofar as practical, a member of the staff of the Department of Mass Communication will visit interns during their internships. When this is impossible, the internship supervisor will be in contact with the employer and student by telephone.

Each student must maintain a scrapbook of work done during the internship. The student is also required to write a report of activities, including an evaluation of experiences. Broadcast interns are required to maintain a scrapbook, tape collection and news stories they wrote.

Resumes for Interns

Interns should follow the same format used for job resumes.

Letters of Application for Interns

Many students are able to make personal contacts with prospective internship employers and do not have to write letters of application for an internship. If personal contact is impossible, a student however, should know how to write a letter of application. The basic form described for job application letters applies, but the student should be aware of some differences.

If you are writing to a prospective employer about an internship, however, first identify yourself then explain that a media internship is important for a Mass Communication degree at Nicholls State University.

Refer to your resume if you have prepared one or briefly describe any mass communication experience you may have had in high school or college. Enclose samples of your work. These can be copies, but they should clearly state where and when they were published. You will want to mention that you are enclosing samples with your letter.

Mention that the prospective employer may contact your intern supervisor or the head of the department for further information about you. It is not necessary to seek the permission of either of these references when you are seeking an internship.

Volunteer to provide further information, including a transcript, a report of your grades and courses you have taken.

Keep a copy of all application letters you write

If you have any questions about form, style, etc., do not hesitate to discuss your application letter with your internship supervisor before mailing it.

A good habit to acquire is to attach the employer's reply to the copy of your letter to him. In this way, you will have the two together if you want to refer to them again. Also place all documents of your internship in the file kept by your supervisor.

The Scrapbook

Of particular importance to a journalist is a scrapbook or portfolio. This is a book containing samples of the student's work. Usually it contains published work by the student. But in lieu of this, samples of unpublished work can be included. Broadcast interns may be required to keep tapes rather than a scrapbook.

Started when a mass communication student is in college—or even in high school—the book belongs to the student. The student should keep it up throughout one's working career. It is a tool—the most effective that a journalist can use—in selling one's talents to a prospective employer. It offers proof that an individual can do what the student says in regard to journalistic skills. It is submitted to the internship supervisor following the internship, but is returned to the student after the student receives an internship evaluation.

Because the book is a lifetime portfolio that demonstrates an individual's capabilities, and because it is likely to be viewed by prospective employers, it should be prepared with care and should be neat and attractive. The following suggestions should be meticulously observed.

Any notebook or scrapbook of conventional design can be used. It is a good idea to have a scrapbook to which pages can be added, since maintaining a scrapbook should be a lifetime project for a person in mass communication. Samples of the student's work can be placed on pages or preserved in plastic sheets in the scrapbook.

While there is no standard form for content, there are some points that should be noted.

An opening page should indicate the name of the publication or agency; name of editor and/or supervisor; address; some basic information about the nature and size of the operation; duration of the internship or working experience (beginning and ending dates). This should be repeated for each internship or working experience, with a clear distinction between working experiences indicated by a division page containing basic information about the particular publication.

Judgment should be used in clipping samples for a book. A general rule to follow is include as much as possible without making the book cumbersome. If a story from a tabloid-size newspaper is to be included, perhaps a tear-sheet (the entire page) would be appropriate. If the entire page is not used, information about the date and page on which the story appeared should appear next to the clipping. The folio, clipped from the newspaper, could be used for this information.

The number of clippings on a page depends on size and appearance. This is a matter of judgment; crowding too many samples on a page can make the page unattractive and difficult for a prospective employer to read.

Whenever necessary (particularly with ads, stories you may have edited instead of written, or stories on which you collaborated with someone else), explain the circumstances or qualify what might result in a mistaken impression as to the complete authorship.

If a student's internship is primarily in editing, the book should include examples of original copy as well as edited copy. Samples of all editing responsibilities should be included.

Advertising examples in a book should include published ads. Each sample should indicate the extent of a student's involvement. Was the ad sold by the student? Layout and copy prepared by the student? Any other activity related to the ad?

Photography examples may include both the published photo and the black and white glossy or colored print. Occasionally special circumstances should be noted, including equipment used.

At least one complete issue of the publication (in case of a newspaper or other printed publication) should be included in book.

The order in which clippings should be placed in the notebook is reverse chronological order. The earliest writings should be at the back of the book. Each new page should be placed at the front of the book so that anyone looking at the book will read the most current material first.

A scrapbook for broadcast media experience differs from printed media. Records of broadcast experience may be in written, aural, or photographic form. An advertising copywriter, for example, should place samples of his best commercials in a book in typewritten form. He should also keep a tape recording of his radio commercials, or videotape of his television commercials. Students in radio-TV news field should also retain news stories, recordings of radio or TV news shows, and audio recordings of news interviews.

A neat, complete scrapbook can be an invaluable aid in obtaining employment or seeking a better job. Start your book with your first published story and continue to build it. As it grows, you may want to weed out some of the material, but continue faithfully to collect and save your best work. Ideally, clippings should be square and dated. If a clipping must be read by shifting the book 45 degrees, remember that the shift will be to the left. If separate or opposing pages are to be read by shifting the book 90 degrees, realize that the reader should not have to shift for each page.

Internship Report

Students, as part of an internship experience, are required to submit an internship report along with their scrapbook, tapes or portfolio. This report and book are given to their internship supervisor when the student returns to the campus. The student is also encouraged to keep a copy for his own files.

The internship report is an account of the student's experience as an intern. It should describe the student's responsibilities and the scope of his job. A daily summary of activities is included.

The report also contains an account of learning experiences during the internship. This includes relationships with the staff, new skills acquired or opportunities realized, problems, triumphs, satisfactions, dissatisfactions.

The student's assessment of his preparation for the job is important in the report, as is information about pay, working hours, etc.

There is no prescribed length for an internship report, but a five-page, double-spaced report is typical.

Good

Luck!

Nicholls State University
College of Arts & Sciences
Department of Mass Communication
Internship Agreement

The Department of Mass Communication recognizes the value to its students in gaining experience in the work place; therefore, we enter into an agreement with _____ as an internship site for the _____, 20____ semester. The organization will give the intern, _____, an opportunity to acquaint himself/herself extensively with all phases of the employing organization.

(Sponsoring Organization)

(Fall/Spring Summer)

(Student Intern)

1. The sponsoring organization agrees to provide reasonable experiences in relevant phases of its operation in the student's major and to work closely with the internship instructor to make the internship experience a successful one for all parties involved.
2. The sponsoring organization for the intern agrees to the rules and policies of the internship program as stated in the Department of Mass Communication Internship Booklet & Guide to Employment Applications.
3. The student agrees to the rules and policies of the internship program and to meet his/her obligations as stated in the Department of Mass Communication Internship Booklet & Guide to Employment Applications.
4. The term of this agreement shall be from _____, _____, 20____ to _____, _____, 20____.

(Beginning Date)

(Ending Date)

(Student)

(Date)

(Nicholls Instructor)

(Date)

(Immediate Supervisor)

(P. O. Box/Street)

(City/State/Zip)

(Telephone)

Nicholls State University
College of Arts & Sciences
Department of Mass Communication
Intern Weekly Activity Log

Name: _____

Internship Site: _____

Dates: _____

Total Hours Worked: _____

Duties Performed:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday/Sunday: _____

Problems Faced & Solved: _____

Skills Needing Improvement: _____

Your Rating of Your Overall Progress: _____

Print Media Student Intern Rating Form

TO: _____

Employer

RE: _____

Student Intern

Please circle the rating for each item that applies to the internship.

5 = Very satisfactory; **4** = Satisfactory; **3** = Average; **2** = Unsatisfactory; **1** = Very unsatisfactory

1. Industry and attention to duty. Does the student work steadily and pay close attention to responsibilities or does the student waste time in idle conversation, reading, or visiting? Is the student prompt in reporting to work? Does the student stay busy?
5 4 3 2 1
2. Cooperation. Does the student willingly cooperate with the rest of the staff and supervisors? Does the student accept assignments without argument or quibbling? Does the student follow prescribed office rules? Does the student have a good attitude? Does the student get along well with the rest of the staff?
5 4 3 2 1
3. Basic Writing Skills. Please rate the student on ability to spell, construct proper sentences, punctuate and otherwise follow the accepted procedure in the mechanics of writing? Please take into consideration the degree to which the student has improved since the student has been interning.
5 4 3 2 1
4. Journalistic writing, leads, reader interest. Does the student know how to write interesting leads and maintain reader interest? Are the stories reasonably free of trite expressions? Does the student write stories so as to leave no reasonable questions unanswered in the mind of the reader? Does the student have expected skills? (Please note deficiencies)
5 4 3 2 1
5. Newsgathering, interviewing, alertness. Please rank the student in regard to ability to get the required information for a news story. Is the student alert and aggressive enough to find tips and stories? Does the student do a satisfactory job of interviewing news sources?
5 4 3 2 1
6. Editing Copy. Does the student edit own copy thoroughly? If you have assigned the student the job of editing copy other than own, how would you rank the student in over-all copy-reading ability? Is the student able to detect and correct errors and inconsistencies?
5 4 3 2 1

Public Relations Student Intern Rating Form

TO: _____

Employer

RE: _____

Student Intern

Please circle the rating for each item that applies to the internship.

5 = Very satisfactory; **4** = Satisfactory; **3** = Average; **2** = Unsatisfactory; **1** = Very unsatisfactory

1. Industry and attention to duty. Does the student work steadily and pay close attention to business or does the student waste time in idle conversation, reading, or visiting? Is the student prompt in reporting to work?

5 **4** **3** **2** **1**

2. Cooperation. Does the student willingly cooperate with the rest of the staff and supervisors? Does the student accept assignments without argument or quibbling? Does the student follow prescribed office rules? Does the student have a good attitude?

5 **4** **3** **2** **1**

3. Basic Writing Skills. Please rate the student on ability to spell, construct proper sentences, punctuate and otherwise follow the accepted procedure in the mechanics of writing? Please take into consideration the degree to which the student has improved.

5 **4** **3** **2** **1**

4. Journalistic Writing. Does the student know how to write interesting releases that maintain reader interest? Does the student know how to write advertising copy? Brochure copy? Can the student handle other required writing? (Please note type of writing required.)

5 **4** **3** **2** **1**

5. Editing Copy. Does the student edit own copy thoroughly? If you have assigned the student the job of editing copy other than own, how would you rank the student in over-all copy-reading ability? Is the student able to detect and correct errors and inconsistencies?

5 **4** **3** **2** **1**

6. Speaking Skills. Does the student meet the public well? Is the student capable of presenting ideas effectively? Can the student conduct meetings? Make speeches as required?

5 **4** **3** **2** **1**

7. Makeup or layout. If the student has done makeup or layout, has the student performed satisfactorily? How would you rank the student in these skills?

5 **4** **3** **2** **1**

8. Miscellaneous (any skills not listed) Please specify.

Broadcast Student Intern Rating Form

TO: _____

Employer

RE: _____

Student Intern

Please circle the rating for each item that applies to the internship.

5 = Very satisfactory; **4** = Satisfactory; **3** = Average; **2** = Unsatisfactory; **1** = Very unsatisfactory

1. **Initiative.** Is the student able to complete work assigned by supervisors? Is the student a “self-starter”—able to find constructive work when none is assigned? Able to generate stories without constant supervision?

5 **4** **3** **2** **1**

2. **Cooperation.** Does the student accept suggestions from supervisor? Is the student able to work with other staff with a minimum of quibbling and fault finding? Does the student have a positive attitude about story assignments or other tasks? Does the student follow established office rules?

5 **4** **3** **2** **1**

3. **Attention.** Student’s attention to newsroom (station) work hours. Does the student waste time by reading magazines and other materials not related to the job?

5 **4** **3** **2** **1**

4. **News writing skills.** Student’s ability to write proper broadcast style copy, including appropriate leads, conversational structure and other attributes of acceptable broadcast style.

5 **4** **3** **2** **1**

5. **News editing skills.** Ability to copy edit wire copy for local angles. Able to re-write print style “newspaperese” of releases to broadcast style. Does the student have ability to rewrite the same story with varying leads for consecutive newscasts?

5 **4** **3** **2** **1**

6. **Newsgathering/Reporting.** Rank the student’s ability to dig out facts for a story. Does the student “go the extra mile” to seek the exclusive fact that spells the difference between “good” and “average” stories? Does student know where to look to develop a broadcast news story?

5 **4** **3** **2** **1**

7. **Interviewing.** Does the student adequately prepare for news interviews (live or telephone)? Is the student able to ask appropriate follow-up questions of evasive news sources?

5 **4** **3** **2** **1**

8. Production. Is the student able to properly handle the tools of news gathering? Is the student able to properly "cut" actualities? Without delays?

5 4 3 2 1

9. Delivery. Rank the student on his delivery. Is the student authoritative? Able to convey the seriousness of news broadcasting? Does the student read well? Does the student ask about, or otherwise check before reading, the names of unfamiliar people or places?

5 4 3 2 1

10. Speed. Is the student able to meet deadlines for assignments?

5 4 3 2 1

11. Advertising skills. (Mark only when appropriate). If the student has been used to sell or write advertising copy, has the student been reasonably successful? Creative copy? Able to complete tasks on time? Does the student appear to make a favorable impression on clients?

5 4 3 2 1

12. Other strengths (Please elaborate).

13. Other weaknesses (Please elaborate).

14. Would you hire this student?

Yes

No

Signature of Intern Supervisor

Employment After Graduation

Departmental interest in Mass Communication majors extends beyond the four-year degree program at Nicholls State University. The Department makes every effort to assist students in establishing themselves in Mass Communication careers after graduation.

A listing of available positions is kept by area chairs, and notices of job openings are posted on the bulletin board outside the main office in Talbot Hall.

Area chairs coordinate activities in regard to Mass Communication employment placements. Members of the department receive direct calls from employers seeking Mass Communication majors to fill positions on their staffs or in their offices. Every member of the staff makes job placement a concern. Frequently faculty interest and effort will bring graduate and employer together.

Before the end of each semester, a meeting of graduating seniors is called to discuss career possibilities and to assist students with job applications and interviews. As a student approaches graduation, the student should discuss career goals with the department head and interested faculty.

Graduates should keep in touch with the department, informing the department head of employment changes or intent to change. The effort to help Mass Communication graduates find satisfactory positions or change positions continues as long as the alumnus stays in touch and informs the department of interests.

Study this manual for help in writing letters of application, preparing resumes, and interviewing for a job.

Remember that the NSU Career Planning and Placement Office provides career services.

Office of Career Services at NSU

Career Services is located in the Student Union Ballroom.

Office hours are Monday through Friday, 8:00 a.m. until 4:30 p.m.

Kristie R. Tauzin, Director

Email: kristie.tauzin@nicholls.edu

Phone: 985.448.4508

Fax: 985.449.7086

Address: P.O. Box 2006

Thibodaux, Louisiana 70310

Common Sense, Energy, and Ingenuity

All the direction, tips and advice that can possibly be given a student seeking an internship or a job are of little value unless the applicant uses this material as intended—as a guideline for an introduction to a prospective employer. The applicant's qualifications, experience and interests must be expressed in terms of one's own personality.

An old saying, "The early bird gets the worm," usually applies in internships and certainly in employment openings. Start your job or internship search early and continue to follow through until you are successful. If you are seeking a permanent position, respond to a job opening without delay.

Some students start in their sophomore year laying some groundwork for internships. They've visited the media of their choice and expressed their interest in interning.

Many students who are writing about internships or jobs think that writing one letter and waiting for a response is the proper procedure. They're wrong. Don't worry about too many offers. That's seldom the problem. If you are accepted by more than one employer, see your internship supervisor or department head for help with a solution to the problem.

Keep in touch with your internship supervisor at all times when seeking an internship. Your supervisor can be of great help to you but must know what jobs you are seeking. If you are interested in a variety of intern possibilities, talk with the department head and visit frequently with faculty members. Internship openings often develop overnight, so frequent contact with sources is important.

Use all possible contacts for job leads. In the media, a high percentage of jobs are filled through employer contacts with Mass Communication faculty or other media employers. The word gets around. Even friends of yours who have media contacts or friends working in the media may be good people for you to inform that you are looking for a job—either an internship or a full-time or a part-time position.

During your senior year, and earlier too, take advantage of every opportunity to meet professionals, especially when they visit the department.

Never hesitate to ask members of the department for advice. And, most important, **DON'T GET DISCOURAGED**. A rejection is not the end of the world, and it is seldom a reflection of your personality. If you do not get the first internship or job you apply for, pick yourself up and try again—and again. To be rejected the first time is common; learn from each disappointment and be persistent.

A resume, vita, or personal profile is an important part of an application. It is a concise description of you as a prospective employee and your qualifications for employment. The format used to present this information varies. No specific style is best or superior for every

case, but the resume should be organized in a way that is easy for a prospective employer to follow.

Preparing the Resume

- Your first task is to select the data you want to use. Ask yourself: Which parts of my training and experience are relevant to my job goal? Be specific. Use all pertinent details that relate to your goal. Be brief in listing unrelated jobs.
- A single resume may be adequate, but if you have more than one job objective, you will want to prepare a resume directed specifically to each job objective.
- It is essential that the resume be well organized and neat. No visible typographical errors or messy corrections should appear. Usually a top quality, white, standard 8 1/2 by 11 paper is best. Avoid pink, lavender and dark tones. Use a computer and a laser printer. Either prepare each resume separately as an original or have the form reproduced by a printer. If you lack typographic and computer skills, pay someone who has those skills but supervise that person closely.
- Generally, the resume contains name and address (home and university, if you are a student), personal data, education, work experience, special information, and references.
- Most employers prefer a one-page format. However, if your data is of consequence and requires more space, use a second page. It is unlikely that you will have to use more than one page at this point in your life.
- It is important to recognize that the object of a resume is to reveal not only your personal data, education and experience but also to reflect your personality.
- Special information might include these points:
 - Computer experience or competency.
 - Photography experience.
 - Experiences that are relevant to position sought.
 - Scholastic performance and achievements as they relate to your job goals.
 - Membership in high school and college honoraries, social fraternity and sorority affiliations.
 - Activities and participation in areas outside communication, such as theater, sports, etc. This information tells prospective employers something about character and personality. Use information that evidences leadership ability and capacity to be responsible.
 - Special honors, awards and recognition.

- Generally, a photograph should not be provided. (There may be exceptions involving television or public relations, so check with departmental faculty.)
- Obviously, a college record is more important than a high school record; but high school should be included if it relates to your interest in Mass Communication or reflects your personality. For example, if you edited your high school newspaper, were named an All-State Journalist or won writing contests, this information would be appropriate.
- Usually you list three or four references, including a former employer if you've held communication-related employment. You should ask all references if you may use their names as references. If you have your degree and are seeking permanent employment, limit your references to no more than two department faculty members. A third reference should be your internship employer or another employer in the field of Mass Communication if you have experience beyond your internship. It is important that you ask the consent of each reference listed.
- A final tip. Spend time on your resume. Use material that is relevant. THINK! Remember, a careless, unprofessional resume reflects a careless unprofessional applicant.

Resume Websites

Some websites that have help with resumes.

<http://www.resumerabbit.com>

<http://www.monster.com>

<http://www.hotjobs.com>

Suggested Outline for Resume

Personal data

Begin with your name, address, and telephone number. It is probably wise to include both Nicholls and home addresses and numbers. Other personal data, such as your date of birth and your marital status and dependents may follow. If you prefer, this information may appear later in your resume. Health and height may be included, but personal information is not required and employers cannot demand them. Many resumes include this information, however, and employers seem to appreciate it.

Employment objective-

Indicate the kind of job you are seeking. Unless you are interested in only one type of job, try to make this broad enough not to limit yourself. Some resumes include both short-term and long-term objectives.

Education

When you are just completing your degree and have minimal job experience, it may be a good idea to place education above work experience. List your formal education, including your degree, date of graduation, major, and minor subjects and other courses related to your job goal. You may wish to include your GPA, overall or only for Mass Communication courses.

Work experience

List each job separately, starting with the most recent employment and working backward. For each job list dates of employment, name and address of employer and nature of business, position held, tasks performed and scope of responsibility. Be concise, be helpful. Briefly explain when necessary, but never insult intelligence of reader. If employer was JST Co., state that it is a construction or furniture firm. If you were campus newspaper sports editor, no need to list duties of a sports editor.

Awards, recognition or honors

Include scholarships, other awards or recognition, professional memberships, honorary societies, etc.

Interests

Consider listing hobbies, activities that reveal your personality, or any information not included above that may relate to the job you are seeking.

References

Give the names, positions and addresses of three or four persons who have direct knowledge of your work competence. List department faculty who know you and your abilities. List your internship employer and another employer if possible. Usually business addresses are appropriate for references, but personal addresses may be used at reference's request. Be sure to provide accurate, complete up-to-date addresses, including zip code. If references permit, their business telephone numbers may be listed.

Remember:

A straightforward resume usually makes the best impression. Don't be gimmicky.

Point up your strengths; omit your weaknesses, but don't omit anything that would arouse questions in an employer's mind.

Try to keep your resume to one page. As your work experience grows, it may be necessary to use two pages; right now, one is usually enough. You can use the front and back of one page.

Sample - Job Resume

Name

Home

College

Address:

Address:

Phone Number:

Personal:

Professional Objectives:

Education:

B.A., Mass Communication; specialty Print Journalism, May 1993, Nicholls State University. (Overall grade point average-3.78). Minors in History and Political Science. Technical courses: newswriting and reporting, typography, press photography, advanced news photography, principles of advertising, newspaper editing, advanced editing (with Mac computer experience), public affairs reporting, public relations, broadcast journalism.

Work Experience:

Honors and Scholarships:

Interests:

References:

Letter of Application for a Job

In writing a letter of application, keep these points in mind:

- Know as much as possible about the business you are writing to. Read about it or, if possible, talk with someone who knows the business operation.
- Each letter you write should be tailored to the person to whom it is addressed. There is no such thing as a standard letter of application. The person to whom the letter is written should have no question about the interest of the applicant. The letter should show by tone and content that this particular job is the one the applicant wants.
- Put your letter on a good grade of letter-sized, white bond paper. Use standard business form for the letter. Grammatical or spelling mistakes are unforgivable. Nothing will “turn off” an employer faster.
- Address your letter, by name (spelled correctly), to the newspaper or magazine editor, news director of a broadcast station, or manager of most offices such as public relations or advertising agencies. In some large operations, a personnel office may handle all applications. Whenever possible, the letter should be addressed to a specific person by name and title.
- Concentrate on content of your letter. Be sure that the final draft is concise. Don’t use unnecessary words. Get to the point right away. While some people seem to think an opening paragraph should impress the recipient, most will agree that it is better not to beat around the bush or to try to be clever. Good letters will reflect the qualities one should expect in a journalist’s writing—clarity, accuracy, conciseness.
- Say something about your strengths and interests. Communicators are generally expected to be extroverts; so you might want to point out your ability to work with people.
- Emphasize what you can do for the paper, station, agency or firm. Do not emphasize what it can do for you. Also, the letter should emphasize facts that do not fit into resume. The letter should avoid duplicating resume information.
- Your resume may indicate the type of employment you are seeking, but if you mention this in your letter, be careful not to define the job strictly; your prospective employer may interpret this as inflexibility.
- Indicate your willingness to appear for a personal interview—if this is feasible. Avoid exaggerated statements (“I am extremely eager to meet you,” or “I’d love to work for you.”) Try to state that you are willing to be interviewed at the convenience of the prospective employer. The letter should indicate your willingness to relocate, especially

- if prospective employer is a group or chain. Most firms have formal employment application forms. It may be well to ask for both an interview and an application form.
- If you have samples of your work which you believe would demonstrate your abilities, send copies.
 - When you have finished your letter, go over it carefully to eliminate unnecessary words and to check sentence construction before you type the final draft. It's also a good idea to have a friend or an instructor react to your letter. Your internship supervisor will be glad to review your letter with you.
 - Type each letter to an employer separately. Keep a copy for your own records.
 - Enclose your resume.
 - Ask your internship supervisor or another Mass Communication professor for help if you are uncertain about the content of your letter.
 - Letter and resume should match in regard to type face and stationery.
 - See sample of application letter on following pages.

NOTE: Additional help with application letters and job interviews is provided by the Career Planning and Placement Office. While this help is not geared necessarily to communicators and journalists, it can provide general assistance.

Follow-up Letter

Media employers are not renowned for responding promptly to letters of application. After a reasonable length of time has elapsed without a response, 10-15 days, you may want to write a follow-up letter.

One way to handle this is to select an additional sample of your work to enclose with the letter. Your letter could say that you thought the prospective employer might be interested in this recent effort. You could comment that you are still interested in the job and hope to hear that you are being considered.

If the job is one you are particularly interested in, a third letter might be appropriate.

Interviewing for a Job

If you write a letter of application for employment and an interview is scheduled, you have an opportunity to “put your best foot forward.”

Your Mass Communication degree may have prepared you for the job, your letter of application and resume may be masterpieces, and you may feel that you are in every way qualified. But you can still “blow it” if you are unprepared for your interview.

How do you prepare for an interview? The best advice is to learn everything you can possibly learn about the publication, station, agency or business firm that you want to join. Try to be prepared to answer any questions you are asked, but also be prepared to ask intelligent questions during the interview.

You may have 15 minutes, half an hour, or perhaps a full hour for an interview. Whatever the time, it is relatively short in which to convey your personality to the interviewer. If you are passive, waiting for the employer to drag information out of you, the interview is unlikely to be mutually satisfactory. The same is true if you are overly aggressive. You do not, of course, take over an interview. Never arrive late (but do not be surprised if your scheduled interview begins a bit late).

Although the interviewing style of employers will vary, most will elicit basic information from you. An awareness of the general operational scope of the business will help you in relating your answers to the needs of the firm. You should be alert during the interview for any experience or training you may have that would seem to contribute to the goals and aims of the organization.

You should be as interested in details of the job as the employer is interested in your ability to handle the job. If you have done your homework, you will know a lot about the business and will not ask obvious questions that you could have found the answers for in *Editor & Publisher Yearbook*, *Broadcast Yearbook* or other media references before going to the interview. If you arrive early for the interview, tour the town or area and talk with business people or other residents. In addition to questions that pertain to journalistic skills and interests, an interviewer may ask a number of general questions. Be sure that you ask only intelligent questions. If you are applying for a reporting post, do not be surprised if you are given a current events or spelling quiz.

An interview—especially the first—can be rather scary. You should try to be relaxed and natural and to welcome the opportunity to demonstrate that you are indeed the right person for the job you seek. It goes without saying that you should be neatly and conservatively groomed when you go for an interview.

Do not hesitate to talk with your internship supervisor, the department head or other faculty members about how to conduct yourself in a job interview. Additional help is available also from the Career Planning and Placement Office.

Some media employers require written tests covering basics of grammar, punctuation, spelling and ability to write a news story in a limited time. Some also require applicants to take a series of tests that are supposed to indicate personality characteristics.

Fifty Questions Asked By Employers

During Interviews With College Seniors

By Frank S. Endicott

- What are your long-range and short-range goals and objectives, when and why did you establish these goals and how are you preparing yourself to achieve them?
- What specific goals, other than those related to your occupation, have you established for yourself for the next 10 years?
- What do you see yourself doing five years from now?
- What do you really want to do in life?
- What are your long range career objectives?
- How do you plan to achieve your career goals?
- What are the most important rewards you expect in your career?
- What do you expect to be earning in five years?
- Why did you choose the career for which you are preparing?
- Which is more important to you, the money or the type of job?
- What do you consider to be your greatest strengths and weaknesses?
- How would you describe yourself?
- How do you think a friend or professor who knows you well would describe you?
- What motivates you to put forth your greatest effort?
- How has your college experience prepared you for a business career?
- Why should I hire you?
- What qualifications do you have that make you think that you will be successful in business?
- How do you determine or evaluate success?
- What do you think it takes to be successful in a company like ours?
- In what ways do you think you can make a contribution to our company?
- What qualities should a successful manager possess?

- Describe the relationship that should exist between a supervisor and those reporting to him or her.
- What two or three accomplishments have given you the most satisfaction. Why?
- Describe your most rewarding college experience.
- If you were hiring a graduate for this position, what qualities would you look for?
- Why did you select your university?
- What led you to choose your field of major study?
- What college subjects did you like best? Why?
- What college subjects did you like least? Why?
- If you could do so, how would you plan your academic study differently? Why?
- Do you have plans for continued study? An advanced degree?
- What changes would you make in your university? Why?
- Do you think that your grades are a good indication of your academic achievement?
- What have you learned from participation in extra- curricular activities?
- In what kind of work environment are you most comfortable?
- How do you work under pressure?
- In what part-time or summer jobs have you been most interested? Why?
- How would you describe the ideal job for you following graduation?
- Why did you decide to seek a position with this company?
- What do you know about our company?
- What two or three things are most important to you in your job?
- Are you seeking employment in a company of a certain size? Why?
- What criteria are you using to evaluate the company for which you hope to work?
- Do you have a geographical preference? Why?
- Will you relocate? Does relocation bother you?
- Are you willing to travel?
- Are you willing to spend at least six months as a trainee?
- Why do you think you might like to live in the community in which our company is located?
- What major problem have you encountered and how did you deal with it?
- What have you learned from your mistakes?

General Information About Prospective Employers

Faculty of the Department of Mass Communication have a keen interest in helping graduates find suitable employment.

All faculty members have media contacts in their specific areas of expertise and frequently in additional areas. When a prospective employer contacts a faculty member, details of the job are posted on the bulletin board. However, students who find a job listing they are interested in should learn as much as possible about the newspaper, broadcast station, agency or organization offering the job before submitting an application. It frequently is a good idea to discuss the job opening with a member of the faculty.

Students who are uncertain about a career choice take advantage of the opportunity offered by faculty consultation. Any member of the Mass Communication faculty is willing to sit down with a student to discuss career possibilities and to assist students in channeling their careers into jobs that will utilize individual talents and interests. This service, of course, is available at any time during a student's college program through the student's adviser, department head or other faculty members.

Another service provided for seniors is a workshop in which letters of application, resume preparation, interviewing and job opportunities are discussed. This workshop is offered by the Mass Communication staff in early spring and is followed by a panel of professional media representatives who also discuss employment opportunities.

Actually, the Department of Mass Communication maintains an informal placement bureau which has an excellent record of placement. Media employers in the state contact the department when they have openings and out-of-state employers list their openings with us as well. The placement service provided by the department concentrates on graduating seniors, but NSU Mass Communication graduates who are professionally employed but interested in changing positions are encouraged to contact the department. Requests for persons with media experience are channeled to graduates who are seeking job change or a "step-up."

Contact Possibilities for Mass Communication Jobs

For additional detail, contact internship supervisor.

- Daily and weekly newspapers.
- Radio and television stations and cable systems.
- Various state departments and agencies.
- Personnel managers.
- Advertising agencies.
- Public relations agencies.
- Profit and non-profit corporations and organizations.
- Wire services
- Out of state internships.
- NSU Office of Institutional Advancement.
- College and university news bureaus and public information office.
- Career Planning and Placement Office.
- The Louisiana Press Association and Louisiana Association of Broadcasters are helpful in providing information about possible openings. The managers also offer a free classified ad in their newsletters mailed monthly to all Louisiana newspapers and radio and television stations.
- Press associations of some states in addition to Louisiana will provide information about openings in their states. Most will accept a classified ad without charge or for a reasonable charge. A list of press associations in the United States can be found in Editor & Publisher Yearbook. A copy of this directory is kept on file in the Department of Mass Communication. The library serials department has up-to-date yearbooks, including Gale's and Broadcasting.
- Inland Daily Press Association, 100 W. Monroe St., Chicago, IL 60603, will run a free classified in its monthly Members' Service Bulletin.
- 16. A list of media group ownership associations can be found in Editor & Publisher Yearbook.
- The Editor & Publisher magazine has many listings for media job openings.
- Broadcasting magazine and Advertising Age magazine are sources for other openings. Both are available in the Department of Mass Communication. Another source is the Louisiana Association of Broadcasters.
- Among the sources for public relations jobs is Public Relations Journal in the Department of Mass Communication.

- For additional job information, consult with the department head, internship supervisor, faculty.