



The Education Majors' Job Search Guide

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Academy 101
218-299-3020
www.ConcordiaCareerCenter.com



The Career Center staff looks forward to assisting you in your transition from being a Concordia College student to becoming an influential classroom teacher. You will have one of the most important jobs in society and we want to do our part to make you successful.

Career Center

Start Early. Start Now.

The Education Major's Job Search Guide

Using the Career Center (Academy 101, x3020) and Establishing a Teaching Credential File (a.k.a. credential file, placement file, paper file, career search file)

1. CAREER CENTER WEB REGISTRATION AND RESUME

- Complete the on-line registration on the Career Center web site (www.ConcordiaCareerCenter.com). The system the Career Center uses is called CareerLink.
- Upload your MS Word resume **or** use CareerLink's Online Writer to develop an electronic resume. You may choose to have many different versions of your resume on-line.
- Please continue to update your electronic resume(s) throughout the year.

2. AUTHORIZATION TO RELEASE INFORMATION

- You must agree to the File Retention and Authorization to Release Information statement in order to complete the on-line registration.
- Remember, we cannot release the contents of your file to prospective employers if we do not have your agreement on file. In addition, we cannot forward your resume to interested employers seeking candidates.

3. CREDENTIAL FILE

- The originals of your student teaching evaluations will be forwarded to the Career Center and held in a pending file. You will be notified when they arrive. At that point we **HIGHLY RECOMMEND** that you set up your **Teaching Credential File**. Your Teaching Credential File includes your student teaching evaluations and other letters of recommendation that you secure. The Career Center will house all of the originals for you.
- It is your responsibility to ask 1-3 other individuals (professors and/or advisors; employers and/or supervisors) to provide a written recommendation regarding your qualification for employment.
- The author of each letter should be encouraged to use his/her own letterhead stationery (school, business, etc.). Contact information and his/her signature must also be included.
- This file is the property of the Career Center and will be maintained for 20 years from your date of graduation.

4. "WORKING CREDENTIALS"

- The Career Center will provide you with a copy of your Teaching Credential File. These copies become your Working Credentials.
- As you apply for teaching positions, make copies of your working credentials and send them to prospective employers along with your resume, letter of application, and any other supporting documents you may choose to include (unofficial transcript and copies of teacher licenses). In the unlikely event that a school district requires that the credential file be sent directly from the Career Center, a copy will be forwarded upon your request.

5. TRANSCRIPTS

- All requests for official and unofficial transcripts must be made through the Registrar's office at (218) 299-3250.

Education Job Search Timetable and Checklist

8-12 MONTHS PRIOR TO GRADUATION

- ❑ Register online with the Career Center using CareerLink. With CareerLink you can search jobs, post your resume and help the staff support you in your search. Attend applicable orientations/workshops.
- ❑ Begin developing your resume and basic cover letter. Sample resumes and helpful resources are available in the Career Resource Center.
- ❑ Define your career goals by determining the types, sizes and geographic locations of preferred school systems.
- ❑ Network. Contact friends, faculty members, etc. to inform them of your career plans. If possible, give them a copy of your resume.
- ❑ Identify references and ask them to write letters of recommendation for your teaching credential file. Allow 2 months for completion.
- ❑ Check back with your references and collect your letters of recommendation. We HIGHLY RECOMMEND that you keep your originals in a teaching credential file in the Career Center. If you have completed your student teaching experience, follow-up to be sure the Career Center has received your student teaching evaluations.

8 MONTHS PRIOR TO EMPLOYMENT

- ❑ Research school systems that you are interested in, visit their website and request application materials if directed to do so.
- ❑ Establish a teaching credential file at the Career Center. This file will house the originals of your Student Teaching Evaluations and any other letters of recommendation you collect.
- ❑ If applying to out-of-state school systems, contact the appropriate State Departments of Education to determine testing and licensure requirements. Go to www.nasdtc.org and click on "Interstate Agreement."
- ❑ Monitor job vacancy listings available through the Career Center, newspaper, and on the web.

5-7 MONTHS PRIOR TO EMPLOYMENT

- ❑ Continue to monitor job vacancy listings and apply when qualified and interested. Interview with prospective school systems. Always send a "thank you" letter to those with whom you have interviewed.

- ❑ If relocating, contact a career services office in the area to which you are moving and inquire about available services.
- ❑ In March, plan to register for the Minnesota Education Job Fair (scheduled for April 6, 2009 @ the Minneapolis Convention Center) in the Career Center. Send letters to school districts with which you wish to set up interviews at the fair. Other job fairs (i.e. ND Fair, April 3 in Grand Forks) will also be taking place near this time. Regularly check the calendar on the Career Center web site.
- ❑ Licensure application information is available online for Minnesota <http://educations.state.mn.us/mde> and North Dakota <http://www.dep.state.nd.us/links/ndlinks/shtm> Other states also have their state requirements online. Finger print cards for MN and ND are at the Career Center.
- ❑ Before you graduate and leave Concordia College:
 - Update your web registration and resume.
 - Make sure your credential file is complete and up-to-date. Request a copy of the paperwork in your teaching credential file if you have not already done so.

1-5 MONTHS PRIOR TO EMPLOYMENT

- ❑ Search for and pursue job openings. The Career Center is available to assist you.
- ❑ Consider having the Career Center staff help you with interviewing preparation by conducting a videotaped practice interview.
- ❑ Revise your Career Center registration and resume as necessary.
- ❑ Continue interviewing with prospective school districts. Always send "Thank you" letters to those with whom you have interviewed.
- ❑ Begin considering job offers. Ask for more time to consider offers, if necessary.
- ❑ Accept the job offer that fits you best. Inform the Career Center when you receive and accept an offer for employment. Remember, also, to inform other employers with whom you have active applications.

Congratulations!

Steps to Obtaining Minnesota Licensure

After completing all requirements of graduation and passing Praxis I and II series, submit your licensure application online (a 30 minute process) at the Minnesota Department of Education website, <http://education.state.mn.us/mde>. Look at the right hand panel and choose “Educator Licensing.” At the next screen, look at the right hand panel and choose “Apply for or Renew Your License.” Scroll down then follow the instructions carefully.

Have your credit card ready for payment of application fee and fee for Bureau of Criminal Apprehension.

Print out the application COVER SHEET. Submit the cover sheet along with completed fingerprint card (available at the Concordia College Career Center in Academy Hall or can be requested at the Minnesota Department of Education website) to Diane Holmquist in the Concordia College Registrar's Office in Lorentzen Hall.

The online application is only effective for 60 days. It is very important that you have met all requirements before applying for licensure or you will lose the application fee and need to start the process over.

Resume Guide for Education Majors

NAME	It is generally best to use your entire first name and middle initial. Your name should stand out so use boldface, capitalization, a larger font size, etc.
ADDRESS	Put your complete address and phone number (indicate if it is a cell phone) at the top of the resume. If you have two addresses, you may want to include both (current and permanent) and even a date for clarification. Plan to include an appropriate email address and check it regularly. Double check your information. Any errors could prevent employers from contacting you.
OBJECTIVE	(OPTIONAL) You will need to tailor your objective on each resume to fit the description of the job for which you are applying.
LICENSURE	List areas/grade level you will be certified to teach after graduation (i.e., Elementary Education (K-6), English (7-12), plus other endorsements such as Coaching). Use the specific language used but the certification office of the state.
EDUCATION	Include your degree (B.A. or B.M. are the only options at Concordia), month and year of graduation, the institution (in this case, Concordia College) and its location, and major area(s) of study. If your GPA is 3.00 or higher, it's to your advantage to include it. You can contact the Registrar's Office to obtain your current GPA. If your major GPA is significantly higher than your overall GPA, you may want to include it instead. If you do, it should be labeled as your major GPA.
TEACHING EXPERIENCE	Include student teaching and, if you have room, pre-student teaching clinical experience(s). Include details such as when, where, and what grade levels and/or subjects you taught. Specify which instructional strategies or modalities were utilized and, where appropriate, modifying for IEPs, include terminology such as service learning, cooperative learning, whole language, inclusion, multicultural education, or other current trends in the discipline which you either used or observed. (In some cases, these "buzz words" might be best included in items under SPECIAL SKILLS. You can tailor your resume to fit your own circumstances.)
RELATED EXPERIENCE	List either jobs or volunteer experiences which are teaching-related or youth-related (i.e., YMCA Camp Counselor, Swimming Instructor, Little League Coach, and Reading Tutor.)
SPECIAL SKILLS	List specific strengths or areas of expertise such as knowledge of computers, strong science background, ability to work with the disruptive child, physically and/or mentally challenged students, etc. Try to personalize your resume so that it reflects your unique experience and abilities – not those of someone else.
ACTIVITIES	List college, church, and community activities and organizations, emphasizing leadership roles. Include student professional organizations. High School activities may also be listed, especially if they could be helpful in getting you the job, and even more so if you are seeking a job in secondary education. (If you were involved in the yearbook, include it! They may need a yearbook advisor! Think similarly for other activities.)
HONORS	List scholarships, awards, and honors in athletics, music, drama, scouting, etc., as well as scholastic and community awards. "Activities" and "Honors and Awards" may be combined as one category.
INTERESTS	If what you want to do with your professional life, and are not otherwise evident through your choice of activities, major, etc., then you may want to include them here.
REFERENCES	(Optional) "Attached" or "Available upon request." Names, addresses, email, and phone numbers of references may be listed on an attached page.

On your resume, POWER VERBS demonstrate . . .

Leadership, Decision-Making, and Management Skills

Allocated	Determined	Directed	Elected	Enlisted	Formed
Founded	Governed	Hired	Initiated	Inspired	Led
Managed	Motivated	Operated	Oversaw	Pioneered	Presided
Produced	Recruited	Represented	Selected	Sponsored	Staged
Started	Supervised				

Communication Skills

Acquainted	Apprised	Answered	Briefed	Conducted	
Contacted	Demonstrated	Drafted	Educated	Explained	
Familiarized	Handled	Informed	Instructed	Introduced	
Lectured	Listened	Presented	Reported	Responded	
Spoke	Summarized	Taught	Trained	Translated	Wrote

Ability to Sell or Convince

Arbitrated	Convinced	Dissuaded	Encouraged	Marketed	Mediated
Negotiated	Persuaded	Promoted	Publicized	Resolved	Sold
Secured	Solicited				

Ability to Create or Innovate

Authored	Created	Composed	Designed	Conceptualized	
Established	Invented	Originated	Devised	Revolutionized	

Analytical or Research Skills

Analyzed	Assessed	Audited	Compiled	Consulted	Detected
Discovered	Documented	Edited	Evaluated	Examined	Gathered
Identified	Interpreted	Interviewed	Researched	Searched	Surveyed
Tested					

Counseling, Helping, or Mediating Skills

Aided	Attended	Assisted	Collaborated	Contributed	Counseled
Comforted	Facilitated	Fostered	Guided	Helped	Mentored
Provided	Settled	Supported	Tutored	Treated	

Administrative, Organizational, and Follow- Through Skills

Arranged	Assembled	Collected	Centralized	Coordinated	Catalogued
Distributed	Disseminated	Enforced	Executed	Formalized	Implemented
Installed	Maintained	Organized	Planned	Prepared	Processed
Routed	Recorded	Reorganized	Scheduled	Updated	

More Useful Power Verbs

Adopted	Attained	Augmented	Awarded	Boosted	Broadened
Built	Calculated	Catered	Decreased	Developed	Ensured
Eliminated	Exceeded	Excelled	Expanded	Expedited	Fabricated
Financed	Gained	Generated	Improved	Increased	Launched
Mastered	Modernized	Published	Raised	Reconciled	Reduced
Revamped	Revitalized	Saved	Strengthened	Utilized	

Effectively Describing Your Experiences

Knowing how to describe your teaching experiences in educational terms on your resume is a key to securing an interview. Below you will find some very helpful information taken from [The Job Hunter's Word Finder](#) by James Bluemond that will help you write a resume that will get results. Another outstanding resource is [O*Net](#), an online resource at the Career Center website.

Teacher

Skills

Instill a sense of worth in students
Cooperative learning strategies
Integrated lessons
Motivation techniques
Child-centered classrooms
Probabilistic thinking
Cooperative learning
Team-teaching
Curriculum development and enrichment
Thematic approaches
Team building and goal setting
Outcome-based education theory
Self-contained classrooms
Peer tutoring systems
Behavioral disorder and emotionally disturbed children
Critical Elements of Instruction (CEI)
Inclusion and integration processes
Metalinguistics
School corporations
Full-curriculum classrooms
Student counseling
Youth empowerment
Multi-ability children
Problem-based curriculums
Accelerated modes of delivery in educational settings
Performance-based accreditation

Responsibilities

Establish a non-threatening environment
that encourages creative expression
Devise faculty evaluations
Provide student guidance
Develop activities for classroom functions
Monitor student progress
Develop community-based
Enforce assertive discipline techniques
Create grade-appropriate material
Devise and implement a curriculum
emphasizing the emotional, social,
and intellectual development of children
Participate in staff development
Foster a problem-solving environment
Whole-group instruction
Develop teaching modules
Collaborative consultation
Encourage parent involvement

Attributes

Realize the difference between being taught
and being educated
Businesslike classroom
Ability to motivate children and help them
surpass their expectations
Viewed as a consultant by other faculty
Culturally aware

Gail Hasz

1232 12th Avenue South
Moorhead, Minnesota 54567

Cell: (218) 555-5555
ghasz@yahoo.com

MINNESOTA LICENSURE

(Use the official designation of your teaching licensure)

EDUCATION

Bachelor of Arts, Concordia College, Moorhead, Minnesota. May 2009
Major: Biology Education Overall GPA: 3.5/4.0

TEACHING EXPERIENCE

Fargo North High School—Fargo, North Dakota
Student Teacher (February-April 2009)

- Taught 4 sections of anatomy and 1 section of biology with class sizes of 17-28 students
- Maintained a learning-inclusive environment by assuming responsibility for classroom management
- Evaluated student work and progress using a variety of assessment techniques
- Adapted materials and methods to meet needs of a visually and hearing impaired student
- Gained experience with Individual Learning Plans, Individual Education Plans, and MN Grad Standards

Moorhead Junior High School—Moorhead, Minnesota
Clinical Experience (October-November 2008)

- Observed an 8th grade Earth Science classroom and prepared and taught a lesson on weather systems
- Assisted individual students with in-class labs and worksheets

Concordia College Volleyball Camps—Moorhead, Minnesota
Volleyball Coach (July-August 2006)

- Instructed girls in grades 7-12 on the fundamentals of volleyball
- Assisted in the organization, set-up, and registration of the camps that included up to 75 girls
- Served as a counselor in the residence hall during the camp

RELATED EXPERIENCE

Concordia College—Moorhead, Minnesota
Biology Lab Assistant (Academic Years 2005-2006 and 200-07)

- Answered questions and explained concepts to general and advanced biology students during weekly labs
- Facilitated open lab review sessions for over 100 students on a weekly basis

America Reads—Moorhead, Minnesota
Tutor (January-April 2005)

- Guided sixth grade students one-on-one in their learning of better reading skills
- Served as a positive role model by exemplifying daily that reading is fun

COLLEGE ACTIVITIES & HONORS

Education Minnesota Student Program, Student Coordinator of Regional Science Fair, Homecoming Committee, Habitat for Humanity, junior varsity girls' basketball assistant coach. Cum Laude, Dean's List, Pi Lambda Theta (National Education Honor Society), Eide Memorial Scholarship for leadership.

SPECIAL SKILLS

Experienced with Apple and Microsoft Word Office Suite. Speak basic Spanish, background in yearbook production, athletics.

Note: This is a sample resume not a template. Your own resume does not need to look like this, however, most of the components included in the sample are required.

Professional References for Gail Hasz

Dr. John Black
Academic Advisor
Concordia College.
901 8th Street South
Moorhead, MN 56562
Work: (218) 111-1111
Home: (218) 222-2222
Email

Ms. Jane White
Student Teaching Supervisor
Name of School
Street Address
City, State, Zip
Work: (218) 555-5555
Home: (218) 777-7777
Email

Dr. June Green
College Student Teaching Supervisor
Concordia College
901 8th Street South
Moorhead, MN 56562
Work: (218) 333-3333
Home: (218) 444-4444
Email

Mr. Jim Blue
Principal
Name of School
Street Address
City, State, Zip Code
Work: (218) 888-8888
Home: (218) 999-9999
Email

Things to consider

- 3-5 reference providers are suggested.
- List only references who have given you their permission.
- Those involved as student teaching supervisors will be writing an evaluation which can serve as a written reference. These evaluations should automatically be forwarded to the Career Center by the Concordia College Education Department.
- When requesting letters of reference beyond your student teaching supervisors, provide some guidance as to what areas you wish the writer to address.
- It is your responsibility to make sure your letters of reference have been written and received by the Career Center. Allow up to 4 weeks for your non-student teaching references.

Letters Candidates Write When Job Searching

General Guidelines

Use a business style format. Proofread all letters for mistakes! Date and sign your letters. Keep any letter to one page. For reference purposes, keep copies of all of your letters as well as correspondence received from organizations. When enclosing items, include: Enclosure, Encl., Enclosures (2). When asked to apply on line, follow the employer's instructions. If in doubt, send your cover letter as the body of your email and attach your resume.

Cover Letter

This is a letter also known as a letter of application or letter of inquiry to the organization. This is the first way an employer will get to know you. Make sure your letter reflects your unique attributes, personality and what you can contribute to the organization. Call attention to information on your resume but don't repeat yourself. Your letter should be direct and brief (3-4 paragraphs and only one page) and should be accompanied by your resume.

- Use paper that matches your resume (white, cream, off-white or pale gray). But remember, the content is much more important than your paper color choice.
- RESEARCH the employer! Demonstrate your knowledge of the organization and how your skills and experience will help the employer succeed.
- Use powerful, action words (verbs and nouns) that are specific to your field. Employers are looking for key words related to the specific opening.

Other Written Communications

- Many districts will, upon receiving your initial letter of application or inquiry, send you a district application form or refer you to an on line form. For paper applications, read the instructions as to whether to type or print the application. Most districts will accept neatly printed applications. Return the completed district application form with a letter thanking them for their prompt attention to your letter of application (repeat the position), inform them of what documents have been forwarded, and volunteer to provide any additional information that will enhance your application. Restate your willingness to come for a personal interview and list your phone number (again).
- It is critical that you follow the guidelines established for each school/school district. You may be asked to apply on line. Please follow the employer's instructions carefully

“Thank You for the Interview” Letter

Immediately after you have had an interview, it is important to send a brief thank you to the potential employer. Many employers expect to receive thank you letters within a couple of days of the interview. Note: Thank you letters should always be sent, even if you do not expect to receive a job offer from the employer or if you have decided that you are no longer interested in the position for which you interviewed.

- State the position for which you interviewed, the interview date and location, include some reference to your conversation.
- Express appreciation for their time and consideration.
- Reaffirm your interest; mention any important items that you forgot to mention in the interview, include any additional qualifications of work experience not mentioned on the resume.
- Mention your availability for an additional interview.
- If you interviewed with more than one person, you do not need to send a thank you note to each person. Rather, send a thank you to the person who arranged the interview or to the individual who will be making the hiring decision.
- If you are no longer interested in the position, thank the employer for their time and ask that your application be withdrawn.

Sample Cover Letter

(4-10 spaces)

P.O. Box 1584 (Your Address)
Moorhead, MN 56562 (City, State, Zip)
(218) 299-2129 (Your Phone – Optional)

(2-4 spaces)

Date

(2-4 spaces)

Mr./Ms. Employer Name, Title (It is critical to address your letter to the appropriate person.)

Department/Organization

Address

City, State, Zip

(2-4 spaces)

Dear Ms./Mr. Prospective Employer :

(1 space)

Opening Paragraph: Your opening paragraph should be creative and catch the employer's attention. Indicate how you learned about the position and if you have a direct reference point with the employer. State why you are specifically interested in the employer and the position for which you are applying. Demonstrate your knowledge of the employer – show them that you have done your homework!

(1 space)

Middle Paragraph(s): This is the most important paragraph of the letter. Stress what you can contribute to the organization. Highlight education, your particular experiences and abilities (not just responsibilities) that relate to the position for which you are applying. How do you uniquely meet the needs of the employer? Do not simply repeat the information already outlined in your resume but rather make a compelling case for you as a candidate.

(1 space)

Closing Paragraph: This paragraph should serve as a closing of the letter, a call to action (i.e. a request for an interview), and a "thank you" to the employer. Inform the employer of any of the following if they apply to your situation: you will be in the area on a certain date or if you will be away for an extended period of time and you will need to be contacted at a different location (always make it easy for an employer to contact you). If appropriate, request any necessary application materials from the employer.

(1 space)

Complimentary Closing (Sincerely, Sincerely yours, etc.)

(4 spaces)

Signature

Your Name

(1 space)

Enclosure

Education Interviews: Convincing the District that You are the Right Candidate

DO YOUR HOMEWORK

If you come to an interview thinking that you can just wing it and don't have to prepare, you are mistaken. The interviewer will be able to tell. In order to market yourself effectively, you need to do your homework – both about yourself and the school districts you are considering.

Self Assessment: Identifying your own strengths and weaknesses is the first step in interview preparation. Make a list of things you do well and things that you need to work on. Become efficient at describing yourself in a positive and confident manner, describing your skills in terms familiar to employers (dependability, quick learner, competent, enthusiastic, dedicated...). Be sure you can think of real life examples to relay these qualities. Employers recognize that beginning employees still have much to learn. They will appreciate your honest and articulate responses.

Research Potential Employers: Learn as much about the school district and the community as possible. After all, how are you going to interview well if you don't know the district's priorities, goals and expectations? When requesting a teaching application, ask for information about the district. Study the school district web site. It will be a great source of up-to-date information. Local Chambers of Commerce are another excellent resource for gathering information about schools and their communities.

DRESS PROFESSIONALLY

First impressions can make or break an interview!

- Your clothing – Dress conservatively! A good guideline is to dress as you would for an important day at school. Wear clothes that look professional and are comfortable...you want to be able to concentrate on the interview and not on your appearance.
- Your shoes – Professional, clean, shined and comfortable!
- Your accessories – Nothing that jangles, shimmers, or attracts more attention than you (including your make-up) Little or no fragrance.

BE PUNCTUAL

Arrive on time or early, and know where you are supposed to be. Before the day of the interview, you should find out exactly where to go and figure out how long it will take you to get there—taking traffic and other delays into consideration. When you arrive on site, introduce yourself to the receptionist and explain why you are there. Always be courteous to the office staff because they are often asked for their impressions of candidates. You don't want to damage your chances because you were rude to the secretary.

REMEMBER THE CRITICAL FOUR

1. Smile (be FRIENDLY and SINCERE)
2. Maintain a comfortable level of eye contact
3. "Hi, I'm _____, it's a pleasure to meet you!" (Be confident, but not overbearing)
4. Offer a firm, but not crushing hand shakes. (No limp or bone-breaker hand shakes)

DURING THE INTERVIEW...

The interviewer will control the direction of the interview, but you need to control your body language and answers. Because interviews tend to be subjective in nature, your enthusiasm, self-confidence, and believability will all affect the outcome. You can only make one first impression – and your non-verbal communication speaks at least as loudly as your words do.

Do Not

Chew gum
Interrupt the interviewer
Look at your watch
Say anything negative about past employers.

Do

Be POSITIVE!
Be personable
Respond to questions with supporting examples
Ask questions

AFTER THE INTERVIEW

Proper follow-up is critical to this process! Within 24 hours of the interview, write and send or email a thank you letter to the interviewer. This is your opportunity to reiterate your interest in the position and to express your thanks for the opportunity to interview. This is a step that may give you an edge over other candidates.

Questions to Expect During an Education Interview

Sample Traditional Interview Questions

- Why did you decide to go into teaching and education?
- What is one idea/program that you want to implement in your first classroom?
- How do you individualize your teaching?
- Tell me about the key components of classroom management? How do you plan to or have you used these in a classroom setting?
- What is your philosophy of education?
- Describe your student teaching experience.
- Why should our school district hire you?

Sample Behavior-Based Interview Questions

- **Ability to apply knowledge**
Tell me about a situation in which you had to apply some newly acquired knowledge or skill. What was the knowledge or skill? What were the results?
- **Ability to communicate**
Tell me about a time when someone misunderstood something that you said or wrote. How did you make yourself clear? What was the outcome?
- **Ability to plan tasks**
Tell me about a big project you had to plan for school or work. What steps were involved? What was the outcome?
- **Ability to relate to clients**
Tell me about a time when you've had to deal with members of the public. Who was involved? What did you do? How did they respond?

Responding to Behavior-Based Interview Questions

STAR is an acronym derived from the behavioral interview process. This format allows you to give the complete answer the interviewer is looking for. Remember that employers are counting on your past behavior to serve as an indicator of your future behavior. The STAR technique will allow you to present your response in an organized and meaningful manner.

- **Situation or Task** that faced you, the candidate...Why? What happened? (The background or context in which the candidate took action...explains why a candidate acted as he/she did)
- **Action** – what was the action you took? What did you do to resolve/work through the situation? (What the candidate said or did in response to a situation/task and how they said or did it. Actions are the heart of the **STAR** because they show the candidates behavior.)
- **Results** or change caused by action taken... What was the effect? How did it turn out? (The effects of the candidates' actions tell us what changes or differences the person's actions made and whether the actions were effective and appropriate)