

FINDING A JOB

Lesson Descriptions

NOTE: IN ORDER TO MEET FINANCIAL AID DEADLINES, PLEASE TEACH UNIT 4 BEFORE UNIT 3.

Finding a Job 1: Who Gets Jobs?

What are the best methods for finding satisfying work?

Finding a Job 2: Your Network

Who in my personal network can help me get started on my job search?

Finding a Job 3: Research 1

What companies might be interested in someone with my talents and skills, and how can I find out more about them?

Finding a Job 4: Research 2

What do I need to know about a company and where can I find this information?

Finding a Job 5: Polish Your Resume

How can my resume show that I am well qualified for the job?

Finding a Job 6: Cover Letters I

How does a good cover letter catch the interest of an employer?

Finding a Job 7: Cover Letters II

How can I use my cover letter to highlight my skills and experience?

Finding a Job 8: The Interview

How do I prepare for an interview?

Finding a Job 9: Follow Up and Action Plan

How do I follow up with my interviews and contacts? What are my next steps in finding a job?

PLANNING PYRAMID

GRADE 12, Unit 3, Finding a Job



Some Students Will:

- Make networking calls to begin their own job-search.
- Make one or more cold calls to companies of interest.
- Write a cover letter targeted to a specific employer.
- Pose questions for a specific employer.
- Participate in interviews.
- Follow interviews with thank-you notes.
- Use a system for tracking job-hunting activities.

Most Students Will:

- Understand the etiquette and activities needed to develop and maintain a personal network, and the benefits of doing so.
- Research companies of interest.
- Understand the benefits of a networking call, and how to make one.
- Understand the benefits of a cold call, and how to make one.
- Revise or create a resume.
- Identify skills to highlight in a cover letter, and write one.
- Consider answers to commonly-asked interview questions.
- Create an action plan for finding work.

All Students Will:

- Understand which job-hunting techniques are most effective, and why.
- Set a goal describing a specific job they hope to attain.
- List people in their personal network.
- Understand the benefits of company research.
- Know what to do before, during and after an interview.

ROADS to SUCCESS

Grade 12

Finding a Job

Family Newsletter

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: www.roadstosuccess.org.

Did you know? Using several job-hunting methods is more effective than sticking with one. If something's not working, switch things up for better results.

For more info, check out "The 14 Ways to Look for a Job" by Richard N. Bolles. www.jobhuntersbible.com/articles

Strategies for Finding a Job

As your teen graduates from high school, his plans probably include finding a job. Whether he's looking for part-time summer work or beginning a career, here are some tried-and-true tips for making a tough job easier.

Looking for work is work.

If you don't have a job, experts recommend spending 40 hours a week looking for one. Making a schedule of what you'll do each day helps you stay on track.

An active search is better than a passive one.

Many people rely on answering want ads (online and in the newspaper), posting to job websites, and mailing out bunches of resumes. People love these methods because they don't involve the discomfort of asking to be hired. But these aren't always the most effective job-search strategies. Networking, calling businesses you've researched to find out if they're hiring,

and going on informational interviews may get better results.



Don't be shy about asking friends for help. Everybody knows what it feels like to look for work, and most people will be willing to help somebody who's just starting out. Tell everybody you're looking, and follow up with the people they suggest. Check in with a friend who can remind you to do the tasks you've assigned yourself and cheer you up when you need encouragement.

Think of job-hunting as match-making. Your job search shouldn't be random. Set a goal concerning the kind of job you want, and stay focused. Your job should match what you're

good at.

Begin with the end in mind. Not every entry-level job is exciting, but all will teach you something about yourself and the world of work. Aim for good jobs that are stepping stones to great jobs.

Be prepared to hear "no." Job-hunting can be discouraging. The odds are that you're going to get turned down - maybe a lot. Keep in mind that it only takes one "yes" to succeed.

Say thank you. Say thanks to everybody who helps in your job search, including employers with whom you interview. If possible, send a note. You'll stand out as somebody who is polite and interested in the work.

For more info . . .
www.jobstar.org
www.jobhuntersbible.com
www.quintcareers.com
www.deed.state.mn.us/cjs/cjs-book/prep1.htm

Grade by Grade

In Grade 12, Roads to Success students are coached in the most successful strategies for finding jobs. They learn how to network, practice making cold calls, and consider questions most often asked in interviews. They research companies, create a resume, and write a cover letter, too. Finally, they learn how to keep track of their job-hunting efforts, and how to follow up.

Who Gets Jobs?

The **BIG** Idea

- What are the best methods for finding satisfying work?

AGENDA

Approx. 45 minutes

- I. Warm Up: Ranking Job-Hunting Techniques (5 minutes)
- II. 14 Ways to Look for a Job (20 minutes)
- III. Setting a Job Goal (10 minutes)
- IV. Wrap Up: Sharing and Critiquing Job Goals (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 38, Job Hunting 101
- Student Handbook page 39, Job-Hunting Techniques Pros & Cons Chart
- Student Handbook page 40, My Job Goal

FACILITATOR PAGES:

- Facilitator Resource 1, Richard Bolles' Analysis of Job-Hunting Techniques
- Facilitator Resource 2, Job Goal Question Prompts

- Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Be aware of various job-hunting techniques, and the success rate of each, including networking, cold calling, responding to print and online ads, posting resumes to job websites, and mass mailings.
- Distinguish between a passive and active job search, recognizing which is more effective and why.
- Identify a personal job-hunting goal.

OVERVIEW

The lesson begins with students ranking job-hunting techniques based on their success rate. Students compare their own assessments with research analyzed by career expert Richard Bolles. Next, students work in pairs to identify pros and cons for two job search techniques and share their findings with the class. Then, students assess sample job-hunting goals, using what they learn to write their own. Finally, students share their goals, and evaluate their classmates' goals.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 39, Job-Hunting Techniques Pros & Cons Chart**
 - **Student Handbook page 40, My Job Goal**
 - **Facilitator Resource 1, Richard Bolles' Analysis of Job-Hunting Techniques**
 - **Facilitator Resource 2, Job Goal Question Prompts**
- For **Activities II** and **III**, decide in advance how you want to have student form pairs and teams of four.

BACKGROUND INFORMATION

How many jobs will a worker have in a lifetime? How many distinct careers? The Bureau of Labor Statistics won't even hazard a guess, citing two problems in collecting this kind of data: 1) The need for information that spans the length of a person's time in the workforce and 2) Difficulty determining what constitutes a career change. Richard Bolles, author of the bestseller, *What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers*, estimates that most people switch jobs five to nine times, and change careers two to three times. In any case, the general trend is toward greater career flexibility and mobility compared with previous generations.

Having the skills necessary to effectively search for jobs has become a critical skill in the 21st Century. However, most people lack basic knowledge in this area. They fall into the pattern of using a single strategy (e.g., mass mailings), even when that strategy is not producing results.

Bolles explains that to get results, you must be willing to use multiple strategies and change strategies when they are not working. He also points to evidence that strategies that require more work (e.g., networking, knocking on doors) lead to higher success rates than passive strategies (e.g., posting your resume online and waiting for a response).

At one time, being willing and able to work was enough to land a job. Today, however, a successful job search requires considerable effort. In addition to having marketable skills, job seekers must be able to sell themselves. Fortunately, these are skills people can learn, and come back to again and again during their working years.

Sources:

“The Three Secrets of Successful Job Hunting.” Richard Bolles, http://www.jobdig.com/articles/396/The_three_secrets_of_successful_job-hunting_.html

Minnesota’s Department of Employment and Education Development <http://www.deed.state.mn.us/cjs/cjsbook/intro.htm>

IMPLEMENTATION OPTIONS

For **Warm Up**, you may prefer to present **Student Handbook page 38, Job Hunting 101** as a Do Now, and follow up with the introduction described in the **Warm Up**.

For **Activity II, 14 Ways to Look for a Job**, you may ask students to list all the job-hunting strategies they know before presenting **Facilitator Resource 1, Richard Bolles’ Analysis of Job-Hunting Techniques**. If time is limited, do not have students return to the Do Now activity to fix their rankings. A discussion based on the question prompts is sufficient.

(Note: re: Item 12 in **Facilitator Resource 1:** As internet research replaces the use of the phone book, many of your students may be unfamiliar with the Yellow Pages. Key points that make the Yellow Pages an effective research tool: 1) It lists local businesses and 2) it’s organized by category. Students who prefer researching online can use these websites to find business listings: local.google.com, superpages.co, and yellowpages.com.)

Also for **Activity II**, you may do the pro/cons chart as a whole class activity if you believe that partners will not be able to identify pros and cons on their own.

ACTIVITY STEPS

I. Warm Up: Ranking Job Hunting Techniques (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you plan to enter the workforce full time after graduation? How many expect to get a job this summer? For the next nine lessons, we're going to prepare for the job search experience. We'll create the tools you need for job hunting, such as an updated resume and cover letter, and we will share the wisdom of experts on the best methods for finding work.
2. [Have students open to **Student Handbook page 38, Job Hunting 101**. Invite a volunteer to read aloud the instructions. Then call their attention to the questions about which methods they ranked as most and least effective and why.]

II. 14 Ways to Look for a Job (20 minutes)

1. **SAY SOMETHING LIKE:** Research on job-hunting strategies, like the ones you just ranked, reveal that some produce more successful results than others. Richard Bolles, career-hunting expert and author of the ultimate job searching guidebook, has studied the various methods and has insights into their effectiveness, which we'll discuss today. Many adult job hunters are unaware of this information, so having this knowledge should give you an advantage when looking for work.
2. [Display **Facilitator Resource 1, Richard Bolles' Analysis of Job-Hunting Techniques**. Point out the success rates, in percentages, next to each technique.]
3. [When students finish reading, instruct them to return to **Student Handbook page 38, Job Hunting 101**.]

SAY SOMETHING LIKE: How do the success rates listed here compare with your rankings on **Student Handbook page 38, Job Hunting 101**? Did you think certain techniques were more effective than they actually are? Explain.

[After students respond to the questions, have them correct their answers, and reorder the rankings on **Student Handbook page 38, Job Hunting 101**].

4. [Display **Student Handbook page 39, Job-Hunting Techniques Pros & Cons Chart** on an overhead projector]

SAY SOMETHING LIKE: Now that we know what the research says, let's figure out why some job-hunting methods are more effective than others.

For example, let's consider the popular method of posting your resume on a job-posting web site. What are the advantages of this method? [Students responses might include, "don't have to ask anybody for anything" or "does not take too much time."]

[Write student suggestions on the "pro" side of the chart.]

What are the disadvantages? [Students responses may include, "no idea if anybody's looked at your resume" and "no control over follow-up."]

Because it's so easy to do, you are probably competing with thousands of others who are using the same technique, making the chances of an employer even looking at your resume very slim. [Write suggested disadvantages on the "con" side of the chart.]

5. [Divide the class into pairs, and assign each pair two techniques from Bolles' list to evaluate. Have students open to **Student Handbook page 39, Job-Hunting Techniques Pros & Cons Chart** to record their ideas. Invite pairs to share their charts with the class.]
6. [Display **Facilitator Resource 1, Richard Bolles' Analysis of Job-Hunting Techniques** on the overhead projector. Have a volunteer read aloud Bolles' analysis.]

SAY SOMETHING LIKE: You've heard the saying "There is no such thing as a free lunch." Well that is certainly true with job hunting. As Bolles points out, the effectiveness rate for each method is directly connected to how much work the method requires. Who can give an example that illustrates this?

There is also the second point about using more than one strategy at a time. This does not mean the more you use, the better. As Bolles notes here, using two to four methods is best. More than four means you are not giving enough time and attention to any one of the methods.

III. Setting a Job Goal (10 minutes)

1. [Display **Student Handbook page 40, My Job Goal** on the overhead projector.]

SAY SOMETHING LIKE: Let's take a look at how we translate this information into action. Now that we know the most effective job hunts involve interaction with other people, we have to figure out a way to describe to others what we want in a job. The more focused and specific your goals, the more people can help you find the kind of job you want.

Imagine you are interested in a job working with animals. When you reach out to people in your network they can put you in touch with vets or other animal care workers they know, which could possibly lead to a job. However, if you simply tell these people that you are interested in any kind of job, they wouldn't have a clue as to how to help you or who to put you in touch with. Having a goal, then, is helpful to you and to those who are helping you.

2. [Have students open to **Student Handbook page 40, My Job Goal** and as a class, have them identify which of the sample job goals have a focus. Remind them that the more focused the goal, the more effective the job search. After they finish, have the class discuss which goals they checked and why. Now have students select one of the job seekers they checked, and describe places the job-seeker could look for work.]
3. **SAY SOMETHING LIKE:** Now think about your own job goal. Be as specific as you can as you respond to the third prompt on the page. If you are attending college next year, your goal may concern a summer job or a job you hope to get after college. Then brainstorm places you might look for work and list them under question #3.

IV. Wrap Up: Sharing and Critiquing Job Goals (10 minutes)

1. **SAY SOMETHING LIKE:** In this wrap up activity, you will work in small groups to evaluate your job goals and suggest places where each job-hunter might look for work. Your team members will provide feedback that will help you refine and focus your goal, and you will do the same for them. Please provide feedback by stating one positive thing and one thing that could be improved. So, in the example of the student who wants to make \$500 a week, you might say, "Mentioning that you want to make \$500 a week rules out certain minimum wage jobs. But it doesn't give any idea of your interests."

One way to evaluate your goals is to figure out if they're SMART.

[Ask students to recall the attributes of SMART goals as taught in previous years, and list them on the board:

S = Specific (detailed, not general or vague)

M = Measurable (includes some quantity or element that can be measured)

A = Attainable (ambitious but reasonable; may break large goals into smaller ones)

R = Realistic (person is willing and able to do the work involved with this goal)

T = Timed (establishes a time frame for accomplishing the goal)

Provide further examples as needed:

- I would like a part-time job tutoring children in reading after school, starting in June.
 - I would like a full-time job, starting in October, assisting a mechanic.
 - I would like a Monday-Friday, 9-5 job as an administrative assistant starting in September.]
2. [Project **Facilitator Resource 2, Job Goal Question Prompts** on the overhead. Tell students to consider these questions as they prepare to give feedback.]
 3. **SAY SOMETHING LIKE:** Good job today! Knowing the effectiveness of different job hunting techniques will be helpful to you now and for your entire working career. Recognizing the power of having a clear and focused job goal will also come in handy now and during career changes. In the more immediate future, you will use what you learned today about job search techniques in the remaining lessons in this unit.
 4. [Spend the last couple of minutes previewing the rest of the unit, including the topics you will cover: expanding and using your network to find a job, researching companies in your field of interest, updating your resume, writing powerful cover letters, preparing for an interview, and following up on interviews and possible job leads. Explain to students that by the end of the unit, they will be expert job hunters, who can identify their job goals and know how and where to find jobs.]

Richard Bolles' Analysis of Job Hunting Techniques:

The 14 Ways to Look for a Job

Richard Bolles is a big authority on job-hunting. His famous book, What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers, was first printed more than 30 years ago. Over 10 million copies have been sold, and the book has been translated in 20 languages. It is revised each year. The U.S. Library of Congress has named it one of 25 books that shaped readers' lives. For more of Richard Bolles' tips, visit www.jobhuntersbible.com.

Here are his 14 ways to look for a job, and the success rate for each:

1. Using the Internet to look for job-postings or to post one's own resume (1%)
2. Mailing out resumes to employers at random (7%)
3. Answering ads in professional or trade journals appropriate to your field (7%)
4. Answering local newspaper ads (5-24% depending on salary demands)
5. Going to private employment agencies or search firms (5-24% depending on salary demands)
6. Going to places where employers come to pick out workers, such as union hiring halls (8%)
7. Taking a Civil Service exam (12%)
8. Asking a former teacher or professor for job-leads (12%)
9. Going to the state/Federal employment service office (14%)
10. Asking family members, friends, or professionals you know for job-leads (33%)
11. Knocking on the door of any employer, factory, or office that interests you, whether they are known to have a vacancy or not (47%)
12. By yourself, using the phone book's Yellow Pages to identify fields that interest you, then calling employers in those fields to see if they're hiring for the kind of work you can do (69%)
13. In a group with other job-hunters, using the phone book's Yellow Pages as above (84%)
14. Doing what is called "the creative approach to job-hunting or career-change": doing homework on yourself, to figure out what your favorite and best skills are; then doing face-to-face interviewing for information only, at organizations in your field; followed up by using your personal contacts to get in to see, at each organization that has interested you, the person-who-actually-has-the-power-to-hire-you (not necessarily the human resources department) (86%)

Richard Bolles' Analysis of Job-Hunting Methods

- The easier a job-hunting method is, the less likely it is to work.
- For best results, use two to four of these methods at a time.

SOURCE: http://www.jobhuntersbible.com/articles/article.php?art_item=024
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Job Goal Question Prompts

- Is [classmate's] goal clear and specific? How might it be improved?
- How might [classmate] expand on places to find work?

1. _____

2. _____

Job Hunting 101

1. Here are five common job-hunting methods. Rank them in order of most effective to least. Write “1” beside the top-ranked method, a “2” beside the next-best method, and so on down to a “5” beside the lowest-ranked method.

- ___ Answering ads in the newspaper

- ___ Posting to online job sites

- ___ Calling companies in the phone book to find out who’s hiring

- ___ Asking friends, family, and professionals for job leads

- ___ Sending resumes to all companies in your field, whether they’re hiring or not

2. Choose your top-ranked job-hunting method and explain why you think it would work.

3. Choose your lowest-ranked job-hunting method and explain why you think it would not work.

Job-Hunting Techniques Pros & Cons Chart

Record the names of the two techniques you were assigned in the first column. Then think about each job-hunting technique, and list the pros and cons of each.

Job-Hunting Technique	Pros	Cons
Job-Hunting Technique	Pros	Cons

My Job Goal

1. Successful job hunts begin with a focused goal. Having a clear goal makes it possible for people to help you. Put a check beside each goal that has a focus.

- JOE: To find a job as soon as possible
- MARCUS: To learn everything I can about the restaurant business
- SARABETH: To spend every waking minute with animals
- CHRIS: To work during the day so I can take care of my siblings after school
- JENNA: To make at least \$500 a week

2. Choose one of the job seekers above and suggest where he or she might look for work

Example: Sarabeth could look for a job at a veterinarian's office or at a local nature center.

Name of student: _____

Places to look for work:

- _____
- _____
- _____

3. Now write your own goal, and describe where you might look for work. (NOTE: If you'll be attending college next year, your goal may describe a summer job or a job you hope to get after college.)

My goal: _____

Places to look for work:

- _____
- _____
- _____

Your Network

The **BIG** Idea

- Who in my personal network can help me get started on my job search?

AGENDA

Approx. 45 minutes

- I. Warm Up: Job-Hunting Techniques Revisited (5 minutes)
- II. The Power of Networking (15 minutes)
- III. Networking Etiquette (20 minutes)
- IV. Wrap Up: Networking Log (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 41, Job-Hunting Techniques
- Student Handbook pages 42-44, Who's In Your Network?
- Student Handbook page 45, Script for Calling Contacts and Referrals
- Student Handbook page 46, Networking Log

FACILITATOR PAGES:

- Facilitator Resource 1, Job-Hunting Techniques ANSWERS
- Facilitator Resource 2, Networking Challenges and Strategies
- Facilitator Resource 3, Script for Calling a Known Contact

- Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- List people in personal network.
- Consider ways to expand and maintain contacts.
- Practice appropriate ways to enlist help in their job searches.

OVERVIEW

This lesson focuses on networking—what it is and how it works. Students begin by reviewing the power of networking, and begin to consider who is in their own networks. Through discussion, students understand the nature of networking, recognizing that job hunting is one of many ways people within a network help each other. Next, students share their feelings about approaching a contact, and review solutions to address their challenges. Using a role-play activity, you will model how to call a contact. The lesson wraps up with a review of a Networking Log as a way to keep track of job hunting information and activity (e.g., conversations, follow up notes, etc.). As homework, students are to get one referral from a contact by the next class meeting.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 1, Job-Hunting Techniques ANSWERS**
 - **Facilitator Resource 2, Networking Challenges and Strategies**
 - **Student Handbook page 46, Networking Log**
- For **Activity III**, decide in advance which three students will play the parts of the contacts. Assign each student the part of Contact 1, 2, or 3. Provide them with **Facilitator Resource 4, Script for Calling a Known Contact** so they can review before role-playing.

BACKGROUND INFORMATION

If you've ever used a social networking site such as Facebook, My Space, or Linked In, you've experienced the power of networking. But networking is not revolutionary—people have been networking at parties, supermarkets, offices, and anywhere people get together, long before the digital age. Networking is about connecting with people and building relationships. When you need information, whether it's a job lead or the name of a good mechanic, you have resources to call on, and you would expect to be helpful in return.

Some studies show that people find jobs through networking more than any other strategy. (Richard Bolles ranks several job-hunting methods as more effective: direct company contact or a combination of techniques.) One established consulting firm, Career Xroads, notes that a referred candidate (referred via a network) has a 35 to 1 chance of getting hired in contrast to 500 to 1 for a typical candidate (not via a referral)*. Approximately 75 to 95 percent of job openings are not advertised,** so networking is a valuable tool for uncovering the hidden job market.

Sources:

*About.Com, <http://jobsearch.about.com/od/networking/a/jobster.htm> statistic within article comes from Mark Mehler of Career Crossroads, <http://www.careerxroads.com/>

** Frequently Asked Questions (FAQs) About Career Networking
http://www.quintcareers.com/career_networking_FAQ.html

VOCABULARY

Contact: a person you know; a connection

Network (verb): to gather contacts and reach out to them to share help and information

Network (noun): a broad list of contacts, each of whom may be able to give you job leads, offer you advice and information about a particular company, and introduce you to others so that you can expand your network

Referral: a person that someone in your network has sent you to for job information or advice

IMPLEMENTATION OPTIONS

For **Activity III**, depending on students' understanding of the job seeker/contact relationship, they may improvise a contact's response, rather than use the script.

ACTIVITY STEPS

I. Warm Up: Job-Hunting Techniques Revisited (5 minutes)

1. [As students enter the class, have them open to **Student Handbook page 41, Job-Hunting Techniques** and complete the page independently.]

II. The Power of Networking (15 minutes)

1. **SAY SOMETHING LIKE:** Last week you explored the different ways people look for jobs and which methods are most effective. Some job-hunting techniques are listed on **Student Handbook page 41**. Which of these techniques are most effective?
2. [Check **Facilitator Resource 1, Job-Hunting Techniques ANSWERS** to confirm they are correct. Point out that “Networking” is one of the most effective ways to look for a job - some experts say the most effective way - and so it is the focus of today’s lesson. Next week, cold-calling will be discussed.]
3. **SAY SOMETHING LIKE:** Raise your hands if you use Facebook, My Space, or other social networking web sites. These sites are popular for many reasons, mostly because they provide fast and fun ways to connect with friends and family. These Web sites are all about “networking,” or connecting with other people. But networking is not just something you do online.

How many of you have helped a friend and/or neighbor at one time or another? How did you help? [Allow students to respond – answers might include things like running errands for someone who is sick, or taking in mail or feeding a pet while they’re on vacation.] How do your friends and neighbors help you out? [Allow students to respond.] Going to friends, family, and others for help during a job search is just another way to use your network.

4. **SAY SOMETHING LIKE:** Now you are going to make a list of the people in your network—friends, family, neighbors, doctors, etc. You never know who in your network might know of a job that fits your needs, so it is very important to think broadly when making your list. Most employment specialists ask adult job seekers to list 100 people in their network. Do you think you have that many? Raise your hand if you think you can come up with 25 names. (Show of hands.) Who thinks they can come up with more? (Show of hands.) Don’t forget to include the adults in your lives—they’ll have big networks built over many years—as well as friends your own age.

[Instruct students to complete **Student Handbook pages 42-44, Who's In Your Network?**]

III. Networking Etiquette (20 minutes)

1. **SAY SOMETHING LIKE:** As we discussed, using your network for help with your job hunt is just an extension of other ways you use your network. If you've baby-sat for someone, been on his baseball team, walked his dog, or watered his plants—it's totally ok to ask for this kind of help.

Let's brainstorm for a moment. Why would people in your network be willing to help you with your job search? [Jot down students ideas on the chalkboard. Then add the following ideas, explaining each as you write them down:

- If the contacts are close to you and believe in your abilities, they want to see you succeed.
- If your contacts think highly of you, then they will be helping you AND the person they are putting you in contact with.
- People like to help. It makes them feel good.
- You are an "investment." If someone helps you from the very start of your career, and you end up being a great success, they will feel good and be able to say "I knew him way back when..."
- If you make it easy by having a specific goal, then most people are willing to help.]

[Be sure students understand that while most people are willing to help, they need to prepare to hear "no" occasionally.]

2. **SAY SOMETHING LIKE:** Now that you've made your Network list, it's time to start contacting people to let them know you're looking for work. This is sometimes known as "warm-calling," because you're speaking with people with whom you already have a friendly relationship. Who would find this easy? [Give students a moment to respond. Project **Facilitator Resource 2, Networking Challenges and Strategies** on the overhead].

SAY SOMETHING LIKE: Who would find it difficult to approach contacts? Why? [Record students' responses on the Challenge side of the t-chart. If students hesitate, suggest a few challenges, and jot them down, including "I don't want to bother someone who is very busy." And, "I'm nervous to ask."]

3. [Once students brainstorm the challenges, suggest strategies to help them with contacting people in their network. Note each idea (see below) in the Strategies column. Invite students to share other ideas.
 - Plan what you want to say to the contact.
 - Ask for specific help; not just, “I want a job.”
 - If needed, schedule a time to talk, so that your contact can prepare. Not only is this respectful of the contact’s time, it shows that you are courteous and serious about your job search. Having a specified time to meet also ensures that you will not procrastinate.
 - Make it worth the contact’s time and effort to help you by being polite, expressing gratitude, and by following up to let him/her know how your job search is going. Adults have many demands on their time; make sure to thank them for making time for you.

4. **SAY SOMETHING LIKE:** Remember, networking is a two-way street. Your contacts may be helping you today, but there may be opportunities for you to help them in the future. Saying thank you and being respectful is what you can do for them right now.

5. [Point out that one of the strategies they just listed was to plan what to say. Remind students that their request should make it easy for the contact to help them, and not simply be “I need a job.” Tell students there are two different conversations they will have when networking: 1) approaching someone you know, and 2) approaching someone you don’t know—perhaps a referral suggested by your contact. You’ll be talking about the first situation today.]

6. [Have the three pre-selected volunteer contacts come up to the front of the class. Tell students you are the job seeker and the volunteers are the contacts. Read aloud **Facilitator Resource 3, Script for Calling a Known Contact** with each of the volunteers. Repeat for each of the contacts.]

7. **SAY SOMETHING LIKE:** The best way to prepare for any type of networking call—with someone you do or do not know, is to practice.

[Have students open to **Student Handbook page 45, Script for Calling Contacts and Referrals**. Explain that in preparation for making their calls, they can practice using these scripts, filling the blanks with their specific information.]

IV. Wrap Up: Networking Log (5 minutes)

1. **SAY SOMETHING LIKE:** During your job search, you will talk to many people, including your direct contacts as well as people your contacts refer you to. As a result, you will have lots of information to keep track of. It is essential that you organize all this information because you never know which of the many people you speak to might lead to that perfect job. A lost phone number or missed appointment could result in losing a great opportunity.

You may find it helpful to keep two notebooks - one to keep track of college applications and one for job-hunting.

2. [Project **Student Handbook page 46, Networking Log** on the overhead. Tell students that this Networking Log is one way to keep track of who they talk to and any job leads they need to follow up on. They can use the Networking Log handout for each person they contact.

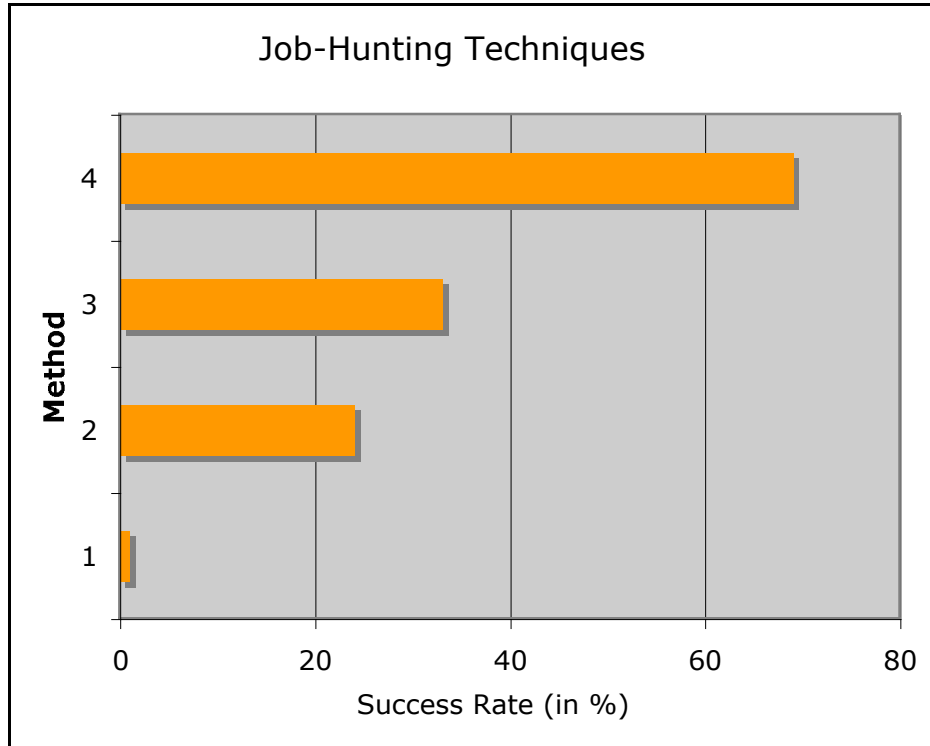
Walk through each part of the page. Explain that in the Appointment Date/Time and Follow Up sections, they are to write down any appointments they make, including date, time, and location. In Follow Up, they are to note any actions they need to take.]

SAY SOMETHING LIKE: Staying active in your search is important. Your contacts have many things to take care of in addition to helping you look for a job – so it's up to you to keep the ball rolling. Find out from your contact the best way to follow up with him and/or the new person he refers you to. Write down these suggestions in the Follow Up section on the log. You should also note all dates and times in your personal calendar or planner.

3. [Advise students to fill in one of these pages for each person in their network that they contact. For homework, they need to call one person in their network. If that person recommends they speak with someone else, that name goes into one of the “new contact” boxes at the bottom of the page.]

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Job Hunting-Techniques ANSWERS



The experts say some job-hunting techniques work better than others. Can you pair each method listed below with its success rate?* Beside the description of each job-hunting technique, write the corresponding number (1, 2, 3, or 4) from the graph.

 4 COLD-CALLING: Use Yellow Pages (from phone company or online) to identify companies who might need your services, then call them to find out if they're hiring. 69% success rate, according to Bolles.

 1 INTERNET: Posting jobs and responding to jobs listed on the Internet. Only 1%!

 3 NETWORKING: Asking friends, family, and professional contacts for job leads. 33% success rate.

 2 NEWSPAPER ADS: Answering local newspaper ads. Success rate varies, 5 - 24%, depending on salary demands.

Which method listed above would you find most difficult? _____

Why? _____

Statistics from Richard Bolles' "The 14 Ways to Find a Job": http://www.jobhuntersbible.com/articles/article.php?art_item=024, Copyright Richard N. Bolles, 1996-2008..

Networking Challenges & Strategies

Challenges	Strategies

Script for Calling a Known Contact

SCRIPT 1

Job Seeker: Hi Ms. Smith. As you know I am graduating soon, and I'm looking for a summer job. I plan to be an education major in college, so ideally I would like to work with children this summer. As a teacher, do you have any ideas, or anyone you suggest I speak to?

Contact 1: It sounds like you really know what you want to do. As it happens, I'm the in charge of hiring for the summer enrichment program at Hilldale Elementary and we're still looking for teacher's aides.

Job Seeker: Thank you, Ms. Smith! What is the next step? How do I apply for the job?

SCRIPT 2

Job Seeker: Hi Ms. Smith. As you know I am graduating soon, and I'm looking for a summer job. I plan to be an education major in college, so ideally I would like to work with children this summer. As a teacher, do you have any ideas, or anyone you suggest I speak to?

Contact 2: You are catching me at a bad time. I've got dinner on the stove, and I need to help my kids with homework.

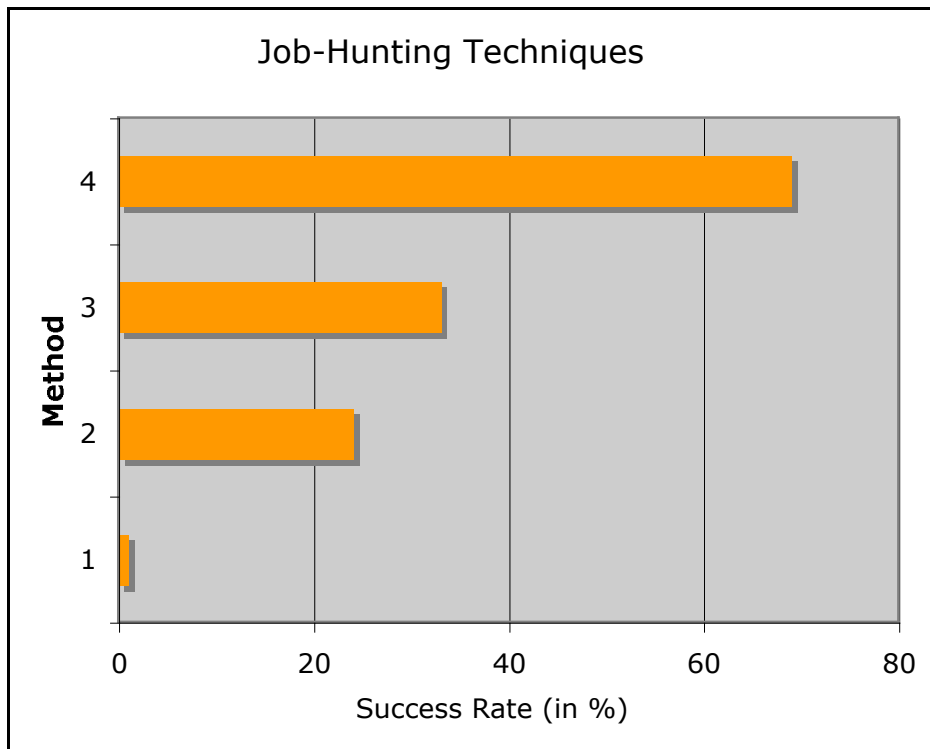
Job Seeker: I'm sorry. When would be a good day and time to contact you?

SCRIPT 3

Job Seeker: Hi Ms. Smith. As you know I am graduating soon, and I'm looking for a summer job. I plan to be an education major in college, so ideally I would like to work with children this summer. As a teacher, do you have any ideas, or anyone you suggest I speak to?

Contact 3: I don't know of any specific jobs, but I do know that Camp Hillside is always looking for counselors. I know the camp director, Mr. Jones. I can put in a call for you.

Job Seeker: Thank you, Ms. Smith! What would be the best way for me to follow up with Mr. Jones? Do you have his contact information?



The experts say some job-hunting techniques work better than others. Can you pair each method listed below with its success rate?* Beside the description of each job-hunting technique, write the corresponding number (1, 2, 3, or 4) from the graph.

___ COLD-CALLING: Use Yellow Pages (from phone company or online) to identify companies who might need your services, then call them to find out if they're hiring.

___ INTERNET: Posting jobs and responding to jobs listed on the Internet.

___ NETWORKING: Asking friends, family, and professional contacts for job leads.

___ NEWSPAPER ADS: Answering local newspaper ads.

Which method listed above would you find most difficult? _____

Why? _____

Statistics from Richard Bolles' "The 14 Ways to Find a Job": http://www.jobhuntersbible.com/articles/article.php?art_item=024, Copyright Richard N. Bolles, 1996-2008.

Who's in Your Network?

Next to each category, write the names of people in your network.

1. People You Know Well

<ul style="list-style-type: none">• Friends <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none">• Family <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none">• Neighbors <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none">• Teammates or Club Members <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

2. People You See Occasionally

<ul style="list-style-type: none">• Doctor, dentist, eye doctor, orthodontist <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none">• Car mechanic <hr/>
<ul style="list-style-type: none">• Bank Teller <hr/>	<ul style="list-style-type: none">• Dry cleaner <hr/>
<ul style="list-style-type: none">• Vet <hr/>	<ul style="list-style-type: none">• Other <hr/>

Script for Calling Contacts and Referrals

Practice making calls to contacts using this script.

Introduction:

My name is _____ (your name). I was wondering if _____ (name of person you're calling) is available.

(Remind them of the relationship if you think they won't remember you, for example, "Joe Smith's daughter," or "I was on your son's Little League Baseball Team.")

I'm looking for work _____ (when), and thought you may be able to help me.

Is this a good time to talk? I'm interested in _____ (kind of work).

Do you have any ideas about who might be hiring, or who might know someone who is hiring?

[follow up if you get a referral]

Thank you so much. I'll give _____ a call in the next few days. Would you prefer to alert him to my call, or is it OK for me to call him directly? [Ask for the phone number and/or e-mail address.]

[follow up if you don't get a referral]

Thanks so much for your time. If you hear of anything, please be sure and let me know.

[Give contact info – phone and e-mail – if needed. Be sure your outgoing phone message is work-appropriate.]

Networking Log

Your job search begins with your personal network. Tell everyone you know (and everybody they know) that you're looking for a job. Use this page to keep track of the information you gather—**one page per contact.**

Contact Information

Contact Name	
Date Called	
Employer Name	
Address	
Phone	
E-mail	
Fax	
Appointment Date/Time?	
Follow-Up	

New Contacts

Did this contact give you referrals? List them below.	
Name	Name
Position	Position
Employer	Employer
Phone	Phone
E-mail	E-mail
Fax	Fax
Other	Other

ADAPTED FROM: Creative Job Search Guide, © 1994 - 2009 by Minnesota Department of Employment and Economic Development: www.deed.state.mn.us/cjs/cjsbook/prep1.htm

Research 1

The **BIG** Idea

- What companies might be interested in someone with my talents and skills, and how can I find out more about them?

AGENDA

Approx. 45 minutes

- I. Warm Up: Contact Call Evaluation (5 minutes)
- II. Who's Hiring? (10 minutes)
- III. Company Research (20 minutes)
- IV. Wrap Up: Cold Calls and Job Lead Follow Up (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 47, Networking Call Evaluation
- Student Handbook page 48, Who's Hiring
- Student Handbook pages 49-51, Research Questionnaire
- Student Handbook page 52, Cold Call Script
- Student Handbook page 53, Job Lead Worksheet

- Laptop and LCD projector
- Overhead projector (optional)
- Phone book
- Computers with Internet access

OBJECTIVES

During this lesson, the student(s) will:

- Research to find companies in their fields of interest.
- Research a specific company in preparation for an initial phone call.
- Prepare to make a cold call to a company of interest.

OVERVIEW

The lesson begins with students reflecting on the previous week’s assignment of calling a contact in their personal network. Next, students learn why and how to research companies, and discuss the advantages of using the phone book and the Internet. Using the Internet, students find five companies where they might like to work, and conduct research on one of them. The lesson concludes with practicing cold calls and reviewing how to use a job lead chart to keep track of job-hunting information and activity.

PREPARATION

- Make arrangements for students to use the computer lab.
- Familiarize yourself with the Madison Square Boys and Girls Club’s website, www.madisonsquare.org, or choose a local example as described in the **IMPLEMENTATION OPTIONS** below.
- List the day’s **BIG IDEA** and activities on the board.
- Make the following handouts into overhead transparencies or copy onto chart paper:
 - **Student Handbook pages 49-51, Research Questionnaire**
 - **Student Handbook page 53, Job Lead Worksheet**
 - Make a transparency or a scanned document of a relevant page from the phone book for **Activity III, Company Research**.

BACKGROUND INFORMATION

The hidden job market refers to jobs that are not advertised publicly. Statistics estimate that as many as 80% of jobs are not advertised.* Among the various strategies for tapping into the hidden job market, one of the most effective is contacting an employee directly, or “cold calling” and selling yourself to them. According to career expert Richard Bolles, the strategy of direct employer contact (calling listings from the Yellow Pages) has a 69% success rate. **

Making a cold call at precisely the right time sometimes results in landing an interview before a vacancy for a position is even advertised. For cold calls to be successful, however, there are preliminary steps that job seekers need to take. First, they should identify companies where they want to work, and that have the types of jobs that match their skills and interests. The next step is to research the targeted companies more deeply and identify how their skills are relevant to each company they will call. Job seekers can use this research to market themselves most effectively.

Making cold calls is not easy even for a seasoned employee. Calling a company where you don't know anyone can be nerve-wracking and intimidating. The best way to get better at it is to practice.

*SOURCE: <http://www.careerperfect.com/content/job-search-tips-hidden-job-market-strategy/>, "Hidden Job Market," © 1996 - 2009 CareerPerfect.com.

**SOURCE: http://www.jobhuntersbible.com/articles/article.php?art_item=024, "14 Ways to Look for a Job," ©1996-2009 by Richard N. Bolles.

IMPLEMENTATION OPTIONS

For **Activity II**, one facilitator used the Yellow Pages, challenging students to quickly find five businesses that might hire a lifeguard. An incorrect answer (companies that sell swimming pools) provided a teachable moment re: entrepreneurship, and a potential opportunity to distribute business cards.

For **Activity III**, you may wish to replace the Madison Square Boys and Girls Club with a local example. One facilitator provided informational materials from a nearby state park, asking students to list summer jobs that might be available. Students completed the remaining activities based on the job that most appealed to them.

For **Activity IV**, if you are short on time, student may do individual company research as homework.

ACTIVITY STEPS

I. Warm Up: Contact Call Evaluation (5 minutes)

1. [Once students are settled in their seats, have them open to **Student Handbook page 47, Networking Call Evaluation**. Encourage them to think about the network calls they made this past week, and evaluate the experience by completing the checklist and answering the questions.]
2. [After students complete their evaluations, prompt a class discussion about their experiences. Encourage students to explain their responses. For example, if a student had a good call, encourage him or her to say how the contact was helpful. Alternatively, if a student had a negative experience, have him or her explain what made it that way.]

II. Who's Hiring? (10 minutes)

1. **SAY SOMETHING LIKE:** If your networking call was successful, it may have led to a new idea about where to look for work. Toward the end of class, we'll talk about how to follow up on this lead. Remember, networking is one of the top two job-hunting strategies. Right now, I'd like to direct your attention to the other top job-hunting strategy. Who remembers what that is?

[Students respond. If needed, remind them that the other "best" strategy is calling companies directly to see who is hiring.]

SAY SOMETHING LIKE: In today's lesson, we are going to discuss this strategy: where you can find lists of potential employers, what you might want to know about them before you make your call, and what to say when you reach them.

2. **SAY SOMETHING LIKE:** Let's start with an example. Imagine that Chris, a high school senior, wants a summer job working with children. He's already calling everybody he knows for job leads, but he read the Richard Bolles article and knows that the most successful job candidates use more than one method. His next strategy is making direct phone calls to summer camps that might be hiring.

Where might Chris find the names of camps or youth organizations where he could work? [Give students a chance to respond.] That's right! The phone book and the Internet are two excellent resources.

3. [Project the phone book page transparency on the overhead, or if you scanned the page, use your laptop to display the page on your LCD projector. Ask students how phone books are organized. Point out that the Yellow Pages organize companies by category. Ask students to identify the categories on the projected page.]
4. **SAY SOMETHING LIKE:** The phone book and the Internet are both helpful tools for researching companies. What are the advantages of using the phone book? [Let students respond. If they need help, point out that the phone book is organized alphabetically by category, making research easy. Yellow pages are local, so you know the companies are nearby.] What are the advantages of using the Internet? [Let students respond. If they need help, point out that using the Internet allows them to cast a wide net, enabling them to see many and varied options. They can also get more information about companies using the Internet.]
5. [Have students open to **Student Handbook page 48, Who's Hiring?** Now, using your laptop, project the Google home page on your LCD projector. Ask what key words Chris might use to find possible places to work this summer. If students suggest "Summer Camps" or "Day Camps" guide them to also include the city to narrow the list to local places. For today, use "the Bronx." Then click "Search" for a list of results. Let students know that they should not begin work on identifying five companies of their own until you explain the next step.]

III. Company Research (20 minutes)

1. **SAY SOMETHING LIKE:** Let's suppose Chris has at least one company where he'd like to work. The idea could have come from one of his networking contacts, which he needs to follow up on. Or it could have come from a list like the one you're about to create. Let's suppose he's learned that the Madison Square Boys and Girls Club in the Bronx runs a summer camp, and may be hiring counselors. What do you think Chris should do next?

[After students respond, explain that before Chris calls the Boys and Girls Club, it would be helpful to learn more about their summer program. Ask students why knowing about the company might be an advantage, making sure the following reasons are included:

- Researching the organization helps you determine whether it is a place that you want to work, and a place that would be interested in your skills.
- You can find a phone number and contact information if you don't already have it.

- Gaining information allows you to speak knowledgeably about the organization when you do make contact, and it gives you confidence for making the call in the first place.

Research makes the job of cold-calling easier, like a study guide helps you prepare for a big test.

2. [Use your laptop and LCD projector to model locating the Madison Square Boys and Girls Club of the Bronx online (or other local program you may be using as a substitute). Information on Camp Madison can be found at www.madisonsquare.org, under “Programs.” Direct the class to **Student Handbook pages 49-51, Research Questionnaire**, and briefly discuss the 5 questions located in Part I. Note that these questions provide enough detail for students to call a company for the first time, whether the lead comes from their list of companies or somebody in their network. Next week, students will use the questions on Part II to find the type of information they’ll need before going on an interview.]
3. [Give students 15 minutes to create their list of five companies on **Student Handbook page 48, Who’s Hiring**, and answer the first 5 questions in Part II on **Student Handbook page 50, Research Questionnaire**, about one of these companies. When they’re finished, they’ll have a chance to rehearse the conversation they might have when they call this company. Allow students to work for ten minutes, warning them when five minutes remain.]

IV. Wrap Up: Cold Calls and Job Lead Follow Up (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you’ve identified five companies where you might consider working, how do you find out if they are hiring? Calling a company where you don’t know anyone is known as “cold calling.” This is different from calling a contact from your network—presumably someone who knows and likes you. Cold calling makes many job-hunters really nervous. But for the bravest job-hunters, this technique can lead to leads nobody else knows about. You will get better at this with practice. Before you know it, you will be turning your cold calls into hot leads!

Last week we reviewed how to call a contact you know. Today we’ll practice how to make a call to someone you don’t know, or a “cold call.”

2. [Have students open to **Student Handbook page 52, Cold Call Script**. Have them fill in the blanks with their information. Then invite volunteers to use the script to model making cold calls in front of the class.]
3. [Now project **Student Handbook page 53, Job Lead Worksheet**, on the overhead and walk through it, pointing to each section as you speak about it.]
4. **SAY SOMETHING LIKE:** A **Job Lead Worksheet** is one way to keep track of information about each company you contact. [Make the point that it is not the **ONLY** way; there are other organizational methods]. It looks like the **Networking Log** from last week, but it is different. The **Networking Log** is for listing referrals, or new people to call, as provided by your contacts. The **Job Lead Worksheet** is for keeping track of each company you contact. A contact name is a person with whom you speak. Often, when you make cold calls, companies will transfer you from one person or department to another. You can begin to build relationships with people at the company by writing down the names of the people you speak to. That way, the next time you call, you can ask for a specific person. Writing down phone numbers, email addresses, and fax numbers is also important so that you do not need to rummage through old notes to find what you are looking for, and it reduces the risk of losing important contact information.

In the **Position** section, list any jobs you know or learn about and identify how you learned about it. Lastly, **Response** is where you write information concerning how you follow up. For example, if you emailed or sent a resume or cover letter in response to the call, you note the date you sent it here. If you are to call back or receive a call from a contact, note when this will happen and with whom. You may also want to put dates and times of calls and meetings in your personal calendar.

5. [Spend the last couple of minutes assigning the homework for next week. Instruct students to contact the company they identified in the previous activity. Remind them to use the **Cold Call Script** to practice what to say before they call. And, remind them to record all information on the **Job Lead Worksheet**.]

Networking Call Evaluation

Congratulations on making your first job-hunt call! How did it go? Check the box that best describes your experience and then answer the questions below.

- Very comfortable
- Sort of comfortable
- Uncomfortable
- Worst think I ever had to do
- Didn't make the call

1. What did you learn about making networking calls from this experience?

2. What do you think is the next step in your job hunt?

Who's Hiring?

Use a search engine like Google to find places you might be interested in working. Be sure to include keywords that describe what type of work you're looking for (examples: summer camp, clothing store, restaurant) and the area where you're looking for work (examples: Bronx, Westchester NY, Parkersburg WV).

What?

Keywords (describe type of work):

Where?

Keywords (city, state, or area in which you want to work):

Based on your Internet search, list five companies where you might be interested in working.

1. _____

2. _____

3. _____

4. _____

5. _____

Research Questionnaire

Choose a company to research. Use the company's website to answer the following questions.

Name of company: _____

PART 1 (GET THIS INFO BEFORE A COLD CALL.)

1. What is the website address?

2. Why are you interested in working here?

3. What skills or experiences do you have to offer this company?

4. What kind of job would you like to do at this company?

5. What more do you want to know that is not on the site?

PART 2 (GET THIS INFO BEFORE YOU WRITE A COVER LETTER OR GO ON AN INTERVIEW.)

1. What is the company's mission?

2. What products does the company make or what services does it offer?

3. Who are the company's customers or clients?

4. What is the company's history? (Include recent news.)

5. What is the company's environment or culture like?

6. Who is the company's CEO, President, or Executive Director?

Extra for Experts

7. Who are the company's biggest competitors?

8. List two facts about the department you would like to work for.

Cold Call Script

To the person who answers the phone:

*(Ask whom you're talking to, so you can address the person by name if you need to call back. Write down the person's name on **Job Lead Worksheet**.)*

My name is _____. I'm graduating from _____ High School in June, and I am interested in working in _____ (*type of work*). Who do you recommend I speak to in that department to find out about hiring needs?

Once you are on the phone with the person you need to talk to, say the following:

My name is _____. I'm graduating from _____ High School in June, and I am interested in working in _____ (*type of work*). I have experience in _____. Do you know of any opportunities where I would be a good addition to your organization?

Job Lead Worksheet

Use this page to keep track of information for each company you contact.
Employer
Company Name:
Contact Person:
Address:
Phone:
E-mail:
Fax:
Position
Job:
How did I find out about this job?
Response
Date Sent, Emailed, or Faxed Resume/Cover Letter:
Follow-Up Date:
Results and Other Useful Information:

SOURCE: Creative Job Search Guide, © 1994 - 2009 by Minnesota Department of Employment and Economic Development: www.deed.state.mn.us/cjs/cjsbook/prep1.htm

Research 2

The **BIG** Idea

- What do I need to know about a company and where can I find this information?

AGENDA

- I. Warm Up (10 minutes)
- II. Why Research? (10 minutes)
- III. Company Research (20 minutes)
- IV. Wrap Up: Sharing Findings (5 minutes)

MATERIALS **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 49-51, Research Questionnaire (from previous lesson)
- Student Handbook page 54, Why Cold Calls Give Me Cold Feet

 FACILITATOR PAGES:

- Facilitator Resource 1, Cold Call Concerns and Strategies
- Facilitator Resource 2, “How Not To Impress Your Interviewer” Script
- Facilitator Resource 3, Research Questionnaire MODEL

 Overhead projector Laptop to project Web site for whole-class use Computers with Internet access Chart paper**OBJECTIVES**

During this lesson, the student(s) will:

- Identify ways in which company research is a valuable job-hunting tool.
- Use the company website and other resources to research at least one company where they hope to work.

OVERVIEW

In this lesson, students identify possible obstacles to making cold calls and brainstorm solutions. Then, they move on to more in-depth company research, watching a role-play about an “interview gone bad” that helps them recognize the value of researching as part of the job search process. Finally, students conduct the online company research needed for a successful job interview.

PREPARATION

- Make arrangements to use the computer lab.
- List the day’s **BIG IDEA** and activities on the board.
- Make the following handout into an overhead transparency or copy onto chart paper:
 - **Facilitator Resource 3, Research Questionnaire MODEL**
- Make copies of **Student Handbook pages 49-51, Research Questionnaire** (from previous lesson), at least 2 per student, to distribute as homework.
- For **Activity II**, select two or three students to participate in the role-play. If you feel your students would benefit from a more accessible example of an “interview gone bad,” create a different scenario with an entry-level job and an under-prepared high school student.
- For **Activity II**, make three copies of **Facilitator Resource 2, “How Not to Impress Your Interviewer” Script** for student volunteers.

BACKGROUND INFORMATION

A key step in the job search process is researching companies in preparation for interviews. Finding out what a company does or makes, who its customers or clients are, and its history, is helpful preparation for an interview. More often than not, an interviewer will ask why the potential employee is interested in working at their company. An inability to articulate an answer will not bode well for the candidate. Conducting research enables you to speak knowledgeably and feel confident when meeting with an employer.

Research is important for all of the following reasons:

- Helps you figure out if the company is a place you would feel comfortable working.
- Enables you to intelligently answer interview questions and ask relevant questions that show your interest and knowledge.
- Improves confidence.
- Provides information needed to tailor your resume to specific jobs.

The Web is a good place to conduct research. Not all companies post information for job seekers specifically, but most company sites do provide information useful in preparing for interviews.

IMPLEMENTATION OPTIONS

For **Activity I**, if students are not able to come up with their own cold call concerns and strategies, see **Facilitator Resource 1, Cold Call Concerns and Strategies**, for suggestions.

For **Activity II**, if you have a personal example of an interview gone bad due to lack of preparation, you may use it instead of the provided script.

ACTIVITY STEPS

I. Warm Up (10 minutes)

1. [As students enter, ask them to complete **Student Handbook page 54, Why Cold Calls Give Me Cold Feet**. Give them three minutes to complete the activity.]
2. **SAY SOMETHING LIKE:** Last week, we talked about research as a way to identify companies that might be hiring in your field. We also discussed what you should find out about a company to help you determine if it is a place you would want to work. As a result of this research, you made (or will make) cold calls to companies to find out if they are hiring. How'd it go?
3. [Prompt students who were able to make the cold call before today's class to discuss their experiences. For example, if a student had a good call, encourage him or her to say why it was good. Alternatively, if a student had a negative experience, have him or her explain what made it that way. If no one made a cold call, it's time to explore why.]
4. **SAY SOMETHING LIKE:** It is not unusual to have cold feet when it comes to making cold calls.

Even if you've identified a company that appeals to you and where you think you'd be an asset, making this cold call can still be scary. What are some of your concerns, worries, or fears? [Have students share what they listed on **Student Handbook page 54, Why Cold Calls Give Me Cold Feet**. Create a t-chart on chart paper with "Concerns" on one side and "Strategies" on the other. Jot their ideas in the "Concerns" column.]

5. [Review the list of concerns, one at time. Have students suggest how they could handle each concern and list their ideas for addressing them in the "Strategies" column on the chart paper.]
6. **SAY SOMETHING LIKE:** Keep in mind that cold calls are worth the effort, even when you hear "no" a lot. Cold calling is one of the most effective ways of job-hunting.

II. Why Research? (10 minutes)

1. **SAY SOMETHING LIKE:** Imagine a cold call you make results in someone at the company wanting to meet you. You set up a date and time and mark it on your Job Lead Form and your calendar. Now what do you do? What is the next step? [Give students

a chance to respond.] The answer is research. Your job now is to find out everything you can about the company: what it does or makes, its history, challenges, accomplishments, etc. Why do you need to know all of this information? Let's find out.

2. [Invite the volunteers you selected during **PREPARATION** to come to the front of the classroom. One student will read the part of narrator, the other the interviewer, and you will read the part of the potential employee (or, if you'd like, a third volunteer can play this part). Tell students that this role-play is based on a real experience. Perform the role-play for the class.]
3. **SAY SOMETHING LIKE:** What kind of impression did Lisa make on the cable channel executive? [Give students a chance to respond. Lisa's lack of preparation may have made the interviewer wonder if she was really interested in the job. It's also possible that the interviewer was really busy, and would have preferred not to have to spend her time explaining something Lisa could have investigated on her own.]

How could Lisa prepare for future interviews? [Give students a chance to respond. Make sure they understand that in the future she should find out all she can about a company, including what they do or make.]

4. [After students respond to the questions above, summarize the different reasons for researching a company.]

SAY SOMETHING LIKE: As you can tell from Lisa's experience, research is a vital step in the job search process. If Lisa had done her research, she would have been able to answer the question intelligently. Knowing about the company and its programming also would have enabled Lisa to ask questions that would have shown the interviewer her interest in the company. So, research helps you:

- Gain confidence you need going into an interview.
- Intelligently answer interview questions and ask relevant questions that show your interest and knowledge.
- Make sure your resume reflects skills important to your employer.
- Determine whether the company is a place you'd like to work and where your skills will be valued.

The job candidate who has researched the company has an edge over someone who is less prepared.

III. Company Research (20 minutes)

1. [Project **Facilitator Resource 3, Research Questionnaire MODEL** on the overhead. Use the laptop and the overhead to project the Madison Square Boys & Girls Club home page: <http://www.madisonsquare.org>.]

SAY SOMETHING LIKE: Last week, our job-hunter Chris made a cold call to the Madison Square Boys and Girls Club about the counselor position. Let's assume that the call was successful because Chris learned that the camp is still hiring counselors, and he was invited in for an interview. Let's see what additional info Chris might want before he meets his potential employer face-to-face.

2. [Direct students' attention to the projected questionnaire].

SAY SOMETHING LIKE: Now that he has scheduled an interview, Chris will dig deeper to learn more about the camp and the organization that runs the camp. This research will help Chris answer questions during the interview, it will give him confidence, and it will enable him to ask intelligent questions.

3. **SAY SOMETHING LIKE:** To guide his research, Chris will answer the questions listed in Part II of **Student Handbook page 50, Research Questionnaire** from last week. [Point to Part II on the overhead]. He will find most of the answers on the organization's web site. Let's research the first few questions together.

[Invite a volunteer to read aloud the first question: *What is the company's mission?*]

The company in this case is an organization, the Madison Square Boys & Girls Club. Camp Madison is a program offered through the Boys & Girls Club. A mission is a goal or purpose. You can see that the mission is right on the home page. [Have a volunteer read it aloud. Write the mission on the projected questionnaire in answer to question 1 for Part II.]

4. [Read aloud the next research question: *What products does the company make or what services does it offer?* Point to the "About Us" button at the top left corner. As you click it, tell students they can find an answer to this question on most company websites by clicking the "About Us" button. Read the first paragraph in the About Us page. Explain to the class that the Boys & Girls Club provides a service, not a product. Ask them what it is. Then write the answer on the questionnaire: "Provides after school and summer programs for thousands of New York City's most vulnerable kids."]

5. [Depending on time and student need, you may continue to model answering questions or prepare them to do work independently on researching their companies of interest.]
6. **SAY SOMETHING LIKE:** As you research, you will find lots of information on company web sites, but you may want to use other research tools as well. For example, to learn more about a company's CEO (the person in charge), search the internet for his or her name. Do the same for the person interviewing you. You may also take your research offline, and talk to a person who works in the same general career field about the job and the company.
7. [Have students open to **Student Handbook pages 49-51, Research Questionnaire** and send them to work individually at computers. Using Part II of the questionnaire, students are to conduct research for the company they identified in the previous week's lesson, and for which they answered the questions in Part I.]

IV. Wrap Up: Sharing Findings (5 minutes)

1. **SAY SOMETHING LIKE:** What is one thing you learned today about the company or organization that will help you when you meet with the employer? For example, if Chris finds out the Madison Square Boys and Girls Club camp serves city youth, he'd want to point out any experience he'd had with this population – both in his resume and during an in-person interview.

What did you learn today that you could share in an interview or include in your resume?

2. [Spend the last couple of minutes assigning the homework for next week. Instruct students to research at least two more companies on their list. Remind them to complete parts I and II on the **Student Handbook pages 49-51, Research Questionnaire.**]
3. [Let students know that they'll be working on updating their resumes next week.]

Cold Call Concerns and Strategies

CONCERNS	STRATEGIES
Employer too busy to talk to me.	Ask employer when would be a good time to call back.
Employer yells at me.	Simply say, "thank you".
Employer doesn't have any jobs.	Thank the employer and ask when might be a good time to check back. Ask if you can send a resume for them to keep on file should opportunities arise.

How Not to Impress Your Interviewer

Narrator: This is the true story of Lisa, an adult who has been working for many years producing television shows for children. Lisa arranges an informational interview with an executive at a very popular cable channel. Lisa writes and revises her resume until it's perfect. She wears her best business suit, and arrives on time.

Cable Channel Exec: Good morning, Lisa. Welcome to the Best Cable Channel in the World. [Cable exec and interviewer shake hands.] Come on in to my office so we can talk.

Lisa: Nice to meet you.

Cable Channel Exec: So, Lisa, what do you think of our programming here at the Best Cable Channel in the World?

Narrator: Lisa opens her mouth to answer, but does not know what to say. The Best Cable Channel in the World is a premium channel – it costs extra money – and Lisa does not get it at home.

Lisa: Well, I don't actually get your cable channel. I was hoping you'd tell me something about your programs.

Research Questionnaire Model

Choose a company to research. Use the company's website to answer the following questions.

Name of company: Camp Madison

PART 1 (GET THIS INFO BEFORE A COLD CALL.)

1. What is the website address?

http://www.madisonsquare.org

2. Why are you interested in working here?

I want to work outdoors and with children.

3. What skills or experiences do you have to offer this company?

I know a lot about nature and I worked as an assistant in an after-school basketball program in the Bronx.

4. What kind of job would you like to do at this company?

I'd like to be a nature counselor.

5. What more do you want to know that is not on the site?

The responsibilities of a counselor at Camp Madison

PART 2 (GET THIS INFO BEFORE YOU WRITE A COVER LETTER OR GO ON AN INTERVIEW.)

6. What is the company's mission?

7. What products does the company make or what services does it offer?

8. Who are the company's customers or clients?

9. What is the company's history? (Include recent news.)

10. What is the company's environment or culture like?

11. Who is the company's CEO, President, or Executive Director?

Extra for Experts

12. Who are the company's biggest competitors?

13. List two facts about the department you would like to work for.

Why Cold Calls Give Me Cold Feet

A cold call is a call to a company where you do not know anyone. It is an important step in the job search process, but not always an easy one to do. List three reasons why people might avoid making cold calls.

1.

2.

3.

Polish Your Resume

The **BIG** Idea

- How can my resume show that I am well qualified for the job?

AGENDA

- I. Warm Up (5 minutes)
- II. Resume Refresher (5 minutes)
- III. Hitting Your Target (10 minutes)
- IV. Revising Your Resume (20 minutes)
- V. Wrap Up: Sharing and Revising Resumes (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 55, Skills Identification
- Student Handbook page 56, Chris's Resume
- Student Handbook page 57, Parts of a Resume
- Student Handbook page 58, Accomplishment Statement Chart
- Student Handbook page 59, Chris's Interests, Skills, and Activities
- Student Handbook page 60, Resume Action Words
- Student Handbook page 61, Resume Proofreading Checklist
- Student Handbook page 62, Blank Resume Template

FACILITATOR PAGES:

- Facilitator Resource 1, Chris's Revised Resume

- Overhead projector
- Laptop and LCD projector
- Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Review the parts of a resume and the purpose of each part.
- Identify job-related skills useful to a potential employer and translate the skills into accomplishment statements.
- Revise or create a resume.

OVERVIEW

In this lesson, students update their resumes to emphasize skills relevant to jobs to which they are applying or are interested. To do this, they first identify skills needed by their potential employers. Then they identify personal experiences that illustrate skills they possess, creating accomplishment statements for each. Finally, students revise their resumes to both update information (e.g., GPA, new activities, etc) and add relevant skills.

PREPARATION

- Review the Camp Madison website (www.madisonsquare.org), then Programs, then Camp Madison. Prepare to project the website in the classroom.
- See the Roads to Success website (www.roadstosuccess.org/materials/templates) for an electronic version of **Portfolio page 7, Blank Resume Template**.
- List the day's BIG IDEA and activities on the board.
- Write the day's vocabulary word and definition on the board.
- Make the following handouts into overhead transparencies or copy onto chart paper:
 - **Student Handbook page 56, Chris's Resume**
 - **Student Handbook page 58, Accomplishment Statement Chart**
 - **Facilitator Resource 1, Chris's Revised Resume**

BACKGROUND INFORMATION

With so many candidates to choose from, most employers make a decision about a potential employee's qualifications within 10 seconds of reviewing his or her resume. Upon a deeper, 30-second review of a resume, hiring managers reject all but the top candidates.* These statistics make clear the need to help students develop strong resumes that highlight their relevant qualifications.

*http://ww1.educationplanner.com/builder/vcl/index.php?page_name=resumes/importance.php

VOCABULARY

Resume: a summary of your career experience and education that describes your skills and experiences so an employer can see, at a glance, how you can contribute to the workplace.

IMPLEMENTATION OPTIONS

For the **Warm Up**, students who have not yet identified or researched a potential employer, have them list three skills for someone applying for the counselor job at Camp Madison.

For **Activity IV, Revising Your Resume**, students who did not create a resume last year should use this time to create their resumes. Have them use **Student Handbook page 62, Blank Resume Template**, along with **Student Handbook page 57, Parts of a Resume**. An electronic resume template is available on the Roads to Success website (<http://www.roadstosuccess.org/materials/templates>).

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [As students enter, ask them to complete **Student Handbook page 55, Skills Identification**. Give them three minutes to complete the activity.]
2. **SAY SOMETHING LIKE:** Today, we're going to talk about resumes, and how to revise (or create) one that highlights the skills important for the job for which you're applying. First, we'll quickly review what a resume is and its different sections. Then we'll work on creating accomplishment statements highlighting job-related skills.

II. Resume Refresher (10 minutes)

1. **SAY SOMETHING LIKE:** The company research you conducted over the past few weeks should have given you an idea of what is required of an employee at that company. Now you need to show the employer that you're the right person for the job! You have six chances to do this, but most of the time, you have to make a good case for yourself in steps 1 and 2 before you get a chance at the others. [Ask students for the steps in the process, and put their suggestions on the board. Arrive at a list that looks like this:
 - Resume
 - Cover letter
 - Interview
 - Reference
 - Thank-you Note
 - On the job, once you've got it!]
2. **SAY SOMETHING LIKE:** This week, we'll talk about your resume. Remember a resume is a summary of your experiences and education. But it's much more than a simple list. It's also a way to show an employer what makes you well qualified for the job at hand. Today you will identify skills that your potential employer cares most about and create accomplishment statements that describe these skills. Next week, we'll talk about your cover letter and how you can use it to convey additional information important to your employer.
3. [Project **Student Handbook page 56, Chris's Resume** on the overhead.]

SAY SOMETHING LIKE: For the last few weeks, we've been following the story of Chris, a teenager interested in working as a counselor at Camp Madison, a suburban

day camp for city kids. Chris has set up an interview and the director has asked for his resume. Let's review Chris's resume together as a reminder of what belongs in one.

4. [Review what goes into each part of a resume by pointing to that section on the overhead projector as you read each of the section descriptions from **Student Handbook page 57, Parts of a Resume**, or by asking students to describe what goes where.]

III. Hitting Your Target (10 minutes)

1. **SAY SOMETHING LIKE:** Most employers make a decision about a candidate's qualifications within just 10 seconds of reviewing a resume! Like many places of employment, Camp Madison may receive hundreds of resumes for a limited number of counselor jobs. If Chris wants the camp director to take him seriously, he needs to include skills most important to working at Camp Madison—experience that shows why he is a good fit for the job.
2. [Keep Chris's resume projected on the overhead and direct students' attention to it again.]

SAY SOMETHING LIKE: Chris's resume is in the correct format and it is well written. He has no grammar or punctuation mistakes. He has included all the sections and his experiences and grades show he is a hard worker. However, there is nothing in his resume that shows why Chris would make a great camp counselor. How can he find out what Camp Madison cares most about in a counselor? [Give students a chance to respond.]

SAY SOMETHING LIKE: Job ads list skills you need for a job, which make it helpful to decide what you need to highlight on your resume. However, Chris found out about the job through networking and a cold call, so there is no specific job description to review. Chris's research will help him figure out what experiences are most important to include. Let's review what we know about the camp.

3. [Project the Camp Madison Web site (<http://www.madisonsquare.org>), then "Programs," then "Camp Madison" using your laptop and LCD projector. Guide students to infer the kinds of skills, experiences, and characteristics that would be important for a counselor at Camp Madison. To prompt them, ask the following questions and jot their responses on chart paper.
 - How old are the campers? [NOTE: This is not listed on the site, and must be inferred from the photos.]
 - Where are the campers from?
 - What kinds of activities does the camp offer?

4. [Now project **Student Handbook page 58, Accomplishment Statement Chart** on the overhead.]

SAY SOMETHING LIKE: Using what you know about Camp Madison, and other youth activities and clubs, what skills or experiences might the director be looking for in a counselor? [List at least three skills in the left-hand column. Responses might include good with kids, comfortable in nature, good at sports.] Which, if any, of these skills are evident on Chris's resume? Which does he need to consider including?

5. [Have students open to **Student Handbook page 59, Chris's Interests, Skills, and Activities.**]

SAY SOMETHING LIKE: This is a list of activities, experiences, hobbies, etc. that Chris did not put in his resume. Chris believed that because these aren't "jobs," but rather activities he enjoys in his free time, they do not belong on his resume. Which might he consider including as evidence of skills needed at Camp Madison? [Allow students to respond.]

[Write the identified items next to the corresponding skill in the middle column of the Achievement Statement Chart.]

6. **SAY SOMETHING LIKE:** Now let's figure out how to describe these skills on Chris's resume. We'll begin each description with an action word. What action word might describe his Bronx After-School Basketball experience? What did he do there?

What action words might apply to his camping experience with Big Brothers/Big Sisters?

[The completed chart may look like this:]

Skills the Employer Needs or Wants	Evidence of Skills	Active Accomplishment Statement
Good with kids	Bronx After-School Basketball, winter of 2008, 2009	Coached middle-school boys in shooting, dribbling, passing, and teamwork
Comfortable in nature	Big Brothers/Big Sisters Wilderness camps, fall weekends, grade 6-8	Hiked, camped, cooked, and cleaned up
Good at sports	[Note: already addressed in PE grades and “hiking and sports” under hobbies]	

7. [Display **Facilitator Resource 1, Chris’s Revised Resume**, on the overhead projector. Ask students to note the following:
- Chris has added his Bronx After-School Basketball Experience under “Experience.”
 - He’s added his Red Cross First Aid Certification under “Education.”
 - He’s chosen not to add his Big Brothers/Big Sisters camping experience, which he’ll include in his cover letter next week. (This could have been included under “Hobbies and Interests,” if desired.)

IV. Revise Your Resume (20 minutes)

1. [Have students return to the three skills they listed during the Warm Up activity. Instruct them to add these skills to the left-hand column of the **Student Handbook page 58, Accomplishment Statement Chart**. In the middle column, have them list an activity that provides evidence of that skill. Finally, have students use the right-hand column to create an accomplishment statement for each skill. Remind them to include action verbs, using **Student Handbook page 60, Resume Action Words** for reference.]
2. [If students created resumes last year, have them use the next 20 minutes to update their resume, incorporating the new accomplishment statements they just created. Remind students to update their resumes as well, including new GPAs (if B or above), new jobs or other experiences, and new hobbies or interests. For students who did not create a resume last year, see **IMPLEMENTATION OPTIONS** and have them write their resumes from scratch on **Student Handbook page 62, Blank Resume Template**, or using the electronic template found on the Roads to Success website.]

3. [Circulate and help students as needed with their resumes.]

V. Wrap Up: Sharing and Revising Resumes (5 minutes)

1. **SAY SOMETHING LIKE:** No matter how great and relevant your experiences and accomplishments, if you have a spelling or grammatical error on your resume, that may be enough to make an employer lose interest in you. It is a great idea to have someone else (or several people whom you trust) review your resume for mistakes you may have missed. Swap resumes with a partner and use **Student Handbook page 61, Resume Proofreading Checklist** to proofread the resume. Then, return the resume and checklist to your classmate.

[NOTE: Students will need to use out-of-class time to revise their resumes.]

2. **SAY SOMETHING LIKE:** Next week, we'll talk about your second chance to impress your future employer: your cover letter.

Chris Jones
3024 Third Avenue
Bronx, NY 10455
(718) 555-1212 * cjones@example.com

PROFILE	<ul style="list-style-type: none">• Athletic high school senior• Fluent in English and Spanish• Dependable and mature
EDUCATION	<p>Truman High School, Bronx, NY <i>Expected graduation date:</i> 2010</p> <ul style="list-style-type: none">• GPA: 3.6• Received A's in PE and science classes <p>Red Cross First Aid Certification, 2009</p>
EXPERIENCE	<p>Food Town, Bronx, NY, 2008-Present</p> <ul style="list-style-type: none">• Promoted from grocery bagger to cashier <p>Bronx After-School Basketball, Winter 2007, 2008</p> <ul style="list-style-type: none">• Coached middle-school boys in shooting, dribbling, passing and teamwork
HOBBIES & INTERESTS	<ul style="list-style-type: none">• Enjoy all sports, hiking, and math puzzles

Skills Identification

Think about a company you researched during the last few weeks, and the job that interests you. List three skills needed to do this job.

1.

2.

3.

Choose one of the skills above and describe an activity or experience that demonstrates you have what it takes to handle this particular aspect of the job. (For example, if you were applying for a job in a day care center that included preparing healthy snacks, you'd want to mention babysitting experience that included this task.)

Chris Jones
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EXPERIENCE	<p>Food Town, Bronx, NY, 2008-Present</p> <ul style="list-style-type: none">• Promoted from grocery bagger to cashier.
HOBBIES & INTERESTS	<ul style="list-style-type: none">• Enjoy all sports, hiking, and math puzzles

Parts of a Resume

Contact Information

Start with a heading that includes the following:

Name (first and last):

Address (street, city, state, zip code):

Phone (include area code):

E-mail address (if checked daily):

[NOTE: Make sure e-mail address is appropriate (e.g. johnsmith@gmail.com).]

Profile (also known as a Summary)

Two to four bulleted statements highlighting your skills that entice the employer to read the rest of the resume. Qualify your statements - show don't tell!

Education

List all education, training, and certifications. List degree(s) awarded, school(s) attended, and dates of attendance or year of graduation/completion. List your education by dates attended, starting with your most recent first. Include your grade point average if it is a B or better.

Special achievements, activities, or honors may be included here or in a separate section, titled "Interests & Awards."

Experience

List employer name, city, state; your dates of employment; and your job title. This may include both paid and volunteer work experiences. Follow this information with a concise description of your responsibilities in each job, using short phrases that begin with action verbs. List each work experience separately, by date, with your most recent job first.

Hobbies & Interests (could also be titled Interests & Awards)

List interests and activities that demonstrate job-related skills, such as teamwork, leadership, organization, etc. You may include personal accomplishments (e.g., raising money for a charity), and any honors, awards or formal recognitions of outstanding achievements.

Accomplishment Statement Chart

1. Identify skills the employer needs.
2. Then add evidence of this skill – places you worked and activities you participated in.
3. Finally compose one or more active accomplishment statements for each skill you can demonstrate.

Skills the Employer Needs or Wants	Evidence of Skills	Active Accomplishment Statement

Chris's Interests, Skills, and Activities

- Volunteered for after-school basketball program working with middle-school students, Bronx After-School Basketball, winter 2007 and 2008
- Proficient in MS Word and Excel
- Designed Web site for school's Spanish Club
- First aid certification
- Attended annual wilderness weekends with Big Brothers, Big Sisters, grades 6 - 8
- Elected to National Honor Society junior year
- Organized a classroom food drive in grade 8
- Can beat all my cousins at Guitar Hero

Resume Action Words

Show employers what you can do by choosing action words that call attention to your accomplishments. See examples below. (For online lists of more verbs that will get you noticed, type “resume action words” into your search engine.)

Communication/ People Skills	Creative Skills	Management/ Leadership Skills	Helping Skills	Organizational Skills
Collaborated	Combined	Assigned	Aided	Arranged
Communicated	Created	Coordinated	Arranged	Categorized
Developed	Developed	Decided	Assisted	Distributed
Edited	Drew	Improved	Contributed	Organized
Incorporated	Illustrated	Led	Cooperated	Recorded
Proposed	Planned	Managed	Encouraged	Responded
Suggested	Revised	Organized	Helped	Updated
Synthesized	Shaped	Oversaw	Motivated	
		Recommended	Supported	
		Reviewed		
		Supervised		

Resume Proofreading Checklist

Directions: Proofread your partner's resume for each of the areas listed below.

Spelling

- All words are spelled correctly
(It's recommended that student use spell-check when creating the resume.)

Punctuation & Capitalization

- Sentences end with punctuation mark
- Commas between city and state
- Commas between items in a list
- Apostrophes used for contractions and to show possession
- Sentences begin with a capital letter
- Proper nouns are capitalized (example: company names, cities, street names)

Grammar & Usage

- Job and activity descriptions start with action verbs
- Verb tenses are correct: present tense for current jobs and activities, past tense for past jobs and activities
- Date forms are consistent (5/07/08 or May 7, 2008)

Format

- Spacing and margins are the same throughout
- Resume is one page
- Traditional font (Arial or Times New Roman), and same font throughout the resume
- Personal contact information appears at the top
- Profile Summary appears at the top, just below contact information

Other

- It's recommended that student have a parent or other adult proofread the completed resume.

Blank Resume Template

PROFILE	
EDUCATION	
EXPERIENCE	
HOBBIES & INTERESTS	

Cover Letters I

The **BIG** Idea

- How does a good cover letter catch the interest of an employer?

AGENDA

Approx. 45 minutes

- I. Warm Up: You're The Boss!
(10 minutes)
- II. Model Cover Letter
(10 minutes)
- III. Assist Anthony (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 63, You Decide!
- Student Handbook page 64, Cover Letter Format
- Student Handbook page 65, Model Resume: Anthony Martino
- Student Handbook page 66, Anthony's Experience
- Student Handbook page 67, Campus Security Job Ad

Facilitator-created resource with 4 job ads (See **PREPARATION.**)

Overhead projector

Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Understand the purpose and parts of a cover letter.
- Distinguish strong and weak elements of a cover letter.
- Use a cover letter to highlight experiences of interest to an employer.

OVERVIEW

In this lesson, students discover that a well-crafted, professional cover letter can put them ahead of other applicants. By reviewing both strong and weak samples of cover letter elements, students recognize how an effective letter catches an employer's attention. Students then create a sample cover letter in preparation for writing their own.

PREPARATION

- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 64, Cover Letter Format**
 - **Student Handbook page 65, Model Resume: Anthony Martino**
 - **Student Handbook page 66, Anthony's Experience**
 - **Student Handbook page 67, Campus Security Job Ad**
- For **Activity II, Model Cover Letter**, find job ads from a local newspaper or website that require both resume and cover letter. Paste these on a sheet of paper. Make copies, one for each student in your largest class, or create an overhead transparency on which job requirements are clearly visible.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- Write questions from **Activity III**, item 5, on the board or chart paper.

BACKGROUND INFORMATION

A strong resume and effective cover letter are both essential in a job search. For high school students who lack the experience of college graduates or seasoned workers, a professional cover letter provides an opportunity to convince an employer that the skills they've acquired in school and through extracurricular activities make them viable job candidates. Through the cover letter, students can provide specific examples of how they might apply their skills—gained inside and outside the classroom—to the job at hand. For example, if a job requires Spanish fluency, they can point to the fact that they speak Spanish at home. Identifying and emphasizing marketable skills relevant to the job are key to a successful cover letter.

VOCABULARY

Cover Letter: a letter that you send to accompany your resume when you apply for a job.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 63, You Decide!** as a DO NOW. Give the students five minutes to complete it. Once they complete the page, continue with the Warm Up discussion.

In **Activity III, Assist Anthony**, you may wish to enliven the letter-writing task by creating a class competition for “best letter.” Once pairs have completed their work, have them join with 2 or 3 other pairs to read their letters aloud and select the most effective example. Winners of this round read their letters to the entire class, with a prize going to the most convincing letter.

If you think your students will struggle with any aspect of **Activity III**, you may wish to complete Anthony’s cover letter as a class, choosing a recorder to write down the class’s suggestions on chart paper or the overhead projector.

If you feel that two lessons on cover letters is more than your students need, you may prefer to combine this lesson with Lesson 7.

ACTIVITY STEPS

I. Warm Up: You're the Boss! (10 minutes)

1. **SAY SOMETHING LIKE:** Last week, you updated your resumes to make sure you included all your experience that would be of interest to an employer. For the next two weeks, we'll be discussing another job-hunting tool: the cover letter. Unlike your resume, which simply states the facts, a cover letter gives you a chance to introduce yourself to the employer and describe why you'd be a great fit for the job.
2. [Use the overhead projector to display the want ads you've assembled, or distribute copies to the class.]

SAY SOMETHING LIKE: Many job ads require both a resume and a cover letter. What kinds of jobs are likely to require both? [Let students review the ads before responding.] Why? (*Jobs that require writing often ask for a cover letter as a way to gauge an applicant's ability.*) If you're writing to follow up on a networking contact or a cold call, a cover letter is even more important, because you'll want to explain who you are and why you're sending a resume.

3. **SAY SOMETHING LIKE:** Let's see how a cover letter might be helpful from an employer's perspective. Open to **Student Handbook page 63, You Decide!** Here, you'll find two examples from different parts of a cover letter. This happens to be two versions of a letter Chris Jones has written to the person hiring counselors at Camp Madison. In each pair, one example is stronger. As Chris's potential employer, circle the stronger example – the one that would make you want to hire him. On the line below each pair, write a sentence explaining why you think your choice is the better one.
3. [Allow students five minutes to complete the activity. Give a one-minute warning to wrap up. When time is up, have students share their answers with the class.]

II. Model Cover Letter (10 Minutes)

1. **SAY SOMETHING LIKE:** Open to **Student Handbook page 64, Cover Letter Format.** [Display the page on the overhead projector.] As you can see, a cover letter consists of different parts.
2. **SAY SOMETHING LIKE:** Notice that a cover letter for a job is the same as a business letter. It begins with your address, followed by the date, and then the company's address. Next, the greeting is directed to a specific person, such as Ms. Johnson or Dr.

Parker. It is best to use the specific name of the employer. Sometimes job ads will not list the name, but you should take the time to find out to whom you should direct the letter. This may require calling the company and asking. Doing so reveals to the employer that you are someone who is willing to make an extra effort. How is a cover letter different from a friendly letter? [Students respond.]

3. [Have a volunteer read the information about the first paragraph.]

SAY SOMETHING LIKE: To land an interview, you'll want to hook your reader from the first sentence. Remember, employers have limited time to give to each candidate's letter and resume – some say 10 seconds per resume. If you can grab their attention immediately, they are more likely to read the rest of the letter, and consider you for the job.

4. [Invite another volunteer to read about the middle paragraphs.]

SAY SOMETHING LIKE: In the middle paragraphs, you describe what you have to offer the employer by providing details about your skills or accomplishments – either in or out of school – as they relate to the position. Make connections between your skills and their needs – these may be academic accomplishments or skills used in an extra-curricular activity or job. For example, if the job requires good public speaking skills, you might talk about your role on the debate team. Do not repeat exactly what is in your resume; rather, provide more detail about the most relevant facts. Be sure to support each statement with evidence, and don't forget to use action words.

Break up the text into two paragraphs for easier reading. One big block of text is hard to read.

5. [Have another volunteer read the final paragraph and salutation.]

SAY SOMETHING LIKE: Be confident and straightforward. Thank the employer for his or her consideration. Then, be specific about how you will follow up and when.

III. Assist Anthony (20 minutes)

1. [Display **Student Handbook page 65, Model Resume: Anthony Martino** on the overhead projector.]

SAY SOMETHING LIKE: We're going to try a practice cover letter together. Next

week, you'll write your own. Please turn to **Student Handbook page 65, Model Resume: Anthony Martino**, where you'll find the resume of Anthony Martino.

Anthony is about to graduate from high school, and hopes to find part-time work as a security guard to help pay his way through college. Let's look through his resume for evidence that he might be well-suited for this work.

2. [Have students highlight or underline items that would be of interest to his future employer, and list their suggestions on the board or chart paper. The list might include:
 - interested in a career as a police officer
 - worked in his uncle's security company
 - Police Scouts?
 - Law Enforcement Cadets?]

SAY SOMETHING LIKE: I'm not sure what a Police Scout or Law Enforcement Cadet does, so it's possible Anthony's future employer won't either. His future boss may decide to call him in for an interview to find out more. Or she may put his resume into the "reject" pile and look for someone with more experience. A good cover letter can give her the information she needs to decide in his favor.

3. Please turn to the next page, **Student Handbook page 66, Anthony's Experience**, to see a more detailed explanation of these activities.

[Have students read these paragraphs to themselves, or choose a student to read each one aloud.]

4. Let's assume Anthony finds an advertisement for a security guard position near the college he'll be attending. (Of course, he'll research to find out more about the campus and the students who go there.) This ad gives him a lot to work with, because his potential employer describes the job in great detail. Now all Anthony has to do is convince her he can do the job, and that's where his cover letter comes in.
5. [Place a transparency of **Student Handbook page 67, Campus Security Job Ad** on the overhead projector, and refer to the questions previously written on the board or chart paper. Have students answer the questions aloud, and write their answers on the board or chart paper to assist them in writing Anthony's cover letter.
 - Background: What does a campus security guard do?
(*Patrols the campus looking for possible threats to safety or security*)

- Profile: What's Anthony's best pitch for getting this job? What should he include in his very first paragraph?
(Answers will vary, but could include his interest in studying criminology, his family history in law enforcement, or his extracurricular activities involving police work.)
 - Details: Even though Anthony has no previous experience as a security guard, what activities might lead an employer to believe he's the right guy for the job? (He should include his exposure to security work through his uncle's company, or through Police Scouts or Law Enforcement Cadets.)
 - Conclusion: What should Anthony say in his concluding paragraph? (He'll want to restate his interest in the job, and set up a time when he'll follow up.)
6. [Have students work in pairs to write a cover letter for Anthony. (Use **Student Handbook page 64, Cover Letter Format**, for guidance.) Circulate to provide help as needed. Give a 10-minute and 5-minute warning to alert students to the time remaining, allowing time to review their work before the end of class.]

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Since employers have so little time to review cover letters and resumes, you'll want to write cover letters that grab the reader's attention right away. Let's see how you decided to highlight Anthony's accomplishments.
2. [Have students volunteers read sample opening paragraphs aloud. Then move on to examples of middle paragraphs, followed by closing paragraphs. Discuss the merits of sample paragraphs as needed.]
3. **SAY SOMETHING LIKE:** Great job, everyone! Next week, you'll have a chance to work on your own cover letter for a job you're seeking.

DO NOW You Decide!

Directions: Below are two cover letters for the same job, split into sections so you can compare them easily. In each row, circle the stronger choice. In the space below, explain why the one you circled is stronger.

Dear Ms. Garcia	Dear Ma'am
Explain your choice here:	
I'm looking for a summer job before I head off to college, and Camp Madison seems like an exciting place to work. Your science programs seem especially interesting.	I'm a senior at Truman High School with a huge interest in kids and outdoor activities. I'd like to put these interests to work this summer as a counselor at Camp Madison.
Explain your choice here:	
I was born and raised in the Bronx, and had my first up-close-and-personal look at nature in the sixth grade, when I attended an outdoor leadership camp as part of the Big Brothers/Big Sisters program. Hiking, exploring, even cooking and cleaning up – I loved it all, and returned year after year. I would like to give other city kids a similar opportunity.	As you'll see in my resume, I'm a good student. My previous experience includes working as a cashier at Food Town.
Explain your choice here:	
I've coached middle-school students in an after-school basketball program and enjoy the challenges of working with this age group. I'm also certified in First Aid.	I like sports, and volunteered in an after-school basketball program.
Explain your choice here:	
I hope you feel I am qualified for this position. I look forward to hearing from you soon.	I'd like very much to talk to you about working as a counselor at Camp Madison. I will call next week to arrange a time to meet with you.
Explain your choice here:	
Sincerely, Chris Jones	Sincerely, Chris Jones

Cover Letter Format

Your Street Address
City, State Zip Code
Telephone Number
Email Address

Month, Day, Year

Mr./Ms./Dr. First Name Last Name
Title or Position
Name of Organization
Street or P. O. Box Address
City, State Zip Code

Dear Mr./Ms./Dr. Last Name:

Opening paragraph: Grab the employer's attention with a strong opening sentence that makes him/her want to keep reading. Show the employer what you can offer by providing one solid example of a skill or achievement that connects with a main job responsibility. State the position to which you are applying.

Middle Paragraphs: This section is your opportunity to convince the employer that he or she should grant you an interview for the position. Make specific connections between your abilities and the job requirements by emphasizing relevant accomplishments and achievements using lots of action verbs and details. Support each statement you make about yourself with examples, or evidence. Expand, rather than repeat, specific items from your resume that are relevant to the job you are seeking.

Final paragraph: Be proactive by requesting action. Ask for the interview in this paragraph. Reiterate your confidence that you are a good fit for the job. Alert the employer that you plan to follow up, being specific about when.

Sincerely,

(Your handwritten signature)

Your name typed

Anthony Martino, Jr.

661 Idaho Avenue
Chicago, IL 60681
312-555-1212
tony_martino@net.com

Profile

Physically fit and morally strong High School Senior seeks part-time job while enrolled in the Portland State University Criminology program.

Maintained a solid “B” average in high school courses with honors in Math

Comes from three generations of law enforcement officers

Education

Chicago High School, Chicago, IL
2006-2010

Expected graduation date: June 2010

- GPA: 3.4
- Member, Varsity Football Team, 2008 - 2010
- Member, Varsity Wrestling Team, 2008 - 2010

Experience

Martino Security Firm, Chicago, IL

General Worker, summers and weekends, 2008 - present

- Answer telephones, fill out customer requests, and schedule appointments for my uncle’s security company
- Run errands and pick up equipment, as needed
- Train new summer workers on company policies
- Supervise one assistant

Interests & Honors

- Member, Police Scouts, 2006 – 2008
- Member, Law Enforcement Cadets, 2008 – Present
- Enjoys hiking, swimming, fishing, and hunting with dad and uncles

ADAPTED FROM: www.resumeedge.com

Anthony's Experience

If Anthony Martino gets invited to an interview, here's what he might say about his volunteer experience in law enforcement.

Q: What are the Police Scouts?

A: Police Scouts is a program for kids 14 and up. We usually work with the police department on community efforts like neighborhood watches or anti-gang programs. Most of the work involves youth and prevention. No guns, violence, or chasing robbers – NONE of the stuff you see on TV.

Q: What are the Law Enforcement Cadets?

A: This is a program for students sixteen to twenty, who are too young to join the police force. It's selective – you have to complete an application to get in. Cadets participate in activities that will help you consider a career in law enforcement – like classroom exercises and ride-alongs (accompany a police officer on his/her rounds).

Campus Security Job Ad

Job Title: Campus Security Guard

Department: Facilities

Hours PT/FT: 10 hours per week

**Must be able to work Saturdays and some Sundays and special events as needed.

Salary Range: \$10.22-\$12.01, depending on experience

Position Description: Follow and enforce the college's security protocols, using security policies and procedures to protect the college's operations.

Essential Duties & Responsibilities

1. Oversee campus security and act as a visible and available presence to assist students, employees, volunteers, and visitors.
2. Patrol the main campus during hours of campus operation on foot or in a vehicle and report irregularities such as unwelcome guests, fire hazards, leaking water pipes, unlocked doors, etc.
3. Follow the college's emergency procedures to assist students, employees, and guests during emergencies.
4. Provide security coverage on the weekends and/or special events, and public assistance that includes lockout services and information.
5. Maintain and process accurate, detailed, and professional paperwork and reports as needed and required.

Send or fax resume by 6/15/10

Reply To:

Tabitha Smith
Human Resources/Campus Security Guard
National College of Natural Medicine
049 SW Porter Street
Portland, OR 97201
Fax: (503)-555-1212

EQUAL OPPORTUNITY EMPLOYER

Cover Letters II

The **BIG** Idea

- How can I use my cover letter to highlight my skills and experience?

AGENDA

Approx. 45 minutes

- I. Wanted: Assistant Manager (5 minutes)
- II. Unique Selling Proposition (10 minutes)
- III. Drafting the Cover Letter (20 minutes)
- IV. Wrap Up: Partner Proofread (10 minutes)

MATERIALS

PORTFOLIO:

- Portfolio page 5, Blank Cover Letter Template

STUDENT HANDBOOK PAGES:

- Student Handbook page 68, Help Wanted: Assistant Manager
- Student Handbook page 69, Bethany Carter's Cover Letter
- Student Handbook page 70, Unique Selling Proposition
- Student Handbook pages 71-72, Cover Letter Proofreading Checklist (2 copies)

- Electronic version of Blank Cover Letter Template

- Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Recognize the usefulness of a cover letter.
- Craft an opening sentence that highlights a key aspect of their experience as it connects to the job they're applying for.
- Draft the remainder of the cover letter according to a specified format.
- Proofread a cover letter for spelling and grammatical errors.

OVERVIEW

The lesson begins with a sample cover letter, with students considering a candidate from the point of view of the employer. Next, students compose a single sentence to describe their unique selling proposition, the hook they'll use to create interest in their skills and experience. The remainder of the lesson focuses on drafting the letter, followed by proofreading for form and content.

PREPARATION

- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 68, Help Wanted: Assistant Manager**
 - **Student Handbook page 69, Bethany Carter's Cover Letter**
 - **Student Handbook page 70, Unique Selling Proposition**
 - **Student Handbook pages 71-72, Cover Letter Proofreading Checklist**
 - **Portfolio page 5, Blank Cover Letter Template**
- If possible, arrange for the class to meet in the computer lab with access to word-processing software. Arrange to download an electronic version of **Portfolio page 5, Blank Cover Letter Template** to each computer. (This template is available at <http://www.roadstosuccess.org/materials/templates>.)
- Make copies of **Student Handbook pages 71-72, Cover Letter Proofreading Checklist**, one per student, so students can do further proofreading at home.
- List the day's BIG IDEA, activities, and vocabulary word on the board.

BACKGROUND INFORMATION

Given the limited time an employer or admissions director has to review a cover letter, it is essential that the letter follow a business format and emphasize the most relevant information in the opening paragraph. An effective cover letter has the following qualities:

- **Business Format:** Left justified and single-spaced, except for a double space between paragraphs.

- **Clear Text:** A traditional font, such Arial or Times Roman in 12 point. Bold text, italics, and artistic fonts are hard to read – as is very small text. The font should not attract attention; rather the letter’s clean, clear appearance, and content should.
- **White Space:** 1” margins on all four sides. Avoid heavy blocks of text with narrow or nonexistent margins.

VOCABULARY

Unique Selling Proposition (USP): A term borrowed from advertising. The one thing that makes you different from (and better-qualified than) other candidates applying for the same job.

IMPLEMENTATION OPTIONS

If you prefer, you may choose to use **Student Handbook page 68, Help Wanted: Assistant Manager** as a DO NOW. Give the students 3-4 minutes to complete it. After completing the activity, continue with the **Warm Up** discussion.

Ideally, students should use a word-processing program to write their cover letters. However, if computer access is limited or nonexistent, students may handwrite their letters. At some later point, students will need access to a school or home computer to complete and print out their cover letters.

For **Activity II, Unique Selling Proposition**, you may wish to have students share their USP’s anonymously by collecting them and reading samples aloud without identifying who wrote them. (Students should put their names on their papers so you can return them for use in writing their letters.)

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Last week, we talked about the importance of a good cover letter, and today you're going to create your own. Who remembers when and why such a letter might be required? (*often accompanies a resume, particularly when a job involves writing*)

Employers don't always have great imaginations when reading resumes. If they don't see exactly the skills and experience they're looking for, they may move on. A good cover letter gives a more complete picture of a job candidate, which helps an employer make an informed decision.

2. [Display **Student Handbook page 68, Help Wanted: Assistant Manager** on the overhead projector. Have a student read the directions aloud. Then have students turn to **Student Handbook page 69, Bethany Carter's Cover Letter**, and determine whether or not they'd call her in for an interview.]
3. [Give students 3-4 minutes to complete the activity, then reconvene the class to discuss their hiring decision.]

SAY SOMETHING LIKE: Bosses are often nervous about the qualifications of job applicants. The manager of the GAP store may be most comfortable hiring someone with very specific experience – for example, someone who's been an assistant manager at another store, or someone who has previous experience at the GAP. Would you be willing to hire Bethany based on her cover letter? Why or why not? (The store manager might like her positive attitude, understanding of retail clothing sales from her previous job at Target, and experience managing employees on the school newspaper.)

II. Unique Selling Proposition (10 Minutes)

1. **SAY SOMETHING LIKE:** One way to convince an employer that you're worthy of consideration is to create a **unique selling proposition**. What can you offer that no one else can? Advertising companies do this all the time for products: "Glass Plus does windows, and a whole lot more." "Bounty, the quicker picker-upper."

If you think back to your college essay, you've already created a unique selling proposition by describing an experience that says something about who you are. (NOTE: not all college essay topics are suitable for sharing with a future employer. You might

describe an extracurricular activity that provided you with important experience, but a topic like difficult family circumstances would be too personal.) In your cover letter, you're going to create a picture of yourself in a sentence or two. Will you highlight the same qualities or experience for every employer? (No, you're going to choose the qualities each employer cares most about.)

[Have students turn to **Student Handbook page 70, Unique Selling Proposition**, and create a USP about themselves that relates to a specific employer. As time permits, have students share these so the class can get a sense of what's effective and provide suggestions for improvement.]

III. Drafting the Cover Letter (20 minutes)

1. **SAY SOMETHING LIKE:** The sentences you just wrote are a great beginning for your cover letters. You can add a few details to complete your first paragraph, or use this sentence just as it is.
2. **SAY SOMETHING LIKE:** In the next paragraph or two, you are to provide the employer with more evidence of your skills and qualifications as they connect to the job responsibilities. You already did a lot of thinking about this when you revised your resume two weeks ago. If you need to refresh your memory, you can find a list of your job-related accomplishments on **Student Handbook page 58, Accomplishment Statement Chart**. You'll choose one or two of these items to describe in more detail in the body of your cover letter. You can use one paragraph or two for this.
3. **SAY SOMETHING LIKE:** Finally, you'll create a closing paragraph. What should be included here? (Reiterate your interest in the job, and explain how you'll follow up.)
2. [Allow students 15 minutes to write their cover letters. Place a transparency of **Portfolio page 5, Blank Cover Letter Template** on the overhead projector for reference on formatting, structure, etc. If students are working on computers, have them save their cover letters to the desktop as they work. When they are finished, have them print out their cover letters, and save their files to a disk or flash drive before deleting them from the desktops. **NOTE:** Students need to include a final, edited version of their cover letter in their Portfolios.]

IV. Wrap Up: Partner Proofread (10 minutes)

1. **SAY SOMETHING LIKE:** After working hard to highlight your skills, you want to make sure you do not overlook a silly mistake on your cover letter, like misspelling a word or

forgetting a period. You want to show that you pay careful attention to details, so you do not give the employer a reason to decide you're not the right person for the job. In this final activity, you will proofread your cover letter for correct spelling, grammar, punctuation, and for correct business letter format. Then you'll exchange letters with a partner and help him do the same.

2. [Have students open to **Student Handbook pages 71-72, Cover Letter Proofreading Checklist**. Quickly review the elements on the checklist together, reminding students to consider all of these points when proofreading their own cover letters. Then have each student exchange his letter with a partner for additional proofreading.]

SAY SOMETHING LIKE: Congratulations on writing your cover letter! Take a look at the proofreading notes from your partner and ask him or her any questions you might have about the notes. When you get home, make revisions as suggested by your proofreader. Then, print out a copy of your cover letter and ask a parent or other adult to proofread it, too. An extra copy of the proofreading checklist has been provided for this purpose.

Help Wanted: Assistant Manager

You are the manager of a GAP clothing store, and you need to hire an assistant manager. There's a one-page job description posted on the GAP website. These are the job duties that are most important to you:

- Models and encourages good customer service on the sales floor.
- Maintains company standards of neat, clean and organized sales floor, cash wrap, and fitting rooms.
- Provides in-the-moment coaching to sales staff to reward good behavior and redirect when needed.
- Communicates effectively with staff and management, even when under pressure.

1. Read Bethany Carter's cover letter and underline the portions that relate to the job duties listed above.

2. Do you call Bethany in for an interview? Why or why not?

Bethany Carter's Cover Letter

Bethany Carter
2512 Rabbit Run Road
Charleston, WV 25302
(304) 555-1212
bethany.carter@example.com

April 27, 2010

Ms. Lisa McGee
Charleston Mall
2033 Quarrier St
Charleston, WV 25311-2212

Dear Ms. McGee,

I'm a graduating high school senior with a strong work ethic and a flair for fashion. For the past two years, I've worked in the Juniors department at the Charleston Target, where I provided friendly service and maintained a neat and well-organized sales floor and stock room. I was thrilled to see you have an opening for an assistant manager at the GAP, and would love to apply my retail skills in a new environment.

I am particularly interested in the opportunity to coach sales staff who are just beginning their careers. As the assistant editor of my high school newspaper, I was in charge of new reporters. I was part boss and part cheerleader. I made sure deadlines were met and articles formatted correctly. I learned a lot about the importance of consistency and respect in managing employees.

I look forward to a chance to talk to you about the assistant manager position, and will call next week to follow up.

Sincerely,

Bethany Carter

Bethany Carter

Unique Selling Proposition

Many high school students find it difficult to enthusiastically describe the things they're good at. When looking for a job, you need to be able to say good things about yourself with gusto and certainty. A cover letter is a good place to put this into practice.

Please complete the following statement, which you'll use to create the first paragraph of your cover letter. Note that the quality you choose to highlight should be something your employer needs!

Three samples have been done for you.

Job You're Applying For:

I am a _____, as evidenced by

Job: Personal assistant

I am a good writer, with excellent attention to detail, as evidenced by my work as the secretary of my high school language club.

Job: Day care provider

I am a responsible problem-solver, as evidenced by the fact that I've cared for my younger siblings after school since I was in the eighth grade.

Job: Sales or customer service rep

I am a warm and outgoing person, as evidenced by the fact that I make friends wherever I go.

Cover Letter Proofreading Checklist

Directions: Proofread your letter for each of the points listed below. Then exchange letters with a partner for additional feedback.

Proofreading Tips

- Check your spelling and grammar carefully. Use the spell-check and grammar-check on your word processing program, but remember this won't catch every error.
- Use a printed copy to proofread. It's easier to proofread a printed copy than catch errors on a computer screen.
- Read your essay aloud to make sure everything makes sense.
- Have a second person proofread your essay.

Content

- Addresses a specific person (not Dear Sir or Dear Ma'am)
- Identifies the position the candidate is applying for
- First paragraph highlights one or two skills or qualifications directly connected to job requirements
- Uses specific examples to show connections between candidate's skills and the job requirements
- States what candidate can do for the employer, not what the employer can do for the candidate
- Clearly describes achievements
- Last paragraph includes a proactive statement of when candidate will follow up

Format

- Includes writer's address and contact information at top
- Includes today's date following writer's information
- Employer's address follows date
- Ends with typed and handwritten signature

Grammar & Spelling

- Check for proper capitalization.
 - First word of a sentence
 - Names of people and places (Future Farmers of America, Cornell University)
- Make sure subjects and verbs agree.
 - Jon runs home every night after work.
 - We run home every night after work.
- Make sure subjects and possessive pronouns agree.
 - Loren will finish her essay.
 - The students will finish their essays.
- Use plurals and possessives correctly.
 - Dogs (more than one dog)
 - Dog's leash (the leash of one dog)
 - Dogs' leashes (the leashes of many dogs)
- Use the following words correctly. (Spell-check won't help you!)
 - There (a place) Please put your essay over there.
 - Their (possessive) The students finished their essays.
 - They're (they are) They're writing the best essays ever written.
 - It's (it is) It's almost time for the bell to ring.
 - Its (possessive) The dog chased its tail.
 - To (a preposition) Send your application to WVU.
 - Too (also) He's applying there, too.
 - Two (the number) Two people from my high school will attend Freshman Orientation next week.
- Use punctuation to show where your sentences start and end.
 - Wrong: Read each sentence aloud if you think you should stop use a period if you think you should pause use a comma.
 - Right: Read each sentence aloud. If you think you should stop, use a period. If you think you should pause, use a comma.
- Avoid sentence fragments.
 - Wrong: Seemed like a bad omen.
 - Right: The impending thunderstorm seemed like a bad omen.

Your Name
Your Street Number and Name
Your City, State Zip Code
Your Phone Number
Your E-Mail Address

Today's Date

Company Name
Company Street Number and Name
City, State Zip Code

Dear _____,

Introductory paragraph here.

Paragraphs 2 and 3 here.

Sincerely,

Your Name

The Interview

The **BIG** Idea

- How do I prepare for an interview?

AGENDA

- I. Warm Up (5 minutes)
- II. Interview Checklists: Before, During, and After the Interview (10 minutes)
- III. Frequently Asked Interview Questions (15 minutes)
- IV. YOU Ask the Questions (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 73, Interview Tips
- Student Handbook pages 74-76, Frequently Asked Interview Questions
- Student Handbook page 77, Questions NOT to ask in an Interview
- Student Handbook page 78, Good Interview Questions

FACILITATOR PAGES:

- Facilitator Resource 1, Tip Categories Before, During, and After the Interview
- Facilitator Resource 2, Interview Tips Checklist

Overhead projector

Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Identify what to do before, during, and after an interview.
- Answer commonly asked interview questions.
- Prepare questions for an interviewer.

OVERVIEW

In this lesson, students review the important elements of the job interview, from preparation to follow up. First, students brainstorm tips for before, during, and after the interview. Next, students review frequently asked interview questions and generate responses. Finally, students discuss the importance of asking questions of the employer, review the kinds of questions NOT to ask, and list two questions for an employer they're interested in.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Make the following handouts into overhead transparencies or copy onto chart paper:
 - **Student Handbook page 73, Interview Tips**
 - **Student Handbook pages 74-76, Frequently Asked Interview Questions**
 - **Student Handbook page 77, Questions NOT to ask in an Interview**
 - **Student Handbook page 78, Good Interview Questions**
 - **Facilitator Resource 1, Tip Categories Before, During, and After the Interview**
 - **Facilitator Resource 2, Interview Tips Checklist**
- Make copies of **Facilitator Resource 2, Interview Tips Checklist**.
- For **Activity I**, consider how you will assign students to the "Before" or "During/After" portion of the Interview Tips.

BACKGROUND INFORMATION

The interview is a critical step in the job search process, and often the most intimidating. Therefore, it is important to help students recognize that preparation can give them the confidence they need to succeed. Preparation includes familiarity with common interview questions, generating answers to frequently asked questions, recognizing basic interview etiquette, and knowing about the company where they are interviewing.

Students should also understand that job interviews are an employer's opportunity to find out what kind of employee they would be, including their attitude, work ethic, ability to get along

with others, and strategies for handling different situations and solving problems. Interviews are also an opportunity for students to determine whether the company and job are a good fit for their personality and skills.

IMPLEMENTATION OPTIONS

For **Activity I**, students may work in pairs to brainstorm, with one student assigned “Before Interview Tips” and the other “During/After Interview” tips.

Your students may enjoy a dramatic recreation of someone not-quite-pulled-together for an interview, with a hot-roller still in her hair or papers falling out of a Wal-mart bag.

One facilitator arranged to have her students act as observers during 10th-graders’ mock interviews with community members, providing the following ground rules: dress for an interview, introduce themselves as observers, refrain from comment during the interview, and take notes (including interview questions). Students shared their observations in class the following week.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [As students enter the classroom, ask them to complete **Student Handbook page 73, Interview Tips**. Place a copy of **Facilitator Resource 1, Tip Categories Before, During, and After the Interview** on the overhead projector to assist them in recalling interview tips discussed in previous years. If necessary, you can describe how the categories can help them. For example, explain that “logistics” has to do with time and place of an interview. So, you can ask the students what tips they can think of that have to do with time and place that can help them prepare for an interview.]
2. [Give students a few minutes to complete the student handbook page.]

II. Interview Checklists: Before, During, and After the Interview (10 minutes)

1. **SAY SOMETHING LIKE:** If you’ve landed an interview, then you’ve managed to wow your potential employer with your resume and cover letter. Congratulations! Now you need to make a case for yourself in person during the interview. But an interview involves a lot more than just showing up. This is your chance to show the employer why he or she should hire you, and this comes across not just in what you say, but how you present yourself.

For most people, going on an interview can be nerve-wracking, but there are many things you can do to ease your nerves and give you the confidence you need to succeed.

Let’s see what you already know about this process.

2. [Invite students to share their tips with the class.]

SAY SOMETHING LIKE: Great job brainstorming tips. Now, let’s see what the experts have to say. [Distribute **Facilitator Resource 2, Interview Tips Checklist**.]

Check off the tips you remembered, and take note of any we didn’t cover. [Discuss new ideas as needed.]

III. Frequently Asked Interview Questions (15 minutes)

1. **SAY SOMETHING LIKE:** One of the key tips listed in the “Before the Interview” checklist is to prepare answers for questions that most interviewers will ask. The great

news is that most employers ask the same questions, no matter what the job, making it possible for you to think about your answers in advance. The other good news about interviews is that there is no one, single right answer. You just need to be clear, honest, and positive.

2. **SAY SOMETHING LIKE:** There is a difference, however, between a good answer and a bad answer. For example, imagine you're interviewing at the Gap, and the interviewer asks why you want a job as a sales associate. Which of the following are probably the wrong answers? Why? Which is the best answer? Why?
 - a. It has been my lifelong dream to work at the Gap. *(Don't say this unless it is absolutely, positively true. Otherwise, it could come off as sarcastic or disrespectful.)*
 - b. For the employee discount. *(This is not a positive answer. It doesn't show maturity or respect for the company.)*
 - c. I think it will give me a great work experience, and an opportunity to learn about the clothing retail industry. *(This answer is honest, direct, and positive – and it shows maturity and a respect for the employer.)*

3. [Have students open to **Student Handbook pages 74-76, Frequently Asked Interview Questions** and project a copy of the page on the overhead. Explain that these are examples of frequently asked interview questions. Invite volunteers to read aloud each question and the related tip. Encourage students to discuss why the interviewer would ask this question: What does the interviewer REALLY want to know? Give examples, such as, when an interviewer asks, "Why do you want to work here?" what he/she really wants to know is if you've done your research, and are knowledgeable about the company and how you can contribute to its success. Or, if an interviewer asks you about your weaknesses, he/she does NOT want to hear a list of your problems or that you're perfect. What the employer really wants to know is how you resolve problems or overcome weaknesses.]

4. **SAY SOMETHING LIKE:** Review the list of questions on the handout. Then select two that you find most challenging to answer. Write your answers in the third column.

[If time permits, invite the class to share their responses and help each other improve responses.]

IV. YOU Ask the Questions (10 minutes)

1. **SAY SOMETHING LIKE:** An interview is a two-way street. Though much of the interview focuses on the employer assessing your qualifications, it is also your opportunity

to find out if the job fits your needs and interests. At the end of most interviews, the employer will ask if you have any questions. You should always prepare a few questions. Asking questions not only helps you find out more about the job and the company, it emphasizes your interest in the position.

2. **SAY SOMETHING LIKE:** While asking questions is important, equally important is asking the right kinds of questions. What kinds of questions should you NOT ask? [Give students a chance to respond.] Though you might be dying to find out how much the job pays or how much vacation time you get... DON'T ASK! Why do you think these are not good questions to ask? [Give students a chance to respond.] That's right! These kinds of questions do not show your interest in the position, only the benefits. You want to use your questions to your advantage by demonstrating your work ethic and motivation.
3. [Have students open to **Student Handbook page 77, Questions NOT to Ask in an Interview**. Project the page on the overhead. Explain that there are certain kinds of questions candidates should not ask in an interview. Read aloud each kind of question, an example of that type of question, and then open a discussion about why NOT to ask this kind of question. If students need help getting started, give a model. For example, questions in the first category show that you care more about what you can get from the job than what you can contribute. Obviously, the interviewer is more interested in what you can do for the company than what the company can do for you.]
4. [Have students open to **Student Handbook page 78, Good Questions**. Project the page on the overhead.]

SAY SOMETHING LIKE: Now that we discussed questions NOT to ask, you may be wondering what kinds of questions you CAN ask. [Invite a volunteer to read aloud the questions].

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** On the last page of **Student Handbook pages 74-76, Frequently Asked Interview Questions**, you'll find space to list two questions for the employer of your choice. These may be from the list on **Student Handbook page 78, Good Questions**, or more specific questions regarding a particular work situation. Take a minute to write these now. When you're done, I'll choose a few students to share their work.

Tip Categories Before, During, & After the Interview

BEFORE	DURING & AFTER
<ul style="list-style-type: none">• Logistics (where, when)• Appearance• Company Research• Questions• Items to bring with you• Practice	<ul style="list-style-type: none">• Greeting and Good-bye• Eye Contact• Body Language/ Posture• Handling Difficult Questions• Enthusiasm• Don'ts• Follow Up

Interview Tips Checklist

Before	During	After
<ul style="list-style-type: none"> — Bring a photo I.D., which may be required by building security. — Drive to your interview location and park to see how long it takes. — Bring change for the parking meter. — Keep an umbrella in your car or briefcase, just in case. — Research the company and the job. — Bring clean copies of your resume — Bring pad and pen. — Confirm the pronunciation of the interviewer's name. — Plan an appropriate outfit. For example, slacks and tie or skirt and blouse. — Call to confirm the interview time. — Prepare answers for commonly asked interview questions. — Make a list of questions to ask the interviewer. — Get a good night's sleep. — Take a shower and brush teeth. 	<ul style="list-style-type: none"> — Arrive at the interview 5-10 minutes early. — Do not chew gum. — Turn off cell phone. — Greet the interviewer with a smile and firm handshake. Use the interviewer's title (Ms., Mr., Dr.) and last name. — Do not just sit down. Wait for interviewer to offer you a seat. — Maintain eye contact during the interview. — Sit straight (don't slouch). — Be enthusiastic about the job and the company. — Speak clearly and strongly. — Emphasize strong points and achievements. — Answer questions honestly. — Avoid answering questions with yes or no. — Give examples to show why you are right for the job. — Show that you know about the company in your answers. — Ask for a business card at the end. (This provides correct spellings and titles for thank-you notes.) 	<ul style="list-style-type: none"> — Write down notes right after the interview so you do not to forget important details. — Within 24 hours, send a written thank-you letter to everyone who interviewed you.

Sources: Interviewing Prep: Job Interview Checklist; http://www.quintcareers.com/job_interview_checklist.html
 Monster: <http://career-advice.monster.com/job-interview/Interview-Preparation/Interview-Take-Along-Checklist/article.aspx>
 Localesite.com: <http://localesite.com/my-career/articles/before-during-and-after-an-interview>
 Acing the Interview: <http://jobsearch.about.com/cs/interviews/a/aceinterview.htm>

Interview Tips

Congratulations! Your resume and cover letter impressed your potential employer. Now it's time to prepare for an in-person interview. Below, list interview tips to share with your classmates. (You may complete "before" tips, or "during/after" tips.)

Below, list things to do before the interview.

Below, list things to do during or after the interview.

Frequently Asked Interview Questions

Below are 10 common interview questions, along with tips on what the interviewer is really asking. Write your answers in the right-hand column.

Interview	Tips	Your Answer
Tell me something about yourself.	This is often the first question an interviewer asks. This is your chance to shine, but keep your response short and sweet. Highlight two or three interests or skills that show your ability to do the job. Use positive, work-oriented adjectives, like conscientious, hard working, honest, and courteous.	
Why do you want to work here?	Emphasize your value to the employer, not your need for a job. Also, show that you've done your research. Rather than say, "Because it's a great company," show why you think it's a great company.	
Tell me about your work experience.	If you've never held a job, you've likely been part of a club or team at school, or have volunteered experience. Talk about skills you've gained in those activities, especially ones that match the job description. Make it clear that you're eager to learn.	

Why did you leave your last job?	The interviewer may be worried that you'll leave this job, too. Don't complain about your last boss, how hard the work was, or how little money you made. Give a neutral or positive reason for leaving, like returning to school, or looking for a job where you can learn new skills.	
What are your strengths?	Choose skills that show that you can do this job. Be prepared to give examples of your accomplishments. Include compliments you've received from previous jobs or in school.	
What are your weaknesses?	Don't leave the interviewer with the impression that you'll be a terrible employee. Choose a weakness that you've taken steps to overcome. For example, "Math isn't my strongest subject, so I signed up for after school tutoring. I went from a D in my freshman year to a B in my sophomore year."	
Describe a conflict you've had with an employer or teacher. How did you resolve it?	This is an opportunity to show how you are a problem solver. Describe the conflict without placing blame, and describe how you successfully resolved the conflict.	
Why should I hire you?	Rather than simply say because you are a hard-worker, smart, etc., show how you work hard, are smart, etc. by giving a specific example or two.	
What do you like to do in your spare time?	Be honest, but choose an answer that demonstrates that you have a life, and that you'll fit in with your coworkers.	

What are your plans for the future?	Your answer shows how realistic you are, whether you think ahead, and how hard you're willing to work.	
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http://www.quintcareers.com/interview_question_database/interview_questions_database.html

http://teacher.scholastic.com/lessonplans/pdf/march05_unit/InterviewQuestions.qxd.pdf

Questions for Your Employer

1.

2.

Questions NOT to Ask in an Interview

Most interviewers will ask if you have any questions. Here are the kinds of questions NOT to ask and an example of each. Explain why not to ask each type of question.

Question Category	Sample Questions NOT to Ask	Why Not to Ask
Questions that focus on your needs, rather than your employer's	How much will you pay me? How much vacation do I get?	
Questions that reveal insecurity or weaknesses	How can I be sure I won't lose my job within the year? What happens if I don't complete a task on time?	
Questions that are angry or impolite	So, what will you do to me if I'm late to work?	
Questions that reveal you haven't listened or done your research	What does this company do?	

Sources:

http://www.quintcareers.com/job_interviews/no-questions.html

<http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest2.htm>

Good Questions

Following are examples of questions you might ask an interviewer. Remember, if the interviewer answered a question earlier in the interview, do not ask it again.

- What are the main responsibilities of the position?
- How would you describe a typical day in this job?
- How do you assess employees' performance? How often?
- To whom does this position report?
- What do you enjoy most about working here?
- What is the company's corporate culture? Is it a formal office, or more casual?
- Does the company offer ongoing education or training?
- What are the company's greatest successes?
- What opportunities is the company looking forward to in the future?
- What are the traits and skills of your most successful employees?

Sources:

http://www.quintcareers.com/asking_interview_questions.html

http://teacher.scholastic.com/lessonplans/pdf/march05_unit/InterviewQuestions.qxd.pdf

<http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest2.htm>

Follow Up and Action Plan

The **BIG** Idea

- How do I follow up with my interviews and contacts? What are my next steps in finding a job?

AGENDA

- I. Warm Up: Job Hunt Reflection (5 minutes)
- II. Interview Follow-Up Role Play (15 minutes)
- III. Job Hunt True or False Quiz (10 minutes)
- IV. Job-Hunting Planning Pyramid (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 19-22, Grade 12 Skills Checklist (Finding a Job skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook page 79, Reflecting on the Job-Hunting Process
- Student Handbook page 80, Thank You Letter Sample 1
- Student Handbook page 81, Thank You Letter Sample 2
- Student Handbook pages 82-83, Job-Hunting True or False Quiz
- Student Handbook page 84, Planning Pyramid

FACILITATOR PAGES:

- Facilitator Resource 1, Interview Follow-Up Role Play Script
- Facilitator Resource 2, Job-Hunting True or False ANSWERS

Overhead projector

Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Know how and why to write a thank you note.
- Develop an action plan for obtaining work (part- or full-time) after graduation.

OVERVIEW

In this lesson, students reflect on what they have discovered about the job hunting process. First, students assess their strengths and weaknesses as they relate to looking for jobs, as well as identify tools that can help them with their job search. Next, a role play helps students recognize the importance of thank you notes. Then, students complete a true/false quiz and consider additional job-hunting strategies. Finally, students use a planning pyramid to focus their own job searches.

PREPARATION

- List the day's BIG IDEA and activities on the board.
- Make the following handouts into overhead transparencies or copy onto chart paper:
 - Student Handbook page 80, Thank You Letter Sample 1
 - Student Handbook page 81, Thank You Letter Sample 2
 - Student Handbook page 84, Planning Pyramid
- Make 3 copies of **Facilitator Resource 1, Interview Follow-Up Role Play Script**
- For **Activity II**, prior to class, select three students to participate in the role play.

BACKGROUND INFORMATION

Richard Bolles, award-winning author of best-selling career books, points out that the success job hunters experience is in direct proportion to the time and effort they put into their job hunt. Bolles acknowledges there are many factors that contribute to success in landing a job, but that generally, the more hours you put in to finding a job, the faster you will land a job you really want, particularly if you use (up to four) multiple strategies simultaneously.

Bolles suggests changing job strategies if you're not getting the results you desire, for example, going on more informational interviews, or spending more time researching companies that are of interest. And perhaps most importantly, Bolles suggests talking to job hunters who have had success to find out what worked and didn't work for them.

As with any successful learning experiences, it will serve your students well to reflect upon what they have learned about the job hunt process, including the tools they need, the steps they will take, the contacts they will reach out to, etc. By reviewing what they have learned, students can mentally prepare themselves for the task that lies ahead.

Source: Bolles, Richard Nelson, Carol Christen, and Jean M. Blomquist, *What Color Is Your Parachute? For Teens: Discovering Yourself, Defining Your Future*, Ten Speed Press, 2006.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [As students enter the classroom, ask them to complete **Student Handbook page 79, Reflecting on the Job-Hunting Process.**
2. [Give students a few minutes to complete the page. Debrief as a class by asking for a few volunteers to share their answers. Talk about common concerns and strategies for addressing them.]

II. Interview Follow Up (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we talked about strategies for a successful job interview. Is your job done once you walk out the door of your interview? [Give students a chance to respond]. You're right! Your job is not done! After an interview, there are still some tasks you need to do. Who can tell me what those tasks are? [As students give responses, record their answers on the blackboard or chart paper. Answers should include: alert their references that they might be contacted, send thank-you notes.]
2. [Address the issue of references as follows:]

SAY SOMETHING LIKE: Most companies will require job candidates to provide references. Last year, we talked about appropriate references for a college or job application.

- Who should you ask to be your references? (Not family or friends. Instead, ask people who know you in a "professional" context, like a teacher or coach.)
- What kinds of questions will they be asked? (They'll be asked about your reliability, ability to work as part of a team, strengths and weaknesses, work-specific skills.)
- When should you let them know you'd like to use them as a reference? (Ask permission when you begin your job-search.)

Once you've been interviewed, it's a good idea to remind your references that you've given their names as references. This serves two purposes: 1) It gives the reference a chance to prepare in case the employer calls; and 2) it gives you an opportunity to let your reference know what skill the employer is most interested in, enabling the reference to describe your skills in that area.

3. **SAY SOMETHING LIKE:** There's one more task that should follow all interviews . . .

[Invite the three volunteers to the front of the class with copies of the **Facilitator Resource 1, Interview Follow-Up Role Play Script**. Introduce the students as "Chris" who is interviewing at Camp Madison; "Camp Director" and "Head Counselor". Then have them complete the role-play.]

4. **SAY SOMETHING LIKE:** You'll notice that Chris took advantage of the opportunity to send thank-you notes to both of the people who interviewed him. How was this helpful? [Students respond.]

You also may have noticed that Chris's thank-you's did more than convey politeness. How did he use his notes to strengthen his position as a candidate?

5. [Project **Student Handbook page 80, Thank You Letter Sample 1** on the overhead. Have students underline the additional information that might help convince the employer that Chris is the right person for the job. Then compare answers as a class.]
6. [Now project **Student Handbook page 81, Thank You Letter Sample 2** on the overhead. Again, have students identify the additional information that Chris has provided. Note that he's addressed a concern raised in the interview and given specifics about his ability to do this part of the job.]

III. Job-Hunting True or False (10 minutes)

1. **SAY SOMETHING LIKE:** Job hunting requires its own skills and strategies, and you've had the opportunity to accumulate lots of information over the past eight weeks. Let's take a moment to look at a few more words of wisdom from the experts, and then each of you will create a quick personal plan for moving forward with your own job search.

Please turn to **Student Handbook pages 82-83, Job-Hunting True or False Quiz**, where you'll see a number of statements about finding a job. Unfortunately, not all of them are correct. Read each statement about job hunting and decide whether it's true or false. If the statement is false, identify why it is false in the third column. Then we'll talk about which statements offer helpful advice, and why.

2. [After students complete the handout, invite the class to share their answers, explaining why the false statements are false. Use **Facilitator Resource 2, Job-Hunting True or False ANSWERS** to confirm answers.]

IV. Job-Hunting Planning Pyramid (10 minutes)

1. **SAY SOMETHING LIKE:** Many of you are probably wondering about the best time to begin a job hunt. There are a couple of things to keep in mind. If you're looking for work that's seasonal, like summer camp counselor or retail clerk, you'll want to begin your search a few months in advance—now, if you've not started already. If you're looking for a permanent full-time job, people say that it's easier to look for work while you have work (in this case, as a full-time student). If you start your job search now, you look like a “go-getter,” someone people will want to hire. If you wait until summer or fall, you may feel a little desperate, and employers may wonder what you've been doing for the last few months. Finding just the right job may take weeks or even months; beginning early will keep you from freaking out because you're running out of time or money.
2. **SAY SOMETHING LIKE:** Job hunting experts say that looking for work is a full-time job – and recommend spending 40 hours a week looking for work. Experts say working people should spend 10 hours a week on their job hunt. How much time do you think you should spend if you're a full-time student? Ten hours includes research and writing cover letters. Is two hours a night on weeknights too much? What would be reasonable? Remember, the more time you spend on this, the more successful you'll be.
3. [Have students open to **Student Handbook page 84, Planning Pyramid** and project a copy of the page on the overhead.]
4. **SAY SOMETHING LIKE:** The question you might have now is “Where do I start?” To get the ball rolling, you'll want to have an action plan—organized steps that tell you what to do first, next, etc. This Planning Pyramid can help you get organized.
5. [Direct students' attention to the Planning Pyramid on the overhead project. Explain each section of the pyramid, as follows:

Job-Hunting Goal: This is where you state your ultimate goal. This is one sentence identifying the job you hope to get. Having that goal front and center at all times will help you focus your job hunt as well as motivate you.

Career Coach: This is a teacher, friend, family member, athletic coach, or any one who has your best interest at heart. Your career coach can serve many roles, including reviewing your resume and cover letters, practicing interview questions with you, making sure you follow through as needed, and cheering you up when you get frustrated. You should check in with your Career Coach weekly to stay on track.

Three References: References are people who know you well, and who can vouch for your skills, personality, etc. Choose your references carefully. You want to select people who know your strengths and abilities. Always ask a reference before giving his or her name to anyone. Use this Pyramid space to brainstorm whom you might ask to serve as references.

Four Personal Qualities or Skills: List personal skills that you feel make you well qualified for the job you seek. These may be job-specific skills mentioned in your resume or cover letter, or personal qualities you identified when working on your college essay. See **Student Handbook pages 23-24, My Main Strengths** for ideas, and add any others.

Five Companies of Interest: You may look back at **Student Handbook page 48, Who's Hiring?** for companies you identified earlier in the unit. Or, you can add new ones to replace ones you may have eliminated.

Six People Who'll Help: These are people you identified on **Student Handbook pages 42-44, Who's In Your Network?** Refer to these pages, if needed, and add any others that come to mind.]

6. **SAY SOMETHING LIKE:** Take a look at “Next Steps” at the bottom of the Pyramid. This is where you will list very specific steps or “actions” you will take. For example, “I’m going to meet with my Career Coach, Ms. Greene, on Monday after school, and ask her to proofread my resume.” Or, “After basketball practice on Wednesday, I will ask Coach Willard if he will serve as one of my job references.” Or, “I will visit Company X’s website on Thursday night to see what positions they offer high school graduates.”

V. Wrap Up (5 minutes)

1. [Have students open to **Portfolio pages 19-22, Grade 12 Skills Checklist** (Finding a Job skills only). Have students complete the skills checklist question for this unit.]

FINDING A JOB

I can ...

Identify the most effective job-hunting methods.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Name at least 15 people in my personal network.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Make a cold call to find out if a company is hiring.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research companies that interest me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Create a resume that describes my skills and relevant experience.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a cover letter that connects my skills to skills needed by an employer.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe the purpose of writing a thank-you note following an interview.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Organize and track my job-hunting efforts and their results.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

2. **SAY SOMETHING LIKE:** Congratulations! You have completed the Finding a Job Unit and are well prepared with the tools and strategies you need to find a job. Remember the words of job-search expert Richard Bolles: *The key to job-hunting success is hope and perseverance.*

Next week, we'll begin a 4-week unit on budgeting, which will help you decide what to do with all that money once you're earning it.

Interview Follow-Up Role Play Script

Camp Director (*sitting behind desk*): Chris, it has been a pleasure meeting you. Thank you for coming in today.

Head Counselor (*sitting at side of desk*): Yes, Chris, I really enjoyed meeting you, too.

Chris: Thank you for your time. I enjoyed learning more about Camp Madison. I believe my skills and interests are well matched to your job needs. Hope to speak with you soon.
(Chris shakes hands with each interviewer.)

Three days later...

Camp Director (*holding a letter, talking to Head Counselor*): I just received a nice thank you letter from Chris, who we interviewed for the counselor position. Nice guy, and I'm impressed that he followed up.

Head counselor (*holding a letter, too*): That's great! I got a letter from Chris, too. Remember we were concerned about his ability to teach the astronomy workshop we're planning to offer this summer? Chris reminded me of his great grades in science, and says he's going to check out the astronomy exhibit at the American Museum of Natural this month. He sure is motivated. I'm impressed, too.

Job-Hunting True or False Quiz Answers

Statement	True or False?	Explanation
If you can't get exactly the job you want, adjust your expectations and apply for any job you remotely qualify for.	F	If you can't get exactly the job you want, expand your search to include related fields and activities.
Think about what an employer needs and how you can provide this, even if your "experience" involves work for no pay.	T	Experience counts, even if you weren't paid.
Job-hunting is a solitary activity, so involving family or friends is not recommended.	F	Enlist the help of everybody you know. And designate one friend or supportive adult to be your career coach. A career coach can review your resume, practice interview questions, make sure you're following through as needed, and cheer you up when you get frustrated.
Effective job searches use as many strategies (for example, cold calling or networking) as possible.	F	Actually, no. Richard Bolles recommends using two to four methods at a time.
Answering want ads and posting your resume on the Internet are among the most effective job-hunting strategies.	F	These are passive strategies. You send out lots of resumes, most of which will probably be ignored. Active strategies (where you have more control over the process) are better. Cold-calling and networking are examples of active strategies.
Modern employers will Google you and check your Facebook page, so keep your online presence appropriate for a general audience.	T	They will. Make sure you're a model citizen online.
Proofread! Errors and typos reflect badly on your attentshun to detail, and employers won't take you or your resume seriously.	T	Always proofread. Don't let careless mistakes on your resume and cover letter land your resume in the "no" pile.

<p>Do not call employers about the status of your application. Such follow-ups waste time and jeopardize your chances of landing a job.</p>	<p>F</p>	<p>Although it's possible to be too aggressive, most people make the opposite mistake. Keep track of your job-hunting efforts and put follow-up dates on your calendar. Be sure to follow up as planned.</p>
<p>Finding a job is largely a matter of luck, and putting extra time and effort into the search won't always yield results.</p>	<p>F</p>	<p>Though "being in the right place at the right time" plays a role in your success, the more time and effort you put in, the better your chances of finding a job.</p>
<p>Not every ad or interview will result in a job. Don't stop looking until you've accepted a real job offer.</p>	<p>T</p>	<p>Absolutely. For every job for which you're a final candidate, there are other finalists as well. Don't waste valuable time by postponing your job search while you wait to hear from an employer.</p>
<p>Saying thanks to everyone who assists in your job search keeps your personal network engaged and eager to help you.</p>	<p>T</p>	<p>Always thank everybody who helps you -- contacts, informational interviewers, job interviewers, etc. Keep track of these helpers, so you can return the favor and/or ask for help in the future.</p>
<p>Expect to hear "no" a lot. You only need one "yes." Keep going until you hear it.</p>	<p>T</p>	<p>"No's" can be discouraging, but they're part of the process. Get the feedback and support you need, and keep going.</p>

Reflecting on the Job-Hunting Process

Congratulations! You have almost completed the Finding a Job unit and are well prepared to begin your job hunt. Take some time to reflect on what you have learned about yourself and the job hunt process by answering these questions.

1. Which of the following job-hunting tools do you feel will be most useful and why?

- Networking
- Cold Calls
- Logs for Network Calls and Job Leads
- Company Research
- Resume
- Cover Letter
- Interviews

2. What obstacles might you face as you begin your job hunt? How can you overcome them?

Thank You Letter Sample 1

Chris Jones
3024 Third Avenue
Bronx, NY 10455
(712) 555-1212 / cjones@example.com

Ms. Veronica Garcia, Camp Director
Camp Madison
201 Powder Mill Bridge Rd.
Kingston, NY 12401

Dear Ms. Garcia,

Thank you for taking time out of your busy schedule to interview me for the counselor position at Camp Madison. I am excited about the job and convinced that my experience and energy make me well qualified for the position.

During the interview, I mentioned my job as an assistant at an after-school basketball program. The program is in the Bronx neighborhood where I grew up, and includes students ages 8-14. Some students are referred to the program because of behavioral issues or problems at school or home. My job is to help them use their energy in positive ways by focusing on the discipline and teamwork needed to play basketball.

I believe that my experience working with kids from one of the neighborhoods you serve makes me a good fit for a job at Camp Madison.

Again, it was a pleasure to meet you and learn more about Camp Madison and the position. I look forward to hearing from you soon.

Sincerely,

Chris Jones

Thank You Letter Sample 2

Chris Jones
3024 Third Avenue
Bronx, NY 10455
(712) 555-1212 / cjones@net.com

Mr. Bob Glass, Head Counselor
Camp Madison
201 Powder Mill Bridge Rd.
Kingston, NY 12401

Dear Mr. Glass,

Thank you for taking the time to interview me for the counselor position. I enjoyed meeting you and learning more about Camp Madison.

After learning about your needs, I am convinced that I have the qualities you are looking for in a counselor. I have experience working with children, I am energetic, and I am a quick learner.

During the interview, you mentioned an astronomy workshop you are offering campers this summer, and were wondering whether I had the knowledge to help lead it. I had mentioned that my science grades have been strong throughout high school, and I'm enclosing my transcript for your review. Additionally, I plan to visit the new astronomy exhibit at the American Museum of Natural History, which is opening this month.

Thank you again, Mr. Glass, for the opportunity to interview for the counselor job. I look forward to hearing from you soon.

Sincerely,

Chris Jones

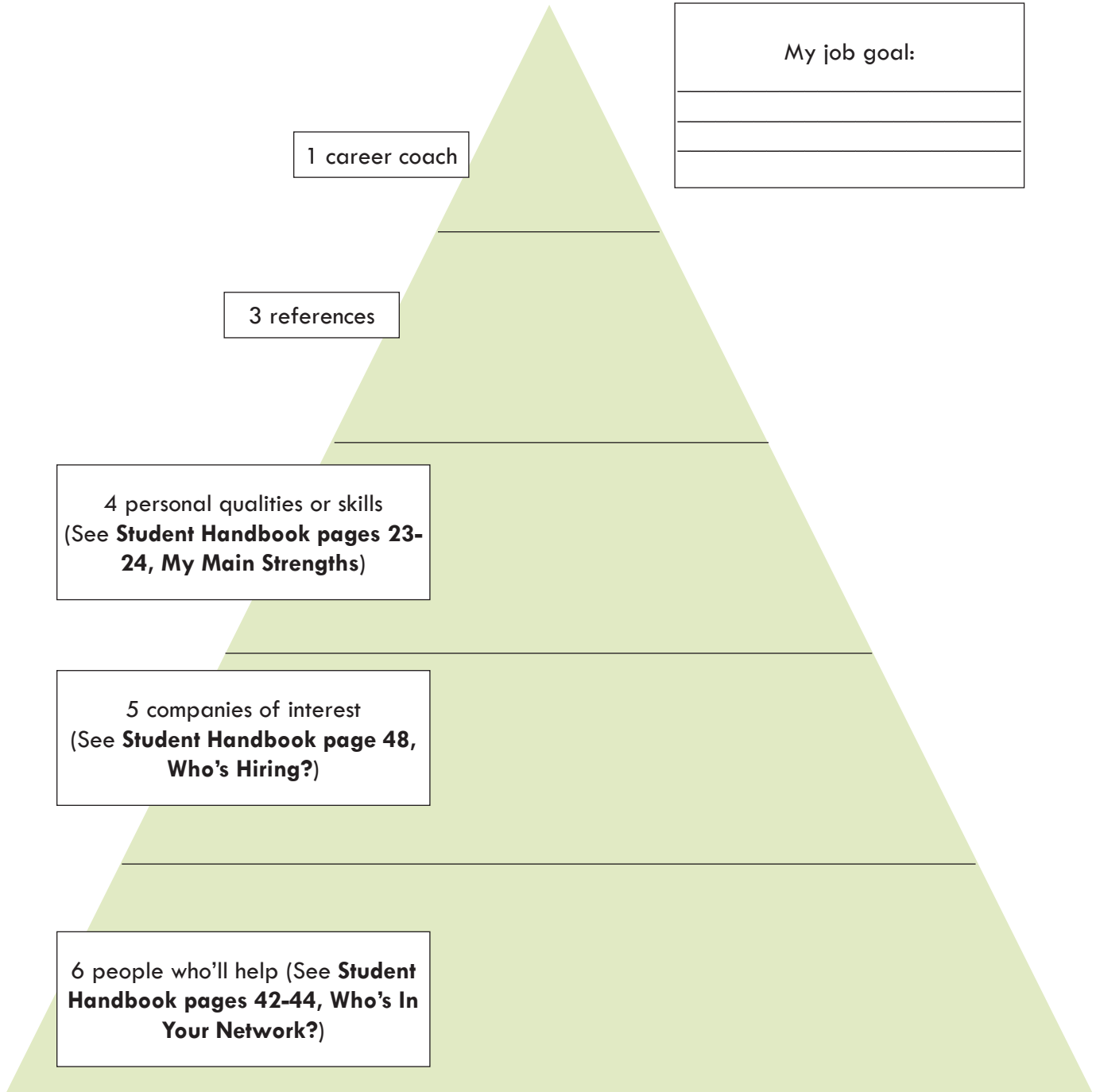
Job-Hunting True or False Quiz

Read each statement and identify it as True or False. If a statement is false, explain why it's false in the third column.

Statement	True or False?	If False, Why False?
If you can't get <i>exactly</i> the job you want, adjust your expectations and apply for any job you remotely qualify for.		
Think about what an employer needs and how you can provide this, even if your "experience" involves work for no pay.		
Job-hunting is a solitary activity, so involving family or friends is not recommended.		
Effective job searches use as many strategies (for example, cold calling or networking) as possible.		
Answering want ads and posting your resume on the Internet are among the most effective job-hunting strategies.		
Modern employers will Google you and check your Facebook page, so keep your online presence appropriate for a general audience.		
Proofread! Errors and typos reflect badly on your attention to detail, and employers won't take you or your resume seriously.		

<p>Do not call employers about the status of your application. Such follow-ups waste time and jeopardize your chances of landing a job.</p>		
<p>Finding a job is largely a matter of luck, and putting extra time and effort into the search won't always yield results.</p>		
<p>Not every ad or interview will result in a job. Don't stop looking until you've accepted a real job offer.</p>		
<p>Saying thanks to everyone who assists in your job search keeps your personal network engaged and eager to help you.</p>		
<p>Expect to hear "no" a lot. You only need one "yes." Keep going until you hear it.</p>		

Planning Pyramid



Next Steps:

