

## **Chapter 8**

# **Student Job Placement**

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## Chapter 8

### STUDENT JOB PLACEMENT

**Note: Student job placement processes have not yet been fully developed for CWWPEP. The intention of the CWWPEP committee is to work with all participating universities to establish more in depth job placement processes within the CWWPEP program period, July 1, 2003-June 30, 2005.**

#### ***CWWPEP Student Job Placement Requirement***

The CWWPEP contract between the university and ODJFS requires that the university:

1. Establish partnerships with local public children services agencies (PCSAs) to promote the rapid and smooth job placement of students upon graduation
2. Provide consultation to PCSAs to ensure they are ready to receive graduating students into employment in direct client service or supervisory capacities

#### ***Role of Campus Coordinator in Student Job Placement***

To facilitate the hiring of students by PCSAs, the campus coordinator shall:

- Inform PCSA human resource personnel of the requirements and benefits of their hiring graduating CWWPEP students
- Communicate with PCSA directors and human resource personnel regarding the availability for hire of graduating CWWPEP students
- Market individual students to PCSAs for job placements
- Continually collect job opening information from PCSAs and the PCSAO Website
- Provide students with current information regarding PCSA job openings, salary and benefit information, and agency contact information
- Work closely with students by providing sample resumes, assisting with interviewing skills, and linking them to workshops on job readiness and licensure preparation

## **Ohio State University Campus Coordinator's Time Line for Student Job Placement**

### **February and March**

- Meet with PCSAs and PCSAO representatives to discuss the CWWPEP program requirements and students available after graduation
- Conduct telephone surveys of PCSAs to determine their hiring process, job openings, salary and benefits offered, degree and licensure requirements, job application and interviewing process, and human resource contact persons
- Discuss with students during mandatory child welfare seminars and in individual conferences their preferred locations for employment and types of children services jobs they would like to pursue

### **April and June and Throughout Summer**

- Discuss with students during child welfare seminars resume writing, licensure application, licensure testing, and job interviewing
- Arrange for special workshops on resume writing, licensure application and testing, and job interviewing
- Recommend that students read *Social Work Career Development: A Handbook for Job Hunting and Career Planning* by Carol Nessel Doelling, NASW Press, 1997
- Facilitate panel discussions on job procurement
- Schedule students to attend workshops on job skills development
- Conduct mock job interviews with students
- Discuss with students issues that may arise during and after job application and interviewing processes
- Refer students to PCSAs with casework job openings
- Discuss with PCSA hiring personnel individual student's qualifications for jobs
- Link students who applied to, but were not hired by, PCSAs to additional agencies until all students are hired

**OSU Document**  
**Mock Job Interview Questions**

**Mock Interview Questions**  
**Job Preparation**

1. Why are you interested in child welfare and particularly in working for Franklin County Children's Services?
2. What assets do you bring to the job?
3. What is your greatest weakness or area that needs improvement?
4. Vignette: You go out for the first time to a home where you find a mother and her two children living in an unkempt, dilapidated two-story house. There are roaches crawling on the floor when you enter. The mother is sitting downstairs on the sofa watching TV, her nine-month old son is crying uncontrollably upstairs and her two-year-old daughter is wandering around the house. What would you do in this situation?
5. How would you handle an angry father whose children you need to remove because of ongoing domestic violence and recurring hitting of the children?
6. How do you handle stress?
7. What are the differences between a child's being abused, neglected, or dependent?

## ***U of A Document*** ***Resume Writing Tips***

### **SOME RESUME WRITING TIPS**

A resume is a document that presents you in the best possible light for the purpose of getting invited to a job interview. Resumes are used more to screen people out than screen them in. This document is reflective of Y-O-U.

### **Three Types of Resumes**

#### **1. Chronological**

- Useful when applicant has a stable work history
- Most preferred by employers
- Follows your work history backward from your most current job
- Lists companies, dates and responsibilities

#### **2. Functional**

- Useful when applicant has little or no experience, numerous job changes, etc.
- Promotes specific job skills
- Lists most relevant job experience first
- Can be created without dates/names but concentrates on skills and responsibilities

#### **3. Combination/Modified Chronological**

- Useful with steady work history with demonstrated growth
- Job specific skills
- Chronological format that lists how, where and when these skills were acquired

**Content** should describe job history, performance and accomplishments

### **Appearance**

- Use good quality paper
- Check for typos, grammatical errors, food and coffee stains
- Use spell check
- Use a type size that is easy to read

### **Sell Yourself**

- What are your long and short term goals? Professional and personal goals?
- Interests, values, personality, motivators
- Transferable skills, like analyzing, and adaptive skills, like being a problem solver
- Job Specific, e.g., analyzing blood, negotiating with people
- Practical needs, e.g., salary, location, full or part time