

10-8-1990

The BG News October 8, 1990

Bowling Green State University

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Open The Door To Success

Careers

*A Special
Edition Of*

The BG News

*Monday,
October 8, 1990*

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Inside. . .

Help on the job hunt.	3
Starting salaries change to reflect costs.	3
Environmental studies a growing career field.	5
Recruiters single out student characteristics.	6
Occupation distribution.	7
1989 starting salaries.	7
Questions commonly asked by interviewers.	9
Resume Expert- a people processor.	10
Finding students to teach.	11
The interview outfit.	12
Externing- a trial run.	14
Employment projections for 2000.	14
Getting experience the co-op way.	15
What to ask the interviewer.	17
Hot career fields.	18
Reasons for rejection.	19
Industry growth by the year 2000.	19

Special thanks to Bob Bortel, Jan Stubbs, Nancy Nelson, Barb Waedock, James A. Tinker, Debbie Hipple, Diana Horsfall, Tony Burris and the copy editors, the BG News production staff, JoAnn Kroll and everyone at University Placement Services.

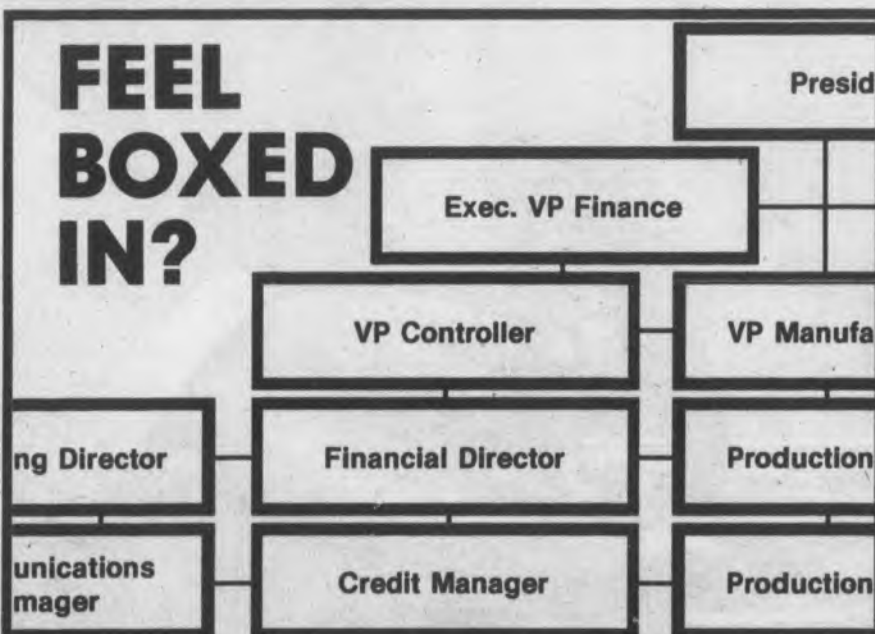
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Career seeking students offered placement help

by Lori Miller

One of the biggest concerns to many seniors is getting a job after graduation — but one University organization could help ease the worry for students.

The University Placement Office, 306 Student Services, teaches students ways to organize job preparations and how to find employment after graduation.

Students wanting to use this free service should register with the placement office as early as the second semester of their junior year, said director JoAnn Kroll.

Services offered by the placement office include on-campus interviewing, mock interview training, resume expert, staff referrals and a listing of job vacancies.

Staff referrals enable the office to recommend students to possible employers based on their qualifications, Kroll said.

Actual employers volunteer for mock interview training to allow students to acquire an understanding of what a real job interview would be like, said assistant director Mick Hodges.

Applicants are required to sign up in advance and dress as they would in a real interview, he said.

The first 20 minutes of the interview consist of asking questions while the last 20 minutes include telling students what they did wrong and making recommendations on how they can make a better impression.

"There is nothing *not* real about a mock interview," Hodges said.

"There is nothing not real about a mock interview."

—Mick Hodges,
University Placement
Services

Companies such as Whirlpool, Cincinnati Bell, K-Mart and Marathon Oil Company attended this year's mock interview training sessions.

Students are not the only ones able to use services offered by the placement office, Kroll said.

Many University alumni use the office's data base system — which stores each individual person's qualifications and information which could be important to prospective employers.

The placement office also offers many workshops to inform students of prospective employers and job openings.

For example, more than 100 organizations from several different areas will gather in the Grand Ballroom today for Expo '90, Kroll said.

Expo '90 forms a connection between students and employers, Kroll said. At the event, students can arrange interviews for co-op positions and graduating seniors can distribute resumes to employers attending Expo '90.

Another workshop offered is the annual teacher job fair, Kroll said. At the fair, held in the spring, more than 100 school representatives interview teaching students for possible employment upon graduation.

Starting salaries reflect markets

BETHLEHEM, Pa. (AP) — Nursing graduates and other health workers just out of college enjoyed the biggest boost in salary offers, while engineers gained slightly and starting pay for journalists fell, a survey found.

The "Salary Survey," released Sept. 28 by College Placement Council Inc., was based on offers extended to students graduating between Sept. 1, 1989, and Aug. 31. The information was gathered from 428 career service offices at U.S. colleges and universities.

The cost of living rose 5.6 percent during the period, according to the U.S. Labor Department's Consumer Price Index.

A continued shortage of nursing graduates drove their starting salary offers up 13.5 percent to an average of \$28,270. Similarly, a heavy demand for other health field graduates boosted their average offer to \$27,436, a 12.4 percent rise.

Journalism was one of the few fields in which offers declined. The average offer was \$19,488, a 3 percent drop from the previous year.

Engineers fared better. Offers to petroleum engineers rose by 7.4 percent to an average of \$35,202. Chemical engineers received offers up 6.6 percent, to an average of \$35,122. Aerospace engineers received offers up 3.7 percent to an average of \$30,509.

Offers to computer science graduates rose 4 percent to an average of \$29,804.

□ See Salary, page 19.

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Growing program fits student needs

by Jeremy S. Weber

From a tiny office in the inner reaches of Hayes Hall, a program is run which directs students toward careers in one of the fastest-growing industries in America.

The University's Environmental Studies program, started in 1969, is one of the oldest in the state, and according to Assistant Director Justine Magsig, one of the most unique.

"We have one of the most unusual programs in that it goes whatever way the student wants it to go," she said. "It's a program for people who are not top-flight scientists."

"We have one of the most unusual programs in that it goes wherever the student wants it to go."

—Justine Magsig, assistant director

The program can lead to careers in more than 100 careers from biology teacher to ecologist and is constantly expanding as more and more students enter the program.

Magsig said enrollment in environmental studies has nearly tripled during the past six years. Increased concerns about the environment is the main cause, she said.

"Part of it is also that we have an excellent executive director [Berry Cobb]," Magsig said.

Not only are more students enrolling in environmental studies, but research shows they are happy with the program. A 1986 study revealed the following:

■ The majority of environmental studies majors are now earning more than \$20,000 per year;

■ 85 percent work at a job related to their major;

■ 95 percent are satisfied with their work;

■ 82 percent believe their work contributes to the quality of the environment;

■ 90 percent feel the University's program significantly enriched their lives.

"Most people rattle around for a year or two and then find a career in environmental studies," Magsig said. "[Employers] aren't going to come knocking

at your door."

Lisa Jeter, junior environmental science major, said the environmental studies program was a main reason she chose to attend the University.

"It seemed like a good program," she said. "I'm concerned about the environment and Bowling Green seemed to have a good thing going. It's one of the few schools around that has a good environmental studies program."

The program offers four areas of concentration; environmental science (Bachelor of Science and Bachelor of Science in Education), environmental policy and analysis and environmental health.



BG News/Michelle Stone

Environmental studies advisor Justine Magsig (right), suggests some reading materials to Shannon Maasel (left), an environmental science major.

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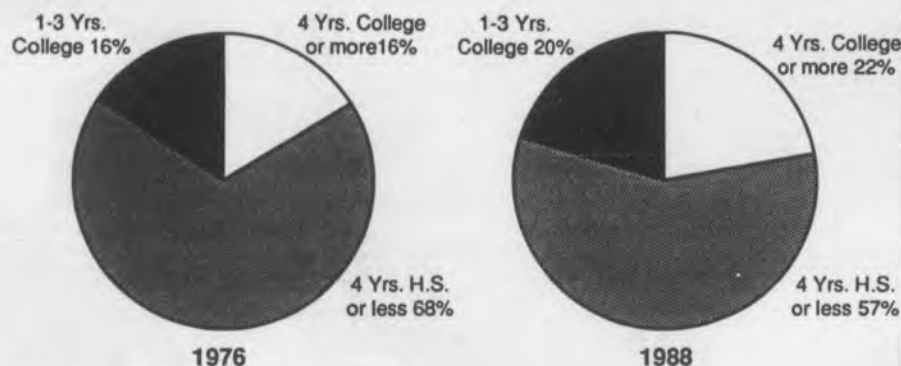
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Source: Occupational Outlook Handbook 90-91 Edition

Proportion of workers with a college background



Source: Bureau of Labor Statistics

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Companies seek student leaders

by Christy Vargo

Each year, employers from across the nation send recruiters to the University to interview students for career positions.

These college recruiters use certain criteria when hiring — or choosing not to hire — graduates.

Artesian Industries is looking for well-rounded students, said Leo Storey, the firm's manager of employee relations.

Storey said employers want the student who has held a leadership position or played an active role in a campus club.

"We want a student who has demonstrated that they can handle a crisis situation, someone who can react with poise to unexpected or unusual circumstances," he said.

Involvement in extracurricular organizations is beneficial if it does not hurt a student's grade point average, Storey said.

United Telephone Company of Ohio interviewed 530 graduating seniors and hired 12 last year, said Vicki Hipp, university relations manager for the company.

The 12 students United Telephone Co. hired possessed communication skills, self-confidence, and a positive attitude, Hipp said.

United Telephone Co. wants employees who can balance

work, family, and community activities by setting priorities — and a student who sets priorities in school will succeed later in the business world, Hipp said.

Leadership skills are important, Hipp said.

"Leaders in campus organizations must move their group towards goals," Hipp said. "This requires teamwork and compromise."

Students should gain work experience, even if it is not in a major-related field, Hipp said.

"Work, no matter what the environment," Hipp said. "Learn to be versatile and adapt to all situations on the job."

Darlene Mullin, supervisor of employment and recruiting for Dayton Power & Light Company said uncertainty on the part of the student hinders the hiring process.

"If you have no career goal yet, at least know your strengths," Mullin said. "Know that you work better alone than in a group, for example."

A student being interviewed should not tell a prospective employer they will take any position but should have specific positions in mind, Mullin said, and should stress one area of interest on his or her resume.

The representatives of all three firms encourage students to visit the University Placement Services for assistance during their job hunt.

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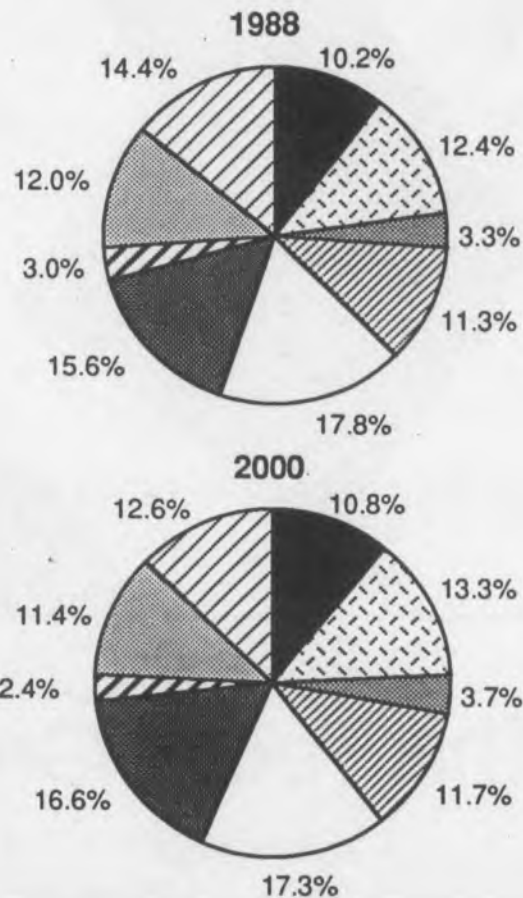
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Source: U.S. dept. of labor statistics outlook 2000, April 1990

% Distribution of employment by occupation 1988 and projected 2000 alternatives

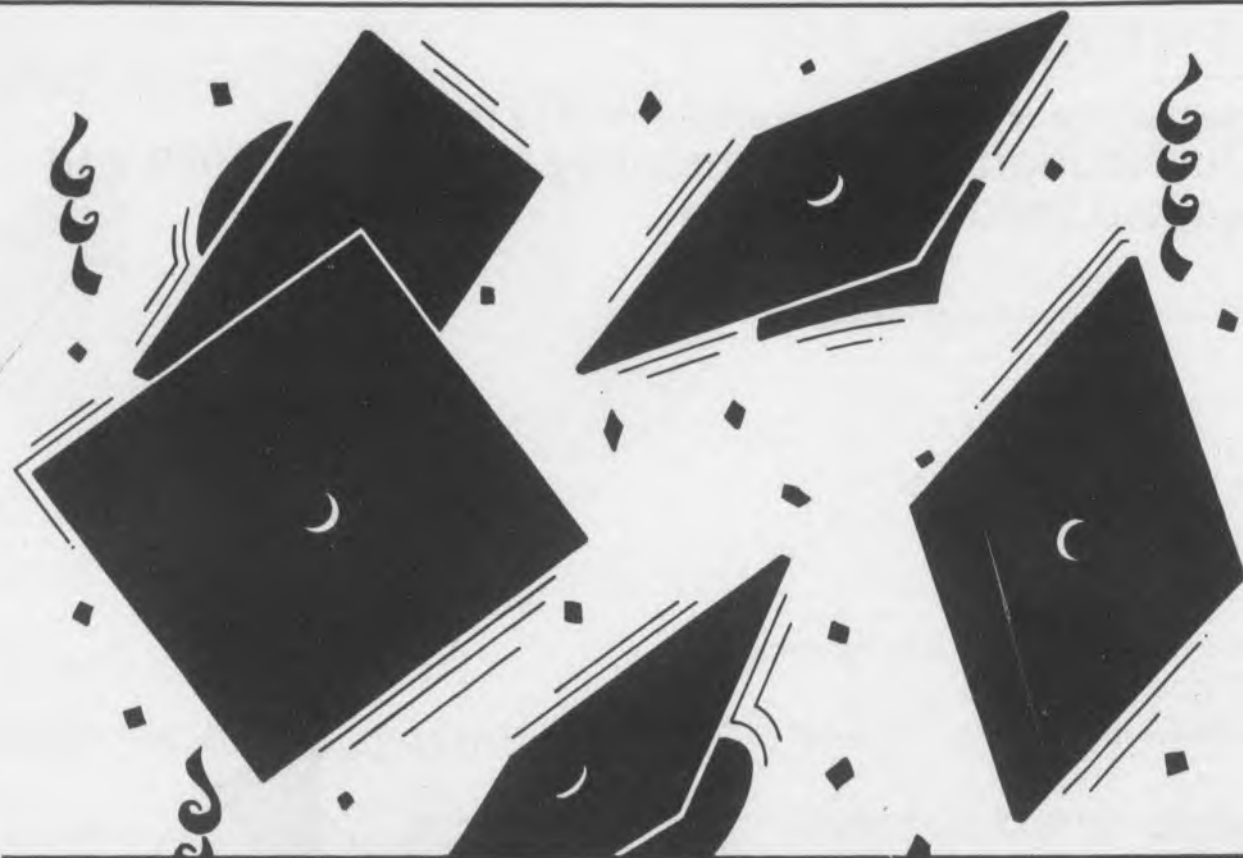
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Average starting salaries, 1989

Accountant \$23,500	
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What interviewers want to know

Following are the 50 questions most commonly asked by employers during job interviews with college students:

1. What goals have you set for yourself? How are you planning to achieve them?
2. Who or what has had the greatest influence on the development of your career interest?
3. What factors did you consider in choosing your major?
4. Why are you interested in our organization?
5. Tell me about yourself.
6. What two or three things are most important to you in a position?
7. What kind of work do you want to do?
8. Tell me about a project you initiated.
9. What are your expectations of your future employer?
10. What is your GPA? How do you feel about it? Does it reflect your ability?
11. How do you solve conflicts?
12. Tell me how you perceive your strengths? Your weaknesses? How do you evaluate yourself?
13. What work experience has been the most valuable to you and why?
14. What was the most useful criticism you ever received and who was it from?
15. Give an example of a problem you have solved and the process you used.
16. Describe the project or situation that best demonstrated your analytical skills.
17. What has been your greatest challenge?
18. Describe a situation where you had a conflict with another individual, and how you dealt with it.
19. What were the biggest problems you have encountered in college? How have you handled them? What did you learn from them?
20. What are your team-player qualities? Give examples.
21. In a particular leadership role you had, what was the greatest challenge?
22. What interests or concerns you about the position or the company?
23. Describe your leadership style.
24. What idea have you developed and implemented that was particularly creative or innovative?
25. What characteristics do you think are important for this position?
26. How have your educational and work experiences prepared you for this position?
27. Take me through a project where you demonstrate skills.
28. How do you think you have changed personally since you started college?
29. Tell me about a team project of which you are particularly proud and your contribution.
30. How do you motivate people?
31. Why did you chose the extracurricular activities that you did? What did you gain? What did you contribute?
32. What types of situations put you under pressure, and how did you deal with the pressure?
33. Tell me about a difficult decision you have made.
34. Give an example of a situation in which you failed, and how you handled it.
35. Tell me about a situation when you had to persuade another person to your point of view.
36. What frustrates you the most?
37. Knowing what you know now about your college experience, would you make the same decisions?
38. What can you contribute?
39. How would you react to having your credibility questioned?
40. What characteristics are most important in a good manager? How have you displayed one of these characteristics?
41. What challenges are you looking for in a position?
42. Are you willing to relocate or travel as part of your career?
43. What two or three accomplishments have given you the most satisfaction?
44. Describe a leadership role of yours and tell why you committed your time to it.
45. How are you conducting your job search and how will you make your decision?
46. What is the most important lesson you have learned in or out of school?
47. Describe a situation where you had to work with someone who was difficult. How was the person difficult, and how did you handle it?
48. We are looking at a lot of great candidates; why are you the best person for this position?
49. How would your friends describe you? Your professors?
50. What else should I know about you?

Information used courtesy of University Placement Services. Source: The Northwestern Lindquist-Endicott Report, The Placement Center, Northwestern University, Evanston, IL.

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People processing program's goal

by Jennifer Today

A prospective employer calls the University Placement Office in hope of one or two students who fit their criteria; after asking for a senior business major with a 2.5 g.p.a., several qualified candidates appear and their data sheets are instantly distributed to the company.

This process used to take almost a week to complete, but now with the assistance of Resume Expert, numerous data sheets,

consistent in format, are printed in about 30 seconds and sent out the same day, depending on the printing time, according to Mick Hodges, assistant director for University Placement Services.

The Expert Computer System is designed to provide employers with information in a timely and consistent manner, he said.

One purpose of the program is to capture information in a data base so an employer can place one access call and, in about 30 seconds, be provided with pertinent information instead of having to wait a week, he said.

As soon as the employer's request is processed, the data sheets are sent out by mail or fax machine, he added.

JoAnn Kroll, University Placement director, said since implementation of the system

"We can conduct a very tight search or a very broad one, but our goal is to have students from diverse academic programs referred."

—JoAnn Kroll, University Placement Services Director

last November, more than 47,000 referrals have been made to employers.

This compares with about 25,000 referrals last year, she said.

Currently 3,500 students have taken advantage of this new expert system, she said.

Also, 150 universities and col-

leges nationwide are using Resume Expert, she said.

Ohio State University, Baldwin-Wallace College and Ohio University also use the program, Hodges said.

The program is customized to every major and minor the University offers, he said.

"However, the program is not a data processing system, rather it's a people processing system, which involves BGSU students," Hodges said.

Kroll said the system is capable of searching the data base for experience, special interests and a variety of other categories.

"We can conduct a very tight search or a broad one, but our goal is to have students from diverse academic programs referred," she added.

Another purpose of Resume Expert, Hodges said is the creation of a professional resume.

"The program guides you through the fundamentals of laying out a professional resume and also allows you to enter data," he said. "For example, you can access the library of action words."

Kroll said University students can purchase the initial discs for \$10 to create their data sheet.

However only senior, graduate students and alumni referrals will be sent to employers, she said.

For alumni — those who have been graduated for three or more months — to remain active in the system, a \$15 fee is required for a six month referral, she added.

Participants receive two discs, one with the program and the other with their data, and a master copy of their resume, she said.

Any time someone needs a copy of their resume, especially if changes have occurred, the placement office can print one for them in two days, she said.

Hodges said even if a student is not planning on going into the work force immediately, that student should prepare for all possible happenings.

"It's in the best interest of any senior to go through the placement office," Kroll said.

Junior students should begin the placement process during spring semester because the pace is very quick in the fall with workshops and interviews, she added.



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Specialization the secret to finding teaching jobs

by Marvin Brown

Finding employment in the competitive field of teaching today could require relocating along with knowing the marketable areas of education, said Pam Allen, assistant director of University Placement Services.

According to Allen, the midwest and Great Lakes areas produce teachers in abundance, contrary to southern and costal areas where there is a better chance of employment.

"Students need to know that location is a major factor of finding employment in education," she said. "Many students don't want to relocate right after graduation. They are not ready to leave home."

It is also important to know the marketable value of different areas of education, Allen said. Specializations can become essential to finding employment.

"Elementary education, for instance, is an overpopulated field; however, there is a shortage of special education teachers in every state," she said. "A possible direction would be to specialize in or start out with special education."

Special education currently holds the highest placement rate, according to Patricia Reed, associate dean in the College of Education and Allied Professions.

Secondary education (math and science) remain the middle ground in placement ratings and special areas of education such as art, physical education and music have the lowest placement rate, Reed said.

"There is a fewer number of these kinds of jobs," she said. "In physical education, for instance, there might only be one or two positions available at a school. There is a lot of competing."

Allen recommends that students in education get their teaching certificates upon graduation because it will make them more

marketable in all specializations.

According to a survey of 1988/89 graduates eligible for teaching certificates, 88 percent were seeking employment in education. Of that percentage, 76 percent were employed with full-time or substitute-teaching jobs. Twelve percent of the graduates have not attempted to find teaching jobs.

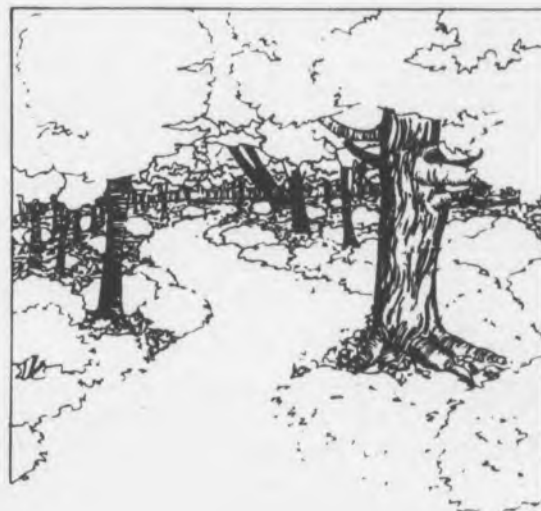
Michael Jannides, 1989 elementary education graduate, has spent the past year working sporadically in schools.

"I have spent most of the early part of the year substituting part-time," he said. "But recently, the substitute teaching has become steadier."

The number of teaching positions in Ohio have been limited over the past five to six years, Reed said.

"Although teaching positions have been limited, 85 percent of University graduates remain in Ohio, with 76 percent of those students finding work," she said. "That's not a bad record at all."

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Interviewee attire can score points

by Kim Fenicle

Conservative and professional are the key terms to successful dressing for interviews and, later, in the actual work place.

These terms should be remembered when preparing for an interview, according to Pam Allen, assistant director of the Placement Office.

"The most important thing for students to do is to dress as if they don't have the job," Allen said.

The clothing chosen should be conservative, professional and tasteful, she added.

A similar opinion is held by Dorothy Behling, an associate professor of apparel merchandise and design at the University.

"Research shows that first impressions tend to be lasting impressions," Behling said.

Because of this, dress should be conservative but style should not

be forgotten, she added.

For the interview, it is important to dress to impress. The look you present is part of the whole package, Allen said, and your overall appearance is important.

For women, it is appropriate to wear a conservative suit, low heels and minimal jewelry — blue, gray and black are all suit colors to consider. However, Allen said, stay away from the navy suit and white blouse — that look is overused and makes everyone look the same.

Although primary colors should be avoided for interviews, style should not be neglected, Behling said.

"Be creative," Allen said. "Try a teal or turquoise outfit."

The dress for men should also have the professional look — a suit and tie are appropriate for a male interviewee, Behling said. The color scheme for men is the same as that of the women. Style is also important.



BG News/Michelle Stone

Students who need help creating a wardrobe with a professional image can turn to local retailers, where displays such as this one at JCPenney's can offer fashion suggestions.

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"A colored or paisley tie may make the outfit more exciting," Allen said.

An interviewee should plan beforehand what he or she wants to wear for an interview. If purchasing a new outfit, wear the clothes once or twice before the interview, Allen said. By doing this you will feel more comfortable in the outfit and look more at ease.

The cost factor of the clothing is not all that important in an interview.

"Wear what you can afford," Allen said. "Or borrow clothes from someone else."

If purchasing a new outfit, buy the best quality you can afford, Behling said.

"Quality shows," she added.

Once the interview is over and employment is obtained, dress should not be forgotten. As one enters the work world, dress should continue to be conservative and professional.

However, once a person becomes a part of the workplace, variations in dress may be utilized.

"The style of dress you choose

should be in sync with the particular profession you are in," Behling said. You should dress for the environment.

Those entering a career in law or banking should keep the conservative, professional image; in the careers of fashion merchandising or advertising, you can get away with a more flamboyant style of dress, she said.

"Most importantly," Behling said, "Present an appropriate image for your particular work place."

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Students learn by leaving campus

by Jenni Wheaton

The extern experience program, offered by the Alumni Center, gives students the opportunity to job-shadow alumni and obtain career assistance from them as well.

According to Allen Zink, assistant director of alumni affairs and advisor of the Undergraduate Alumni Association, the program was started to assist students getting into the work force.

□ See Extern, page 17.

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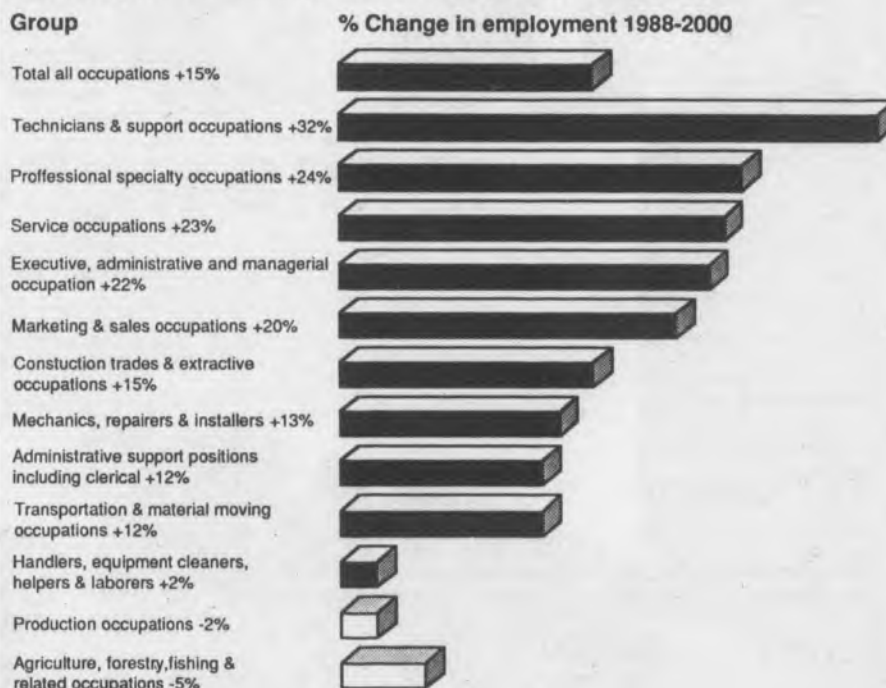


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Office enriches college experience

by Jacqueline Porter

Post-graduation job hunting is a frightening experience, but the Cooperative Education Program, 238 Administration, can help you get prospective employers to notice you.

The co-op office, established in 1978, is designed to outreach, inform and provide opportunities for students to receive job experience before they graduate, David A. Stanford, associate director, said.

"Our purpose is to combine education in conjunction with practical work experience — it's the best way to prepare for a future job after college," he said.

Stanford said the top three qualities that prospective employers look for when they interview a college graduate are a good grade point average, practical work experience and an interest in the career.

"(However) students have to remember that grades will not tell an employer if they will succeed at a job — it just tells them that they do well in class," he said.

There are several ways to utilize the functions of the co-op office.

The office offers general information sessions that teach students how to write resumes, develop interview skills and find their own internships or co-ops if it is necessary, Stanford said.

There is a difference between a co-op and an internship, he said. A co-op consists of two working assignments during a student's academic career whereas an internship is only a one-time assignment.

When a student is interested in finding jobs they submit to the office a complete resume and a transcript of their grades. This is

put into the office's permanent file.

Students should then check in the office for job postings, and when they find a position compatible with their majors, the office will send copies of their resumes and transcripts to the company.

The office will contact a student if the company contacts the office

and the co-op office will help arrange the interview.

Last year, 679 students were placed at 275 work sites and earned \$2,105,300 — a nine percent increase over 1988-89.

"Students should not limit themselves to just summer internships. They should be flexible to when and where they want to

go," Stanford said.

Each company will assist the student in locating housing, he added.

After the work is complete, the co-op office will put all co-op and internship experience on the student's permanent transcript.

"This looks very attractive to the employer," Stanford said.

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BG News/Michelle Stone

Kathy Crosby, typesetter at UniGraphics, prepares a resume from a type-written copy. UniGraphics offers graphic arts services, such as resumes, to students and faculty members at reasonable rates.

You're asking for a job

Asking pertinent questions is a good way to score points with an on-campus recruiter or any interviewer. The 1990-91 University Placement Services career search guide cites these as common queries of interviewees:

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3. What is the length and structure of the training program?
4. Do most students advance fairly rapidly through the training program?
5. What career paths have others generally followed after completing the training program?
6. How do the position and the department contribute to the

overall company mission and philosophy?

7. What is the typical day/assignment for a (position) in your company?

8. What characteristics best describe the individuals who are successful in this position?

9. Does the position offer exposure to other facets of your organization?

10. What other positions and/or departments will I interact with most?

11. To whom does this position report?

12. How much decision-making authority and autonomy is given to new employees?

13. How will my performance be evaluated?

14. How often are performance reviews given? By whom?

15. Are employees ever transferred between functional areas?

16. What are the opportunities for relocation?

17. Does your organization encourage its employees to pursue additional education?

18. How would you describe the organizational culture/environment?

19. What makes your organization different from its competitors?

20. What industry-wide trends are likely to affect your organization?

21. What are your strengths and weaknesses?

Information printed courtesy of University Placement Services.



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Extern

□ Continued from page 14.

The alumni never leave their work forces, but rather the students go to them for a week, Zink said.

In order for students to become involved with the extern experience program, they have to state their major and the career field that they are interested in, Zink said.

Preferred program participants are "sophomores, juniors and seniors, mainly because they are more familiar with their major and the campus itself," said Zink, but the program is left as open as possible.

Students can sign up for the program by contacting Carrie Weller, UAA student program coordinator, at the UAA offices.

The matches will be made according to the student's major and the availability of an alumnus with a related major or career field, Zink said.

"Usually students get matched with alums in B.G.," Zink said, but some travel further, including one student paired with a Bowling Green graduate in Colorado.

Although there is no set deadline for the program, the UAA would like to have all of the matches made by mid-November. The program will be run Jan. 7-11, 1991.

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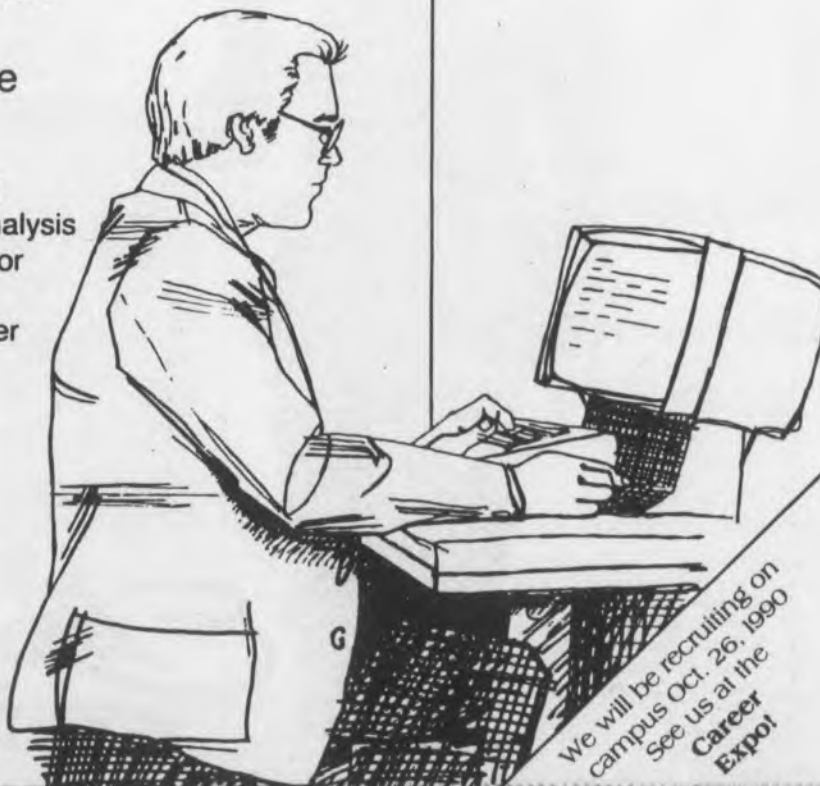
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Careers find niches in mainstream

by Sandra J. Kowalsky

With increasing environmental awareness and the new technology of the 90s, many jobs not always considered in the employment mainstream will be in demand and will offer employment possibilities for University graduates.

Many jobs will be in demand in the computer science field. For instance, chief information officers, computer security officers and electronic artists will all be growing in the job market.

Chief information officers have a potential to earn from \$52,000 to \$300,000.

It is the responsibility of the information officer to make certain the entire system — both the human and electronic — operates efficiently.

The information officer also decides which hardware or software is worth purchasing for the company.

A computer security officer tackles man made computer viruses which destroy a systems data and advises the company the best way to guide their data.

While computer security officers make \$25,000 to start, there is a potential to earn \$50 to \$400 an hour.

Most computer security officers will be employed by banks, brokerage houses and airports.

Ann Marie Lancaster, University Computer Science Department chair, said positions dealing with the issues of security and integrity are bound to increase.

"Security issues and integrity issues are going to be more important as more information is kept on computers and more people have access to the computers," Lancaster said.

Employed by several publishers, television news companies, and motion picture studios, electronic artists often earn a starting salary of \$15,000.

They may make labels for products and erect graphs, charts or color illustrations for newspapers, magazines and other print media.

Electronic artists have an advantage over artists who draw by hand. If a client likes a little of one design and a little of another, instead of drawing the designs over by hand the electronic artist can put the pieces together on the computer screen.

Architects and fashion designers also use computers for graphic purposes.

As the environment continues to be an important issue and toxic clean-ups become a priority, environmental lawyers are needed to sort out Environmental Protection Agency laws and environmental engineers are needed to clean-up and monitor the state of the nations air, water and land.

Environmental lawyers, who defend companies accused of failing to adhere to environmental

laws, earn a starting salary of \$53,000 to \$83,000.

These lawyers may figure out shares of clean-up when more than one company is involved in a law suit, formulate clean-up plans and defend the plans to the EPA.

"As the environment is more and more important, there is a demand for action to work on both sides — the government and the defense side," said Donald Boren, Legal Studies Department chair.

While the University does not offer a law school, Boren said University students who are interested in the field enroll as business pre-law majors and then go on to law schools.

Since enrollment for environmental engineers has declined 25 percent, there are simply not enough engineers to meet the duties the country demands.

Earning \$27,000 to \$32,000, environmental engineers may be asked to test soil at a plant where

under-ground fuel leaked and then direct the soil to either a municipal or hazardous waste dump depending on the contaminants found.

The medical field has demands for both traveling nurses and reproductive endocrinologists.

Because of the severe nursing shortage, traveling nurses fill in at hospitals unable to find full-time workers. The greatest demand is for nurses in intensive care and surgical units and emergency rooms.

Making \$15 to \$30 an hour, the nurses may fill in for other nurses for several weeks or months at a time.

Special firms place nurses at different hospitals around the country and take care of arrangements between nurses and hospitals. The firms also take care of traveling expenses and housing costs.

Traveling nurses can expect to live with a roommate in an apartment or dorm.

Since growing numbers of people are seeking treatment for fertility in the 90s, there is a need for experts in ovulation, hormones, male infertility and egg implantation.

Reproductive endocrinologists, earning as much as \$200,000 a year, typically require many years of education. Four years of medical school, four years of obstetrics residency and a two year fellowship in reproductive endocrinology is needed.

Some material used in this story was adapted from U.S. News & World Report and Money magazines



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Fifty-one different ways to botch a job interview

Following is a list of the top negative factors leading to the rejection of applicants in job interviews:

1. Poor communication skills.
2. Could not articulate clear goals or future career direction.

3. Personality of individual mismatched with organizational culture or environment.

4. No match between skills or academic background and position.

5. Level of technical competency insufficient for job.

6. Lacks general enthusiasm and energy and appears unmotivated personally and professionally.

7. Weak interpersonal skills.
8. Failure to demonstrate leadership or management potential.

9. Inadequate analytical or problem solving skills or deficient in capacity to handle concepts.

10. No active participation in or contribution to extracurricular activities.

11. No pattern of history of top performance or success.

12. Unrealistic expectations.

13. Questionable work ethic.
14. Interests of candidate are too narrow — professional and personal.

15. No relevant work experience.

16. Did not "sell self" in interview.

17. Not a team player.

18. Unwilling to relocate.

19. Did not prepare for interview: reading literature of company brochures, or industry research.

20. Immature and/or lacking in self-confidence.

21. Personality: arrogant, overly aggressive, overconfident.

22. Misrepresentation on resume: education, GPA, experience, skills.

23. Candidate not competitive with applicant pool.

24. Appearance — wanting in professional or appropriate presence: dress, grooming or habits.

25. Unwilling to start at the bottom — expects too much too soon.

26. Late to interview without good reason.

27. Asks no questions or poor questions about the job.

28. Overemphasis on money — interest only in best dollar offer.

29. Lack of tact, courtesy, social understanding; ill-mannered.

30. Condemnation of past employers.

31. Marked dislike for school work.

32. Lack of vitality; limp handshake.

33. Fails to look interviewer in the eye.

34. Indecisive.

35. Loafs during summer vacations — lakeside pleasures.

36. Unhappy personal life.

37. Friction with parents.

38. Sloppy application form.
39. Merely shopping around or wants job for only a short time.

40. Little sense of humor.
41. Parents make decisions for him/her.

42. Emphasis on family connections.

43. Cynical.

44. Low moral standards.

45. Lazy.

46. Intolerant; strong prejudices.

47. Poor handling of personal finances.

48. No interest in community activities.

49. Inability to take criticism.

50. Lack of appreciation of the value of experience.

51. Radical ideas.

Information used courtesy of University Placement Services. Adapted from Northwestern University Lindquist-Endicott Report, The Placement Center, Northwestern University, Evanston, IL.

Growth of Industry Percent change in employment 1988-2000

Service Producing

Services +28.7%

Retail trade +19.7%

Finance, insurance & real estate +16.3%

Wholesale trade +15.1%

Transportation & utilities +9.9%

Government +6.6%

Goods Producing

Construction +14.8%

Agriculture -1.6%

Mining -2.2%

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We're looking for a few good college students and graduates who can fill the shoes of a Marine Corps officer. That's a pretty tall order.

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1-800-MARINES.



Marines
We're looking for a few good men.

This month we pay tribute to the rich cultural traditions of all Hispanic Americans and recognize the sacrifices of our own Hispanic Marines. See us on 8 Oct. 1990 at the Bowling Green State University Career Expo or call (313) 673-7070/7081 for more information.

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Salary

Continued from page 3.

Cutbacks by financial institutions tightened the job market for economics and finance graduates, who saw salary offers rise only 1.9 percent to an average of \$25,184.

Offers to MBAs with non-technical undergraduate degrees and no previous work experience went up 6.8 percent to an average \$36,175, but offers to MBAs with technical backgrounds rose only 1.7 percent to an average of \$37,737. Consulting firms made the most offers to this group.

The College Placement Council is a national professional association aiding the career planning and employment process of college graduates.

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You're about to finish several years of studying, "sweating" and training. Spending nights cramming and long days working toward your goal. Doing everything you can to prepare yourself for your chosen profession.

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