

DEPARTMENT OF
Mass Communication

NICHOLLS
STATE UNIVERSITY

INTERNSHIP

& EMPLOYMENT HANDBOOK

ACEJMC accredited

DEPARTMENT OF MASS COMMUNICATION | P.O. Box 2031 Thibodaux, Louisiana 70310
p: 985.448.4586 | f: 985.448.4577 | james.stewart@nicholls.edu | www.nicholls.edu/maco

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TABLE OF CONTENTS

Internships

Summary	3
Nicholls Internship	3
FAQs	4
Step-by-Step	6
Internship Checklist	8

FORMS

Internship Agreement	9
Intern Weekly Activity Log	10
Student Intern Evaluation Form	11
Employer Evaluation Form	13

Portfolio

Guidelines	14
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Employment

Employment After Graduation	15
Prospective Employers	16
Mass Communication Jobs	17
Job Application Letter	18
Resumé Checklist.....	19
Sample Resumés	23
Interviewing for a Job	27
Fifty Questions Asked by Employers	27
Follow-up Letter	29

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

NICHOLLS INTERNSHIP PROGRAM

Purpose

The internship program is designed to give students practical mass communication experience to accompany their classroom education.

Internship Experience

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

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

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

Internship Pay

Internship compensation depends upon an agreement between the employer and the mass communication student. Compensation is not required. However, unpaid internships require prior approval with attention paid to nature of the work and employer.

Departmental Responsibility

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

Each student must maintain a portfolio of work done during the internship. The student is also required to write a report of activities, including an evaluation of experiences.

Resumés for Interns

Interns should follow the same format used for job resumés.

Letters of Application for Interns

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

of some differences.

If writing to a prospective employer about an internship, students should first identify themselves, then explain that a media internship is required for a mass communication degree at Nicholls State University.

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

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

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

Keep a copy of all application letters

If students have questions about form, style, etc., they should discuss the application letter with their internship supervisor before mailing it.

It's advisable to attach the employer's reply to the copy of the original letter. Students will then have the two together if they need to refer to them again. Also place all internship documents in the file kept by the faculty supervisor.

FAQS - MACO INTERNSHIP PROGRAM

What is an internship

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

How does a student arrange an internship?

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

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

Students should seek an internship by applying for a job with the mass communication medium they are interested in. Approval of the internship supervisor and department is required in advance.

Students should start to locate an internship by at least midterm of the semester preceding the semester they desire the internship. Some students have done this in advance and have succeeded in having an internship awaiting them. Thanksgiving and Christmas holidays are good times to make contacts.

How does a student apply for an internship?

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

Write a letter of application, but not if seeking an internship at a local media organization. In that case, know the personnel and plan to make a personal contact.

Does a student receive pay during an internship?

An intern should try to get paid at least minimum wages during work on an internship. Amounts vary and are usually below the standard pay of other employees. Students are not required to be paid to do an internship; however, unpaid internships require prior approval of the Department.

How long should an internship last?

The emphasis is on the job experience rather than the number of hours spent on an internship. Most internships, however, last three months or longer. Students work a minimum of 10 hours per week.

How should a student prepare for an internship?

A student should not seek an internship until 90 hours have been completed. Students need course work that reflects the job responsibilities in order to have a successful internship.

What should students do when the internship starts?

Develop a satisfactory understanding with the employer about what will be expected.

Realize they will be, and should be, treated like any other employee, subject to the same work requirements as other employees as to promptness, hours on the job, etc. Realize that internship status will not and should not earn preferential treatment.

Dress appropriately. Interns should not think of themselves as a student. If there are any questions about appropriate attire, interns should ask the employer.

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

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

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

Interns need to realize that they are not on the job to impress other employees or the boss with their “college” training.

Understand that any work produced during the internship is the property of the employer. (Exception: If students work on a story or photos unrelated to the job, on personal time, with personal equipment, at personal expense, they may consider the product of such efforts personal property. Courtesy would dictate that students discuss such a project with their employer if the project could in any way relate to their job.)

Consider it their responsibility to report problems of **any nature** during the internship **immediately** to the internship supervisor.

When should a student register?

After getting approval from the internship supervisor and the MACO department, students can then request to be registered during the semester of the internship.

How is an internship evaluated?

At the end of the semester, students will receive a Pass/Fail grade on the basis of the employer evaluation, student portfolio, internship report and on-the-job visitation.

INTERNSHIP STEP-BY-STEP

Internship Approval

1. Before applying for an internship, a student must have at least junior standing and have completed at least 18 hours of MACO course work. This course work must, in the estimation of the supervising professor, adequately prepare the students for the positions for which they are applying.
2. **At least three weeks prior to the start of the semester in which the internship will be taken**, the students must send a letter to the faculty adviser stating that he/she has been accepted as an intern. They must also submit a prospectus that includes the following:
 - Background of company
 - Supervisor’s name and position
 - What the supervisor does
 - What qualifies this person as a supervisor
 - Number of hours per week the student will be working (minimum of 10)
3. The supervisor needs to write to the coordinating professor stating that the student has been accepted as an intern, specifying the details and hours to be worked in the position.
4. Based on the student prospectus and the supervisor letter, the MACO faculty will approve or deny the internship application. If the internship is approved, the student will then be allowed to request registration for the course (the department will register the student).

Students must be enrolled in MACO 390 and pay fees prior to starting the internship to receive credit.

Requirements

- **WEEKLY LOG:** Intern will keep and submit a weekly log on Moodle (see sample on page 10)
- **PORTFOLIO:** Intern will keep a portfolio of all work during the internship
- **INTERNSHIP REPORT:** Intern will write final report analyzing the internship experience — good, bad, what could be improved.

Deadlines

- **MIDTERM:** Present examples of work to coordinating professor
- **FINAL:** Submit portfolio, daily log and internship report to supervising professor three week days prior to the start of the final exam period.

Oversight

- **ON-SITE VISITATION:** Whenever possible, the supervising professor will conduct at least one on-site observation during the term.
- **RECORDS:** All internship documentation will be maintained in the department's files following completion of the course.

PORTFOLIO

The internship portfolio should be a part of the student's larger, professional portfolio that should adhere to the standards and criteria in the Portfolio section on [page 13](#).

INTERNSHIP REPORT

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

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

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

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

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

INTERNSHIP CHECKLIST ✓

NOTE: ALL DOCUMENTATION MUST BE KEPT ON FILE.

BEFORE INTERNSHIP

- Complete internship **TRAINING** before applying for the internship *[online]*
- Pass internship Training **EXAM** *[in MACO office]*
- MEET WITH ADVISER** to confirm completion of at least 18 hours of MACO course work, which, in the estimation of the supervising professor, adequately prepares the student for the position.
- Adviser sends **RECOMMENDATION** message to Departmental Internship Director confirming academic eligibility within *3 weeks before start of semester* in which internship will be taken
- Submit **APPLICATION PACKET** online [nicholls.edu/maco > current students] *at least 3 weeks before the start of the semester* in which the internship will be taken, to include:
 - **Supervisor Letter:** Supervisor writes letter to coordinating professor confirming the student has been accepted as an intern, specifying the details and the number of hours to be worked in the position.
 - **Prospectus:** Student writes brief essay to include the following:
 - Background of company
 - Supervisor's name and position
 - What the supervisor does
 - What qualifies this person as a supervisor
 - Number of work hours per week (minimum of 10)
- Committee **APPROVES** application based on academic eligibility, student prospectus and the supervisor letter.
- Student **REQUESTS REGISTRATION** for the course (the department will register the student), based on committee approval.

DURING INTERNSHIP

- Complete **MIDTERM** - submit examples of work, supervisor evaluation and student evaluation
- Internship Director complete at least one **ON-SITE VISITATION**

3 DAYS PRIOR TO FINAL EXAM DATE

- Submit **WEEKLY LOG**
- Submit **PORTFOLIO** of all work during the internship
- Submit final **INTERNSHIP REPORT**
- Submit **STUDENT EVALUATION**
- SUPERVISOR EVALUATION** *[online by work supervisor]*

INTERNSHIP AGREEMENT

The Department of Mass Communication recognizes the value to its students in gaining experience in the work place; therefore, we enter into an agreement with

[Redacted]

as an internship site for the [Redacted], 20 [Redacted] semester. The organization will give the intern,

[Redacted]

an opportunity to acquaint himself/herself extensively with most aspects of the employing organization.

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

[Redacted], [Redacted], 20 [Redacted] to [Redacted], [Redacted], 20 [Redacted]

Signatures

[Redacted]

student

[Redacted]

date

[Redacted]

Nicholls faculty adviser

[Redacted]

date

[Redacted]

immediate supervisor

[Redacted]

address

[Redacted]

telephone

WEEKLY ACTIVITY LOG

Name Internship Site

Dates Total Hours Worked

Duties Performed:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday/Sunday

Problems Faced & Solved

Skills Needing Improvement

Your Rating of Your Overall Progress

STUDENT INTERN EVALUATION

Employer

Student

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

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

1. **INITIATIVE.** Student works steadily and pays close attention to responsibilities. Is the student a “self-starter” able to find constructive work when none is assigned?

5 4 3 2 1 N/A

2. **ATTENTION.** Student’s attention during work hours. Does the student waste time on their phone or in idle conversation, etc.?

5 4 3 2 1 N/A

3. **COOPERATION.** Does the student willingly cooperate with the rest of the staff and supervisors? Does the student accept directions and suggestions without argument? Does the student follow established office rules? Does the student have a positive attitude? Does the student get along well with the rest of the staff?

5 4 3 2 1 N/A

4. **PROFESSIONALISM.** Does the student conduct himself/herself professionally?

5 4 3 2 1 N/A

5. **SOCIAL PERSPECTIVE.** Does the student show an appreciation for cultures other than his/her own?

5 4 3 2 1 N/A

6. **ETHICS.** Does the student show an ability to apply ethical principles?

5 4 3 2 1 N/A

7. **BASIC WRITING SKILLS.** Rate the student’s ability to spell, construct proper sentences, punctuate and otherwise follow the accepted procedure in the mechanics of writing. Please take into consideration the degree to which the student has improved since the student has been interning.

5 4 3 2 1 N/A

8. **JOURNALISTIC WRITING/REPORTING.** Does the student know how to create interesting leads and maintain reader interest? Does the student produce stories so as to leave no reasonable questions unanswered in the mind of the reader? Does the student have expected skills? (Please note deficiencies)

5 4 3 2 1 N/A

9. NEWSGATHERING/RESEARCH ABILITY, INTERVIEWING. Please rank the student in regard to ability to get the required information for a story. Is the student alert and aggressive enough to find tips and stories? Does the student do a satisfactory job of interviewing sources?

5 4 3 2 1 N/A

10. EDITING. Does the student edit own copy thoroughly? Is the student able to detect and correct errors and inconsistencies in his/her own and other's work?

5 4 3 2 1 N/A

11. MATH. Student demonstrates ability to apply basic math principles.

5 4 3 2 1 N/A

12. SPEAKING/DELIVERY. Student demonstrates ability to speak publicly.

5 4 3 2 1 N/A

13. DESIGN. If the student has done layout, has the student performed satisfactorily? How would you rank the student in these skills?

5 4 3 2 1 N/A

14. TECHNICAL COMPETENCY. If the student has done technical work, has the student performed satisfactorily? How would you rank the student in these skills?

5 4 3 2 1 N/A

15. OTHER STRENGTHS (please elaborate)

16. OTHER WEAKNESSES (please elaborate)

17. Would you **HIRE** this student?

Yes No

Intern Supervisor Signature

Date

EMPLOYER EVALUATION

Student

Employer

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

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

1. ENVIRONMENT. The work environment was conducive to accomplishing the assigned tasks.

5 4 3 2 1 N/A

2. SUPERVISION. Tasks and assignments were clear and articulated well.

5 4 3 2 1 N/A

3. ATMOSPHERE. The personnel were helpful and friendly.

5 4 3 2 1 N/A

4. STRENGTHS (please elaborate)

5. WEAKNESSES (please elaborate)

6. Would you recommend this internship to another student?

Yes No

Intern Signature

Date

PORTFOLIO

Of particular importance to a mass communication professional is a portfolio. This is a collection of the student's work. Usually it contains published work by the student. But in lieu of this, samples of unpublished work can be included.

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

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

The overall site design should match students' individual personalities as well as the specific area of mass communication in which they want to work. Consider professional branding, including things like a logo, colors, fonts and images.

While there is no standard form for content, all online portfolios should have the following pages:

- **HOME:** visual introduction to a student as a professional
- **ABOUT:** brief summary about the student and important work/experience highlights. Should include a link to a printable resumé
- **PORTFOLIO:** should include examples of student's work. Can be broken down by kind and can include sub-navigation.
- **CONTACT:** a contact form

The "About" page should not only give some quick information, but also highlight important work/experience. Use bullets and subheads to make content scannable. Then, always include a link to a full, printable resumé (avoid putting any physical addresses on web-based materials . . . everything on the web is public).

For clips, always keep it visual. Even for work that is just words, think of a way to show that visually and then link that image to a document. As much as possible, include an image of the work in its published state.

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

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

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

The contact page is an important part of connecting with prospective employers and others in the field. A contact form that is processed in the website is best to avoid spam and keep email addresses private.

It is also advisable to link to professional social media (avoid linking to unused or private accounts).

A neat, complete and organized portfolio can be an invaluable aid in obtaining employment or seeking a better job. Start the portfolio with the first published story and continue to build it. As it grows, weed out some of the material, but continue faithfully to collect and save the best work. Ideally, clips should be dated and publication named.

EMPLOYMENT AFTER GRADUATION

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

A listing of available positions is kept by area chairs, and notices of job openings are posted on the Department's social media accounts.

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

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

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

Study this manual for help in writing letters of application, preparing resumés, and interviewing

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

Office of Career Services at Nicholls

Career Services is located in the Student Union Ballroom.

HOURS: Monday-Thursday, 8 a.m. - 4:30 p.m.

DIRECTOR: Kristie R. Tauzin

PHONE: 985.448.4508

EMAIL: kristie.tauzin@nicholls.edu

WEB: www.nicholls.edu/career/

Common Sense, Energy, and Ingenuity

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

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

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

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

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

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

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

Never hesitate to ask members of the department for advice. And, most important, **DON’T GET DISCOURAGED**. A rejection is not the end of the world, and is seldom a reflection of the individual. If students don’t get the first internship or job they apply for, they should pick themselves up and try again—and again. To be rejected the first time is common; learn from each disappointment and be persistent.

A resumé, vita, or personal profile is an important part of an application. It is a concise description of the student as a prospective employee and the qualifications for employment. The format used to present this information varies. No specific style is best or superior for every case, but the resumé should be organized in a way that is easy for a prospective employer to follow.

PROSPECTIVE EMPLOYERS

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

suitable employment.

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

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

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

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

Contact Possibilities for Mass Communication Jobs

Websites:

- **PUBLIC RELATIONS SOCIETY** // www.prsa.org
- **JOURNALISM** // www.journalismjobs.com
- **HIGHER EDUCATION** // www.higheredjobs.com
- **LINKEDIN** // linkedin.com
- **EDITOR & PUBLISHER** // editorandpublisher.com
- **ADVERTISING AGE** // adagetalentworks.com

Organizations:

- Daily and weekly newspapers
- Radio and television stations and cable systems
- Various state departments and agencies websites
- Advertising agencies

- Public relations agencies
- Profit and non-profit corporations and organizations
- Wire services
- Out-of-state internships
- NSU Office of Institutional Advancement
- College and university news bureaus and public information offices
- Career Planning and Placement Office
- The Louisiana Press Association and Louisiana Association of Broadcasters
- Press associations of some states in addition to Louisiana will provide information about openings in their states

Other

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

LETTER OF APPLICATION FOR A JOB

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

- Know as much as possible about the business one is writing to. Read about it or, if possible, talk with someone who knows the business operation.
- Each letter written should be tailored to the person to whom it is addressed. There is no such thing as a standard letter of application. The person to whom the letter is written should have no question about the interest of the applicant. The letter should show by tone and content that this particular job is the one the applicant wants.
- Put the letter on a good grade of letter-sized, white bond paper. Use standard business form for the letter. Grammatical or spelling mistakes are unforgivable. Nothing will “turn off” an employer faster.
- Address the letter, by name (spelled correctly), to the newspaper or magazine editor, news director of a broadcast station, or manager of most offices such as public relations or advertising agencies. In some large operations, a personnel office may handle all applications. Whenever possible, the letter should be addressed to a specific person by name and title.
- Concentrate on content of the letter. Be sure that the final draft is concise. Don’t use unnecessary words. Get to the point right away. While some people seem to think an opening paragraph should impress the recipient, most will agree that it is better not to beat around the bush or to try to be clever. Good letters will reflect the qualities one should expect in a journalist’s writing—clarity, accuracy, conciseness. Letter should emphasize what the applicant can do for the company.
- Say something about personal strengths and interests. Communicators are generally expected to be extroverts; so point out the ability to work with people.
- Emphasize what the applicant can do for the media outlet/organization. Do not emphasize what it can do for the applicant. Also, the letter should emphasize facts that do not fit into the resumé. The

letter should avoid duplicating resumé information.

- The resumé may indicate the type of employment one is seeking, but be careful not to define the job strictly; the prospective employer may interpret this as inflexibility.
- Indicate a willingness to appear for a personal interview—if this is feasible. Avoid exaggerated statements (“I am extremely eager to meet you,” or “I’d love to work for you.”) Applicants should try to state that they are willing to be interviewed at the convenience of the prospective employer. The letter should indicate a willingness to relocate, especially if prospective employer is a group or chain. Most firms have formal employment application forms. It may be well to ask for both an interview and an application form.
- If applicants have samples of thier work which they believe would demonstrate their abilities, send copies.
- When finished with the letter, go over it carefully to eliminate unnecessary words and to check sentence construction before the final draft. It’s also a good idea to have a friend or an instructor read the letter. Your internship supervisor will be glad to review the letter for you.
- Type each letter to an employer separately. Keep a copy for records.
- Enclose a resumé.
- Ask the internship supervisor or another mass communication professor for help if uncertain about the content of the letter.
- Letter and resumé should match in regard to typeface and stationery— and in style with the portfolio.
- See sample of application letter on following pages.

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

PREPARING A RESUMÉ

- The first task is to select the data to use. Ask: Which training and experience are relevant to the job goal? Be specific. Use all pertinent details that relate to the goal. Be brief in listing unrelated jobs.
- A single resumé may be adequate, but if there is more than one job objective, prepare a resumé directed specifically to each job.
- It is essential that the resumé be well organized and neat. No visible typographical errors or messy corrections should appear. Usually a top quality, white, standard 8.5 x 11 paper is best. If the applicant lacks typographic and computer skills, pay someone who has those skills but supervise that person

closely.

- Generally, a resumé contains name and address (home and university, if you are a student), personal data, education, work experience, special information, and references.
- Most employers prefer a one-page format. However, if the applicant's data is of consequence and requires more space, use a second page. It is unlikely that students will have to use more than one page at this point in their career.
- It is important to recognize that the object of a resumé is to reveal not only personal data, education and experience but also to reflect the applicant's personality.
- Special information might include these points:
 - Computer experience or competency.
 - Photography or video experience.
 - Experiences that are relevant to position sought.
 - Scholastic performance and achievements as they relate to job goals.
 - Membership in high school and college honoraries, social fraternity and sorority affiliations.
 - Activities and participation in areas outside communication, such as theater, sports, etc. This information tells prospective employers something about character and personality. Use information that evidences leadership ability and capacity to be responsible.
 - Special honors, awards and recognition.
- Generally, a photograph should not be provided. (There may be exceptions involving television or public relations, so check with departmental faculty.)
- Obviously, a college record is more important than a high school record; but high school should be included if it relates to the applicant's interest in mass communication. For example, if the applicant edited the high school newspaper, were named an All-State Journalist or won writing contests, this information would be appropriate.
- Usually list three or four references, including a former employer if in a communication-related field. Ask all references for permission. If an applicant has a degree is are seeking permanent employment, limit the references to no more than two department faculty members. A third reference should be an internship employer or another employer in the field of mass communication. It is important to ask the consent of each reference listed.

A final tip. Spend time on the resumé. Use material that is relevant. **THINK!** Remember, a careless, unprofessional resumé reflects a careless unprofessional applicant.

SUGGESTED OUTLINE FOR RESUMÉ

Personal Data

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

Employment objective

Indicate the kind of job being sought. Unless interested in only one type of job, try to make this broad enough not to limit the options. Some resúmes include both short-term and long-term objectives.

Education

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

Work experience

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

Awards, recognition or honors

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

Interests

Consider listing hobbies or activities that reveal personality, or any information not included above that may relate to the job being sought.

References

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

Remember

A straightforward resumé usually makes the best impression. Don't be gimmicky. Point up strengths; omit weaknesses, but don't omit anything that would arouse questions in an employer's mind.

Try to keep resúmes to one page. As work experience grows, it may be necessary to use two pages; right now, one is usually enough.

SAMPLE RESUMÉS

DANIEL HONG

+ ADDRESS. 69 Waxwing Ln. Aliso Viejo, CA 92656
+ EMAIL. dhong7@gmail.com
+ PHONE. 847.809.6747

WORK EXPERIENCE

JUL 07-MAR 09
JUNIOR DESIGNER

WATG

IRVINE, CA

- + Participated in concept, schematic, and design development phases, as well as competitions
- + Created complicated 3-D models for design and presentations
- + Helped prepare graphic presentations for clients
- + Actively participated in client meetings
- + Participated in construction administration and routinely visited construction sites

MAY 05-AUG 05
INTERN

GPA ARCHITECTS

BUFFALO GROVE, IL

- + Worked on construction documents
- + Helped with facade design proposals
- + Created study models and helped prepare for client presentations

EDUCATION

2005-2007
+ Cumulative GPA. 3.67/4.0
+ Master of Architecture

UNIVERSITY OF ILLINOIS

URBANA-CHAMPAIGN, IL

2000-2005
+ Cumulative GPA. 3.42/4.0
+ Bachelor of Science in Architectural Studies with Honors
+ Rome Study Abroad Program

UNIVERSITY OF ILLINOIS

URBANA-CHAMPAIGN, IL

TEACHING EXPERIENCE

AUG 05-MAY 07
DESIGN TEACHING ASSISTANT

UNIVERSITY OF ILLINOIS

URBANA-CHAMPAIGN, IL

- + Was responsible for 23 students per semester
- + Handled lesson plans as well as grading projects
- + Provide students with help and feedback on their design

MAY 06-AUG 06
DESIGN TEACHING ASSISTANT

UNIVERSITY OF ILLINOIS

URBANA-CHAMPAIGN, IL

- + Assisted in a high school summer program at the university
- + Challenged younger students with college-level design problems

SPECIAL SKILLS

COMPUTER SKILLS

- + ADVANCED. AutoCAD, SketchUp, V-Ray, InDesign, Photoshop, Microsoft Office, Mac OSX
- + INTERMEDIATE. Rhino, Revit, Dreamweaver, Flash, Illustrator, Lightroom

FOREIGN LANGUAGES

- + Fluent in Korean

Stephanie **Torta**

www.littlefishdesigns.com | steffi_estuff@yahoo.com

EMPLOYMENT

2003 TO PRESENT

GRAPHIC DESIGNER | AUTHOR | PHOTOGRAPHER | WEB DESIGNER

Freelance – Littlefish Designs – Acton, Massachusetts

- Established the identity, website, and business of Littlefish Designs for contract work including logos, flyers, book covers and jackets, tee-shirts, posters, displays
- Created corporate identity logos along with additional branding marketing materials including the production of the program and marketing advertisements for 2006 Men's World Curling Championships
- Created, edited, and produced DVD eBook tutorials for Adobe InDesign CS4 and Adobe Photoshop CS4 published by Jones and Bartlett Publishers. The eBook DVDs are four-hours of self study step-by-step lectures using voice-over narrations and screenshots including learning the respective program interface, tools, and exercises
- Photographed events and scenes from world travel and still life for designs and retail
- Designed and implemented Content Management System websites including: www.metrowestacademy.com

2008 TO PRESENT

ADJUNCT FACULTY | GRAPHIC DESIGN

Emerson College | Boston University – Boston, Massachusetts

- Developed and implemented syllabus and lesson plans teaching basic graphic design to undergraduate and graduate students using Adobe InDesign, Photoshop, Illustrator and QuarkXPress
- Supported and guided students with diverse amount of experience to have basic proficiency in InDesign, Photoshop skills in image conversion, resizing and scanning, typography skills, page hierarchy and layout concepts, and production and pre press skills for commercial printing
- Provided hands-on experience developing business cards, letterheads, advertisements, book jackets, and posters and presented critiques on the projects
- Designed a flexible curriculum that integrates a wide variety of strategies to meet the diverse learning speeds and styles of the students
- Instilled the philosophy that design is a lifelong learning process and it is important to stay ahead of the technology curve and market trends

TECHNICAL SKILLS

SOFTWARE | Photoshop, Illustrator, InDesign, QuarkXPress, Flight Check, Camtasia, Captivate, Soundbooth, Lightroom, Bridge, Fireworks, Acrobat, Microsoft Office, Flash, Dreamweaver

PLATFORMS | Macintosh, Windows

EXPERIENCE

2000 TO 2008

SENIOR DESIGNER

Houghton Mifflin Company – Boston, Massachusetts

- Managed 20-plus projects at key stages of preparation for printing
- Developed die-cut standing floor and counter book displays for use in stores
- Designed direct mail pieces, advertisements, posters, catalogs, and brochures in addition to promotional sale pieces for trade shows and logo design
- Created the cover and interior design of the divisional bi-annual, 160-plus page, 4-color sales catalog
- Prepressed application files and created press-ready PDFs for printers
- Performed image color correction and photo research

FEATURE

The Lord of the Rings display featured in P-O-P Times: The News Publication of Point-of-Purchase Advertising, Display and Packaging

design and photography portfolios available upon request






ANNA SMITH



PROFILE

Praesent aliquam nulla sit amet cursus pretium. Mauris egestas finibus ex, nec fermentum dolor condimentum a. Suspendisse commodo feugiat ligula, sed condimentum sapien ultricies eget. Aenean id malesuada felis. Interdum et malesuada fames ac ante ipsum primis in faucibus. Donec semper egestas risus in congue. Aliquam tincidunt accumsan sapien vel varius. Nullam eu Faucibus erot et malesuada fames ac ante ipsum vel varius. Nullam eu faucibus

CONTACT

-  1 765 436 5683
-  email@email.com
-  www.website.com
-  linkedIn.com
-  1225 Wilshire Boulevard
Los Angeles, CA 90017

MY EDUCATION

- ENTER YOUR DEGREE / MAJOR 2007 - 2009
Specialised in Property Management
- ENTER YOUR DEGREE / MAJOR 2007 - 2009
Specialised in Property Management

WORK EXPERIENCE

- ENTER JOB POSITION HERE 2012 - Present
Company and location
Sed in sem pellentesque, luctus massa a, sagittis eros. Pellentesque bibendum, elit et vestibulum eleifend, leo risus blandit eros, eu sagittis turpis purus sed magna vehicula, justo etudio
- ENTER JOB POSITION HERE 2012 - Present
Company and location
Sed in sem pellentesque, luctus massa a, sagittis eros. Pellentesque bibendum, elit et vestibulum eleifend, leo risus blandit eros, eu sagittis turpis purus sed magna vehicula, justo etudio
- ENTER JOB POSITION HERE 2012 - Present
Company and location
Sed in sem pellentesque, luctus massa a, sagittis eros. Pellentesque bibendum, elit et vestibulum eleifend, leo risus blandit eros, eu sagittis turpis purus sed magna vehicula, justo etudio

PROFESSIONAL SKILLS

- Business improvement
- Employee relations
- People development
- Business improvement
- Employee relations
- People development
- Business improvement
- Employee relations
- People development

INDICATIVE ACHIEVEMENTS

- ✓ Class aptent taciti sociosqu ad litora - torquent per conubia nostra, perfectos
- ✓ Class aptent taciti sociosqu ad litora - torquent per conubia nostra, perfectos
- ✓ Class aptent taciti sociosqu ad litora - torquent per conubia nostra, perfectos
- ✓ Class aptent taciti sociosqu ad litora - torquent per conubia nostra, perfectos

HOBBIES

- Traveling (exotic countries)
- Jazz music
- Reading Books Club membership
- Sports (football, basketball, volleyball)
- Fashion and modeling
- Reading Books Club membership

SAMPLE OF JOB APPLICATION LETTER

November 3, 2017

(Leave five spaces)

Mr. John Jones
Publisher
Press-Herald
Jonesville, LA 12345

Dear Mr. Jones:

I would like to apply for employment as a reporter on the Press-Herald. I am enclosing a resume of my educational and work experiences, references, and also samples of my writing.

I want to stay in Louisiana and report for a daily newspaper of the size of the Press. I admire the professionalism displayed in the Press and would enjoy the challenge of working for your newspaper.

As you will note from my resume, I completed a journalism internship on _____, after having broad exposure to all departments of the newspaper. I am interested in state and city government and particularly enjoy covering city council meetings. Another area of my interest is feature writing. A copy of one of the feature stories I wrote is enclosed along with other samples of my work.

I will complete my Mass Communication degree at Nicholls State in May and will be prepared to start a job by May 15.

If you have or anticipate an opening for a reporter, I will be happy to come for an interview at your convenience. You may contact me at the address below or through the Department of Mass Communication at Nicholls State University. My home telephone number is 555-5555.

Thank you for your consideration.

Sincerely,

Jane A. Smith
Ellender Hall
Thibodaux, LA 70310

INTERVIEWING FOR A JOB

If writing a letter of application for employment and an interview is scheduled, take the opportunity to “put your best foot forward.”

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

The best way to prepare for an interview is to learn everything possible about the media outlet/ organization. Be prepared to answer any questions asked, but also be prepared to ask intelligent questions during the interview.

Interviews may be 15 minutes, half an hour, or perhaps a full hour. Whatever the time, it is relatively short for applicants to show their personality to the interviewer. Don’t be passive, waiting for the employer to drag out information. The interview is unlikely to be mutually satisfactory. The same is true if the applicant is overly aggressive. Do not, of course, take over an interview. Never arrive late (but do not be surprised if the scheduled interview begins a bit late).

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

Be as interested in details of the job as the employer is interested in the applicant’s ability to handle the job. If prepared well, the applicant will know a lot about the business and will not ask obvious questions that could easily have been looked up before the interview. If the applicant is early for the interview, tour the town or area and talk with business people or other residents. In addition to questions that pertain to journalistic skills and interests, an interviewer may ask a number of general questions. The applicant should only ask intelligent questions. If applying for a reporting post, do not be surprised by a current events or spelling quiz.

An interview—especially the first—can be rather scary. Be relaxed and natural. It goes without saying that the applicant should be neatly and conservatively groomed for an interview.

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

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

Fifty Questions Asked By Employers*

- What are your long-range and short-range goals and objectives, when and why did you establish

these goals and how are you preparing yourself to achieve them?

- What specific goals, other than those related to your occupation, have you established for yourself for the next 10 years?
- What do you see yourself doing five years from now?
- What do you really want to do in life?
- What are your long range career objectives?
- How do you plan to achieve your career goals?
- What are the most important rewards you expect in your career?
- What do you expect to be earning in five years?
- Why did you choose the career for which you are preparing?
- Which is more important to you, the money or the type of job?
- What do you consider to be your greatest strengths and weaknesses?
- How would you describe yourself?
- How do you think a friend or professor who knows you well would describe you?
- What motivates you to put forth your greatest effort?
- How has your college experience prepared you for a business career?
- Why should I hire you?
- What qualifications do you have that make you think that you will be successful in business?
- How do you determine or evaluate success?
- What do you think it takes to be successful in a company like ours?
- In what ways do you think you can make a contribution to our company?
- What qualities should a successful manager possess?
- Describe the relationship that should exist between a supervisor and those reporting to him or her.
- What two or three accomplishments have given you the most satisfaction. Why?
- Describe your most rewarding college experience.
- If you were hiring a graduate for this position, what qualities would you look for?
- Why did you select your university?
- What led you to choose your field of major study?
- What college subjects did you like best? Why?
- What college subjects did you like least? Why?
- If you could do so, how would you plan your academic study differently? Why?
- Do you have plans for continued study? An advanced degree?
- What changes would you make in your university? Why?
- Do you think that your grades are a good indication of your academic achievement?
- What have you learned from participation in extra-curricular activities?
- In what kind of work environment are you most comfortable?
- How do you work under pressure?

- In what part-time or summer jobs have you been most interested? Why?
- How would you describe the ideal job for you following graduation?
- Why did you decide to seek a position with this company?
- What do you know about our company?
- What two or three things are most important to you in your job?
- Are you seeking employment in a company of a certain size? Why?
- What criteria are you using to evaluate the company for which you hope to work?
- Do you have a geographical preference? Why?
- Will you relocate? Does relocation bother you?
- Are you willing to travel?
- Are you willing to spend at least six months as a trainee?
- Why do you think you might like to live in the community in which our company is located?
- What major problem have you encountered and how did you deal with it?
- What have you learned from your mistakes?

**During Interviews With College Seniors By Frank S. Endicott*

Follow-up Letter

Media employers are not renowned for responding promptly to letters of application. After a reasonable length of time has elapsed without a response, 10-15 days, write a follow-up letter. Be sure to thank the interviewer for his or her time and any courtesies.

One way to handle this is to select an additional sample of work to enclose with the letter. The letter could say that the prospective employer might be interested in this recent effort. Mention a continued interest in the job with hopes of hearing back.

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