

# VANGUARD EXPLORES... STUDENT JOBS

Just before my freshman year, I decided to quit cross country and work as a Taekwondo instructor. Since then, I have never looked back. For almost three years, I've taught classes to students ages three and up at Victory Taekwondo in West Windsor. My job has become a primary source of joy in my life because I get to pass on the knowledge I've accumulated over the last ten years while helping others achieve their own goals in the sport. It has never been about the money for me—it has been about the interactions I've had with students. For example, nothing makes me feel prouder than when I see significant progress in my students' skills and character. A taekwondo studio is a strange, in-between space because kids have chosen to be there, unlike school. Their parents are paying for them to attend, so I feel a lot of pressure to make sure that everyone gets the most out of each 45-minute class I'm in charge of. Despite these challenges and pressures, I've always enjoyed creating a fun and safe environment where kids can feel both confident with and challenged by what they're doing.

ZOE KIM '18



15.4% of **FRESHMEN** have paying jobs

33.3% of **SENIORS** have paying jobs

Last year, I worked at a gymnastics school coaching the mini team, a group of five girls between the ages of six and nine. My former gymnastics coach, the owner of the gym, offered me the job. I accepted it because it seemed like a fun way to make money, and I was able to revisit gymnastics, which was an important part of my childhood. Initially, the job was very stressful. But after about a month, it became a lot easier and more enjoyable once I developed a relationship with each of the girls on the team. It was really rewarding to see how happy the girls became after mastering a new skill. By the end, they always greeted me with smiles and hugs, and although they were often hard to control, their energy is what made my job fun. I learned how to deal with different personalities and figured out how each student learns best. I'm really glad that by working as a coach I was able to not only make money, but also have the opportunity to learn valuable skills that I can use in my day-to-day life.

DZIYANA ZUBIALEVICH '18



## INTERVIEW WITH CJ VONVORYS '19

**What qualities do you have that you would want to highlight in an application or interview?**

I'm very extroverted. I'm really a people-person, so that helps me with customer-service... I learn quickly which is very useful in a job scenario.

**What would your ideal high school job be?**

Right now I've got a pretty good job, I'm working at Bon Appetit ... at the shopping center. [My] ideal job [would] probably [be] one [where] I could just sit at home and make money without having to worry about actually having to do work.

## HOW TO WRITE AN EFFECTIVE RESUMÉ: A SATIRE

Hello, my name is Jocelyn Furniss and I am a Senior at Princeton High School. I've always hoped that one day I would be able to give back to the community in which I grew up, after years of experiencing firsthand its support, whether through leadership roles or in pursuit of my passions. Therefore, before I begin, I would like to point out my close association with many of Princeton's and Princeton High School's various programs that have led to my cultivation into a superior human being.

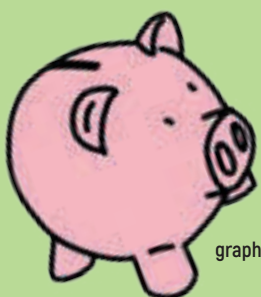
I am applying to work as your social media advisor because the fact that I am a millennial implies a complete understanding of technology. Although I have never held a position similar to this one, I played the tuba in third grade and won second place in a local poetry contest in eighth grade. The poem was about two stray cats who found love despite all the odds, only to both die of heart cancer. My inner angst titled it, "Oh, the Irony." It was very emotional.

I am currently the co-anchor on a very popular television show, in which I am social and use media. This experience has given me the opportunity to work with my idol, Kellyanne Conway, who has introduced me to the art of alternatives. In fact, the majority of events we discuss on the show are fake, and are made up on the spot. Even the weather segment is determined each week by the weatherman's love-life horoscope. I'm also double-jointed.

In the end, my only fault is that I tend to work too hard, and this often leads to heightened stress levels and, more recently, a comfort food addiction. I am currently going through withdrawal, with side effects including a cheerful demeanor and great communication skills.

JOCELYN FURNISS '17

**"NO TIME"** : the most common reason students **DO NOT** work



graphic: Caroline Tan

53.8% of students who work self-identify as **FEMALE**

46.2% of students who work self-identify as **MALE**

In February of 2017, Tower staff surveyed about 150 students across all four grades about jobs. All interviews were conducted by Vanguard co-editors.



**What changes or areas of growth do you notice with your high school employees?**

For many of our students, [Lucy's] can be their first job. [Your] coworkers may be older than [you], but you're treated as a peer, and then you have the demands of the customers on the other side of the case, who may be short and curt, or feel like they need more attention than they're getting. They may be very friendly and courteous as well. So what we see is that as they engage with more and more people on each side of the counter, you can see their personality grow and blossom. As a sidebar to that, we've had people come in who still, at 15 years old, are eating only chicken fingers and buttered noodles. So they're tasting other foods, [and] all of a sudden eating artichoke hearts, sauteed spinach, and kale salad... so it's funny to see them make that leap.

**Do you have a different threshold for what you trust high schoolers with compared to other employees?**

The first thing we want to do is take the pulse of the hire to see how committed they are to what we're doing here. It costs money to train people [and] time and effort from other employees, so we want to see if they're going to stick around. If you're a sophomore in high school, that's great because there's a good chance we'll get you your junior year and your senior year, and then we get you in the summers when you come back from college and need a job.

We're going to trust [the students] with how much they show us that we can put on their shoulders. For the jobs that we have available, there's just showing up and doing what you're told, then there [is] assuming responsibility for a specific station, and then there [is] closing at the end of the night to make sure that everything's shut down and turned off properly. So that might progress from [a] sophomore in high school, to [a] junior [or a] senior in high school, to a college student who's comfortable walking to their car at 7:30 at night, putting the security code in, and all that stuff to lock the place up.

**Why do you hire high schoolers when you could just hire adults?**

This is two-fold. One, we pay a little more than the minimum wage—it's ten dollars an hour to start, and it's difficult for an adult to work for that kind of money. And often, we need [fewer] hours than an adult may be willing to put in; an adult is not going to want to put in four hours in the afternoon. And then, of course, you have the obvious things like child care; no adult is going to leave their children at home, unless they're of a certain age ... it's all the obvious things. How much does it cost for childcare? And then, to go out and make 10 to 15 dollars an hour, it's not worth it... So it's for both sides—the employer and the employee. You can only pay so much per hour for someone to do the jobs that we have available.

**INTERVIEW WITH A BUSINESS OWNER: JOE MCLAUGHLIN '75**

*CO-OWNER OF LUCY'S KITCHEN AND MARKET*



**What qualities do you look for when you're hiring employees?**

They need to be responsible. We don't talk to mommies and daddies when you're sick ... we talk to the person we hired. They need to be able to converse with adults and not be intimidated because someone is asking questions who may be older than them. They need to be able to greet people comfortably and work well with others. Simple stuff; stuff they taught you when you were ten years old... you wouldn't believe how many [teenagers] don't behave that way.

**Is there anything else you would like to say?**

I think maybe people [work while in high school] for the wrong reasons, like they're just trying to build a resume so they need to have a job. But I think everybody should work, and especially to get those relationships... For a lot of families, there's a big separation between the adults and the teenagers. So when you get a job, when you're on this side of the aisle, with the customer on the other side of the aisle, you can have friends of all different ages... So it's maybe your first opportunity where they're not your teachers, they're not your parents, but they may be the age of your teachers and your parents, and they become your friends. What other opportunity do you have to experience that unless you have a job? ... It's a great way to meet people and experience things.

73.3% OF STUDENTS DO NOT WORK

**INTERVIEW WITH CAREN JU '18**

**Where do you work?**

I work at Jammin' Crepes.

**What advice would you give to a high school student about to get a job?**

I would say [that] unless you are struggling financially, put your studies above trying to make money. Even though there are perks to having extra money, I find that after a shift, no matter how long, I'll always be too tired or not have enough energy to do the work that I need to do. It's a good thing to put yourself out there. It's also necessary to keep your schoolwork in mind.



**Do you have any good on-the-job stories?**

Once, I was holding four plates of food and I was delivering them to a group of teenage girls and I was handing out one of them to one girl and when I put it down... it fell on the ground and shattered into a million pieces on the floor. So I ran in and I got the broomstick to clean up everything, and then while I was cleaning up I was holding a mug, and then I dropped that so that [it] shattered too, and they kept laughing. And then while I was bending over to pick up the mug, I put the broom down, and it fell on the girl's head. Thank God they were teenagers ... if they were middle-aged people, they would not have appreciated that...

graphics: Laura Bussemaker

**How do you think this job has affected you? What skills have you acquired and what's been the most challenging?**

The most challenging [part of this job], in the beginning, was getting accustomed to having so much responsibility because if I mess[ed] something up, it would affect the company directly. So if a customer was upset, it would be on me. And one of the biggest things that I've taken from my job is communication skills because I've been exposed to people that I'm not usually exposed to, such as people in their 20s who are in college, or other people who are older who are in different situations than I am. And I've been able to connect with other people that I haven't usually connected with ... I've been more outgoing and more comfortable with meeting new people.

**KNOW YOUR RIGHTS: UNDERAGE WORKERS**

**United States Federal Law**

- Earning at least **\$4.25** per hour until you're 20 years old for the first 90 consecutive calendar days
- Earning the minimum wage after working for 90 days
- Being paid at least **75%** of minimum wage if you are a high school student enrolled in **VOCATIONAL SCHOOL**

**New Jersey Law**

- Minors can't work more than **40 HOURS** per week
- If you are a worker under 18 years old, you must have "working papers" or a special **PERMIT**
- An employment certificate is required for each employer of a minor
- For every 5 hours working, you must receive a **30 MINUTE BREAK** if you are a minor
- If you are under 16, you can only work **OUTSIDE OF SCHOOL HOURS**

If you believe that your rights as a worker are being violated or have questions, contact the New Jersey Department of Labor at (202) 693-0072 or visit [http://lwd.dol.state.nj.us/labor/wagehour/complnt/filing\\_wage\\_claim.html](http://lwd.dol.state.nj.us/labor/wagehour/complnt/filing_wage_claim.html).