Culinary 1 Beam/Stribling

Full Nine Weeks

Name	Class Period

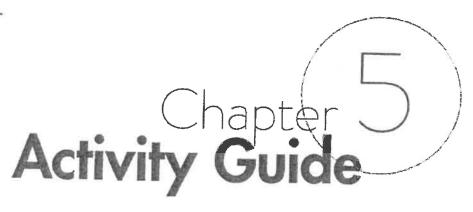
Employability Skills Portfolio-Culinary Arts 1-Mrs. Stribling

This unit will be worked on at home, over the course of the next 6 weeks. Each section is due at the end of each week. For Example: #1 Due: April 17th, #2 Due: April 24th. It is your responsibility to keep up with the project. Please upload to FOCUS, e-mail me at striblingk@leonschool.net, or turn into the drop box at the front of Leon High. Please write your name, period, and Teacher's name of each sheet turned in.

KEEP THIS RUBRIC IN YOUR NOTEBOOK SO YOU CAN TRACK YOUR GRADES!

	Rubric for Portfolio Project:	Points Earned
1)	Employability Skills Content - 50 points-Due: 4/17	Classwork Grade
	a. Activity Guide 5.1 (Vocab) – 18 points	/50
	b. Activity 3.5 – Keys for Key Terms – 32 points	
2)	Email/Letter of Intent - 50 points-Due: 4/24	Project Grade
	a. Activity 4.7 – Writing Wrap Up – PART 1 – 16 points	/50
	b. PART 2 – Rough Draft – 12 points	
	c. Final Draft – printed – 22 points	
3)	Job Application – 25 points (5 points per page)-Due: 5/1	Classwork Grade
	a. Printed neatly	
	b. Use of blue or black ink	/25
	c. Did not leave anything blank (.5 point deduction for	
	each blank)	
_	d. Truthful	
4)	Resume – 50 points-Due: 5/8	Project Grade
	a. Activity 5.4 – Rough Draft on back of sample – 12	
	points	/55
	b. Final Draft Printed – 38 points	
	(Short, contact information, education/training,	
	experience, career objective, correct spelling and	
	grammar, references, and neatly typed and printed.)	
-\	List of Action Verbs – resource to keep – 5 points	
5)	Job Interview Class Notes – 12 points-Due: 5/15	Classwork Grade
C)	Mark Internations 20 1 1 D T/00	/12
נס	Mock Interview – 20 points-Due:5/22	Project Grade
	a. Interviewer or Interviewee	
	i. Shake hands	/
	ii. Make eye contact	/20
	iii. Speak clearly iv. Use good manners	
	v. Answer thoughtfully and completelyvi. Interviewer asks 3 Q's; Candidate asks 2 Q's	
	VI HILBEVIEWER SEKE KILE'I DRAIADTA BEKE 1776	The state of the s

18 points



ACTIVITY 5.1 FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Job application	Α	a prospective emplo	yee fills out that provides a first
			nas to and includes
	general	about the	and his/her employment
Résumé	A written	of an applica	int's experience,,
	and	that relate to the jo	ob being sought; a résumé
			the applicant is the
	444444	person to	for the job.
Cover letter		nich applicants	themselves to
	an		
Portfolio			interests, talents,
	contributions, and	studies; a portfolio is a go	od self-marketing
	that displays an a	oplicant's finest	and can also
		relevant	, transcripts,
	and	the applicant might	hold.

ACTIVITY 5.1 FILL IN THE BLANK (continued)

Interview	between an applicant and employer to discuss the applicant	's
	for the job; the interview is the applicant's	3
	to "show his or her stuff" in person to a potential	
Punctuality	The state of on for an	- V
	such as a job interview.	
Appearance	How someone and and	
	; for an interview, it is important for an	to
	dress and demonstrate good personal	
Good personal hygiene	Describes a person who looks and,	
	which gives the that his or her will also	be
	and	
Positive attitude	Showing by and staying	
	under; applicants who	3
	and aresuggest that they will do theirv	with
	that same	
Good manners	Being and by observing the pleasant	
	of society, such as saying ""	
	"you," and " me" in the proper	
	circumstances; displaying manners is the	
	for business and that you will also act t	hat
	way around and	
Etiquette	The person should behave.	
Closed questions	Questions that can be with a simple or	8
	or with a brief, statement.	

ACTIVITY 5.1 FILL IN THE BLANK (continued)

Open-ended questions	Questions that _	people to _	, making	them
	400-4	more	and	hem to
		important information and		
	themselves; open	ended questions are usually th	ought-provoking,	0.00
	people to	in-depth	and become a	actively
	and the second s	in the process.		
Assessment tests	Tests that	a person's	in a given grea	1;
		assessment tests are usually e	executed	,
	and test an applica	ant on things that are	to the organization	n
		or more of four sub		
	tests,	tests,	tests and	1.0
		ent for most assessment tests (by		
	The state of the s	to aof	the position a person is apply	don for
Scholarship	A	or o	idto a	student
	for the purpose of	attending an institution.		
Financial aid				
i mandal ala	**************************************	assistance offered to student	s who apply, including	
		, educational	, and work study	
	(working as a stude	ent for the school).		
Work study	Working on a		9	
•		for the		
	-	_ for aid.		
ree Application for	The	students and parents mu		
ederal Student Aid FAFSA)	order to	for	stout i	n
ini sa;		foolough from 1 / 1 . Il Cut	aid at any school that	
	used by the federal	federal funds (almost all of th	em); this	is
	of the section	to determ	ine the total	<u> </u>
	or ringneial	for which an app	licant	

Empathy The act of identifying with the feelings, thoughts, or attitudes of another person.

Feedback Helpful information that is given to someone to say what is working or needs to be improved about a particular action or performance; feedback is the primary tool that managers use to help employees understand what they are doing correctly and incorrectly in their jobs.

Chapter 4: Communication Skills

Communication The act of expressing information or thoughts to someone else, including both verbal (speaking and writing) and nonverbal communication (body language and gestures).

Verbal Describes communication through speaking and writing.

Nonverbal Describes communication through body language and gestures.

Interpersonal communication The act of people sharing their feelings, ideas, emotions, and information face-to-face with each other; any two-way communication that has immediate feedback—a conversation.

Listening The ability to focus closely on what another person is saying to summarize the true meaning of a message.

Introduction The first part of a written communication that gets the audience's attention, gives the reason for the message, identifies the topics of the message, and establishes the writer's point of view.

Body of the message This portion of written communication presents the content or topics of the message.

Conclusion The end part of a written communication, where the writer summarizes key points, calls for action, and identifies the benefits and value of the message.

Chapter 5: Beginning Your Career

Job application A document a prospective employee fills out that provides a first impression of what the applicant has to offer and includes general information about the applicant and his/her employment history.

Résumé (REH-zoo-may) A written summary of an applicant's experience, skills, and achievements that relate to the job being sought; a résumé tells an employer why the applicant is the best person to hire for the job.

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Cover letter A brief letter in which applicants introduce themselves to an employer.

Portfolio A collection of samples that showcases interests, talents, contributions, and studies; a portfolio a good self-marketing tool that displays an applicants finest efforts and can also show relevant courses, transcripts, certifications, and licenses the applicant might hold.

Interview Meeting between an applicant and empore to discuss the applicant's qualifications for the job; the interview is the applicant's opportunity to "show his or her stuff" in person to a potential employer.

Punctuality The state of being on time for an appointment, such as a job interview.

Appearance How someone looks, such as a personal clothing and hygiene; for an interview, it is important for an applicant to dress appropriately and demonstrate good personal hygiene.

Good personal hygiene Describes a person who look neat and clean, which gives the impression that his or lework will also be neat and clean.

Positive attitude Showing enthusiasm by smiling and staying calm under pressure; applicants who smile and are enthusiastic suggest that they will do their work with that same attitude.

Good manners Being considerate and thoughtful by observing the pleasant customs of society, such as saying "please," "thank you," and "excuse me" in the proper circumstances; displaying good manners is the basis for business etiquette and implies that you will also act that way around coworkers and customers.

Etiquette (EH-tah-kit) The proper way a polite person should behave.

Closed questions Questions that can be answered with a simple yes or no or with a brief, factual statement.

Open-ended questions Questions that encourage people to talk, making them feel more comfortable and encouraging them to share important information and valuable insight about themselves; open-ended questions are usually thought-provoking, requiring people to develop in-depth responses and become actively involved in the process.

Assessment tests Tests that evaluate a person's ability in a given area; employment assessment tests are usually executed online and test an applicant on things that are important to the organization, including one or more of four subject areas: IQ tests, aptitude tests, psychological tests, and skills tests. The requirement for most assessment tests (by law) is that each question is related to a requirement of the position a person is applying for.

Scholarship A grant or financial aid award to a student for the purpose of attending an institution.

Financial aid Monetary assistance offered to students who apply, including grants, educational loans, and work study (working as a student for the school).

Work study Working as a student for the school in exchange for financial aid.

Free Application for Federal Student Aid (FAFSA) The application students and parents must fill out in order to qualify for financial aid at any school that receives federal funds (almost all of them); this application is used

by the federal government to determine the total amount of financial aid for which an applicant qualifies.

Chapter 6: Introduction to Food Safety

Foodborne illness A disease transmitted to people by food.

Foodborne-illness outbreak When two or more people get the same illness after eating the same food, an investigation is conducted by state and local regulatory authorities, and the outbreak is confirmed by laboratory analysis.

High-risk populations Certain groups of people that have a higher risk of getting a foodborne illness than others, such as elderly people, preschool-age children, and people with compromised immune systems.

Immune system The body's defense against illness.

Hazard Something with the potential to cause harm.

Contamination Means that harmful things are present in food, making it unsafe to eat.

Pathogens Microorganisms that cause illness.

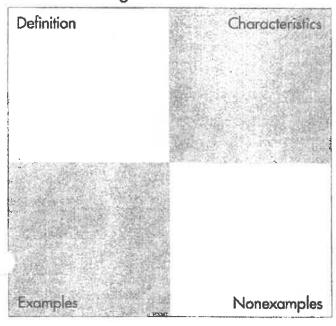
Microorganisms Small, living organisms that can be seen only through a microscope; most living things, including humans, carry microorganisms on, or in, their bodies.

Viruses The leading cause of foodborne illness, viruses can survive refrigerator and freezer temperatures and grow inside a person's intestines after they are eaten. People can get viruses from food, water, any contaminated surface, or from other people. Examples of viruses that can cause foodborne illness include Hepatitis A and Norovirus.

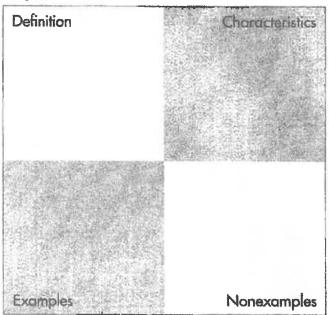
Bacteria A common type of microorganism; several species of bacteria are pathogens that can cause infectious diseases. Examples of foodborne bacteria include *Salmonella* Typhi, nontyphoidal *Salmonella*, *Shigella* spp., and Shiga toxin-producing *E.coli* (STEC).

ACTIVITY 3.5 KEYS FOR KEY TERMS (continued)

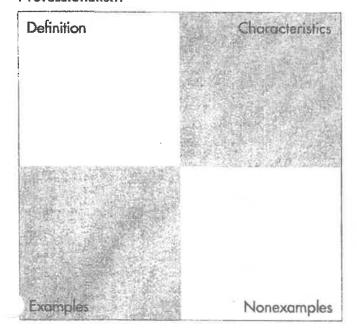
Professional Image



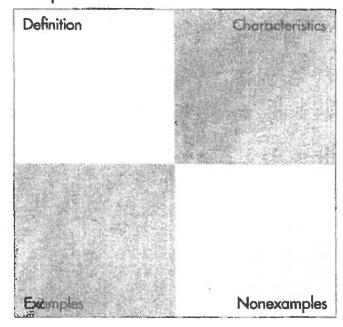
Prejudice

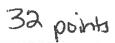


Professionalism



Workplace Ethics



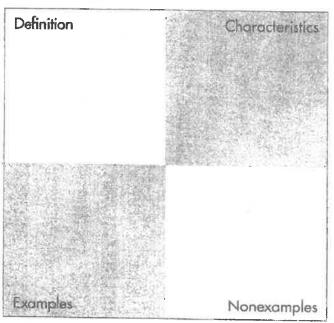


ACTIVITY 3.5 KEYS FOR KEY TERMS

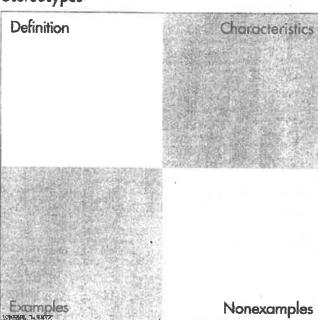
Directions 1

Using each key term, fill in the definition and identify its characteristics. Also, give examples and nonexamples.

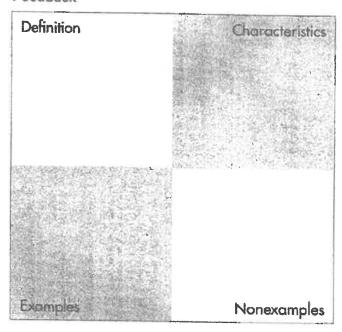
Cultural Tendencies



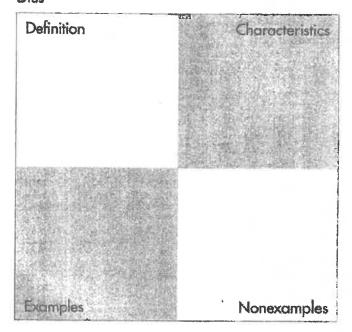
Stereotypes



Feedback



Bias



Email/Letter of Intent - Part 1

ACTIVITY 4.7 WRITING WRAP-UP

Directions

Using the steps to effective writing, compose an email to a prospective employer about a job opportunity.

I Identify the audience. 2 Identify the purpose, what needs to be accomplished, and the action desired as a result of the written message. 3 Identify the situation and details. Ask the five "W" and "how" questions and write their answers.
3 Identify the situation and details. Ask the five "W" and "how" questions and waste
A THE THE PROPERTY AND LONG TO A THE TIME AT LINE AND LANGE
Who?
Where?
Why?
What?
When?
How?

Steps to Effective Writing

4 Identify the benefits to the message. How will it help the company, the reader, the customers, and the communicator (you)?

5 Identify the topics in a logical order, and group the details underneath each. 0



- 0
- 1 2 4

ACTIVITY 4.7 WRITING WRAP-UP (continued)

St	eps to Effective Writing
6	Write the main body:
	Write the introduction:
	4'
	Write the conclusion:
	THE THE CONCIONOR.
_	
7	Read through the draft and edit and revise the content, grammar, spelling, flow, and readability. If necessary, ask someone else, such as a peer, to read the draft and make suggestions for improvement.
	Describe any changes or edits here, and the plan to change the draft:

Steps to Effective Writing

8 Write the final draft:

Refer to "Part 2"

Then provide a Final Draft, printed at the end of this section.

	,	Email/Letter of Intent
ame	Period	Part 2
mployability Skills Letter of Int	ent/Letter of Application	12 pts
* Write a rou	gh draff,	Dishould look like the following example. It
Rough Draft	can be on the	back of this worksheet.
the evening shi On May 15, I will classes, I have to of the local Fam During my last as an assistant b	State y story to your ad in last Sunday's Journal, see the last of the last Sunday's Journal, see the last Sunday's Journal, see the last sunday are seen computer sciencified and computer sciencified in last Sunday are and Community Leaders of the last sunday are and Community Leaders of the last seen at Marie's Donuts. State and State y State y phone number is 555-555-5555. Thank you for the last seen seen seen seen seen seen seen se	State that you want to apply for the job. In addition to required ce. I am an active member America (FCCLA) chapter. a work experience program are at home after 3 p.m. considering me as a State your education and experience.
1		

25 points - 5/page - . 5 point deduction

ACTIVITY 5.3 THE JOB APPLICATION

for each blank.

Directions

Complete the sample job application.

	THE SUPERS	TAR COMPAN	IY
			Date Received:
Please fill completely. If the inform	ation does not apply	y, indicate N/A.	
Personal Information			
Last Name	First Name	Middle Name	Today's Date
Street Address	City	State	Zip Code
Home Phone: () Work Phone: () Other: ()	unis Prince	work in the U.S.?	States Citizen or legally eligible to Yes No be required to provide documentation ible to work in the U.S.}
Are you 18 or over? Yes	No		
Title of Position Applying For			Date Available to Work
Have you been previously intervie If Yes, list date(s) and job title(s):	wed or employed by	y the Superstar Comp	oany? Yes No
Do you have any relatives current If Yes, list names and relationship		uperstar Company? _	Yes No
Are you employed now?	so, may we contact y	your present employe	#\$

ACTIVITY 5.3 THE JOB APPLICATION (continued)

Name and Location		# Years Completed	Major Area of Study	Degree/Diplomo
High School				
College				
Graduate School				
Technical or Certificate Programs				
Employment History Please provide the following	information for your prev	ious two employers	beginning with the	a most recent
riease attach an additional	ooge if necessary: do not	use "see attached	resume")	
(rieasc attach an additional)	Dates Employed From To	use "see attached	Job Title:	
Employer:	Dates Employed From	use "see attached	resume")	
Employer: Address:	Dates Employed From	use "see attached	resume")	
Employer: Address: Telephone:	Dates Employed From	use "see attached.	resume")	
Please attach an additional Employer: Address: Telephone: Weekly Pay: Reason for Leaving:	Dates Employed From	use "see attached.	resume")	

ACTIVITY 5.3 THE JOB APPLICATION (continued)

Employer:	Dates Emplo	yed:	Job Title:	
	From			
	То			
Address:				
elephone:	ı	Job Duties:		
Veekly Pay:				
,, .				
Reason for Leaving:				
Danish lift of	- E - d -)			
Describe your qualification Please include skills, spec	ns for the type of employ cial training, etc.)	ment you are seeking:		
Describe your qualificatio Please include skills, spec	ns for the type of employ cial training, etc.)	ment you are seeking:		THE TAX SECTION AND ADDRESS OF THE PARTY.
Pescribe your qualification Please include skills, spec	ns for the type of employ cial training, etc.)	ment you are seeking:		
Describe your qualificatio Please include skills, spec	ns for the type of employ cial training, etc.)	ment you are seeking:		
Describe your qualification Please include skills, spec	ns for the type of employ cial training, etc.)			
Describe your qualification Please include skills, spec	ns for the type of employ cial training, etc.)			
Describe your qualification Please include skills, spec	ns for the type of employ cial training, etc.)			
Describe your qualification [Please include skills, spec	ns for the type of employ			
Describe your qualification Please include skills, spec	ns for the type of employ cial training, etc.)			
Describe your qualification Please include skills, spec	ns for the type of employ cial training, etc.)			

ACTIVITY 5.3 | THE JOB APPLICATION (continued)

			through the control of the control o	fieldships and representation above them.
Persite	to the last	and the second of the later of the second of		
Mild dan silyee sistes i				
leference				
lease list na	imes of supervisors, managers	or athers who can comment	directly on your ability	fies
	mes of supervisors, managers Address	or others who can comment Phone #	Relationship/ Occupation	Years Known
			Relationship/	
			Relationship/	
lease list no lame			Relationship/	
lame	Address	Phone #	Relationship/	
lame		Phone #	Relationship/	
ease indica	Address ate whether you hold the follow	Phone #	Relationship/	Years Known

ACTIVITY 5.3 THE JOB APPLICATION (continued)

Election of Veteran's Preference		
Do you wish to claim a veteran's preference? Yes No		
If so please check the preference you are claiming.		
Veteran (defined as a person separated under honorable conditions who has served on active duty for at least 181 days, or honorably discharged by reason of disability incurred while on active duty).		
Disabled Veteran (a veteran having a compensable service-connected disability as adjudicated by the U.S. Veterans Administration or the retirement board of one of the branches of the Armed Forces, with which the current disability is currently associated).		
Spouse of deceased veteran.		
Spouse of disabled veteran who is unable to use preference due to disability.		
Note: If you elect to use veteran's preference, please enclose proper documentation establishing your right to claim the preference.		
Signature Date		
海东市中华		
The Superstar Company is an Equal Opportunity Employer. It is the policy of the Superstar Company not to discriminate in employment matters on the basis of race, creed, color, age, marital status, national origin, sex, or status with regard to public assistance or disability.		
非 项章家家		
I certify that the facts set forth in this application for employment are true and complete to the best of my knowledge. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make investigation of my personal references.		
Signature of Applicant Date		

ACTIVITY 5.4 BUILDING YOUR FIRST RESUME

Directions

Use the following template and instructions as a guide to build a basic résumé.

* Rough Draft on the back of

BASIC RÉSUMÉ

12 points

2 points

Your Name

[Street Address, City, State, Zip Code] | [Telephone] | [Email]

2 points

OBJECTIVE

[Discuss the job for which the résumé is being reviewed. Do not forget to customize the objective as necessary for specific positions.]

2 points

QUALIFICATIONS

[List your skills and capabilities that relate to the job you are seeking.]

of points

EXPERIENCE

[Job Title] — [Company Name]

[Dates from] — [to]

[This is the place for a brief summary of your key responsibilities and most stellar accomplishments.]

[Job Title] — [Company Name]

[Dates from] -- [to]

[This is the place for a brief summary of your key responsibilities and most stellar accomplishments.]

2 points

EDUCATION

[School Name] — [Degree, Location]

[Dates from] — [to]

[You might want to include your GPA here and a brief summary of relevant coursework, awards, and honors.]

COMMUNICATION

[You delivered that big presentation to rave reviews. Don't be shy about it now! This is the place to show how well you work and play with others.]

LEADERSHIP

[Are you president of your student council, head of the chess team, or a lead in a rock band? You are a natural leader—tell it like it is!]

2 points

List of Action Verbs for Resumes & Professional Profiles

Management Leadership Skills

administered analyzed appointed approved assigned attained authorized chaired considered consolidated contracted controlled converted coordinated decided delegated developed directed climinated emphasized unforced enhanced established executed generated handled headed hired hosted improved incorporated increased initiated inspected instituted led managed merged motivated

restored reviewed

scheduled streamlined

strengthened

organized

originated

oversaw

pianned

presided

prioritized

recommended

reorganized

produced

replaced

overhauled

supervised terminated

Communication/ People Skills addressed advertised arbitrated arranged articulated authored clarified collaborated communicated composed condensed conferred consulted contacted conveyed

convinced corresponded debated defined described developed directed discussed drafted edited elicited enlisted explained expressed formulated furnished incorporated influenced interacted

interpreted

interviewed

involved

joined

judged

lectured

listened

marketed

mediated

moderated

negotiated

participated

persuaded

presented

promoted

observed

outlined

proposed publicized reconciled recruited referred reinforced reported resolved responded solicited specified spoke suggested summarized synthesized translated

Research Skills analyzed clarified

wrote

collected compared conducted critiqued

detected determined diagnosed evaluated examined experimented explored extracted formulated gathered identified inspected interpreted interviewed

invented investigated located measured organized researched scarched solved summarized surveyed

systematized

tested

Technical Skills adapted

assembled built calculated

computed conserved constructed converted debugged designed determined developed engineered **Subricated** fortified installed maintained operated overhauled printed programmed rectified regulated remodeled repaired replaced restored solved specialized standardized studied upgraded

Teaching Skills

utilized

adapted advised clarified coached communicated conducted coordinated critiqued developed enabled encouraged evaluated explained facilitated focused guided individualized. informed instilled instructed motivated persuaded

set goals

simulated

stimulated

List of Action Verbs for Resumes & Professional Profiles

taught tested trained transmitted httored

Financial/ Data Skills administered adjusted allocated analyzed appraised Duscosec audited balanced calculated computed conserved corrected determined developed estimated forecasted managed marketed measured planned programmed projected reconsiled reduced researched retrieved

creative skills acted adapted began combined conceptualized condensed created customized designed

developed directed displayed drew entertained established fashioned formulated founded illustrated initiated instituted integrated introduced invented modeled modified originated performed photographed planued revised revitalized shaped solved

Helping skills adapted advocated aided answered arranged assessed assisted cared for clarified coached collaborated contributed cooperated counstied demonstrated diagnosed educated encouraged

casuced expedited rac litated familiarize furthered guided helped insured intervened motivated provided referred rehabilitated presented resolved simphfied supplied supported volunteered

Organization/ **Detail Skills** approved arranged cataloged categorized charted classified coded collected compiled corresponded distributed executed filed generated implemented meorporated inspected logged diametering. monitored o'stained operated ordered

organized prepared processed provided purchased recorded registered reserved responded reviewed routed scheduled screened set up submitted supplied standardized systematized updated validated verified

More verbs for Accomplishments achieved completed expanded exceeded improved pioneered reduced (losses) resolved (issues) restored spearheaded succeeded surpassed transformed won

Job Interview Class Notes **Culinary Arts**

What are the 3 things that will help you do well in an interview?

1)Be prepared.

2)Be positive

3)Be relaxed

What is the proper etiquette of introducing yourself to your interviewer?

1)Shake hands firmly

2)Remain standing until they offer you a seat. When making eye contact with your interviewer, what does this show? It shows you are <u>listening</u> and interested. Speak clearly. Use of correct grammar and avoid slang or buzz words. Make sure to answer each question completely and thoroughly. •Use good <u>office</u> manners. Sit <u>up</u> straight, with both feet on the floor.

 Avoid nervous gestures. Never chew gum during and interview. What should you not do when an interviewer is speaking?

Do not interrupt them.

What should you do if you do not understand something being asked?

Ask for clarification.

When is a good time to ask about rate of pay and employee benefits, such as vacation time?

End of interview

What needs to be done, regardless of how the interview ends?

Thank the interviewer

List four ways that an interviewer may signal the end of the interview?

- 1)You may be contacted later.
- 2)You may be asked to contact them.
- 3)You may be offered the job.
- 4)You may not get the job.

What are some things that need to be done after the interview?

- Send them a thank you,
- Follow up
- Review session

List three options of how you could respond to a job offer.

- Accept the offer.
- Ask for time to consider.
- Turn down the offer.

Name	Period

Mock Interview

- 1) Pair up with a partner or partners (2-3 people total in a group).
- 2) Complete the Job Interview Class Notes.
- 3) Write out at least five questions you could ask your partner as if you were the employer and you were looking to hire someone for your food industry position. The five mock interview questions can be written on the back of this paper.
- 4) Participate in the Mock Interview. Practice some of the skills learned in class on how you should act and what you should say during a real interview. Answer five of the questions your partner has created for you to answer. Pay attention to body language and your communication skills. (Mock interview should not be longer than 10 minutes.) The Mock Interview Behavior Rubric is listed below.

Mock Interview Behavior Rubric	Each section is work 5 points	Comments
Completion of Job Interview Class Notes	,	
Shake hands, good eye contact, & show appropriate body language throughout the interview.		
Speak clearly, thoughtfully, and completely.		
Ask your employer questions about the job & have questions to ask when you are the employer doing the interview (At least 5).		
Total (20 points):		

Job Interview Class Notes *12 POINTS*

5)

	1)	What are the three things that will help you do well in an interview?			
	2)	What is the proper etiquette of introducing yourself to your interviewer?			
	3)	When making eye contact with your interviewer, what does this show?			
	4)	Speak Use of correct grammar and avoid slang. Make sure to answer each question completely and thoroughly.			
	5)	Use good manners. Sit, straight, with both feet on the floor.			
	6)	Avoid Never chewduring an interview.			
	7)	What should you not do when an interviewer is speaking and what should you do if you do not understand something being asked?			
	8)	When is a good time to ask about rate of pay and employee benefits, such as vacation time?			
	9)	What needs to be done, regardless of how the interview ends?			
	10) List four ways that an interviewer may signal the end of an interview.				
	11) What are some things that need to be done after the interview?				
	12) List three options of how you could respond to a job offer.				
W	rite	your Mock Interview Questions that you will be asking here.			
1)					
2)					
3)					
4)					