

Getting Ready For Graduation and "What's Next?"
is not just a senior year project! The research really starts in the
spring of your junior year of high school.



This will be one busy year for seniors and their parents – picking up those last credits and required courses, ordering the senior pictures and that cap and gown, signing the last yearbook, and the most important...

...PUTTING TOGETHER YOUR PLAN FOR WHAT COMES NEXT!

For juniors, it is time to start thinking about what you want to do after you graduate, and what you need to do in order to reach those aspirations. In other words...

...PUTTING TOGETHER YOUR PLAN FOR WHAT COMES NEXT!

We are here to help you. We hope the reference pages we have compiled in this book will be useful whether you are thinking of moving into a full-time job, getting additional career or technical training, joining the military, or applying to a two-year or four-year college.

Each student will meet with his or her counselor for a personal planning session sometime in the school year. Seniors will be scheduled for a meeting with their counselors in the fall. But you do not have to wait! Mrs. Christian, our guidance secretary, can answer many questions and provide you with important materials and a schedule of visits by college admission staff. Our part-time graduate assistant from William & Mary can help with using Internet resources. Make an appointment!

Be sure that you watch dates and deadlines carefully. (We have listed some important ones for you!) Remember to make a copy of the applications and resumes you submit to colleges or employers.

We wish you the very best, and we look forward to working with you throughout the exciting weeks and months ahead.

- The Lafayette High School Guidance Department

Table of Contents

Important Phone Numbers and Helpful People	1
Important Dates and Deadlines	2
“Transcripts” and the College Application Process	3
Virginia Colleges and Universities*	4
College Descriptions and Calendar Notes	5
Campus Visits	6
Writing Your College Essay	7
College is Different from High School	8
Financing College	10
Financial Aid	11
Finding the Right Career for YOU!	12
The Job Interview	13
Got Plans?	14

***A college or university’s own web page will always be your best and most up-to-date source of information.**

For information on many colleges inside and outside of Virginia, consult the catalogs and hand-books available for review in the Guidance Office.

Important Phone Numbers and Helpful People

LHS Guidance Staff

Linda Christian, Guidance Secretary	757 – 565 – 4202
Linda Easter, Registrar (Transcripts)	757 – 565 – 4242
Quincy Marrow, Lead Counselor (Si – Z)	757 – 565 – 4206
Lesley Miller (A – Da)	757 – 565 – 4208
Virginia Carey (Db – Ja)	757 – 565 – 4203
Catherine Perez (Jb – Min)	757 – 565 – 4243
Suzanne Hart (Mio – Sh & AVID)	757 – 565 – 4246
W & M Graduate Assistant	757 – 565 – 4202

LHS Athletic Director

Dan Barner	757 – 565 – 4258
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Virginia Employment Commission	757 – 253 – 4738
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Virginia Apprenticeship Programs

State Director, Apprenticeship Training	804 – 771 – 2488
Employment Services, VEC	804 – 786 – 6470

U.S. Army Recruiter	757 – 259 – 9750
U.S. Navy Recruiter	757 – 988 – 8794
U.S. Air Force Recruiter	757 – 898 – 8275
U.S. Marine Recruiter	757 – 898 – 8796
U.S. Coast Guard	804 – 771 – 8635
National Guard (Hampton)	757 – 825 – 7827



Important Dates for Juniors and Seniors 2006 - 2007

SAT Tests (I and II)

Registration Deadline/Test Date

Registration Deadline:	Test Date:
September 12, 2006	October 14, 2006
September 29	November 4
November 1	December 2
December 20	January 27, 2007
February 2, 2007	March 10
March 29	May 5
April 27	June 2

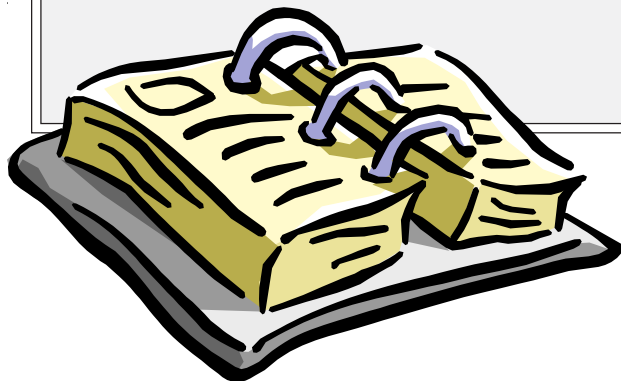
ACT Tests

Registration Deadline/Test Date

Registration Deadline:	Test Date:
September 22, 2006	October 28, 2006
November 3	December 9
January 5, 2007	February 10, 2007
March 9	April 14

Mark These Important Dates on Your Calendar...

November 1	Annual College Fair <i>Location:</i> Bruton High School, York County, VA <i>Time:</i> 7:00 p.m.
December	Armed Services Vocational Aptitude Battery (ASVAB) – an excellent general career assessment test which ANY student can take simply by signing up in the Guidance Office
January 1	Free Application for Federal Student Aid (FAFSA) – apply on-line (www.fafsa.ed.gov) - Beware of financial aid and scholarship scams – never pay for any type of financial aid service or search
May	Advanced Placement Examinations (AP) – students register through the content teacher or Guidance



"Transcripts" and the College Application Process

Your high school record ("transcript") is a permanent document that you may need for college and scholarship applications as well as employment, military service, and other career and training purposes.

To streamline release procedures for this year, follow these steps. Your transcript remains at LHS for one year after graduation, and then is moved to Archives at the School Board Office.

Student Responsibilities

- complete/mail in applications
- complete/mail in application essay
- pay application/transcript fees
- mail in portfolios or other supplementary information
- complete/mail in financial aid forms
- request recommendation(s) from counselors, teachers, coaches, etc. (Make sure Ms. Easter has a copy in your file.)

Guidance Responsibilities

Mail high school information:

- college forms to be filled out by high school (e.g., secondary school reports and counselor recommendations)
- official transcript and test data on file
- any other recommendations on file
- maintain records of when and where transcripts were sent

STEP #1 - GENERAL PARENTAL CONSENT (YELLOW FORM)

Check in with Mrs. Easter, the LHS Guidance Registrar, to pick up a general parental consent form. (This applies even if your senior is already eighteen).

STEP #2 - TRANSCRIPT REQUEST (PINK FORM)

For each transcript to be mailed, a separate request form must be filled out and filed with Mrs. Easter **NO LATER THAN THREE WORKDAYS** before deadlines. A transcript mailing costs \$4.00. Fees must be paid when transcripts are requested. No fee is required for scholarships, military, or athletic recruitment. If you are eligible for free/reduced lunch, please see your guidance counselor for further information. **REMEMBER: COLLEGES ARE MOST INTERESTED IN RECEIVING YOUR PART OF THE APPLICATION BY THEIR DEADLINE.**

REMEMBER: Colleges will ask for a final transcript. Mrs. Easter will send one automatically to the school you identify. **POOR FINAL GRADES CAN RESULT IN AN ADMISSION OFFER BEING REVOKED.**

REMEMBER: Upon notice of admission to a college or receipt of a scholarship, students should bring a copy of that letter to Mrs. Easter so that we can publicize your good news!



PLEASE NOTE: Around certain major deadline dates (December 1, Winter Break, January 1, and February 1 deadlines)

FIFTEEN WORKING DAYS are required for a timely mailing.

Please remember colleges are overwhelmed with mail at their deadlines.

Virginia Colleges and Universities

For current information concerning **application deadlines**, **costs of attendance**, and **financial aid**, refer to the college websites or the College Board website (www.collegeboard.com). Private colleges will generally be more expensive than public colleges. However, in some cases private colleges can provide more financial aid. Remember that if you plan to live on campus you need to check out “**room and board**” and “**tuition and fees**.”

College	Website	Type	College Board Code	ACT Code	How Competitive
Averett University	www.averett.edu	Private	5017	4338	Less Competitive
Bluefield College	www.bluefield.edu	Private	5063	4340	Less Competitive
Bridgewater College	www.bridgewater.edu	Private	5069	4342	Competitive
Christendom College	www.christendom.edu	Private	5691	4339	Competitive
Christopher Newport University	www.cnu.edu	Public	5128	4345	Very Competitive
College of William & Mary	www.wm.edu	Public	5115	4344	Highly Competitive
Eastern Mennonite University	www.emu.edu	Private	5181	4348	Competitive
Emory & Henry College	www.ehc.edu	Private	5185	4350	Competitive
Ferrum College	www.ferrum.edu	Private	5213	4352	Less Competitive
George Mason University	www.gmu.edu	Public	5827	4357	Competitive
Hampden-Sydney College	www.hsc.edu	Private	5291	4356	Competitive
Hampton University	www.hamptonu.edu	Private	5292	4358	Competitive
Hollins University	www.hollins.edu	Private	5294	4360	Very Competitive
James Madison University	www.jmu.edu	Public	5392	4380	Very Competitive
Liberty University	www.liberty.edu	Private	5385	4364	Less Competitive
Longwood University	www.longwood.edu	Public	5368	4366	Competitive
Lynchburg College	www.lynchburg.edu	Private	5372	4368	Less Competitive
Mary Baldwin College	www.mbc.edu	Private	5397	4374	Competitive
Marymount University	www.marymount.edu	Private	5405	4378	Less Competitive
Norfolk State University	www.nsu.edu	Public	5864	4425	Less Competitive
Old Dominion University	www.odu.edu	Public	5126	4347	Competitive
Radford University	www.radford.edu	Public	5565	4422	Competitive
Randolph Macon College	www.rmc.edu	Private	5566	4386	Competitive
Rand. Macon Women's College	www.rmwc.edu	Private	5567	4388	Competitive
Roanoke College	www.roanoke.edu	Private	5571	4392	Competitive
Saint Paul's College	www.saintpauls.edu	Private	5604	4344	Less Competitive
Shenandoah University	www.su.edu	Private	5613	4396	Competitive
Southern Virginia University	www.southernvirginia.edu	Private	5625	4400	Less Competitive
Sweet Briar College	www.sbc.edu	Private	5634	4406	Competitive
University of Mary Washington	www.umw.edu	Public	5398	4414	Very Competitive
University of Richmond	www.richmond.edu	Private	5569	4410	Highly Competitive
University of Virginia	www.virginia.edu	Public	5820	4412	Highly Competitive
UVA College at Wise	www.uvawise.edu	Public	5124	4343	Competitive
VCU	www.vcu.edu	Public	5570	4379	Competitive
Virginia Intermont College	www.vic.edu	Private	5857	4416	Less Competitive
Virginia Military Institute	www.vmi.edu	Public	5858	4418	Very Competitive
Virginia Tech	www.vt.edu	Public	5859	4420	Very Competitive
Virginia State University	www.vsu.edu	Public	5860	4424	Less Competitive
Virginia Union University	www.vuu.edu	Private	5862	4428	Less Competitive
Virginia Wesleyan College	www.vwc.edu	Private	5867	4429	Less Competitive
Washington & Lee University	www.wlu.edu	Private	5887	4430	Highly Competitive

College Descriptions

It is important to know that each college/university follows its own unique admission policies. These descriptions include credentials that are typical of admitted applicants.

Highly Competitive:

- strong academic program, AP or honors courses in most core areas; rank in top 10% of graduating class; SAT scores above 1800; strong extracurricular involvement

Very Competitive:

- strong academic program, AP or honors classes in at least some core areas; rank in the top 20% of graduating class; SAT scores above 1650; extracurricular involvement

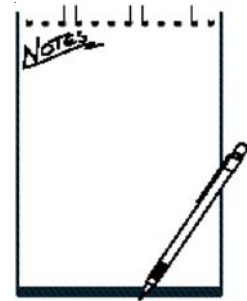
Competitive:

- solid academic program, advanced studies diploma; GPA 2.8 or better; SATs above 1500

Less Competitive:

- college preparatory program, advanced studies program recommended; GPA 2.5 or better; SATs above 1200

Calendar Notes



Early Decision:

- Application is generally considered a binding commitment to attend the “early decision” college, if an applicant is admitted. Most “early decision” applications are due November 1, with decisions made by December 1, and deposits to be paid in early January.

Early Action:

- Application implies that the applicant will receive feedback within a month of applying to the college. The applicant, if admitted, is NOT required to attend the college or university. Decisions about attending can be made until May 1.

Regular or Rolling:

- Most deadlines fall between January 1 and March 1, with notification by April 1. Enrollment deposits are generally due by May 1.

Important: Begin the financial aid application process as soon as possible, after January 1. Do not wait to hear about college acceptance before applying for aid.

Campus Visits

How will you know which college to make your home for the next two to four years? Visiting a college campus can be one of the best ways to determine what school is the right fit for you. Many colleges and universities provide a wealth of information on the web. Once you begin to narrow down your choices, visiting the school may be a start in making a decision as to what school is the best for you.

Before you go...

- Go on the college or university's website to learn about open house dates and other information sessions for prospective students.
- Call the admissions office in advance to verify the dates or to set up a time that would be better for you to visit.

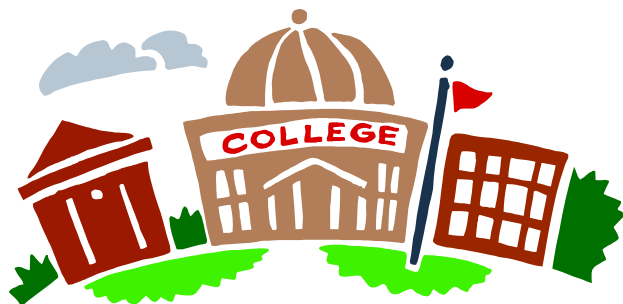
While you are there...

- Talk to as many students as you can to learn about different aspects of student life at that particular school.
 - o Ask about academic expectations
 - o Ask about things such as, "How good are the athletic facilities?"
 - o Ask a student if the school environment offers anything that especially interests you (e.g., t.v. or radio station, volunteer groups, etc.)
 - o Ask about campus and community employment opportunities
- If you have scheduled an interview, prepare for it and think about the characteristics that you can bring as an asset to the school (ex. academic background, extracurricular activities, etc.).

- Remember to explore the school on your own so that you will be able to make a clear decision about how you feel in the atmosphere of that campus. If the school is close enough to make a second visit, take advantage of that reality to learn more about the school and its location.
 - o Attend a class
 - o Learn about living on campus as a freshman and upperclassman
 - o Take notice of the buildings and maintenance of the school
 - o Be cognizant of the security on campus

After the visit...

- Write down your impressions
 - o What did you like?
 - o What did you not like?
 - o What makes this school different from other schools that you have visited?



Writing Your College Essay

WHY DO COLLEGES INFLICT THE AGONY OF WRITING THOSE COLLEGE APPLICATION ESSAYS?

Generally, smaller or more selective colleges will give you specific essay questions to answer. However, not every college requires, or even wants, an essay as part of your application. Many will offer you the chance to send in a “personal statement.” This can be your chance to meet the admission staff—on paper—or to explain anything in your transcript that needs explaining. Colleges use essays on three levels:



1. Supporting evidence for your basic writing skills: how well you organize your thoughts and convey your ideas, with good grammar and spelling
2. Additional information about extenuating circumstances around your academic or extracurricular credentials: challenges you have overcome, unique experiences. (Your recommendation letter(s) should also address these.)
3. Added insight about you as person: Are you open to the college experience? Flexible enough to be a good roommate? Bringing energy and enthusiasm, or diversity, to contribute to campus life?

HOW DO I PICK A TOPIC?

- Try to collect all your “assigned” topics from all your applications early, so that you can craft a basic message or story about yourself that answers more than one of the questions. You’ll also have time to think about your essay(s) without the pressure of an immediate deadline.
- Choose a topic that is specific, focused, and concrete...something you know about from personal experience. Speak to one facet of yourself rather than write a narrative of your extracurricular activity list.
- Never use an essay to whine or complain; always take a positive stance even if you are relating a difficult or sad situation.
- Be creative but not risk-taking; some topics could offend your reader.
- If you choose a controversial topic, always take care to show that you are willing to consider both sides of an issue. (You will be asked to do this often in college!)

HOW CAN WRITING MY ESSAYS HELP ME?

In addition to convincing the admission staff that you are perfect for their college, your application essays can help you do some important, focused thinking about yourself, your values, and what you want out of the next four years of your life. They can help you make one of the most important decisions of your life: choosing what college is right for YOU!

ESSAY WRITING “DO’S”

- **START EARLY!** Leave time for getting feedback from folks who know you well and for refining and polishing your finished product.
- **SHOW** rather than **TELL**. Give examples, create mental pictures, be concrete, use dialogue.
- Write in your own voice and style, but be careful not to be too casual or slack.
- **START** and **FINISH** strong. Aim for high impact immediately, and as you close.

ESSAY WRITING “DON’Ts”

- Use your essay to whine or complain (even about SAT testing!)
- Try to impress or outguess your reader
- Use a flowery, abstract, or pretentious style
- **RAMBLE!** Stick to the guidelines for length, say what you need to say, and finish!

College is Different from High School!

Personal Freedom in High School

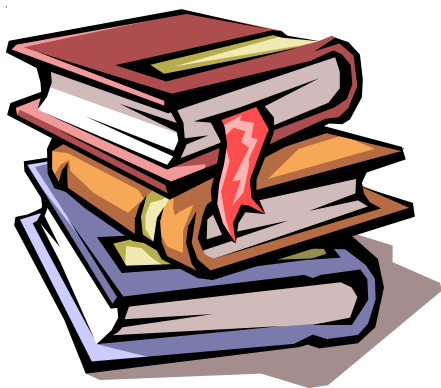
- ❖ Student's time is usually structured by others.
- ❖ Guiding principles: Students will usually be told what their responsibilities are and corrected if their behavior is out of line.

Classes in High School

- ❖ Most of their classes are arranged for them.
- ❖ Teachers carefully monitor class attendance.
- ❖ Students are provided with textbooks at little or no expense.
- ❖ Students are not responsible for knowing what it takes to graduate.

High School Teachers

- ❖ Teachers have been trained in teaching methods to assist in imparting knowledge to students.
- ❖ Teachers provide information missed when students are absent.
- ❖ Teachers present material to help students understand the material in the textbook.
- ❖ Teachers often write information on the board to be copied in students' notes.
- ❖ Teachers impart knowledge and facts, sometimes drawing through the thinking process.
- ❖ Teachers often take time to remind students of assignments and due dates.



Personal Freedom in College

- ❖ Students manage their own time.
- ❖ Guiding principles: Students are old enough to take responsibility for what they do and do not do, as well as for the consequences of their decisions.

Classes in College

- ❖ Students arrange their own schedule in consultation with an academic advisor. Schedules tend to look lighter than they really are. Students will be expected to spend at least twice as much time on their studies as they spend in class.
- ❖ Professors may not formally take roll, but they are still likely to know whether or not students attend.
- ❖ Students need to budget substantial funds for textbooks, which are estimated at \$300 each semester.
- ❖ Graduation requirements are complex, and differ for different majors and sometimes for different years. Students are expected to know those that apply to them.

College Professors

- ❖ Professors have been trained as experts in their particular areas of research and may not use a teaching style that is familiar to students.
- ❖ Professors expect students to get any notes they missed from classmates.
- ❖ Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic they are studying. They will expect students to relate the class lectures to the textbook readings.
- ❖ Professors may lecture nonstop, expecting you to identify the important points in students' notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes on a student's part are a must.
- ❖ Professors expect students to think about, make sense of, and connect seemingly unrelated topics.
- ❖ Professors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of students, when it is due, and how they will be graded.

College is Different from High School! (Continued)

Studying in High School

- ❖ Students may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.
- ❖ Students often need to read or hear presentations only once to learn all they need to learn about them.
- ❖ Students are expected to read short assignments that are then discussed, and often re-taught, in class.
- ❖ Guiding principles: Students will usually be told in class what they need to learn from assigned readings.

Tests in High School

- ❖ Testing is frequent and covers small amounts of material.
- ❖ Makeup tests are often available.
- ❖ Teachers frequently rearrange test dates to avoid conflict with school events.
- ❖ Teachers frequently conduct review sessions, pointing out the most important concepts.
- ❖ Mastery is usually seen as the ability to reproduce what was taught in the form in which it was presented, or to solve the kinds of problems students were shown how to solve.

Grades in High School

- ❖ Grades are given for most assigned work.
- ❖ Consistently good homework grades may help raise overall grades when test grades are low.
- ❖ Extra credit projects are often available to help raise grades.
- ❖ Initial test grades, especially when they are low, may not have an adverse effect on the final grade.
- ❖ Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."

Studying in College

- ❖ Students need to study at least 2 to 3 hours outside of class for each hour in class.
- ❖ Students need to review class notes and text material regularly.
- ❖ Students are assigned substantial amounts of reading and writing that may not be directly addressed in class.
- ❖ Guiding principle: It's up to students to read and understand the assigned materials; lectures and assignments proceed from the assumption that they have already done so.

Tests in College

- ❖ Testing is usually infrequent and may be cumulative, covering large amounts of material. Students, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
- ❖ Makeup tests are rarely an option; if they are, students need to request them.
- ❖ Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
- ❖ Professors rarely offer review sessions, and when they do, they expect students to be active participants who come prepared with questions.
- ❖ Mastery is often seen as the ability to apply what was learned to new situations or to solve new kinds of problems.

Grades in College

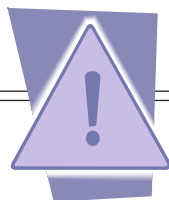
- ❖ Grades may not be provided for all assigned work.
- ❖ Grades on tests and major papers usually provide most of the course grade.
- ❖ Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
- ❖ Watch out for first tests. These are usually "wake-up calls" to let students know what is expected – but they also may account for a substantial part of the course grade. Students may be shocked when they get their grades.
- ❖ Guiding Principle: "Results count." Although "good-faith effort" is important in regard to the professor's willingness to help students achieve good results, it will not substitute for results in the grading process.



Financing College

Colleges try hard to help their students afford their education, but it is the primary duty of students and families to pay college expenses. These vary greatly – from a few hundred dollars per course at community colleges to over \$40,000 per year at some elite private schools. Remember that, in addition to “tuition and fees” and “room and board” costs, a student must also buy books, travel back and forth, and provide living expenses.

Type	Description	Provided by
Merit-based Aid (scholarships)	<ul style="list-style-type: none">- Based on student achievement in some area(s): academics, athletics, fine arts, volunteerism, etc.- Does not need to be repaid- May be for one year or renewable	Colleges, churches, civic groups, corporations or national organizations
Need-based Aid	<ul style="list-style-type: none">- Determined by a family's financial status- Usually comes as a “package” of grants (does not need to be repaid), loans and work-study- Families must apply every year (FAFSA)	<ul style="list-style-type: none">- Federal government- State government- Private college funds



REMEMBER to make an appointment with the W&M graduate assistant, Ms. Lawrence, in the guidance office to pick up a copy of the LHS scholarship database – a continuously updated spreadsheet of all scholarships we learn about each year.

Financial Aid

Free Application for Federal Student Aid (FAFSA)

This **free** federal form determines the monetary contribution that a family is expected to make based on sources of income. It is used to determine if the student is eligible to receive money from federal grants, work-study programs, and loans; some organizations that provide scholarships use the FASFA form to determine if you are eligible for scholarships. During your senior year, you should:

- File Electronically –
 - Obtain a Personal Identification Number (PIN) **NOW**; your PIN is used to sign your application form online
 - Print out a FASFA worksheet from the website in order to get an early start
- Read and follow the directions carefully – do not forget to complete the signature page
- Apply as soon as possible – **January 1** of the year you will enter college
- Check the priority filing dates for the different schools that you are applying to and try to complete your FASFA before that time to get a better chance of receiving various sources of money for college (*most schools require that you complete a FASFA for any financial aid even if you do not qualify for Federal or need-based loans*)
- Complete your tax return
- Ask the school which you are applying if you need to provide additional forms or information

Source: www.fasfa.ed.gov

Other Helpful Financial Aid Websites

www.americorps.org
www.cityyear.org
www.embark.com
www.ed.gov/DirectLoan
www.ed.gov/ints/hope
www.ed.gov/offices/ope
www.ed.gov/prog_info/SFA/StudentGuide
www.fastweb.com
www.finaid.com
www.ftc.gov/bcp/conline/edcams/scholarship

www.jobcorps.org
www.mapping-your-future.org
www.nextstudent.com
www.pellgrantsonline.ed.gov
www.salliemae.com
www.gocollege.com
www.fastaid.com



Finding the Right Career for You!

1. Choose an occupation that is right for you

Brainstorm about what you may be interested in and think about your abilities

2. Gather personal information

- Your name, permanent address, and phone numbers
- Document for identification (driver's license, social security card, passport, etc)
- References, including names, titles, addresses, and phone numbers of three people that have known you for at least one year
- Your educational and employment history, including dates

3. Look for job leads

- Tell friends, relatives, and neighbors that you are looking for a job

4. Research potential employers; check out different sources

- Newspaper, trade journals, and business magazines
- Read in-house newsletters or speak with current employers
- Search the Internet

5. Refine your resume

- Should be given one goal
- Should be no more than two pages in length
- Should list your education, work experience, and skills
- Should be eye-catching and easy to read
- Should be well-written with no spelling or grammatical errors

6. Prepare for Your Job Interview

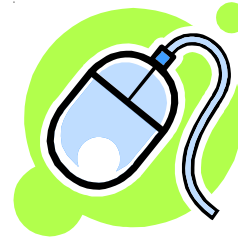
- (see page on "The Job Interview")

7. Start your new job...

- Complete work on time
- Stick with a task and keep busy
- Be flexible
- Be precise and accurate

8....Or deal with rejection

- Redefine career goals and focus
- Work on interviewing skills
- Evaluate personal appearance



Online Resources For Career Development:

Virginia Career Development Association:
www.career.vt.edu/vcda

Virginia View
www.vaview.vt.edu/index.htm

Bridges.com
www.bridges.com

National Employment Counseling Association
www.counseling.org

Virginia Department of Education
www.pen.k12.va.us

The Job Interview

Questions Employers Often Ask:

- What are your strongest work skills?
- What are your weaknesses?
- How have your educational and work experiences prepared you for this position?
- How many days of work have you missed in the past year?
- What interests you most about this position?
- What interests you most about working for the company/employer?
- What are your career goals?
- How would hiring you benefit our company?

Questions You May Want To Ask:

- What will be my job?
- What type of orientation will I have?
- What opportunities for advancement does your company offer?
- What do you like most about working here?
- What personal characteristics are you looking for in the person that you will hire for this position?
- What do you see happening in this company's future?

Remember To:

- Introduce yourself with a smile and a firm, confident handshake
- Wear appropriate clothes (usually a conservative suit or dress)
- Arrive early
- Keep eye contact with the interviewer(s) and speak clearly
- Research the employer's products, services, and philosophy
- Be positive: emphasize your skills, experience, and interests
- Be prepared with questions you would like to ask the interviewer
- Be enthusiastic about the company/employer
- Answer the questions directly and completely, but concisely
- Be courteous and, afterward, thank the interviewer for his/her time without being a nuisance

Avoid the following:

- Boasting or taking over the conversation
- Distracting mannerisms (ex. twiddling thumbs, biting nails)
- Smoking or chewing gum
- Canceling an interview
- Asking about holidays, vacations, or pay on the first interview
- Making excuses for past mistakes or faults if they are mentioned in the interview
- Contradicting yourself or being argumentative





GOT PLANS?

Find out about post-secondary options (4-year colleges, 2-year colleges and vocational-technical schools, and more):

online.onetcenter.org – occupational search, skills and occupational matching

www.ets.org – test information

www.apprenticeschool.com – the Apprentice School provides 4 to 5-year apprentice programs for students interested in shipbuilding careers

www.gocollege.com – college-planning information

www.careeronestop.org – information on schools, tests and assessments

www.riverside-online.com/rshc/ – offers programs in Professional Nursing, Practical Nursing, Radiological Technology and Surgical Technology

www.collegeboard.com – information on College Board tests, planning for college, finding a college, applying to college and paying for college

www.technical-colleges-vocational-tech-schools.org – information on technical colleges and vocational technology schools by state

www.college-scholarships.com – information on college scholarships

www.university-directory.org – information on colleges and universities by state

www.collegeview.com – college and university information, career-planning help and steps by academic school year

www.vaview.vt.edu – interests and occupations matching, college information and career-planning steps by academic school year

www.community-college.org – information on community colleges by state

www.ed.gov/students – US Department of Education resource for students