

08-72
App-4/14/09
Senate Info. 4/21/09

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: FSMR 480 Seminar: Fashion Merchandising

Instructor(s) of Record: Dr. Eun Jin Hwang

Phone: 7-2346

Email: eun.hwang@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
2. How will each objective in the course be met using distance education technologies?
3. How will instructor-student and student-student, if applicable, interaction take place?
4. How will student achievement be evaluated?
5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

[Signature] 2/23/09
Signature of Department Designee Date

Endorsed: [Signature] 4/17/09
Signature of College Dean Date

Received

Received

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Eun Jin Hwang has been teaching this course for several years. She completed a facilitator training course which was offered by the Socrates Distance Learning Technologies Group, the faculty training organization of Education Management Corporation (EDMC) Online Higher Education during Spring 2006. She taught an online class during Fall 2004 in Korea and also she taught an online class during Winter 2008 at Indiana University of Pennsylvania. She incorporated WebCT into this course during Spring 2009. Students took exams and submitted papers on-line. Students could access the syllabus, class notes, announcement on-line as well.

2. How will each objective in the course be met using distance education technologies?

The on-line course will consist of course material, quizzes and assignments presented on-line through WebCT. Chat Room and Discussion Thread participation through the use of WebCT will be course requirements.

1. effectively write professional cover letters that reflect individual uniqueness and job qualifications.

- Instructor will cover in Day 2 and Day 3 (Module 1) the writing of a cover letter assignment; and the Job Search Notebook project will help student effectively write professional cover letters that reflect their individual uniqueness and job qualifications.
- Instructor will upload PowerPoint file to students to download and study. She will open discussion thread to answer to any questions.

2. effectively write an individual resume that concisely encompasses academic, work experience and personal qualifications.

- Instructor will cover in Day 2 and Day 3 (Module 1) the writing resume assignment; and; the Job Search Notebook project will help student effectively write an individual resume that concisely encompasses academic, work experience and personal qualifications.
- Instructor will upload PowerPoint file to students to download and study. She will be available at regular times to answer any questions students might have regarding the

topic by e-mail or chat room. And also she will use discussion thread to make students to participate in on-line discussions actively. Questions will be embedded in the notes as well as in daily postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via email or chat room.

3. assess appropriate job interviewing techniques and apply to personal career search.
 - Instructor will cover in Day 4 (Module 1) and the Job Search Notebook project will help student assess appropriate job interviewing techniques and how to apply to a personal career search.
 - Instructor will upload PowerPoint file to students to download and study. And she will upload videos of interviewing scenarios. She will be available at regular times to answer any questions students might have regarding the topic by e-mail or chat room. And also she will use discussion thread to make students to participate in on-line discussions actively. Questions will be embedded in the notes as well as in daily postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via email or chat room.

4. utilize informational interviewing as a techniques for researching areas of career focus.
 - Instructor will cover in Day 4 (Module 1) and the Job Search Notebook project will utilize informational interviewing as techniques for researching areas of career focus.
 - Instructor will upload PowerPoint file to students to download and study. She will be available at regular times to answer any questions students might have regarding the topic by e-mail or chat room. And also she will use discussion thread to make students to participate in on-line discussions actively. Questions will be embedded in the notes as well as in daily postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via email or chat room.

- Instructor will upload example of Job Search Notebook project.
5. investigate research and other professional literature related to the fashion industry.
 - Instructor will cover in Day 10, Day 11, and Day 12 (Module 3) and completing Learning Activities 5.7, Learning Activities 7.1, Learning Activities 7.2, and Learning Activities 7.9.2 will help students to investigate research professional and others literature related to the fashion industry.
 - Instructor will upload PowerPoint file to students to download and study. She will be available at regular times to answer any questions students might have regarding the topic by e-mail or chat room. And also she will use discussion thread to make students to participate in on-line discussions actively. Questions will be embedded in the notes as well as in daily postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via email or chat room.

 6. effectively present and discuss issues and trends in the fashion industry.
 - Instructor will cover in Day 1 (Module 1) and the Newspaper project (Day 2, 3, 4 (Module 1) 5, 6, 7 (Module 2), 9, 10, 11, 12 (Module 3), 16, 17 (Module 4)) will help students present effectively and discuss issues and trends in the fashion industry.
 - Instructor will upload PowerPoint file to students to download and study. She will be available at regular times to answer any questions students might have regarding the topic by e-mail or chat room. And also she will use discussion thread to make students to participate in on-line discussions actively. Questions will be embedded in the notes as well as in daily postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via email or chat room.

 7. evaluate presentation performance objectively.
 - Instructor will cover in Day 11 (Module 3) and completing Learning Activities 7.9.2 will help students to evaluate their presentation performance objectively.

- Instructor will upload PowerPoint file to students to download and study. She will be available at regular times to answer any questions students might have regarding the topic by e-mail or chat room. And also she will use discussion thread to make students to participate in on-line discussions actively. Questions will be embedded in the notes as well as in daily postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via email or chat room.
8. identify successful leadership strategies.
- Instructor will cover in Day 12 (Module 3) and completing Learning Activities 7.9.2 will help students to identify successful leadership strategies.
 - Instructor will upload PowerPoint file to students to download and study. She will be available at regular times to answer any questions students might have regarding the topic by e-mail or chat room. And also she will use discussion thread to make students to participate in on-line discussions actively. Questions will be embedded in the notes as well as in daily postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via email or chat room.
9. effectively apply theoretical knowledge gained from major and additional required courses to solving problems encountered in fashion merchandising settings.
- Instructor will cover in Day 5, Day 6, Day 7, Day 9 (Module 2), Day 10, Day 11, Day 12 (Module 3), Day 14, Day 15, Day 16, Day 17 (Module 4) and completing Learning Activities 3.7.1, Learning Activities 3.7.2., Learning Activities 4.4, Learning Activities 5.7, Learning Activities 7.1, Learning Activities 7.2, and Learning Activities 7.9.2 will help students to apply effectively theoretical knowledge gained from major and additional required courses to solving problems encountered in fashion merchandising settings.
 - Instructor will upload PowerPoint file to students to download and study. She will be available at regular times to answer any questions students might have regarding the

topic by e-mail or chat room. And also she will use discussion thread to make students to participate in on-line discussions actively. Questions will be embedded in the notes as well as in daily postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via email or chat room.

3. How will instructor-student and student-student, if applicable, interaction take place?

Students will be required to actively participate in on-line discussions. Questions will be embedded in the notes as well as in daily postings by the instructor. The instructor will facilitate the discussions. Students will participate in chat room discussions within groups assigned to work on designated activities. The instructor will be available at regular times for contact via telephone, email or chat room.

4. How will student achievement be evaluated?

Multiple assessment techniques will be implemented to evaluate student achievement including:

- Timed exam using WebCT with password protection
- Daily assignments posted on WebCT
- Individual papers and projects – Students will turn their paper and project to Instructor by WebCT e-mail or TurnItIn.com
- Discussion contribution- this will done by Discussion Thread.

5. How will academic honesty for tests and assignments be addressed?

The on-line quizzes will be designed in a manner such that items are randomly numbered so that no two exams are exactly identical. The exams will not be printable. Students will be turning their paper to Turnitin.com. This program is used to prevent plagiarism. This method was implemented by the instructor for this course during the Spring 2008 semester

- C. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and

the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

FSMR 480 – SEMINAR IN FASHION MERCHANDISING
Spring, 2009

3 credits, 3 lecture hours, 0 lab hours

Instructor	Dr. Eun Jin Hwang	E-mail	eun.hwang@iup.edu
Class Room	204 Ackerman Hall	Class Meets	M/W 5:05pm – 6:20pm
Office and Office Phone Number	208 Ackerman Hall 724-357-2346	Office Hours	W 3:00pm – 5:00pm T/Th 2:00pm – 3:30pm or by appointment

CATALOG DESCRIPTION:

Knowledge gained in major and additional requirement courses is applied to individual career goals. Students have the opportunity to pursue related areas not directly covered in previous coursework, with emphasis upon independent research, analytical thinking, and communication skills.

COURSE OBJECTIVES:

Upon completion of this course the student will:

1. effectively write professional cover letters that reflect individual uniqueness and job qualifications.
2. effectively write an individual resume that concisely encompasses academic, work experience and personal qualifications.
3. assess appropriate job interviewing techniques and apply to personal career search.
4. utilize informational interviewing as a techniques for researching areas of career focus.
5. investigate research and other professional literature related to the fashion industry.
6. effectively present and discuss issues and trends in the fashion industry.
7. evaluate presentation performance objectively.
8. identify successful leadership strategies.
9. effectively apply theoretical knowledge gained from major and additional required courses to solving problems encountered in fashion merchandising settings.

This course is on WebCT. Get lecture note outlines, assignments, and check grades.

Required Textbook:

The class notes presented in the PowerPoint presentations will come from this source in which you will have assigned readings. In addition, the presentations will contain information from outside sources which you are also responsible for in your learning and test taking processes.

Regni, R., & Anderson, J. (2009). *Entrepreneurship in action-A retail store simulation*. New York: Fairchild.

Class Lectures:

The textbook, while useful, will not be the only source of information for the class. Periodically, additional readings will be assigned. Class lectures are intended to enrich or supplement the assigned readings. They are NOT intended to summarize or substitute for the readings. Exams will be designed to assess the student's knowledge of ALL reading materials and the material presented in class lecture, as well as any oral reports and guest speaker presentations.

COURSE GENERAL POLICIES:

Attendance:

Attendance in class is very important. The students are required to stay the entire duration of the class period to get credit for the same. Any student, who leaves before the class period without the consent of the instructor, will be marked absent and will not get any credit for that class period.

Class attendance and participation are required. Excessive absences will result in grade point reductions. Please make sure to sign the attendance sheet by your name each class period. The student is responsible for all material covered in class regardless of the reason for the absence. It is not the instructor's responsibility to provide that information. However, reports must be presented in person in class on date indicated.

➤ *Excused Absence Policy:*

If you have an unavoidable "excused" absence such as family crisis, death, or personal illness, you must provide me with some type of documentation of the event such as an obituary, mass card, or doctor's excuse form. If such an event does occur, please email me to alert me of the absence. After the absence, it is your responsibility to arrange a time with me to find out what material you have missed.

If you know of an absence ahead of time such as a job interview or school-sponsored trip, it is your responsibility for finding out the material that you will be missing ahead of time. Again, it is your responsibility for finding out the material that you will be missing ahead of time. Again, it is your responsibility to arrange a time with me to find out what material you will be missing.

➤ *Un-Excused Absence Policy:*

If you miss class due to any other reason than stated above, you are responsible in finding out what material you missed. You may come speak to me during my office hours in this regard.

Assignments Requirements:

The due dates for all assignments are included in the syllabus, but may be subject to change. During the semester, the instructor will keep students informed of any changes. It is the student's

responsibility to contact someone in the class if he or she miss class near a scheduled due date. Assignments are due in class AT THE BEGINNING OF the class in which the specified due date. Instructor CANNOT ACCEPT LATE PAPERS and CANNOT ACCEPT E-MAIL SUBMISSION OF PAPERS FOR ANY REASON. Having your work completed on schedule is a key to early success in your business career. I would suggest that you start now to develop good work habits for meeting deadlines. Partial credit will NOT be given for late work.

Late assignments WILL NOT BT ACCEPTED! The only exception to this rule is if you have documentation of an excused absence (i.e., doctor's note, obituary, or mass card). In either event, written documentation is required before an assignment is accepted. If you have an excused absence the date an assignment is due, your assignment will be expected during the next class period after you return. Only under special circumstances will this policy be modified! If you have prior knowledge of an absence, it is expected that your project be turned in PRIOR to your absence.

Quizzes and in class assignments will be given at random. If you arrive late, you will not be allowed to take the quiz. In Class assignments will not be made up.

In-Class Assignments. There are NO MAKE-UPS FOR IN-CLASS ASSIGNMENTS! Some content will be assigned during the previous class period to be completed outside of class and brought to the next class for in-class utilization. If this content is not completed as assigned no credit will be given for that days in-class assignment.

Written Assignments:

1. There will be written assignments throughout the semester.
2. All papers and assignments must follow the APA guidelines in the Publication Manual of the American Psychological Association (5th ed.). Not following the APA guidelines will result in grade point reduction.
3. All papers must be typed (double-spaced), stapled and properly identified – Student Name, Class and Project Title – points will be deducted for papers not meeting these requirements.
HANDWRITTEN ASSIGNMENTS WILL NOT BE ACCEPTED.
4. Assignments and exercises are to be submitted in TURNITIN.COM on due dates that will be announced in advance. Assignments must be submitted/handed in at the beginning of the class period on the designated date. Late assignments *will not* be accepted. If you will be missing class, prior arrangements to hand in assignments must be made.
5. All research and abstracts must be properly documented. Plagiarism will not be tolerated. Academic dishonesty in any form is unacceptable.
6. All papers must be turn in "TURN-IT-IN.COM"
7. Do not send your assignment by e-mail.

Evaluation:

Each group will be evaluated by the instructor. The grade for the presentation will be individually based according to each members contribution to the presentation All the above procedures must be followed. If any one or more of the above steps are not followed the team's/individual's grade will be lower accordingly. Areas to considered in the evaluation include organization of material, completeness and accuracy, and creativity.

Evaluation of Project and Report:

1. Depth of research, completeness
2. Authenticity
3. Documentation (footnotes/citations and reference list)
4. Organization
5. Clarity and accuracy
6. Neatness

NOTE: ALL WORK IS DUE ON THE DAY GIVEN OR WILL BE CONSIDERED LATE AND THE GRADE WILL BE LOWERED IN PROPORTION TO LATENESS.

Exams:

There will be four(4) exams consisting of a combination of True/False, Multiple Choice, Matching, and potential Completion/Short Answer Essay. Dates for the four exams are listed on the syllabus. Final exam is NOT cumulative. Dates are given in the "Tentative Schedule". If an emergency arises and a student is unable to take an exam notification of the instructor must be made prior to the exam. If the instructor is NOT NOTIFIED BEFORE THE EXAM there will be NO makeup exam.

Grading:

Grades will be posted on the WebCT (use "my grade"). The instructor will make every effort to keep accurate records. However, it is also the student's responsibility to monitor their grade reports and keep all materials related to the course. Grade related claims should be in writing (e-mail acceptable). Your total grade is based on the exams, assignments, presentations, and attendance/participation as follows:

- | | |
|--------------------------------------------|------------|
| • Resume, Cover Letter, & Thank you Letter | 30 points |
| • Two Exams | 200 points |
| • Assignments | 20 points |
| • Simulations | 470 points |
| • Attendances | 28 points |
| • Job Search Notebook | 336 points |
| • Newspaper Project | 442 points |
| • Presentation | 50 points |

• Marketing Plan	303 points
• Participations	50 points
TOTAL Possible Points	1929 points

Grading System:

Below is the grading scale that will be used to determine the final letter grade:

A = 1929 - 1726	B = 1725 – 1533	C = 1532 – 1340
D = 1339 – 1147	F = 1146 and below	

Classroom Etiquette:

To create and maintain a positive learning environment, proper classroom etiquette/decorum is vital. It is expected that students conduct themselves in a mature, professional manner. Essentially you are training program for a future career in fashion, and behavior including talking out of turn, inappropriate comments, and other disruptive behavior will not be tolerated.

The following guidelines will help us to achieve this goal:

- I. Refrain from chatting with your neighbor(s) during class.
 - Non-relevant chatting with classmates during class (lectures, guest speakers, presentations, videos, slides, etc) disrupts the normal learning environment
 - Should you engage in this behavior the instructor could and may ask you to leave the room
- II. Reading writing and studying of material other than for this class is not acceptable.
 - This includes reading newspapers (*Penn*), magazines, course materials, writing letters, and studying for exams.
- III. Completing assignments that were due the day of class. During class is not acceptable.
 - The instructor has the right to not accept the assignment.
- IV. Make every effort to get to class on time and stay until class is dismissed.
 - If you have to leave early or are going to be late, inform the instructor in advance.
 - If you are late, respect those who arrived on time by not disrupting the class, especially those around you. Quietly come in, sit down, and do not converse with your neighbor to “catch up”
 - Coming and going during class disrupts the learning environment. Take care of “necessities” prior to coming to class (i.e. go to the restroom, get a drink of water, go to the vending machines, converse with friends, etc.).
- V. Obtaining class content and assignments if absent is your responsibility.
 - Ask another student about what content was covered and assignments given. It is not the instructor’s responsibility to re-present class material that was missed.
 - It is inappropriate to ask the instructor, prior to or after a missed class, whether the content

covered that day is/was important – all class content is important!

VI. Sleeping during class is not acceptable.

- This behavior is disrespectful to anyone presenting information during class (i.e. instructor, guest speaker, peers).
- Also remember that this behavior is not appropriate during the use of audio/visuals (i.e. slides, videos)
- Should you engage in this behavior the instructor could and may ask you to leave the room.

VII. Respect others.

- Be polite in your speech and manners – no profanity or lewd language.
- Be patient with other students when they are asking a question, even when the answer may be obvious.
- Be respectful of the opinions of others even if they differ from your own.
- Be courteous by not interrupting others, not having more than one speaker at a time, and not engaging in side discussions.
- Turn off all electronic equipment (cell phones, CD players, MP3, etc) prior to entering the classroom. These are to remain off until class is dismissed.

PLEASE MAKE SURE YOUR CELL PHONE IS TURNED OFF DURING CLASS TIME!

- ✓ 1st Offense: If a student's cell phone rings or buzzes during class, the student will forfeit any future opportunity of extra credit but can keep the extra credit currently earned.
- ✓ 2nd Offense: The student's previously earned extra credit will be taken away.
- ✓ 3rd and Any Further Offenses: The student will be asked to take their belongings and leave the class.

VIII. Read and follow *the Academy Integrity Policy and Procedures*. That appears in the IUP Undergraduate Catalog.

- Be sure you do your own work
- Any form of academic dishonesty can cause a lack of respect and trust, and can be extremely detrimental to your college career.
- Hats/caps and sunglasses will not be worn during exams

IX. Respect and maintain the appearance of the classroom.

- Discard all trash; someone else does not want to sit in your mess!

Participation:

1. Participation includes ALL in-class activities and supplementary assignments. If you are not in class, you will not receive credit for the activity.
2. Students are expected to be in class on time. Recurrent tardiness will negatively affect a student's participation grade.
3. Each student's initial participation grade will be calculated based on the percentage of classes attended. Participation in class discussion, class activities and tardiness will either positively or

negatively affect the final participation grade.

- **Practice being professional at all times. Presentations require professional dress.**
- **Be prepared for each class period. Read chapters and come ready to participate in classroom discussion.**
- **This syllabus is subject to change with advance notice. The instructor reserves the right to change or add assignments with prior notice.**
- **If you are having difficulty in this class, it is your responsibility to bring this to my attention.**

FSMR 480 – SEMINAR IN FASHION MERCHANDISING

Spring, 2009

Tentative Class Schedule

Schedule is tentative and subject to change

WEEK	DATE	TOPIC	TEXT
1.	Jan. 12 Jan. 14	Introduce class & Introduce Project Developing A dynamic Resume, Cover Letter, Thank you Letter	
2.	Jan. 19 Jan. 21	Martin Luther King, Jr. Day– No Class News article #1 Due Developing A dynamic Resume, Cover Letter, Thank you Letter	
3.	Jan. 26 Jan. 28	The Interview & Watch Video News article #2 Due Introduce Job Search Notebook	
4.	Feb. 2 Feb. 4	Introduction News article #3 Due Step 1-Choosing a Business and Product Line Simulation –pp. 25-26, Due Feb. 11	Read pp. 1-11 – Regni & Anderson Read pp. 12-24
5.	Feb. 9 Feb. 11	Step 2-Finding the Right Location News article #4 Due Step 2 Cont. Simulation – pp. 43-45, Due Feb 18	Read pp. 27-43
6.	Feb. 16 Feb. 18	Step 3 – Funding the Business/Sales Planning News article #5 Due Step 3 Cont. Simulation – pp. 74-75, Due Feb 25	Read pp. 46-74
7.	Feb. 23 Feb. 25	Step 4 – Preparing a Business Resume and Personal Financial Statement News article #6 Due Step 4. Cont. Simulation – p. 84, Due Mar. 11	Read pp. 76-84
8.	Mar. 2 – Mar. 8	SPRING BREAK	
9.	Mar. 9 Mar. 11	Job Search Notebook - Due Mar. 9 News article #7 Due Exam #1 & Conference	
10.	Mar. 16 Mar. 18	Step 5 – Profit and Loss Plan News article #8 Due Step 5 Cont. Simulation – p. 115, Due Mar. 25	Read pp. 85-115
11.	Mar. 23 Mar. 25	Step 6 – Merchandising Your Store News article #9 Due Step 6 Cont. Simulation – p. 152, Due Apr. 1	Read pp. 116-152

WEEK	DATE	TOPIC	TEXT
12.	Mar. 30 Apr. 1	Step 7 – Marketing Plan News article #10 Due Step 7 Cont. Simulation – p. 183, Due Apr. 8	Read pp. 153-183
13.	Apr. 6 Apr. 8	Step 8 – Personnel and Sales Management Plan News article #11 Due Step 8 Cont. Simulation – pp. 203-205, Due Apr. 15	Read pp. 184-203
14.	Apr. 13 Apr. 15	Step 9 – Visual Merchandising and Store Layout & Watch Video Tape Simulation – pp. 239-240, Due Apr. 20 News article #12 Due Step 10 – Capital Spending Plan and Cash Flow Forecast Simulation – pp. 263, Due Apr. 20	Read pp. 206-239 Read pp. 241-263
15.	Apr. 20 Apr. 22	Work Day News article #13 Due Presentations	
16.	Apr. 27	Presentations and Final Marketing Plan Due	
17.	Apr. 28 - May 1	Final Exam	

FSMR 480 – Seminar in Fashion Merchandising

Summer, 2009

Online Syllabus

Instructor	Dr. Eun Jin Hwang	E-mail	eun.hwang@iup.edu
Class Room	WEBCT	Class Meets	July 6 – August 6, 2009
Office &	208 Ackerman Hall	Phone Number	724-357-2346

Catalog Description:

Knowledge gained in major and additional requirement courses is applied to individual career goals. Students have the opportunity to pursue related areas not directly covered in previous coursework, with emphasis upon independent research, analytical thinking, and communication skills.

Prerequisite: Senior Standing

Course Objectives:

Upon completion of this course the student will:

1. effectively write professional cover letters that reflect individual uniqueness and job qualifications.
2. effectively write an individual resume that concisely encompasses academic, work experience and personal qualifications.
3. assess appropriate job interviewing techniques and apply to personal career search.
4. utilize informational interviewing as a techniques for researching areas of career focus.
5. investigate research and other professional literature related to the fashion industry.
6. effectively present and discuss issues and trends in the fashion industry.
7. evaluate presentation performance objectively.
8. identify successful leadership strategies.
9. effectively apply theoretical knowledge gained from major and additional required courses to solving problems encountered in fashion merchandising settings.

Required Text:

Kunz, G. (2005). *Merchandising: Theory, principles, and practice (2nd ed.)*. New York: Fairchild Publications.

Course General Policies:**A. Assignments Requirements:**

The due dates for all assignments are included in the syllabus, but may be subject to change. During the semester, the instructor will keep students informed of any changes. This course contains several assignments. To complete the assignments, click on the particular Discussion or Assignment link that accompanies the given day's folder which located in WebCT before reading the materials that day so that you will know what you are going to have to complete by due date. Assignments are due the specified due date. Instructor WILL NOT ACCEPT LATE PAPERS. Having your work completed on schedule is a key to early success in your business career. Try to keep up with assignments. This is fast-paced learning environment. Falling behind can be very stressful and discouraging, which will impact your ability to learn and enjoy the course. I would suggest that you start now to develop good work habits for meeting deadlines. Partial credit will NOT be given for late work.

- a. Resume, Cover Letter, & Thank You Letter – July 9
- b. Learning Activities
 - Learning Activities 3.7.1 & 3.7.2 – July 20
 - Learning Activities 4.4 – July 21
 - Learning Activities 5.7 – July 23
 - Learning Activities 7.1 & 7.2 – July 28
 - Learning Activities 7.9.2 – July 29
- c. Job Search Notebook – August 4
- d. Newspaper Project
 - # 1 Newspaper Assignment– July 7
 - # 2 Newspaper Assignment– July 8
 - # 3 Newspaper Assignment– July 9
 - # 4 Newspaper Assignment– July 13
 - # 5 Newspaper Assignment– July 14
 - # 6 Newspaper Assignment– July 15
 - # 7 Newspaper Assignment– July 20
 - # 8 Newspaper Assignment– July 21
 - # 9 Newspaper Assignment– July 22
 - # 10 Newspaper Assignment– July 23
 - # 11 Newspaper Assignment– July 30
 - # 12 Newspaper Assignment– August 3

e. **Mock Interview – July 13**

Late assignments WILL NOT BE ACCEPTED!

Quizzes and in class assignments will be given at random.

Course Requirements & Evaluation

a. Resume, Cover Letter, & Thank You Letter	30 points
<ul style="list-style-type: none">• Resume – 10 points• Cover Letter – 10 points• Thank you Letter – 10 points	
b. Three Exams	300 points
<ul style="list-style-type: none">• Exam #1 (July 16) – 100 points• Exam #2 (July 27) – 100 points• Exam #3 (Aug. 6) – 100 points	
c. Learning Activities	500 points
<ul style="list-style-type: none">• Learning Activities 3.7.1 & 3.7.2 – 100 points• Learning Activities 4.4 – 100 points• Learning Activities 5.7 – 100 points• Learning Activities 7.1 & 7.2 – 100 points• Learning Activities 7.9.2 – 100 points	
d. Attendances	40 points
<ul style="list-style-type: none">• 20days X 2points per day• Check e-mail everyday and reply to Instructor’s e-mail to earn each day attendance point.	
e. Job Search Notebook	330 points
f. Newspaper Project	204 points
<ul style="list-style-type: none">• 12 Newspaper Project X 17 (5 points-copy of article + 10 points-summery of article + 2 points-work cite) points per each project	
g. Participations	50 points
<ul style="list-style-type: none">• Participate at least 10 out of 20 discussion threads (Each discussion thread – 5 points each)	
h. Mock Interview	50points
<ul style="list-style-type: none">• Answer to interview questions	
TOTAL Possible Points	1504 points

Grading System:

Below is the grading scale that will be used to determine the final letter grade:

A = 1504 - 1346 B = 1345 - 1195 C = 1194 – 1045 D = 1044 - 894

F = 893 and below

The textbook, while useful, will not be the only source of information for the online class. Periodically, additional readings will be assigned. Online class materials are intended to enrich or supplement the assigned readings. It is important that you read these carefully so that you don't overlook essential content. They are NOT intended to summarize or substitute for the readings. Exams will be designed to assess the student's knowledge of ALL reading materials and the material presented in WebCT.

Links/Web Site:

Some of the material in this course will require you to explore Web sites. Bring to the course the issues that you find most interesting and compelling.

Discussion:

Due to the highly interactive nature of this course, you will frequently find yourself in the "Discussion Area." Participation in discussion is required during the entire course. Each student's initial Participation grade will be calculated based on the number of participations in discussion

Written Assignments:

- There will be written assignments throughout the Winter Session.
- All papers and assignments must follow the APA guidelines in the Publication Manual of the American Psychological Association (5th Ed.) Not following the APA guidelines will result in grade point reduction.
- All papers must be typed (double-spaced) and properly identified – Student Name, Class and Project Title – points will be deducted for papers not meeting these requirements.
- Late assignments *will not* be accepted.
- All research and abstracts must be properly documented. Plagiarism will not be tolerated. Academic dishonesty in any form is unacceptable.

Be prepared for each class. Read chapters and ready to participate in discussion thread.

This syllabus is subject to change with advance notice. The instructor reserves the right to change or add assignments with prior notice.

If you are having difficulty in this class, it is your responsibility to bring this to my attention.

Summer, 2009

Tentative Class Schedule

Schedule is tentative and subject to change

DAY/ DATE	TOPIC/TEXT	HOMEWORK	COURSE OBJECTIVE
MODULE 1: CAREER DEVELOPMENT			
1. Jul. 6	Introduction Class Introduce Job Search Notebook Introduce Newspaper Project	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 6th folder, read, and study them. 4. Upload Newspaper project #1 by July 7th 11:59pm to Turningitin.com 	#1, 2, 3 & 4 #6
2. Jul. 7	Developing a Dynamic Resume, Cover Letter, Thank You Letter.	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 7th folder, read, and study them. 4. Upload Newspaper project #2 by July 8th 11:59pm to Turningitin.com 5. Upload Newspaper Project # today by 11:59pm to Turningitin.com 	#2 & #6
3. Jul. 8	Developing a Dynamic Resume, Cover Letter, Thank You Letter (Cont.)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 8th folder, read, and study them. 4. Upload Newspaper project #3 by July 9th 11:59pm to Turningitin.com 5. Write Your Resume, Cover Letter & Thank You Letter and send them to Instructor's e-mail by July 9th 11:59pm 6. Upload Newspaper Project #2 today by 11:50pm to Turningitin.com 	#1 & #6

DAY/ DATE	TOPIC/TEXT	HOMEWORK	COURSE OBJECTIVE
MODULE 1: CAREER DEVELOPMENT (CONT.)			
4. Jul. 9	The Interview	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 9th folder, read, and study them. 4. Upload Newspaper project #4 by July 13th 11:59pm to Turningitin.com 5. Download interview questions from July 9th folder, answer the interview questions and send to instructor by WebCT e-mail – by July 13th 11:59pm. 6. Send Resume, Cover Letter, & Thank You Letter to instructor's WebCT e-mail today by 11:59pm 7. Upload Newspaper Project #3 today by 11:59pm to Turningitin.com 	#3, #4, & #6
MODULE 2: MERCHANDISING THEORY			
5. Jul. 13	Chapter One: Merchandising Theory (pp. 2 - 31)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 13th folder, read, and study them. 4. Upload Newspaper project #5 by July 14th 11:59pm to Turningitin.com 5. Upload Newspaper Project #4 today by 11:59pm to Turningitin.com 6. Send the interview questions to Instructor's WebCT e-mail – by today before 11:59pm. 	#6 & #9

DAY/ DATE	TOPIC/TEXT	HOMEWORK	COURSE OBJECTIVE
MODULE 2: MERCHANDISING THEORY (CONT.)			
6. Jul. 14	Chapter Two: Merchandising Technology (pp. 32 – 75)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 14th folder, read, and study them. 4. Upload Newspaper project #6 by July 15th 11:59pm to Turningitin.com 5. Upload Newspaper Project #5 today by 11:59pm to Turningitin.com 	#6 & #9
7. July 15	Chapter Three: Merchandising System (pp. 76 – 109)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 15th folder, read, and study them. 4. Upload Newspaper project #7 by July 20th 11:59pm to Turningitin.com 5. Do Learning Activities 3.7. 1 & 3.7.2 (pp. 107~109) - Due July 20 6. Upload Newspaper Project #6 today by 11:59pm to Turningitin.com 	#6 & #9
8. July 16	EXAM #1: Chapters 1, 2, and 3	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Click Exam Icon to take exam 	

DAY/ DATE	TOPIC/TEXT	HOMEWORK	COURSE OBJECTIVE
MODULE 2: MERCHANDISING THEORY (CONT.)			
9. July 20	Chapter Four: Fundamentals of Merchandise Planning (pp. 112 – 163)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 20th folder, read, and study them. 4. Upload Newspaper project #8 by July 21st 11:59pm to Turnitin.com) 5. Do Learning Activities 4.4 (p. 129) by July 21st 6. Upload Learning Activities 3.7. 1 & 3.7.2 (pp. 107~109) today to Turnitin.com by 11:59pm. 7. Upload Newspaper Project #7 today by 11:59pm to Turnitin.com 	#6 & #9
MODULE 3: MERCHANDISING PLANNING			
10. July 21	Chapter Five: Merchandising Perspectives on Pricing (pp. 164 – 213)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 21st folder, read, and study them. 4. Upload Newspaper project #9 by July 22nd 11:59pm to Turnitin.com 5. Do Learning Activities 5.7 (pp. 192~193) by July 22nd 6. Upload Learning Activities 4.4 to Turnitin.com today by 11:59pm 7. Upload Newspaper Project #8 today by 11:59pm to Turnitin.com 	#5, #6, & #9

DAY/ DATE	TOPIC/TEXT	HOMEWORK	COURSE OBJECTIVE
MODULE 3: MERCHANDISING PLANNING (CONT.)			
11. July 22	Chapter Six: Planning and Controlling (pp. 214-265)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 22nd folder, read, and study them. 4. Upload Newspaper project #10 by July 23rd 11:59pm to Turnitin.com). 5. Upload Learning Activities 5.7 to TurnItIn.com today by 11:59pm 6. Upload Newspaper Project #9 today by 11:59pm to Turnitin.com 	#6 & #9
12. July 23	Chapter Seven: Planning and Controlling Merchandise Assortment (pp. 266 – 312)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 23rd folder, read, and study them. 4. Upload Newspaper project #11 by July 30th 11:59pm to Turnitin.com) 5. Do Learning Activities 7.1(pp. 272~273) & 7.2 (p. 278) by July 28. 6. Do Learning Activities 7.9. 2 (p. 294) by July 29 7. Upload Learning Activities 5.7 to TurnItIn.com today by 11:59pm 8. Upload Newspaper Project #10 today by 11:59pm to Turnitin.com 	#5, #6, #7, #8, & #9
13. July 27	EXAM #2: Chapter 4, 5, 6, and 7	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Click Exam Icon to take exam 	

DAY/ DATE	TOPIC/TEXT	HOMEWORK	COURSE OBJECTIVE
MODULE 4: DEVELOPING & PRESENTING PRODUCT LINE			
14. July 28	Chapter Eight: Developing Product Lines (pp. 314 – 347)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 28th folder, read, and study them. 4. Upload Learning Activities 7.1 & 7.2 to Turnitin.com today by 11:59pm 	#9
15. July 29	Chapter Nine: Presenting Product Lines (pp. 348-389)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 29th folder, read, and study them. 4. Upload Learning Activities 7.9.2 to Turnitin.com today by 11:59pm 	#9
16. July 30	Chapter Ten: Global Sourcing (pp. 390 – 435)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open July 30th folder, read, and study them. 4. Upload Newspaper project #12 by August 3rd 11:59pm to Turningitin.com 5. Upload Newspaper project #11 by Today 11:59pm to Turningitin.com 	#6 & #9

DAY/ DATE	TOPIC/TEXT	HOMEWORK	COURSE OBJECTIVE
MODULE 4: DEVELOPING & PRESENTING PRODUCT LINE (CONT.)			
17. Aug. 3	Chapter Eleven: Customer/Vendor Relationship (pp. 436 – 467)	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Open Aug. 3rd folder, read, and study them. 4. Upload Newspaper project #12 today by 11:59pm to Turningitin.com 	#6 & #9
18. Aug. 4	Job Search Notebook Due	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Please send Job Search Notebook file to Instructor's WebCT e-mail 	#4
19. Aug. 5	Review Session	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Study for the Final 	#6
20. Aug. 6	Final Exam – Chapter 8, 9, 10, and 11	<ol style="list-style-type: none"> 1. Check e-mail 2. Reply to instructor's e-mail for attendance 3. Click Exam Icon to take exam 	

JOB SEARCH NOTEBOOK – FIVE PART ASSIGNMENT

Due August 4, 2009 by 11:59pm – Send Project to Instructor's WebCT e-mail

Finding a job is a full time job. It is vital to keep things organized.

This is your notebook to personalize. Below are the requirements as well as the suggested format to get you started!

Part I: Checklist Form

Design a Checklist Form that you will use for the organization of your job search. Think about all of the information you will want to record as you being your search-to get you thinking about what information of which you will want to keep track, I have compiled a starting list to get you going, you will want to expand on these ideas.

- ❖ Company's name
- ❖ Where did you find the position listed? (i.e., newspaper, online, word of mouth)
- ❖ Did you send a resume? Electronically?
 - (Date) and/or hardcopy?
 - Place posted.
- ❖ Contact Person/People's Name(s)
 - Title
 - Where did you get there name? (a phone call, personal reference, etc.)
- ❖ A list of all the phone calls made – make notes of if it was a cold-call, a follow-up etc.
- ❖ Who did you speak to?
 - Did you leave a message?
 - The dates and times of each call and any notes on the conversation.
- ❖ What else might you want to record?

You will need to turn in a copy of this form in a "form format" ready to fill out with information!

Part 2: Finding resources, searching for job postings, and other Notebook information.

As a part of your final notebook you will also want to include information other than your checklist and company information. Think about what other types of information that you would need in your notebook. Items such as:

- ❖ A master list of companies to research Web sites.
- ❖ A master list of online job search websites and places to post resumes with a brief description of what you found valuable about the sites.

You will need to turn a list of helpful Web sites (10-15) that you have found through your research with a brief description of each one (turn in a hardcopy of the Web site link) along with 8 job postings from 8 different companies that you have found through your job search research and 8 “completed” checklist forms for each posting.

Part 3: Company Research for 8 different companies

Create a “Cheat Sheet” of key points on each company for which you are “applying”. (FYI: This is something you would definitely want to do for every company for which you are applying, once you begin the search for your internship or job.)

Pair this company research information with your checklist forms so you can make notes while being able to reference the company information quickly and easily. I have compiled a starting list to get you going, you will want to expand on these ideas.

- ❖ Company researched:
- ❖ Why you are interested in working for this company:
- ❖ Describe the company:
 - What do they do?
 - Who are their competitors?
 - Who is their president/CEO?
 - How do they describe their company culture?
 - Are they a publically traded company?
 - If so, what is the current stock price is the stock pricing currently moving up or down?

- What new initiatives, products, or strategies does the company have?
- What other things would be good to know or list/things that are unique to that particular company?

You will need to turn in a separate sheet for each of the 8 companies and the coordinating job posting and checklist forms.

Part 4: Location Research – Cost of Living

Once you 8 companies' research sheets and Checklist Forms have been completed, pick 3 out of 8 jobs to research. They **MUST** be from 3 different companies with 3 different geographic locations, with differing Quality of Life Considerations. Research the following information as well as 2 additional points that are important to be personally on your chosen 3 jobs.

(FYI: This is something you would definitely want to once you begin interviewing for a position)

- ❖ Price of housing:
 - One bedroom apartment vs., a two bedroom apartment
 - Cost one which is close to work and one which is further away. Use Mapquest to locate your potential place of employment and two locations for housing.
- ❖ Transportation:
 - Is there public transportation?
 - If yes, what type and what is the cost?
 - Cost of Auto Insurance
 - Price of a gallon of gas
 - Level of crime per area
 - Personal reasons and amenities
 - List of pros and cons
 - Stating salaries for similar jobs in the area.

Part 5: Personal Section

- ❖ Cover letter
- ❖ Resume
- ❖ Thank you letter

FSMR 480 - Job Search Notebook

Grading Rubric

Contents	You Earned	Possible Points										
1. A Copy of Checklist Form												
● Company's Name		1										
● Where did you find the position listed?		1										
● Did you send a resume		1										
● Contact person/People's name		1										
● A list of all the phone calls made		1										
● Who did you speak to		1										
● What else might you want to records		1										
2-A. A Master List of Companies to Research Web Sites and Brief Descriptions (10-15) (4 points/Web Site)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	40
1	2	3	4	5								
6	7	8	9	10								
2-B. A master List of Online Job Search (10-15)(1 point each	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	10
1	2	3	4	5								
6	7	8	9	10								
● Brief description of each one (3 points for each Web site)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	30
1	2	3	4	5								
6	7	8	9	10								
● 8 job posting form 8 different companies (2 points for each posting)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	16		
1	2	3	4									
5	6	7	8									
3. Company Research for 8 Different Companies												
● Why are you interested in working for this company? (3 points for each company)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	24		
1	2	3	4									
5	6	7	8									
● What do they do? (2 points for each company)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	16		
1	2	3	4									
5	6	7	8									
● Who are their competitors? (2 points for each company)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	16		
1	2	3	4									
5	6	7	8									
● Who is their president? CEO? (1 point for each company)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	8		
1	2	3	4									
5	6	7	8									
● How do they describe their company culture? (2 points for each company)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	16		
1	2	3	4									
5	6	7	8									
● Are they a publically traded company? If so, what is the current stock price? Is the stock pricing currently moving up or down? (2points for each company)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	16		
1	2	3	4									
5	6	7	8									
● What new initiatives, products, or strategies does the company have? (3 points for each company)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	24		
1	2	3	4									
5	6	7	8									
● What other things would be good to know or list/things that are unique to the particular company? (2 points for each company)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	16		
1	2	3	4									
5	6	7	8									
● 8 Checklist forms (2 points each)	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	16		
1	2	3	4									
5	6	7	8									

Contents	You Earned	Possible Points
4. Location Research – Cost of Living (pick 3 out 8)		
● Price of housing		
a. One bedroom apartment vs. two bedroom apartment (2 points each)	1 2 3	6
b. Cost one which is close to work and one which is further away (2 points each)	1 2 3	6
● Transportation		
a. Public transportation (2 points each)	1 2 3	6
b. Cost of auto insurance (2 points each)	1 2 3	6
c. Price of gallon of gas (2 points each)	1 2 3	6
● Level of crime per area (2 points each)	1 2 3	6
● Personal reasons and amenities (Pros & Cons) (3 points each)	1 2 3	9
● Starting salaries for similar jobs in the area (2 points each)	1 2 3	6
● 2 additional points that are important to be personally on your chosen 3 jobs (3 points each)	1 2 3	9
5. Cover Letter		5
6. Resume		5
7. Thank You Letter		5
TOTAL		330

NEWSPAPER PROJECT

204 Points (17 points per Article X 12 Articles)

Due August 5th, 2009 – Turn-It-In.com

I. Sign-Up Daily Newspaper

- A. Go to www.smartbrief.com/nrf
- B. Go to www.smartbrief.com/popai
- C. Go to www.smartbrif.com/shop.org

II. Everyday check your e-mail and read newspaper

III. Pick one article per day

IV. Attach the article to word (5 points per Article)

- A. Select all
- B. Copy
- C. Past to the Word file

V. Add source of article – Using APA style (2 points)

VI. Summarize the article which you past to the word (minimum 1/2 page – 5 points)

VII. Describe why the information presented in this article would be useful to buyers (minimum 1/2 page – 5 points)

FSMR 480 – Seminar in Fashion Merchandising

Online - Lecture Plan

Day 9 – July

Lecturer: Dr. Eun Jin Hwang

DAY 9: Fundamentals of Merchandise Planning (Module 2)

A. Issues Covered in the PowerPoint

I. Merchandise Planning Basics

- **Who Plans**
- **Traditional Line Planning**
- **Contemporary Line Planning**

II. Forecast-Based Merchandise Plans

- **Purpose of Merchandise Forecasts**
- **Elements of Analysis**

III. Analysis of Merchandise Classifications

- **Classifying merchandise – the process of arranging the merchandise mix into groups based on criteria of the end-user (Taylor, 1970)**
- **Effective merchandise classification enables**
- **Effective classification systems may include**
- **Language for breaking down a merchandise assortment**

- **Balanced assortment**
- **Buying patterns and sales history by classification**
- **Analysis of sales history**
- **During-the-Season Trend Analysis**
 - Evaluate fast sellers
 - Evaluate slow sellers
- **Forecasting Principles Demonstrated by Sport Obermeyer**

B. Required Reading for Lesson 9

Kunz, G. (2005). *Merchandising: Theory, principles, and practice (2nd ed.)*. New York: Fairchild Publications.

- **Chapter 4: Fundamental of Merchandise Planning**

C. Discussion Questions

1. **After you read Case 4.1 do you think this “deal” would have happened if Federated and Bon-Ton were direct competitor?**

MOCK INTERVIEW QUESTIONS

50 Points

Please Answer Following Interview Questions and Send this to Instructor's WebCT e-mail

Due: July 13, 2009 by 11:59pm

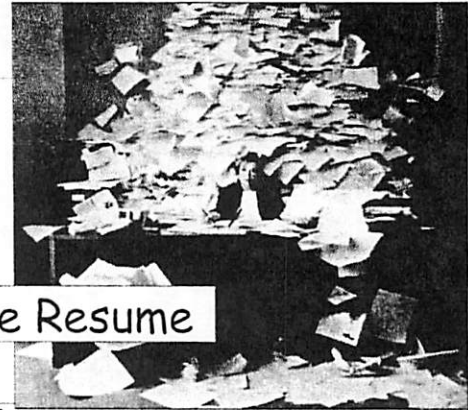
1. Tell me about yourself.
2. Tell me about a time when you have made a difference.
3. Of what are you most proud?
4. What do you do for fun?
5. What is your favorite book?
6. If you could have lunch with anyone living or dead, who would it be and why?
7. What subjects do you like best?
8. Tell me about a teacher you like and why.
9. Tell me about school activities you enjoy.
10. What is the most challenging part of school?
11. How would a teacher describe you?
12. What are your strengths and weaknesses?
13. How would you describe yourself? (Be prepared to give an example or two)
14. Why do you want this job? (To attend college, this scholarship, etc.)
15. How well do you work with others?
16. What are your goals?
17. What are your two most satisfying accomplishments?
18. What did you do in your last job?
19. What would be your ideal job?
20. What skills do you have related to the requirements of this job?
21. Why should I hire you?

22. What distinguishes you from other people I am interviewing today?

23. What do you want me to remember about you?

Résumé, Cover Letter, and Thank You Letter

FSMR 480



The Resume

Résumé

RÉ-SU-MÉ rez-ə-mā n [F. *resume* fr. Pp. of *resumer* to resume, summarize]
SUMMARY *specif*: a short account of one's career and qualifications prepared typically by an applicant for a position.

-Webster's

Résumé- General

- There is no one right way.
- A résumé is a persuasion paper not a laundry list.
- An Effective Résumé:
 - Shows a pattern of interest and experience
 - Makes a clear connection between qualifications and opportunity
 - Is readable and professional in presentation

Purpose of a Résumé

- Should tell the reader what you know how to do
- Summarizes your background and experience
- Demonstrates your ability to do a specific position well

Functions of a Résumé

- Self-Inventory
- Extended Calling Card
- Agenda for an Interview
- Memory Jogger for the Employer After the Interview

Resume Interesting Fact

- An employer will spend approximately 30 seconds reviewing your resume.

7

Résumé Writing Process

- Gather Information
- Write
- Rewrite
- Layout
- Revise
- Have it reviewed
- Edit again

8

Résumé Outline

- Contact Information
- Objective
- Education
- Experience
- Activities/Honor/Service/Awards
- Kicker

9

Heading

- The heading should include:
 - contact information, name, address, telephone number, and email address.
- *List both your campus and home addresses if it makes sense to do so (include validity dates).

Kerry L. Green
Journal & Mass Media

Journal Address: 1115 S. Main St. 2009
 200 E. 10th St.
 Morris, MN 56257
 (218) 495-0224

Home Address:
 2100 Pine St. SE
 Bremerton, WA 98312
 (206) 751-6787

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Heading Examples

Jake Askew
Journal & Mass Media

Journal Address: 1115 S. Main St. 2009
 200 E. 10th St.
 Morris, MN 56257
 (218) 495-0224

Kerry L. Green
Journal & Mass Media

Journal Address: 1115 S. Main St. 2009
 200 E. 10th St.
 Morris, MN 56257
 (218) 495-0224

Home Address:
 2100 Pine St. SE
 Bremerton, WA 98312
 (206) 751-6787

11

Objective

- The objective sets the course for the résumé.
- Everything listed on the résumé should support your objective.
- Be specific - What type of work do you want?
- To obtain a challenging and exciting position within your company.
- To obtain an entry-level position as a digital media producer.

12

Career objective statements

- should avoid terms such as:
 - Opportunity for advancement;
 - a challenging position;
 - position deal with people;
 - a progressive company;
 - position which requires creativity;
 - a company that recognizes...;
 - a chance to ...

13

Objective Examples

(job title) where there are opportunities to use (skills/knowledge) to (benefit to employer).

PROFESSIONAL OFFICE: Professional, efficient office where there are opportunities to utilize my skills in organizational, communication, computer, problem solving, & time management, and ability to work independently, working through my own ideas.

Objective: To obtain an Environmental Education position where there are opportunities to utilize my organizational and communication skills in the delivery of quality and timely services.

Objective: Sales/Marketing of Financial Products using persuasive, organizational, communication, and management skills to meet financial goals.

14

Objective Examples

- Fashion Marketing student seeking a position in any area where I could utilize my educational and work experiences.
- Fashion Marketing student with experience in visual displays, fashion show production, and retail sales seeking a position as a Visual Merchandiser.

15

Education

- Present postsecondary information in reverse chronological order
 - Institution and location
 - Degree(s) received or pursuing
 - Graduation date
 - GPA (optional)
 - Study abroad experience
 - Honors

16

Education

- Typically follows the objective.
- Should include:
 - the name of the college or university, the level of degree you are working toward and an expected date of graduation, your major, and your minor, if you have one.

EDUCATION: University of Minnesota, Morris, Morris, MN
 Bachelor of Arts, May 2008
 Major: Psychology
 Minor: History
 Received the Phi Kappa Phi Honor Society membership
 Superior High School, Diploma, June 2001

17

Education

- In addition, you should include any projects relevant to the position.
 - Important section that can illustrate your talents
 - Give the project a name
 - Give a BRIEF description of the project (2-4 sentences)
- Include Study Abroad including in high school.

18

Education Examples

Education: Bachelor of Arts, University of Minnesota, Morris, Morris, MN, 5/02, May 2001
 Major: Biology, Minor: Chemistry
 GPA: 3.4 (4.0 scale)
 Research in Ecology, Freshwater Biology, University of Minnesota, Duluth, Duluth, MN, 5/01
 Major: Biology, Minor: Chemistry, Biochemistry, Ecology, and Analytical Chemistry
 GPA: 3.4 (4.0 scale)
 University of Minnesota, Morris, Morris, MN, 5/02, May 2001
 Major: Biology, Minor: Chemistry, Biochemistry, Ecology, and Analytical Chemistry
 GPA: 3.4 (4.0 scale)

Education: Bachelor of Arts, University of Minnesota, Morris, Morris, MN, May 2001
 Major: Management Finance
 GPA: 3.40

Education: Associate of Arts, Redgate Community College, Aitkin, MN, May 2002

Education: Diploma, Morris Area High School, Morris, MN, May 2001

19

Completed Courses

- Include any completed courses if they are relevant to the position.
- This demonstrates the development of the appropriate skills.

Completed Courses: Investments, Property-Liability Insurance, Employee Benefits/Group Insurance, Financial Management, Risk management Insurance, Corporate Financial Policy, Financial Accounting Analysis, Statistics, Calculus, Economics, Speech, Accounting.

20

Computer Skills

- List computer skills listed in the job description if one is available.
- You don't have to be an expert in using the software and hardware to list them on the resume.
- Pay particular attention to industry or job specific software.

Computer Skills: Familiar with PC, Word Processing: WORD, Spreadsheets: EXCEL, PowerPoint, Statistics (MINI TAB), Internet, Email

Computer Skills: Familiar with Macintosh and PC, word processing (Microsoft Word, Works, and Word Perfect), spreadsheets (Excel), graphics (Cricetgraph), Netscape, and e-mail

21

Honors

- Be selective about Honors and Activities.
- List those that may have importance to the hiring organization.
- You can include honors from other schools including high school.

ACTIVITIES & HONORS: High school activities included chess, art, and football. Graduated with honors and as a member of the National Honor Society. College activities included being a photographer, a participant in Big Friend-Little Friend program, a member of Code of Nations Indian Association, and a participant in Minnesota Public Interest Research Group (MPIRG) activities.

Activities include basketball, weight training, sailing, and swimming.

22

Experience

- Experience comes in many forms:
 - class projects
 - volunteer work
 - campus organizations
 - internships
 - part-time/full-time summer employment

23

Experience

RELEVANT EXPERIENCE:

2001 **Problems Intense** - Internship at University of Minnesota, Morris, MN. Research in Ecology, Freshwater Biology, University of Minnesota, Duluth, Duluth, MN, 5/01. Major: Biology, Minor: Chemistry, Biochemistry, Ecology, and Analytical Chemistry. GPA: 3.4 (4.0 scale).

2001 **Applied Ecology and Perceptions Research** - MSU, Morris, MN. For applied ecology and perceptions research, research in Ecology, Freshwater Biology, University of Minnesota, Duluth, Duluth, MN, 5/01. Major: Biology, Minor: Chemistry, Biochemistry, Ecology, and Analytical Chemistry. GPA: 3.4 (4.0 scale).

2001 **Intercultural Dialogue and Internship Research** - MSU, Morris, MN. Research in Ecology, Freshwater Biology, University of Minnesota, Duluth, Duluth, MN, 5/01. Major: Biology, Minor: Chemistry, Biochemistry, Ecology, and Analytical Chemistry. GPA: 3.4 (4.0 scale).

24

Action Words Describing Skills

Accommodate	Assume	Counsel	Establish	Implement	Manipulate	Plan
Accomplish	Attain	Create	Estimate	Improve	Market	Present
Achieve	Author	Decide	Evaluate	Index	Mediate	Preside
Act	Budget	Define	Examine	Influence	Merchandise	Problem-Solve
Adapt	Build	Delegate	Exchange	Inform	Moderate	Process
Administer	Calculate	Demonstrate	Execute	Initiate	Monitor	Produce
Advise	Catalogue	Design	Expand	Innovate	Motivate	Promote
Advocate	Chair	Designate	Expectate	Inspect	Negotiate	Propose
Affect	Clarify	Detail	Facilitate	Install	Obtain	Provide
Analyze	Collaborate	Determine	Familiarize	Institute	Operate	Publicize
Anticipate	Communicate	Develop	Forecast	Instruct	Opportunity-Seeker	Publish
Apply	Compare	Devise	Formulate	Integrate	React	Recommnd
Approach	Conceive	Direct	Fund-Raise	Interpret	Order	Reconcile
Arrange	Conceptualize	Distribute	Generate	Interview	Organize	Reconole
Assemble	Conciliate	Draft	Govern	Investigate	Originate	Record
Assess	Conduct	Edit	Guide	Invent	Participate	Recruit
Assign	Consult	Educate	Handle	Lead	Perceive	Rectify
Assist	Control	Encourage	Hire	Listen	Perform	Re-Design
	Coordinate	Enlarge	Identify	Maintain	Persuade	Relate
		Endeavor	Illustrate	Manage		

More Action Words

Renew	Teach	Planner	*tolerance for	Finance	Organized
Report	Team-Build	Promoter	Technical	*analytical	Motivator
Represent	Train	Leadership	ambiguity	*conceptual	Detailed
Research	Transform	MIS	Patient	*deal-maker	Power-Oriented
Resolve	Transmit	*Systematic	Focused	*quantitative	Behind-the-Scenes
Review	Unify	*Detail-oriented	Contemplative	*decisive	Manipulator
Revise	Update	*Team leader	Scientific	Project-oriented	
Scan	Utilize	*Future-oriented	Tolerant	Opportunity-Seeker	
Schedule	Write	Technical	Flexible	Systematic	
Screen	Marketing	Organized	Planning	Resource-Allocator	
Select	*creative	Analytical	*long-term	Risk-Adjuster	
Serve	*analytical	Conceptualize	*visionary	Administration/General Management	
Solve	*deal with ambiguity	Problem-solver	*synthesizer	*implement...	
Speak	*conceptualize	Integrate	Strategist	*diplomatic	
Staff	*coordinate/c	implementer	Thinker	*delegate	
Standardize	operator	Patient	Conceptualize	*coordinator	
Stimulate	Program oriented	R & D	Intangible	*political	
Summarize	Advertiser	*creative	Globally-Oriented	talent scout	
Supervise	Researcher	*persistent	Creative		
Survey		*analytical			
Synthesize					

Activities

- Be selective in order to keep your resume to one page.
- Include activities from both college and high school.
- List leadership activities.
- You can include travel.
- Activities can be listed in paragraph form with commas or in column form with or without bullets.

27

Activities Examples

ACTIVITIES & HONORS:

High school activities included chess, art, and football. Organized with honors and as a member of the National Honor Society. College activities included being a photographer, a participant in a Regional Leadership program, a member of Gamma Nu Sigma Fraternity Association, and a participant in Marquette University's Research Council (MRC) activities.

Interests include basketball, weight training, fishing, and painting.

Activities: Orchestra Society (Orchestra Council 2002-2003), Visual Instructor (2002-2004), International Sports Football, volleyball, softball. Other interests include camping, fishing, boat watching, and hiking.

Activities: College: Varsity Basketball at Ridgeview Community College
High School: Football, Basketball, Baseball, Target, Chess

28

References

- Note references are "Available upon request."
- Be sure to print a copy of your resume for each of your references to ensure that they have complete information on your education and experience
 - which makes it easier for them to point out your strengths.

29

What to Avoid?

- Abbreviations
- The use of the word "I"
- Fancy paper, ink color or visual tricks
- Stating that "references are available upon request"

30

What to Avoid?

- Misspelled words
- Grammatical errors
- Poor-quality printing
- Unsupported self-serving phrases, such as, "significant", "innovative", "dynamic", etc.

31

TIPS

- **PROOFREAD YOUR RESUME!**
- Keep your resume to one page.
- It can be printed on 8½ x 11 copy paper.
- You can use color paper if desired, choose an off-white or ivory color.
- If sending a paper copy, the resume can be folded.
- Be prepared to copy/paste into electronic templates on the organization's website, include in the body of an email, or send as an attachment via email.

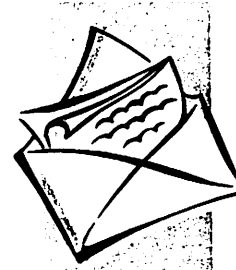
32

Any questions?



33

The Cover Letter



34

Cover Letter

- The purposes of this letter are to get your attached resume read and to generate interviews.
- Your strategy is to demonstrate that your qualifications fit the requirements of the position.
- Decide on one or more themes that show persuasively how well you fit the position:
 - education, experience, interests, responsibility, etc.

35

Letter Preparation

- Compliments your resume
 - Contains information not on your resume and/or
 - Gives specific examples of accomplishments or responsibilities listed on your resume
- Illustrates your personality, creativity and work style

36

Letter Preparation

- Advertisement of your strongest skills
- Allows you to show enthusiasm for the position/company
- Link major job dimensions with your related past performance and experience.
- Example of what you have done and the results that you have gotten

37

Before you write...

- Research the company:
 - What skills are necessary to work in that industry
 - Mission or philosophy of company/department
 - How are you going to contribute?

38

Letter Writing Tips

- Write each letter separately, even if you use a prototype
- Express your capabilities with confidence, but do not exaggerate:
 - Two part-time jobs at Forever 21 and Ann Taylor Loft do not constitute "extensive" management experience!

39

Letter Writing Tips

- Use natural language in simple direct and clear sentences
- Use standard business format on stationary matching your resume/vita
- ALWAYS write to a specific person or committee

40

Sections of the Application Letter

- Addressing the Letter
- Opening Paragraph
- Education Paragraph
- Experience Paragraph
- Conclusion

41

Addressing the Letter

- Address your letters to a specific individual with his or her correct title and business address.
- April 17 2005
- Ms. Sandra Lowenberg
Public Relations Director
Quad Graphics, Inc.
Pewaukee, WI 53072-4195
- Ms. Jane Donahue
King Foods Division
International Multifoods Corporation
Highway 494 at Maxwell Avenue
Newport, MN 55055

42

Opening Paragraph

- Come to the point.
- Reveal your purpose and interest.
- Identify the position and your source of information.
- Introduce your themes.

43

Opening Paragraph

Dear Ms Lowenberg,

I am writing in response to the events coordinator position posted on the University of Minnesota Morris Career Center Web site. Please consider this letter and enclosed resume as an application.

Dear Ms Demahue:

The Career Center at the University of Minnesota, Morris informed me that the King Foods Division currently has a customer service representative position open. Please consider this letter and enclosed resume a formal application for the above position.

44

Education Paragraph

- Refer reader to your resume.
- Outline your strongest qualifications that match the position requirements based on the themes you selected.

As indicated on my resume, I will be graduating from the University of Minnesota, Morris this coming May and I am looking forward to a challenging career in public relations. My courses have prepared me to think creatively and envision goals in order to be an effective problem-solver. In addition to my majors in psychology and communications, UMM has helped me develop a strong liberal arts background and valuable computer experience.

45

Education Paragraph

- Refer reader to your resume.
- Outline your strongest qualifications that match the position requirements based on the themes you selected.

As you can see from my enclosed resume, I will be a May 2004 graduate of UMM with a double major in English and mathematics. My course work in English has prepared me to communicate effectively, both verbally and in writing, with people. This skill would be particularly helpful in handling telephone calls, trying to solve customer problems, and writing reports for the customer service department. In addition to my majors in English and mathematics, I have received a broad liberal arts education at UMM.

46

Experience Paragraph

- Provide evidence of your related experiences and accomplishments. Make reference to your enclosed resume.

My experiences and activities while attending UMM have provided preparation for the events coordinator position. As an active member of the Campus Activities Council Performing Arts committee, I have directed fundraising activities and promoted events using newspaper ads and radio spots. I have also been the student council advisor at a local high school for the past two years. This position consists of planning all homecoming festivities and coordinating other events throughout the school year. I am confident that through my education and extracurricular activities, I have developed the leadership skills to make me a qualified candidate for the position of events coordinator.

47

Experience Paragraph

- Provide evidence of your related experiences and accomplishments. Make reference to your enclosed resume.

Referring to my resume, you will note that I have participated in various activities and experiences which have helped prepare me for the customer services representative position. As a member of Sigma Sigma Sigma Sorority, I designed and developed public relations materials for the sorority. During the summer of 2002, I was a sales representative for Northrup King and Company responsible for sales and customer service in northeastern Colorado. In 2003, I was President of the UMM Math Club and Coordinator of the Freshman Orientation Program. Both positions required that I deal with complaints and problems of diverse campus groups. I feel that my educational background and successful work and extracurricular experiences have prepared me to make an equal contribution as a customer service representative for the King Foods Division.

48

Concluding Paragraph

- Suggest an action plan.
- Request an interview, and indicate that you will call during a specific time period to discuss interview possibilities.
- Express appreciation to the reader for his or her time and consideration.

49

Concluding Paragraph

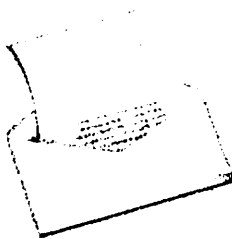
- Suggest an action plan.
- Request an interview, and indicate that you will call during a specific time period to discuss interview possibilities.
- Express appreciation to the reader for his or her time and consideration.

If there are additional application procedures, please advise me. I will be in the Newport area sometime between May 15-20 and would like to arrange an interview with you during that time. I will call your office to set an interview date. Thank you for your consideration.

My resume provides additional information about my education and experience. If there are additional application procedures, please advise me. I am available for an interview, and would like to arrange one at your convenience. I look forward to meeting you and would like to thank you for your time and consideration.

50

Thank You Letter



51

Thank You Letter

- This is one of the most important yet least used tools in a job search.
- It is used to establish goodwill, express appreciation, and/or strengthen your candidacy.
- Make your thank-you letters warm and personal.
- Thank You Letter should be sent within 72 hours of your contact.

52

Thank You Letter Format

- Opening Paragraph:
 - Express your sincere appreciation.
- Body Paragraph:
 - Reemphasize your strongest qualifications.
 - Draw attention to the good match between your qualifications and job requirements.

53

Thank You Letter Format

- Concluding Paragraph:
 - Reiterate your interest in the position.
 - Use the opportunity to provide or offer supplemental information not previously given.
 - Restate your appreciation.

54

Thank You Letter Example

Dear Ms. Donahue:

Thank you for taking time out of your busy schedule to interview me for the customer service representative position. I enjoyed meeting you and learning more about the field of customer service and the King Foods Division.

I am very interested in working with a progressive organization where I can use my skills to help meet organizational goals. My education and work experiences have provided me the necessary skills to make an important contribution to King Foods.

Again, thank you for your consideration. If you need any additional information, please do not hesitate to write or call 320-286-4622.

55

Let's Get Started!



56

TURN-IT-IN.COM

FSMR 480



- www.turnitin.com
- Click "New Users Click Here"
- New students start here
- Create a user profile
- Create a New Turnitin Account
- Student
- Class ID –
- Class Enrollment Password –



- Type your first name
- Type your last name
- Email address
- Enter your password
- Confirm your password
- Secret question
- Question answer
- I agree – create profile



- Add one more class id & password for newspaper project
- Class ID –
- Class Password –



NEWSPAPER PROJECT

FSMR 480

204 points



Sign-up Daily Newspaper

- Go to www.smartbrief.com/nrf
- Go to www.smartbrief.com/popai
- Go to www.smartbrief.com/shop.org



Read Newspapers

- Open your e-mail
- Read newspapers
- Pick 1 most interesting article per day.



Attach the Article

- Select all
- Copy
- Past to the Word



Word Format

- Copy the article – 5points/Article
- Include reference – Using APA Style – 2points
- Summarize article briefly – 10points
 - Describe why the information presented would be useful to buyers.
 - Minimum ½ page



When you turn in....

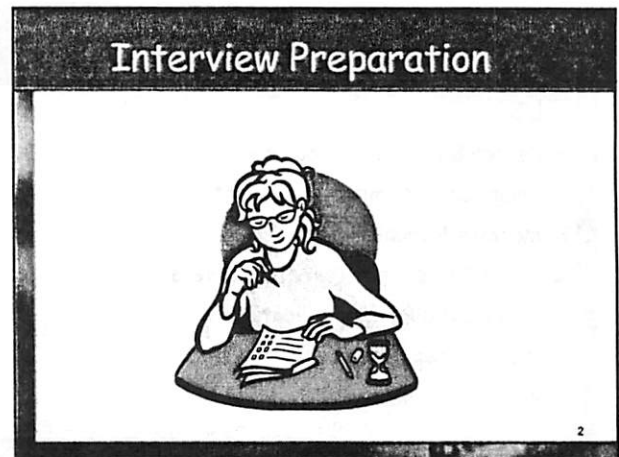
- Turn your article to Turn-it-in.com
- By 11:59pm of due date.



Remember

- No Late work will be accepted.
- Watch the due dates...
- 12 Articles
- 12 Articles X17 pts/article =
204points





The Interview

- Most important step in job search process
- Think of yourself as a Salesperson, and your "product" is YOU!
- Know yourself
- Research company
- Practice interview
- Look the part

Interview Preparation

- Review your SWOT/Create a new SWOT
 - What are you strengths?
 - What are your weaknesses?
 - What are you interested in this industry (opportunities)?
 - What are some of the drawback of working in this industry (threats)?

Interview Preparation

- What are you greatest skills?
- What are your work values?
- What are your interests?
- What are your accomplishments (3)?

Interview Preparation

- Remember to review all negative work and school experiences
 - Low GPA
 - Bad internship
 - Fired from a job
 - No job experience
- Review your (company-friendly) short term and long term goals

Research Resources

- Library
- Better Business Bureau reports
- Chamber of Commerce publications
- Moody's Manuals
- Poor's Register of Directors/Execs
- Standard & Poor's publications
- Wall Street Journal
- Professors, advisors

7

Research Company

- Describe the company
- Where is the company located?
- What service(s) does the company provide?
- Who are the company's competitors?
- What would be the advantages of working for this company?
- What would be the disadvantages of working for this company?
- Who owns this company?

8

Professional Dress



9

Professional Dress

- Consider the industry
- Consider the position
- Use accessories to express style and individuality
- Your interview wardrobe should produce a feeling of security

10

Looking the Part - Men

- Business-like, conservative
- Suit: navy/cadet blue, medium gray
- White, blue or yellow solid dress shirt
- Solid or small polka-dot tie (no bow ties)
- Over-the-calf gray, black, or navy socks
- Shoes - black oxford or wingtip

11

Looking the Part - Women

- Business-like, conservative suit
- Suit skirt: at or below knee; wool or linen in solid, tweed, or small plaid pattern
- Blouse: silk or cotton (not polyester); no lace or frills; solid color
- Black, navy or brown pump with medium or low heels; no open-toed shoes

12

Accessories

- Jewelry:
 - Women: small earrings (no large hoops), one small ring per hand, no noisy bracelets
 - Men: no flashy cufflinks, rings or chains
- Moderate make-up

13

Accessories

- Solid-color wool coat for winter; trench coat for spring or fall with matching gloves
- Gold/silver pen/pencil set
- Solid-color leather briefcase
- Black-leather, one-inch wide belt (men)

14

Professional Dress

- Watch the small details
 - No scuffed shoes
 - (men) no white socks
 - (ladies) no colorful pantyhose
 - Avoid oversized handbags
 - No heavy perfume/cologne (if any)
 - No tight or ill-fitting clothing

15

Fashion Advice

- "It is the details that matters."



Fashion Advice

- "All I know is that you cannot look like Cher (or any other superstar)...until you get the job!"



17

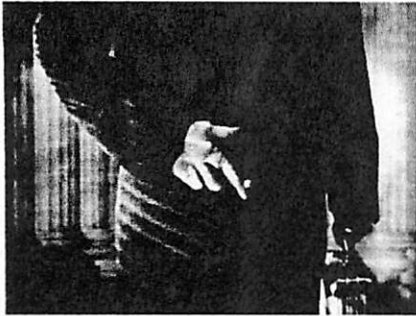
Fashion Advice

- "I wouldn't presume to tell you what to wear, but I'll notice immediately if it doesn't look right."



18

Before the Interview



19

Before the interview...

- Arrive 10 to 20 minutes early
- Bring extra copies of your resume
- List of references
- Bring a small notebook and pen/pencil
- Bring Kleenex or handkerchief

20

Types of Interviews



21

Typical Interview Format

- First 5 minutes - general topics to put you at ease
- 15-20 minutes - Q&A to evaluate your employment qualifications
- 5 minutes - give you information on organization, answer your questions
- Last 5 minutes - explain what will happen next (application form, site visit, contact)

22

The Screening Interview

- Purpose: Eliminate candidates and select candidates for further interviews
- Usually performed by HR
- Interviewer focuses on a set of standards
- Do not volunteer any extra information (don't eliminate yourself!)

23

The Formal Interview

- Traditional interview
- Maybe very stressful
- Don't let the interviewers mood effect your mood or answers

24

The Serial Interview

- Interview with a number of people
- Important to be consistent
- Maintain your level of enthusiasm
- Some interviewers may be more respondent than others

25

Board or Panel Interviews

- Two or more people interview you at the same time
- Feeling of being on trail
- Direct your answers to the person asking the question
- Accurate representation of stress level of job
- Rarely used for entry-level positions

26

The Group Interview

- A group of interviewees are all interviewed at the same time by a panel
- Tension level is heightened
- Interviewers are also watching how you act in the group
- Group may be given a problem to solve

27

The Lunch/Dinner Interview

- Your prospective boss is trying to get to know you better
- Relax, but don't become too comfortable
- Tips :
 - Order familiar food
 - Order "clean" food
 - Try to stay away from alcohol
 - Do not criticize the food or restaurant
 - No need to order what the boss orders

28

Interview Styles

- Directed
- Non-Directive
- Stress

29

Directed Interview

- Interviewer has an outline
- Asks specific questions and notes your responses on checklist
- Impersonal style, but challenging to interviewee

30

Non-Directive Interview

- Very unstructured style
- Allows you to choose topic
- Questions broad and general
- You take control of interview
- Stress strengths, avoid weaknesses

31

Stress Interview

- Interviewer may:
 - lapse into long silence or have unfriendly, brusque attitude
 - stare at you without saying anything
 - take notes, ignore you
- Purpose - to find out:
 - How far can you be pushed before you assert yourself?
 - How do you assert yourself?

32

Traditional Questions

- Tell me about yourself.
- What are your strengths and weaknesses?
- What are your short-term goals?
- What are your long-term goals?
- How would you describe your ideal job?
- Why should I hire you?

33

Behavioral Questions

- Most popular types of questions asked
- Describes your behavior/how you acted in the past
 - Give me an example of...
 - Describe a situation when...
 - Tell me about a time when...
- Answering behavioral questions - STAR

34

Behavioral Questions

- Situation:
Describe situation, include who was involved
- Task:
Explain task or problem
- Action:
Describe specific action you took
- Result:
Give specific consequences of your action

35

Questions You May Be Asked

- What are your future vocational plans?
- In what school activities have you participated?
- In what type of position are you most interested?
- Why do you think you'd like to work for our company?
What jobs have you held? How were they obtained and why did you leave?
- What percentage of college expenses did you earn? How?
- How did you spend your vacations while in school?
- What do you know about our company?

36

More Questions

- What qualifications do you have that make you feel you will be successful in your field?
- What extracurricular offices have you held?
- If you were starting college again, what courses would you take?
- How much money do you hope to earn at age 30? Age 35?
- What do you think determines a person's progress within a company?
- Do you prefer working by yourself or with others?
- What kind of boss do you prefer?

37

More Questions

- Are you primarily interested in money or is service your prime concern?
- Can you take instructions without feeling upset?
- How did previous employers treat you?
- What did you learn from previous jobs?
- Can you get recommendations from former employers?
- What interests you about our product/service?
- Did you change your major in college? Why?

38

More Questions

- When did you select your major?
- Do you feel you did the best scholastic work of which you were capable?
- What do you know about opportunities in this field?
- Do you like routine work? Regular hours?
- What is your major weakness?

39

Difficult Questions

- If you could be an animal, which one would you be and why?
- What is the difference between 1st and 2nd place?
- How many gas stations are in the United States?

40

Illegal Questions

- Marital status or marital plans
- Plans for children
- Age
- Religion
- Political affiliation
- Personal finances
- Criminal record
- Sexual orientation
- Race, nationality, ethnicity or creed

41

Difficult Questions

- How to handle:
 - Confront interviewer - may cost you any career with that organization
 - Answer question but feel bad you were forced to answer for sake of your career
 - Read intention behind question and respond to the intention of the question

42

DIFFICULT QUESTIONS/ POSSIBLE RESPONSES

43

Do you know how to type
(when applying for managerial position)?

- I wasn't aware typing was required for this position. I assumed support services would be provided to assist me in a managerial role. I am able to type well enough to successfully use a computer.

44

What will be your marital status
in the future?

- I do not anticipate any change in my marital status in the near future. I do not believe it is related to my job performance.

45

Are you married? If yes, do you plan to
go where your spouse located employment
after graduation?

- I am looking for a career opportunity which I feel your organization can provide. We have already discussed this thoroughly. If I am hired, my spouse will locate a position near my job.

46

Are you planning to have a family?

- I have no present plans for having children. If I do, I would expect to take a short maternity leave and return to my position with the company. I am very committed to having a career.

47

As a member of a minority group
do you think you would have problems
living in a conservative community?

- I have been a member of a minority group all my life and feel able to cope with any difficulties or problems I might encounter.

48

Questions for Interviewer

- At the end of an interview,
 - Prepare 3 - 5 questions to take with you to your interview
 - ALWAYS ask the interviewer questions
 - The position
 - The company
 - Training and education
 - The interviewer
 - Close the interview!!!!

40

Questions to Ask Interviewer

- Why is this position open?
- What exactly are the responsibilities?
- What are the general working conditions?
- What would you like done differently by the next person who fills this position?

50

Questions to Ask Interviewer

- What are some longer-term objectives you would like completed?
- What freedom will I have in determining my own work objectives?
- Where could a person go who is successful in this position and in what time frame?
- How much turnover generally occurs?
- How is one evaluated? How often?

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After the Interview



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After the Interview

- Assess the Interview - keep diary including:
 - what questions were asked?
 - what were your answers?
 - what will be next step?
 - are you still interested?

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After the Interview

- Follow-up:
 - within 1-5 days, write thank you letter
 - OR write "no thank you" note if not interested
- Rejection:
 - happens to everyone
 - call employer to learn how you could improve your chances

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Professionalism

- No fidgeting
 - Swiveling in chair
 - Twisting hair
 - Tapping fingers on table
 - Twirling pen/pencil
- Avoid the "ums" and "likes"

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Professionalism

- Write down questions you want to ask interviewer
- Let interviewer set pace of interview and lead with questions
- Let interviewer decide when interview is over
- Ask when you'll hear from the interviewer or what is next step

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Professionalism

- Sit-up straight (no slouching)
- Do not look bored (like you do in class)
- Shake interviewer's hand after interview and say "thank you"

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Practice the Interview

- With friend, tape recorder, video camera, mirror
- Think carefully, answer questions clearly
- Be to-the-point, do not ramble, give examples
- Make eye contact while answering

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Practice the Interview

- Practice giving answers to questions about:
 - Your education
 - Work experience
 - Extra-curricular activities
 - Type of job you're seeking

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Finally the Mock Interviews



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The Mock Interviews

- Please download "Mock Interview Questions" file.
- Answer Interview Questions
- Save your answers and send to Instructor's WebCT e-mail by July 13th 11:59pm

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