

PART III

# DEVELOPING RELATED SKILLS

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GETTING THE JOB

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## PART III: DEVELOPING RELATED SKILLS

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# COMPLETING APPLICATIONS

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## AGENDA

- Starter
- Directions
- Questions
- Apply!
- Conclusion
- Student Assessment

### Objectives

Students will recognize the importance of following directions on job or school applications.

Students will identify questions they may come across on job or school applications.

Students will complete a model application.

### Materials Needed

- Two watches with second hands (Starter)
- One copy of the “Directions” activity sheet for each student (Part I)
- One copy of the “Sample Job Application” activity sheet for each student (Part II)
- One copy of the “Sample Undergraduate Application for Admission” activity sheet for each student (Part II)

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### **Starter** (3 minutes)

Ask for two student volunteers. Explain to the class that they are going to have a shoe-tying race. Ask both volunteers to untie their shoes.

When the volunteers are ready, hand each of them a watch with a second hand. As you hand them the watches, make a mental note of the time on each watch. Tell the competitors to look at the watches and to time how long it takes them to tie their shoes. When they are ready, say go.

As the volunteers claim to have won, take the watches back from them. As they hand the watches back to you, record the time from each watch. Ask the volunteers how long it took them to tie their shoes. Then, ask them to identify the time they started and the time they finished.

Point out to students that the volunteers had to follow directions and pay attention to details. Remind students that you told the competitors to look at the watches and to time how long it took to tie the shoes. Explain to students that today's lesson will help them learn to follow directions and pay attention to details when completing applications for jobs or college.

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### **Part I Directions** (10 minutes)

Purpose: Students recognize the importance of following directions on a job or school application.

#### **1. Students learn the importance of reading directions before filling out a job application.**

Hand out copies of the "Directions" activity sheet.

Explain to students that you are going to test their ability to follow directions. Allow them three minutes to complete the activity sheet.

When the three minutes are up, ask how many students followed all of the directions on the activity sheet.

Tell them to look at item number 10. Ask a volunteer to read that direction—they are to ignore directions three through nine. Explain that the only way to have known about skipping those numbers is to have read all of the directions before beginning.

Explain that when filling out applications for jobs or for college, it is important to follow directions. The best way to do that is to read the directions very carefully. Tell them that if they don't understand a direction, they should ask for clarification. It is better to ask a question than to put something wrong on an application.

## Part II Questions (15 minutes)

Purpose: Students identify questions they may come across on applications.

### 1. Students identify situations in which they may need to complete applications.

Have students recall some of the times when they have had to fill out forms and applications in the past. Ask, “When might you need to fill out applications in the future?”

Explain that job applications, school applications, credit card applications, bank account applications, and information forms at the doctor or pharmacy are all examples of applications they will need to complete.

### 2. Students examine the information that a company or school may want to know about an applicant.

Ask students to imagine that they are the owners of a small convenience store and are looking to hire a part-time clerk. Ask them to think about what they would ask a person who has come to them about the job. Write student responses on the board.

Explain to students that one major purpose of an application is to give some basic information to a potential employer or school administrator. This saves time when selecting qualified applicants. It is also important to complete applications accurately and neatly, as they are the first impression employers have of an applicant.

### 3. Students recognize that applications may have questions that ask for information they don't have.

Distribute copies of the “Sample Job Application” activity sheet.

Ask students if they see a question on the application that they can't answer. (Students may be unable to provide their Social Security number or the address of a previous employer.)

Distribute copies of the “Sample Undergraduate Application for Admission” activity sheet.

Ask students to identify any differences between the questions on the job application and the school application. (In reply, students may point out ethnic background, emergency contact information, etc.)

Explain to students that they must complete all sections of an application to be considered a serious candidate for a job or school. Remind them that unless a question clearly does not apply to them, they should make sure to answer everything.

Explain that in the next activity, students will learn how to deal with questions that they may not have answers to.

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**Part III    Apply! (20 minutes)**

Purpose: Students apply what they have learned by completing an application.

**1. Students begin to fill out an application.**

Tell students to select one of the sample applications to work on. Instruct students to fill out as much of the application as they can and to circle any questions they can't answer. For the Social Security number lines, tell students to try to recall their number but not to write it down. They should circle that question if they can't recall their number.

Allow students several minutes to complete the applications.

**2. Students learn how to get the information necessary to complete an application.**

When students have finished, ask them to share some of the questions that they could not answer. Write those questions on the board.

Ask students to identify ways to get the answers to those questions. List the solutions beside the questions. Explain that they can have a parent or family member supply Social Security numbers. The school principal or a school counselor can help with school records. Medical information can come from a doctor or from school records.

Explain to them that they should keep this information on a card or sheet of paper to take with them when they apply for a job. This will make completing applications easier.

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### Conclusion *(2 minutes)*

Ask students why it is important to fill out an application correctly. Ask them why this is a skill that they will use for the rest of their lives. Elicit from students the following **key points** that were taught in this lesson:

- It is important to follow directions on applications carefully.
- Be sure the information is accurate and the application looks neat.
- Be prepared. Have the information you will likely need to provide with you when you complete the application.

### Student Assessment

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1. What information should you have with you before filling out an application?
2. List three things you should be sure to do when filling out an application.
3. Complete any unanswered questions on your application from class as if you were going to give it to a potential employer (with the exception of your Social Security number).

## LESSON EXTENSIONS

### Using Quotations

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“In the long run, men hit only what they aim at.”

Ask students, “How does this quote apply to looking for a job? How does it apply to completing an application?”

### Addressing Multiple Learning Styles

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Have students begin a class list of special instructions found on job applications, with descriptions of what’s expected. You may also want to create a list of common spellings and usage that might be troublesome (e.g., experience, its/it’s, there/their/they’re, etc.).

Have students use this information when completing applications.

### Writing in Your Journal

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Have students write about the importance of accurately completing job applications. They should answer the following questions: How can an application represent you? How can an application communicate your skills?

Have students share their writing with a partner.

### Using Technology

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Have students use the internet to find a job they would like to have and list the qualifications identified in the job advertisement.

As a class, have students describe the jobs and qualifications they found. Discuss how students can use an application to describe how their qualifications are suited for their desired position.



## Homework

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Have students make cards with the personal information they need to fill out an application (e.g., job history, etc.).

Have students use the information to complete a job application.

## Using Technology

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Have students browse the job application guide at <https://www.thebalance.com/job-application-guide-2061575>.

When they have finished, have students create a brief list of rules about filling out job applications with care.

# DIRECTIONS

1. Write your name in the top right corner of the paper.
2. Fold the paper in half by bringing the top right corner to meet the top left corner and the bottom right corner to meet the bottom left corner.
3. Unfold the paper.
4. Tear off the bottom left corner of this paper.
5. Stand up.
6. Turn around in a circle.
7. Sit down.
8. Poke two holes in the middle of the paper.
9. Look through the holes.
10. Ignore directions three through nine on this paper.

# SAMPLE JOB APPLICATION

(PLEASE PRINT CLEARLY)

For Office Use Only  
Locations      Positions

Position(s) applied for: \_\_\_\_\_

Were you previously employed by us? \_\_\_\_\_ If yes, when? \_\_\_\_\_

If your application is considered favorably, on what date will you be available for work?

\_\_\_\_\_

## PERSONAL

Name: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Present Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Are you legally eligible for employment in the USA? \_\_\_\_\_ (If yes, verification required.)

Are you of the legal age to work? \_\_\_\_\_

## LIST YOUR EMPLOYMENT HISTORY BELOW, BEGINNING WITH YOUR MOST RECENT JOB:

Name and Address of Company and Type of Business	From Mo.    Yr.	To Mo.    Yr.	Starting Salary	Last Salary	Reason for Leaving
	Describe the work you did:				
Telephone:					

Name and Address of Company and Type of Business	From Mo.    Yr.	To Mo.    Yr.	Starting Salary	Last Salary	Reason for Leaving
	Describe the work you did:				
Telephone:					

Circle Highest Grade of School Completed    7    8    9    10    11    12	Higher Education:
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I hereby give permission to contact the employers listed above concerning my prior work experience.

Signature \_\_\_\_\_ Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

# SAMPLE UNDERGRADUATE APPLICATION FOR ADMISSION

THIS APPLICATION MUST BE ACCOMPANIED BY A \$25.00 APPLICATION FEE.

Social Security Number \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
 Name (last, first, middle) \_\_\_\_\_  
 Permanent Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  
 Mailing Address (if different from above) \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  
 Birth date (day/month/year) \_\_\_\_/\_\_\_\_/\_\_\_\_ Gender \_\_\_\_\_  
 Ethnic Origin (*Optional*. Response to this question will not affect the admissions decision.)  
☐ White (Non-Hispanic)  
☐ Black (Non-Hispanic)  
☐ Latino/Hispanic  
☐ American Indian or Alaskan Native  
☐ Asian or Pacific Islander  
☐ U.S. Citizen   ☐ Non-U.S. Citizen  
☐ Perm. Resident Alien  
 (Alien Registration Number) \_\_\_\_\_  
 In case of emergency, contact: ☐ Parent   ☐ Guardian   ☐ Spouse  
 Name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_  
 Home Phone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  
 Applying as: ☐ Freshman   ☐ Transfer Applying for: ☐ Fall   ☐ Spring   ☐ Summer  
 Intended Major \_\_\_\_\_

## SCHOOLS ATTENDED:

School Name	City, State	Dates Attended	Degrees	Honors Earned

## THIS APPLICATION MUST BE SIGNED.

I understand that withholding information requested on this application or giving false information may make me ineligible for admission to the University or subject to dismissal. I certify that the information provided on this application is correct and complete.

Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

# PREPARING FOR AN INTERVIEW

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## AGENDA

- Starter
- Get Ready
- What's the Question?
- Dress for Success
- Conclusion
- Student Assessment

### Objectives

Students will identify ways to reduce the stress involved with interviewing.

Students will identify and prepare answers for potential interview questions.

Students will identify appropriate and inappropriate attire for interviews.

### Materials Needed

- One copy of the “Any Questions?” activity sheet for each student (Part I)
- Magazines and scissors for each group of three or four students (Part III)

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**Starter** (2 minutes)

Tell students, “Please clear your desks and take out a pencil and paper. We’re going to have a surprise quiz! Write the numbers one through seven on your paper. Okay, here we go!”

Ask students the following questions:

1. What’s the capital of North Dakota?
2. How do you spell “pneumonia”?
3. Name a single-celled organism.
4. Who was the third vice president of the United States?
5. What is the square root of 7,238?
6. Identify five paintings by Leonardo da Vinci.
7. List the laws of thermodynamics.

After asking students the seven questions, ask them how they felt. Were they nervous and anxious? Did they think that they could do better if they had a chance to study the material for the quiz?

Explain to them that they wouldn’t be human if they didn’t feel nervous. Point out that they could have done better if they had been given a chance to prepare.

Explain that an interview is somewhat like a quiz. The difference between this quiz and an interview is that in an interview the students have the answers to all of the questions—they just need to be prepared to answer them.

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**Part I Get Ready** (10 minutes)

Purpose: Students discuss ways to reduce the stress involved with interviewing.

**1. Students learn that preparation is the best way to remain in control of an interview.**

Ask students to identify the person who decided what to include on their resumes and on the applications they completed. Lead students to the understanding that they were in control and they decided what to include. Explain that they decided which of their experiences and talents would show their best qualities to an employer.

Emphasize that students should also view an interview as a situation in which they should be in control. They decide which of their experiences and talents they will share with a potential employer. Explain that being prepared is the best way to remain in control while being interviewed.

**2. Students discover ways to be prepared for an interview.**

Ask students to brainstorm ways to prepare for an interview even before they leave home. As students offer responses, write key words on the board.

Students should respond:

- Bring a copy of your personal information sheet in case you need to complete applications, forms, or official documents.
- Keep your resume in a folder to protect it from getting folded or dirty.
- Think of questions that you might be asked in an interview and prepare responses.

### **3. Students create questions to ask interviewers.**

Explain that generally when an interviewer is finished asking their questions, it is the interviewee's turn to ask questions. Tell students that before they go to an interview, they should prepare a list of two or three good questions about the job. Having prepared questions is very important. Have students identify the kinds of questions they might ask. Write student responses on the board. (Students may say: clarification about job responsibilities, hours of operation, benefits offered, dress code, etc.)

When students have offered possible questions, distribute copies of the "Any Questions?" activity sheet. Ask volunteers to read aloud the sample questions listed on the activity sheet. Encourage students to add appropriate questions from the class list to the activity sheet.

### **4. Students understand the importance of being on time for an interview.**

Explain to students that another important part of preparing for an interview is calling the employer to confirm the time of the meeting and to get directions.

Ask students to consider how they feel when they're supposed to meet someone at a certain time and that person shows up late. After students have answered, point out that if they annoy an employer by showing up late to their interview, they will not make a good first impression. In fact, the interview will probably not go well, and it is unlikely that they will be offered the job.

Stress that students should plan to arrive a little early for the interview. They can use the extra time to make sure that they're organized and prepared.

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## **Part II What's the Question? (20 minutes)**

Purpose: Students identify and prepare answers for potential interview questions.

### **1. Students brainstorm job-specific questions that interviewers might ask.**

Ask students to begin thinking about what some of the questions in an interview could be. Provide students with an example, such as, “If you were interviewing for a job in a restaurant, the interviewer might ask, ‘What serving experience do you have?’ What else do you think the interviewer might ask?” Write student responses on the board.

Ask students to imagine that they are interviewing for a position in an office. Would they be asked the same questions? Students should realize that the questions will differ. Ask students what kinds of questions might be asked in an interview for an office position. Write their responses on the board.

Ask, “What if you were interviewing for a job as a computer technician? What would you be asked then?”

When the brainstorm is complete, point out that some interview questions are job-specific. Students need to be able to answer questions in the interview that show that they have the experience and knowledge to do the job well.

### **2. Students consider questions concerning themselves as individuals.**

Explain to students that no matter what job they’re applying for, the employer will always want to know that they’re going to be reliable and honest hard workers. Even if they don’t have a lot of experience, the interviewer wants to know that they can learn what they need to know to do the job well.

Ask, “What kinds of questions will an interviewer ask to find out about you as a person?” Encourage students to suggest examples such as the following:

- Why would you like to work here?
- What are your strengths?
- What are your weaknesses?
- What are your goals for the future?

Point out to students that sometimes questions like these feel overwhelming in an interview. They should keep in mind that they know the answers to all of these questions—they’ve already answered some of them during this course. Refer students to the activity sheets that they have completed, particularly the “Strengths Interview” activity sheet from the Confidence Building module and the “Skills Translator,” “My Qualifications,” and “Ideal Job Equation” activity sheets from Module Eight. Remind students to review their resumes from “Lesson 5: Preparing a Resume” of *Module Eight: A Game Plan for Work*.

### **3. Students prepare answers to questions about their potential as employees.**

Call on several students and ask each to name some of the reasons that they will make good employees. Write their responses on the board.



Ask students to consider what they would say if an interviewer asks them a tough question, such as “What is your biggest weakness?” Allow one or two volunteers to respond. Point out that as long as they stay focused on their strengths and the experiences that they have had, they’ll be able to use questions like that to their advantage.

As an example, describe a weakness that could be turned into a strength. For instance, explain, “I’m not a great speller, but this means I’m very careful about proofreading everything I write.”

Ask students what they would think if someone told them that was their biggest weakness. Explain that it shows that the person values paying attention to details and doing a good job. Those are qualities that all employers want.

Advise students not to use “fake” weaknesses, such as “I sometimes work too hard.” Explain that such answers don’t sound genuine.

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### **Part III Dress for Success (15 minutes)**

Purpose: Students identify appropriate and inappropriate attire for interviews.

#### **1. Students recognize that proper grooming makes a good impression.**

Say, “When you were putting your resume together, you learned how important it is for your resume to look neat and error-free.” Ask students to recall why those things are important. (Student responses might state that neatness and correctness make a good impression on a potential employer.)

Explain to students that the same rule applies to their appearance when they first meet an employer. The way that they dress will influence the impression that they make on the employer. Remind them that they want to dress appropriately.

#### **2. Students discuss guidelines for appropriate interview clothing.**

Explain to students that it can be difficult to decide what is appropriate attire for work. Students should wear clothes that they feel comfortable in, but they should also follow some general guidelines for what is appropriate for an interview:

- Don't wear jeans, sneakers, sandals, or hats, no matter how nice they are. They're too casual, and the potential employer may interpret them as an indication that you're not taking the interview seriously.
- Make sure your hair is neat and that it isn't falling in your face or bothering you. If you have to keep brushing it out of your face during the interview, it can be distracting to you and the employer.
- Too much jewelry, lots of makeup or perfume, saggy pants, shirts that show your stomach, and very bright nail polish can also detract from the impression you want to make.
- Here is a good rule for interview clothing: if there's something you're wearing that your eyes seem to focus on when you look in the mirror before your interview, change it. You want the interviewer to give you, not your clothes, all of their attention.

Point out to students that they do not have to spend a lot of money on clothes for an interview, particularly if they will not be required to dress up on the job. Have students suggest ways that they could get an outfit without spending a great deal of money. (Students might respond: borrowing an outfit from a friend or family member or purchasing one new item to complement clothes they already own.)

### **3. Students identify appropriate interview clothing.**

Divide students into groups of three or four. Give each group a magazine and scissors and instruct them to cut out clothing that would be appropriate interview attire for them.

Allow students about five minutes to choose clothing. When students have finished, have each group briefly explain the clothing they chose.

### **4. Students recognize that attention to details is important.**

Ask students to suggest the final details they should consider when dressing for an interview. (Student responses might include: ironing clothes, straightening a tie, shaving, shining shoes, and making sure to have clean hands and fingernails.)

Point out that these things are like proofreading a resume. Even though these details don't specifically relate to your ability to do a job, they are factors that, if neglected, might cause an employer to immediately lose interest.

### **5. Students recognize the benefits of creating an interview preparation checklist.**

Ask students to recall the time management activities from "Lesson 2: Managing Your Time" of *Module Six: Skills for School and Beyond* and the techniques that were presented to help them complete tasks. Ask students what techniques can be applied to interview preparation. (Student responses might include prioritizing and creating to-do lists.)

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### Conclusion (2 minutes)

Ask students to explain that they can successfully prepare for an interview. Elicit from students the following **key points** that were taught in this lesson:

- By preparing possible questions and answers, you can feel prepared and confident in an interview.
- Focusing on strengths can enable you to answer tough questions well.
- We have control over what an employer sees and hears about us in an interview. By preparing well and dressing appropriately, we will be able to confidently present ourselves as excellent candidates for employment.

### Student Assessment

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1. Imagine that you are going on a job interview tomorrow. Create your own interview preparation checklist.
2. What does it mean to dress appropriately for an interview? Why is this important?
3. Answer the following questions as if you were at an interview:
  1. What would you add to our company?
  2. What are your weaknesses?
  3. What are your goals for the future?

## LESSON EXTENSIONS

### Using Quotations

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“Depend on the rabbit’s foot if you will, but remember it didn’t work for the rabbit.”

Have students discuss what they need (besides luck) to ace an interview.

### Addressing Multiple Learning Styles

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Have students write a short story about a successful interview, casting themselves as the hero.

Have students read the stories in small groups.

### Writing in Your Journal

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Have students read the “I Got Fired” activity sheet.

Have students write about an experience they wouldn’t want to admit in a job interview.

### Using Technology

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Have students visit [www.monster.com](http://www.monster.com), which gives dozens of links for researching potential employers.

Have students report on industries and employers of interest. Students should also list three strengths or skills that might be useful to their business or company of choice.

### Homework

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Have each student create a poster that lists their three greatest strengths. Have them choose their interview clothing and wear it to school for interview role-playing.

Take photos and display them with students’ posters in the classroom.

## Additional Resources

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Copy appropriate questions from *The 250 Job Interview Questions You'll Most Likely Be Asked...and the Answers That Will Get You Hired!* by Peter Veruki onto index cards.

Have students role-play job interviews, with the “interviewer” selecting questions from the list. Have students critique interview techniques in small groups.

# ANY QUESTIONS?

**What are the responsibilities of the job?**

**Are there opportunities for advancement? To what other jobs?**

**Do you offer any benefits?**

**What are the regular work hours of the job?**

**What are the qualities you're looking for in a candidate?**

# I GOT FIRED

## AFTER THREE WEEKS AT MY JOB

**I got fired after three weeks at my job because I wasn't good at making burgers. Now I'm going for a job at a different type of restaurant. Do I have to tell them about my last job?**

**Dave, 16, New York**

While you're not obliged to bring up your previous job, don't lie if you are asked about it. Even though making burgers wasn't your thing, there are many other restaurant jobs available—hosts and hostesses, wait staff, table prep and cleanup crew, to name just a few. Bradley G. Richardson, founder of JobSmarts, a

firm that deals with career-development issues, says, "A rule of thumb in the business world is that you don't have to list a job on your resume unless you worked there at least 30 to 90 days. Never be dishonest, though, if you are asked if you've ever been fired."

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# INTERVIEWING

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## AGENDA

- Starter
- Shake
- Questions and Answers
- Interview Jitters
- Conclusion
- Student Assessment

### Objectives

Students will identify how to demonstrate confidence when they greet someone.

Students will practice answering difficult interview questions.

Students will discuss last-minute interview preparation techniques.

### Materials Needed

- One copy of the “Tough Questions” activity sheet for each student (Part II)
- One copy of the “Interview Preparation Checklist” activity sheet for each student (Part III)



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### **Starter** (3 minutes)

Choose two volunteers. Ask one volunteer to come into the classroom smiling and standing up straight. This student should walk around the room shaking hands and saying hello to classmates. Tell the other volunteer to slink into the classroom, give a weak handshake, and mumble hello without looking the other students in the eyes.

After the volunteers have greeted several of the students, ask the class, “What was your impression of the two volunteers? Whom would you be more inclined to hire? Why?”

Explain to students that it is important to show that they are confident individuals while on an interview. Tell students that they learned about preparing for an interview in Lesson 2, and now they are going to explore ways to show their self-confidence.

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### **Part I Shake** (10 minutes)

Purpose: Students identify techniques for greeting someone with confidence.

#### **1. Students identify what makes a good handshake.**

Ask students, “What makes a good handshake?” Write responses on the board. (Students may say: strong, firm, confident, not limp.)

Explain that the best way to shake hands well is to master the “web to web” handshake. Place the part of your hand where the thumb and index finger are connected (the “web”) against the web of the hand you are shaking.

Ask for a volunteer to help demonstrate the “web to web” handshake. Explain that it is important to have a firm, but not too strong, handshake. Tell students that it is not a contest with the other person; an interviewer would not be likely to hire someone who hurts their hand in a handshake.

#### **2. Students identify what other actions are involved in a good handshake.**

Remind students of the starter and ask them to identify some of the other differences between the ways the two volunteers entered and walked around the room.

Lead students to the understanding that to complete the impression of a confident and friendly person, an interviewee needs to look the interviewer in the eye and say (while they are shaking hands) that they are pleased to meet them.

#### **3. Students practice their greeting.**

Tell students that they have all of the ingredients for a successful greeting. They know the “web to web” handshake, how to make eye contact, and what to say.

Tell students to walk around the room and practice greeting each other. Allow a few minutes for this. Move around the room and shake hands with every student.

Tell students that the first part of an interview is very important. Some experts say that a decision to hire or not to hire a candidate is made in the first three minutes, and that the balance of the time is spent justifying the decision. A good greeting can get the student off to a positive start in an interview.

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## Part II Questions and Answers (20 minutes)

Purpose: Students practice answering difficult interview questions.

### 1. Students review difficult questions and identify ways to respond.

Divide the class into pairs. Tell students that the best way to be prepared for a difficult interview question is to practice what to say if asked one.

Distribute copies of the “Tough Questions” activity sheet. Explain that the activity sheet has some diagrams on it to stimulate thinking about answers to difficult questions.

Tell students how to complete the activity sheet:

- In the first space, identify a weakness you have.
- In the second space, write about how the weakness makes you work harder or pay attention to details—characteristics any employer wants in an employee.
- In the third space, describe a positive strength that comes from overcoming this weakness.

Allow students several minutes to complete the activity sheet.

### 2. Students see the importance of ending an answer positively.

Ask students to explain what they observe about the last boxes for the questions on the activity sheet.

Lead students to understand that they should always conclude their answers with something positive. Point out that they should respond to all interview questions, even straightforward ones, with a positive answer.

### 3. Students practice responding to difficult questions.

Write the following question on the board: “If you could change one thing about yourself, what would it be and why?” Tell students to reflect on how they would respond to an interviewer who asked this question.

Remind students to focus on something positive. Tell them to practice their responses with their partners.

Students may feel anxious about an interview after going through this exercise. Remind them that they know the answers to the questions and they are prepared to go into the interview.

Explain that an interviewer has a problem to solve: they must select and hire someone. The interviewee's task is to show that they are capable of handling the job.

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### Part III Interview Jitters (15 minutes)

Purpose: Students discuss last-minute interview preparation techniques.

#### 1. Students recognize that it is normal to be nervous going into an interview.

Tell students that everyone is nervous about an interview. Point out that even interviewers likely had to interview to get their job—and probably felt nervous, too! Students should keep in mind that the goal is not to eliminate anxiety, but to keep it from getting in the way.

#### 2. Students review how to prepare for an interview.

Distribute copies of the “Interview Preparation Checklist” activity sheet. Ask a volunteer to read the checklist out loud to the class. Have students identify items they feel unsure of and discuss ways they can be better prepared.

Explain to students that when they feel nervous while on an interview, they should remind themselves that they are well prepared. This is the best strategy for staying calm.

#### 3. Students use relaxation techniques.

Ask students to identify the signs that might indicate that a person is nervous. Write student responses on the board. (Students might respond: sweaty palms, fidgeting, tapping feet, tapping pencils, avoiding eye contact, speaking in a low voice, giving short answers to questions.)

Tell students to review good communication skills (see *Module One: Communication Skills*). Explain that interviews are good opportunities to use active listening skills and to pay attention to the nonverbal messages they are sending.

Remind students of the stress management techniques learned in *Module Six: Skills for School and Beyond*. Tell students to remind themselves, while on an interview, that they've done all the right things to prepare for it and that they are ready. Ask students to visualize a successful interview. What images do students see?

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### Conclusion *(2 minutes)*

Ask students to describe the characteristics of a successful job interview. Elicit from students the following **key points** that were taught in this lesson:

- A firm handshake and eye contact imply confidence.
- Prepare answers for difficult questions by focusing on and ending with something positive.
- Everyone feels nervous about an interview, but relaxation and stress management techniques can be used to remain calm.

### Student Assessment

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1. List three things you should do in an interview to show that you are confident and friendly.
2. Describe the differences between an unsuccessful job interview and a successful one.

## LESSON EXTENSIONS

### Using Quotations

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“Eighty percent of success is showing up.”

Tell students that the other 20% is preparation. Have students create a list of things to remember when going on job interviews.

### Using Technology

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Have students take a virtual interview at <http://resources.monster.com/tools> and note the feedback they receive.

Discuss the questions that students encountered and the feedback they received.

### Writing in Your Journal

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Have students complete the following sentence: “Interviews make me nervous because...”

Have students work with a partner to develop an affirmation that will help them overcome their nervousness (e.g., if their response was “because I’m worried I won’t get the job,” students could remind themselves that they’d be a great addition to the company).

### Additional Resources

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Have students review the chapter on work from *Speaker’s Sourcebook II* by Glenn Van Ekeren. This book offers quotes and stories about loving your work and giving your all.

Have students explain the importance of a can-do attitude.

### Homework

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Have students review the articles about interviews on <http://career-advice.monster.com/job-interview/careers.aspx>. Have them also create packets containing all the materials they will need for interviews, such as resumes and references.

Divide students into small groups. Groups should develop checklists to help them make sure they have everything they need for an interview.

### Additional Resources

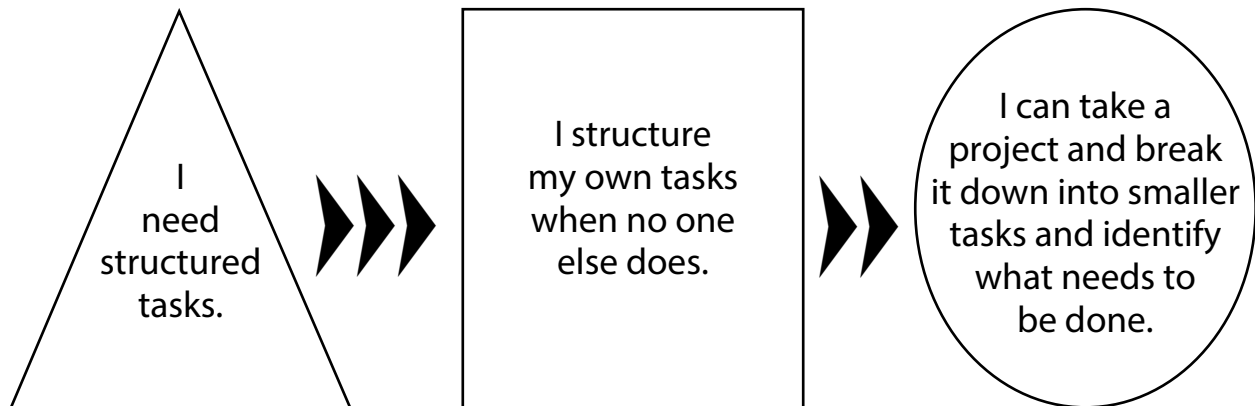
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Ask a personnel manager or human resources director from the community to speak about what to expect in an interview.

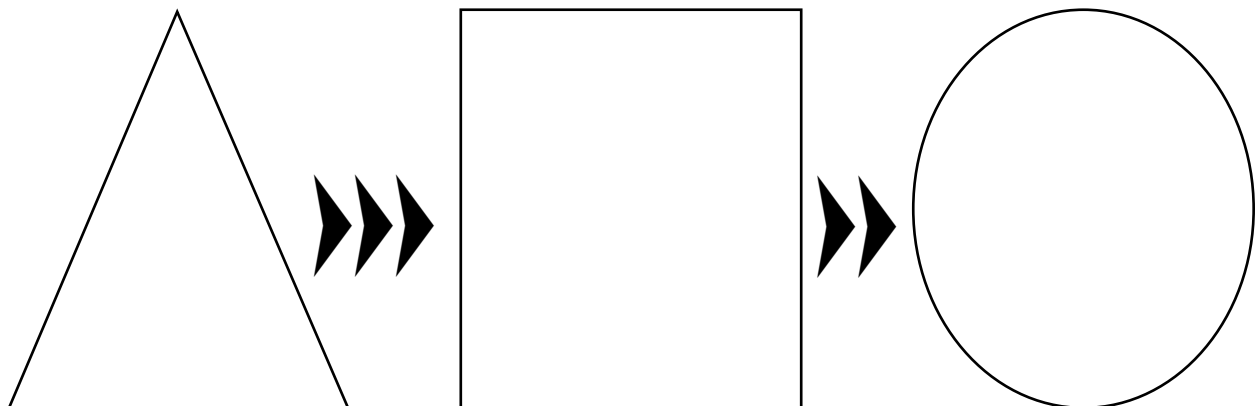
Have students write a paragraph summarizing the information given.

# TOUGH QUESTIONS

## WHAT IS YOUR BIGGEST WEAKNESS?



## WHAT IS YOUR BIGGEST WEAKNESS?



- ▲ In the triangle, identify your weakness.
- In the rectangle, talk about what you do to overcome that weakness or what you've learned from your mistake. Think about how this has made you work harder and how it has helped you grow.
- In the circle, write about a positive strength that comes from overcoming this obstacle.

# INTERVIEW PREPARATION CHECKLIST

## DO I HAVE...

- ☐ COPIES OF MY RESUME
- ☐ THREE QUESTIONS TO ASK THE INTERVIEWER

## INFORMATION I MIGHT NEED IN ORDER TO FILL OUT AN APPLICATION

- ☐ Social Security number
- ☐ Name of an emergency contact
- ☐ Names and telephone numbers of references

## APPROPRIATE CLOTHING AND GROOMING

- ☐ Clean shoes
- ☐ Hair is clean and out of my face
- ☐ Clothes aren't wrinkled
- ☐ Not wearing a hat
- ☐ Not wearing anything that distracts the interviewer from what I'm saying
- ☐ Tie is straight
- ☐ Shirt is tucked in
- ☐ Clean-shaven, if appropriate
- ☐ Blouse
- ☐ Suit or dress pants
- ☐ Professional skirt or dress



# FOLLOWING THE INTERVIEW

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## AGENDA

- SESSION 1
  - Starter
  - The End
  - Thank You, Thank You
- SESSION 2
  - Thank You, Thank You (continued)
  - Make the Call
  - Conclusion
- Student Assessment

### Objectives

Students will recognize the importance of following up after an interview.

Students will identify the elements of strong thank-you letters.

Students will write thank-you letters.

Students will recognize the importance of follow-up telephone calls and will practice such calls.

### Materials Needed

- Session 1: Two boxes containing the same item, one beautifully wrapped and the other covered in tattered newspaper (Starter)

- Session 1: One copy of the “Interview Thank-You Letter” activity sheet for each student (Part II)
- Session 1: One copy of the “Parts of a Business Letter” activity sheet for each student (Part II)

## SESSION 1

### Starter (3 minutes)

Hold up the wrapped boxes. Ask students which of the presents they would want to receive. Students will respond that the beautifully wrapped package makes a better impression. Reveal to the class that both boxes contain the same item, but, as the class noted, the beautiful wrapping is more desirable and makes that package more appealing.

Explain to students that when they close an interview and follow-up, they need to make a good final impression. Explain that it just might make them stand out from the crowd.

### Part I The End (20 minutes)

Purpose: Students learn the importance of interview follow-up.

#### 1. Students identify the final steps of the interview process.

Explain that the next step of the interview process is to find out when the company expects to make a decision about hiring. Suggest that students ask an interviewer one of the following questions before leaving:

- Would you like me to follow up with you next week?
- Can I expect to hear from you or may I contact you?

Explain that if an interviewer states that they will call, students should make clear when and where they can be reached.

#### 2. Students learn to conclude their interview with a thank-you.

Tell students to imagine that they answered every question well during an interview because they were prepared. Ask students to describe what they would do as the interview is ending.

Remind students that their interviewer has taken time out of the day to find out more about the student, so it's important to acknowledge that. Elicit from the class that this is the time to thank the person for the opportunity to meet with them and learn about the company. Point out that this is an appropriate time to shake hands again.

#### 3. Students practice what to do at the end of an interview.

Ask students to find a partner. Explain that the pairs will have five minutes to practice the following steps to ending an interview well:

- State when and where the employer can reach you.
- Ask about making a follow-up telephone call.
- Thank the interviewer for their time.
- Shake the interviewer's hand.

Have the partners take turns playing interviewer and interviewee.

When students finish, ask them to identify what was done well and what could be improved.

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## **Part II Thank You, Thank You (25 minutes)**

Purpose: Students identify the elements of strong thank-you letters and incorporate these elements into their own letters.

### **1. Students recognize the value of thank-you letters.**

Explain to students that even after they have left an interview, there is still more they can do to increase their chances of landing the job. Ask students to identify a step that they could take to impress an interviewer. (Students should say they have to write a thank-you letter.)

Tell students that the best time to write the letter is immediately following their meeting, while the details of the interview are still fresh in their minds. They should send out the letter a day or two after the interview.

Ask students to identify the purpose of writing thank-you letters. Establish that thank-you letters are an opportunity for students to emphasize their strengths as they relate to a job, add any information that they may have forgotten to mention, express appreciation to the interviewer, and reiterate their interest in a job opening.

### **2. Students identify the parts of a thank-you letter.**

Distribute the "Interview Thank-You Letter" activity sheet to each student. Ask students to study it carefully and identify the parts of the letter.

Help students identify the heading, inside address, salutation, body, complimentary closing, and signature. Students should also recognize that they should use a computer to write their thank-you letters.

Distribute the "Parts of a Business Letter" activity sheet to each student. Read the explanations out loud. Explain to students that they are to keep and use the handout to help them write business letters in the future.

### **3. Students examine the content of a thank-you letter.**

Explain to students that a good thank-you letter has the following content:

- A thank-you comment
- Confirmation of interest in the job
- Reiteration of how the student's strengths and talents relate to the job
- Any further information that may be helpful or important
- A specific reference to the interview
- A statement confirming the student's willingness to answer any other questions
- Follow-up information about where and when to contact the student

Ask volunteers to read the corresponding sections from the sample letter.

#### **4. Students write a draft of a thank-you letter.**

Instruct students to use the remaining class time to draft thank-you letters to their role-playing partners from Part I.

Explain that they will revise and polish their letters in the next session.

## SESSION 2

### **Part I Thank You, Thank You (continued) (20 minutes)**

Purpose: Students edit and revise their thank-you letters.

#### **1. Students polish their thank-you letters.**

Have students work with a partner to revise and edit their thank-you letters. Ask students to exchange drafts and read the letters twice. First, have them read for content and meaning. Then, have them read for errors in spelling, mechanics, capitalization, grammar, and business-letter format. Instruct them to write suggestions and corrections neatly on the draft.

#### **2. Students write a final draft of their thank-you letters.**

Ask students to write a revised copy of their thank-you letters. Suggest that students keep their revised thank-you letters as a model to modify and use after a real interview.

### **Part II Make the Call (25 minutes)**

Purpose: Students learn the importance of follow-up telephone calls.

#### **1. Students learn the purpose of a follow-up phone call.**

Explain to students that a follow-up phone call has a purpose similar to a thank-you letter. Ask students to identify how the two are similar. (Students should mention these similar components: an opportunity to emphasize their strengths, provide additional information, express appreciation, correct any false impressions that may have been created in the interview, etc.)

Have students suggest possible topics for discussion in a follow-up telephone call. (Students might suggest: ask if the interviewer received the thank-you letter; ask if the interviewer has any more questions; reemphasize strengths and talents; express continuing interest in the position; correct or improve any impressions that were not favorable.)

#### **2. Students practice follow-up telephone calls.**

Have students work in pairs to write scripts for follow-up phone calls. Allow students 10 minutes to use these scripts to practice placing the follow-up phone calls.

Have two or three pairs who did especially well present their phone calls to the class. Ask students to critique the performances and point out what was done well.

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## Conclusion (3 minutes)

Ask students to explain the roles of thank-you letters and follow-up phone calls in interviews. Elicit from students the following key points that were taught in this lesson:

- In ending an interview, it is important to be confident and to thank the interviewer for their time.
- A post-interview thank-you letter provides an opportunity to reemphasize strengths and to clarify any points made during an interview.
- A follow-up phone call is an opportunity to express continuing interest in a position and allows an interviewer to ask additional questions.

## Student Assessment

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### SESSION 1

1. List three things you should say or do at the end of an interview.
2. Why should you write a thank-you letter?
3. What should be in a thank-you letter?

### SESSION 2

1. Why should you make a follow-up phone call after an interview?
2. How are follow-up phone calls and thank-you letters similar?
3. List four possible questions or topics to discuss in a follow-up call.

## LESSON EXTENSIONS

### Using Quotations

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“A friendship can weather most things and thrive in thin soil; but it needs a little mulch of letters and phone calls...just to save it from drying out completely.”

Have students talk about the “mulch” of friendship and the ways in which this idea can be applied to business relationships.

### Addressing Multiple Learning Styles

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Have students write rap lyrics that reiterate their qualifications and thank their interviewer.

Have volunteers read or perform their lyrics aloud. Have students explain why reiterating their qualifications is important.

### Writing in Your Journal

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Have students write about the importance of a thank-you they gave or received.

Have volunteers share their work in small groups.

### Using Technology

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Have students visit [www.cover-letters.com](http://www.cover-letters.com). There are many sample letters on this site, including various thank-you letters.

Have students summarize one letter from the site, stating why they think the letter would (or wouldn't) help the writer get the job.



## Homework

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Have students write a thank-you note to a mentor or community member who has made a presentation to the class.

Have volunteers read their letters out loud and talk about how important it is to let people who've been helpful know that their efforts are appreciated. Tell students to exchange and proofread their letters.

## Additional Resources

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Have students review *The Art of Thank You: Crafting Notes of Gratitude* by Connie Leas to investigate how to write thank-you notes.

With the class, chart similarities and differences between personal thank-yous and those written for business purposes.

# INTERVIEW THANK-YOU LETTER

Subject: Appreciation for the Interview Opportunity

Dear Mr. Dominguez,

I would like to extend my sincere appreciation for the opportunity to interview with you yesterday. It was a pleasure learning more about Dominguez Boots and Shoes, and I am even more enthusiastic about the prospect of contributing to your esteemed team.

Your insights into the company's values and commitment to excellence resonated with me, and I am genuinely excited about the sales position that is currently available. As discussed during the interview, my experience selling candy door-to-door for my soccer team has equipped me with valuable customer service skills. I am confident that these skills, coupled with my passion for delivering exceptional service, align seamlessly with the requirements of the sales role at Dominguez Boots and Shoes.

The prospect of working with your dynamic team and contributing to the growth of Dominguez Boots and Shoes is an exciting one for me. I believe that my dedication and enthusiasm for the sales position would make a positive impact on the success of your store.

Thank you once again for considering my application. I am eager to further discuss how my skills and experiences align with the needs of your team. I will follow up later this week to address any additional questions you may have. In the meantime, please feel free to contact me at (617) 555-9625.

Thank you for your time and consideration. I look forward to the possibility of joining Dominguez Boots and Shoes.

Sincerely,

Kameika Moore

← THANK-YOU COMMENT

← CONFIRMATION OF YOUR INTEREST IN THE JOB; HIGHLIGHT YOUR STRENGTHS

← FOLLOW-UP INFORMATION

# PARTS OF A BUSINESS LETTER

The heading gives the writer's complete address and the date.
The inside address gives the recipient's name and address.
<ul style="list-style-type: none"> <li>Call the company if you are not sure of addresses or spelling so that your letter has the correct information.</li> </ul>
The salutation begins with the word "Dear" and ends with a colon, not a comma.
<ul style="list-style-type: none"> <li>If you cannot get the person's name, use "Dear" plus the person's title, such as "Dear Personnel Manager."</li> </ul>
The body consists of single-spaced paragraphs with double spacing, not indents, between paragraphs.
<ul style="list-style-type: none"> <li>If the body goes to a second page, put the recipient's name at the top left, the number 2 in the center, and the date at the right margin.</li> </ul>
The closing includes phrases such as "Sincerely" or "Yours truly" followed by a comma.
The signature includes both the writer's handwritten and typed name.

# RESPONDING TO A JOB OFFER

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## AGENDA

- Starter
- Gathering Information
- Pro/Con
- Choose and Act
- Conclusion
- Student Assessment

### Objectives

Students will practice gathering the information that will help them decide whether to accept a job offer.

Students will practice weighing their options and using a pro/con list.

Students will practice making a decision and acting on it.

Students will identify how to appropriately interact with an employer when they are offered a job.

### Materials Needed

- One copy of the “Job Offers” activity sheet for each student (Part I)

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**Starter (3 minutes)**

Say to students, “Congratulations! I’d like to offer you a job as my assistant. Your hours are Monday through Friday from 3 p.m. to 4 p.m. and Saturdays from 11 a.m. to 1 p.m. You’ll help me prepare for classes, make copies, and clean up the classroom each day. Your pay will be \$8.00 per hour.”

Ask students if they would accept this job offer. Why or why not?

Explain to students that almost all job offers will have some trade-offs. For example, the pay may be higher than they expected, but there are fewer hours, so their total income is less than they wanted. They might also find a job with ideal hours and responsibilities but very low pay.

Point out to students that they will need to use their decision-making skills when deciding whether to accept a job.

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**Part I Gathering Information (10 minutes)**

Purpose: Students practice gathering the information that will help them decide whether to accept a job offer.

**1. Students are reminded that the first step of the decision making process is gathering information.**

Ask students, “What should you do first when trying to decide whether to accept a job?”

Remind them that when making any decision, the first thing to do is gather information. Explain that though they may have been given information about the job in the offer itself, they may need to find other information before taking the job.

**2. Students identify the information that is important when making a decision about a job offer.**

Distribute copies of the “Job Offers” activity sheet. Ask students to count off by threes so that each person has either a number one, two, or three.

Tell students, “Ones, you have been offered the first job on the activity sheet. Twos, you have been offered the second job. Threes, you have been offered the third job.”

Tell students to take out their “Ideal Job Equation” activity sheet from “Lesson 2: Exploring Job Possibilities” of *Module Eight: A Game Plan for Work*. Ask them to take a few minutes to compare the information on their “Ideal Job Equation” activity sheet with their new job offer.

Ask, “What do you need to know about the job before you can make a decision?” Write responses on the board.

### **3. Students learn how to get answers to their questions.**

Ask students how they would get answers to these questions. Explain that they can get some answers by talking to people they know. If it is important enough, they can even call the company, particularly the person for whom they would be working, to ask the question. Remind students that gathering information is an important part of the decision making process.

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## **Part II Pro/Con (15 minutes)**

Purpose: Students practice weighing their options and using a pro/con list.

### **1. Students make a pro/con list.**

Ask students to identify the next step of the decision making process. Lead them to the understanding that the next step is to weigh their options. One way to do that is to use a pro/con list. Explain that by investigating jobs carefully, students will not put themselves in a position where they might not do their best because they don’t like what they’re doing.

Ask students to take a piece of paper and fold it in half lengthwise. Have students title one half “Pros” and the other half “Cons.” Explain to students that the positive reasons for taking the job go in the “Pros” column, and the reasons why the job may not be right for them go in the “Cons” column.

Instruct students to complete the pro/con list for their job number.

### **2. Students recognize the importance of using pro/con lists.**

After students have completed the list, explain that they now have an idea of whether the job is likely to be a positive or negative opportunity. Organizing the information in this fashion makes it easier to decide whether to accept or turn down the job offer.

Point out to students that they probably won’t find a job that meets all of their criteria, so they should pursue a job that satisfies most of the criteria.

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## **Part III Choose and Act (20 minutes)**

Purpose: Students recognize how to appropriately interact with an employer when they are offered a job and practice making a decision and acting on it.

### **1. Students identify how to respond professionally to a job offer.**

Ask students to identify what they can do when they receive a job offer but need to take some time to weigh their options. What should they tell the prospective employer? Elicit student suggestions. Lead students to the understanding that it is important to thank the employer for the offer and tell them a specific date by which they will provide an answer.

Explain to students that they should always call a prospective employer back to tell them their decision. Point out that even if they do not take the job, they should thank the individual for the opportunity to have interviewed for the job and to have met them.

### **2. Students make a job choice.**

Have students identify, by a show of hands, if they would take the job offered on the activity sheet. Instruct students to give a few reasons why they are or are not taking the job.

### **3. Students role-play calling a prospective employer to accept or decline a job offer.**

Have pairs of students role-play calling employers to let them know when to expect a response to a job offer. Allow students a few minutes to practice. Then, ask students to role-play calling to accept or refuse the position.

Ask pairs that did an exceptional job to demonstrate the telephone calls for the class.

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## **Conclusion (2 minutes)**

Ask students to describe how to decide whether to accept a job offer. Ask students to describe the information they should gather before making a decision about a job offer. Elicit from students the following **key points** that were taught in this lesson:

- Use the steps of the decision making process to decide whether to accept a job.
- Choose a job that is right for you.
- Always call the person who interviewed you with your decision and thank them for the interview.

## **Student Assessment**

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1. What factors are important to you in deciding whether to accept a job?
2. Describe how you would accept or reject a job offer in a professional manner.

## LESSON EXTENSIONS

### Using Quotations

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“You are free to choose, but the choices you make today will determine what you will have, be, and do in the tomorrow of your life.”

Have students explain why they agree or disagree with this statement. Discuss the idea that although current choices will have a big impact on their lives, not everyone knows their ultimate destination.

### Addressing Multiple Learning Styles

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Arrange for members of the class to visit parents, mentors, and community members in the workplace.

Have students make a list of the job activities observed, the skills needed for those jobs, and ways in which the jobs matched or did not match their needs and goals.

### Writing in Your Journal

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Have students write about their first day of work. If students have never held a job, have them write about what they anticipate their first day will be like.

Have students discuss the anxiety and expectations of their first day at a new job.

### Additional Resources

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Have students read *The Back Door Guide to Short-Term Job Adventures* by Michael Landes, which includes information about internships, seasonal jobs, volunteering, etc.

Have students report on the opportunity of their choice. If possible, have them write or call for more information, read brochures, interview people who've participated, etc.



## Homework

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Have students think of people who have presented them with opportunities or helped them in their job search. Then, have them mark two dates within the coming year to send updates to these people. Students should mail postcards or letters to these individuals on these dates. They should bring copies of these updates to class when they mail them.

## Additional Resources

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Have students invite members of the community to class to talk about jobs in their field. Be sure they include local businesses that might have job opportunities for teens.

Have students write summaries of the opportunities and job requirements covered during the day.

# JOB OFFERS

## Job #1

### Pet Store Attendant

Responsibilities include caring for animals, cleaning the cages and tanks daily, and sweeping floors. This is an entry-level position, but there is an opportunity for promotion. You can set your own schedule, the hours are flexible, but you can work no more than 8 hours/week. There is a one-month probationary period. Experience with animals is preferred but not required. The salary is \$10/hour.

## Job #2

### Bank Teller

Responsibilities include working at a teller window assisting clients with basic transactions. Three weeks of training required. Training is held Monday-Friday from 3:00 to 5:00 p.m. Teller hours are available from 8:00 a.m. to 5:00 p.m. on Saturdays. Promotion available after six months. Professional environment. Distance from home to work is 40 minutes. Starting salary is \$12/hour.

## Job #3

### Counter Service/Cashier

Responsibilities include customer service, maintaining seating area, working the cash register, receiving store deliveries, and cleaning the stock room. Must work a minimum of three closing shifts per week (5:00 p.m. to 10:30 p.m.) and one full Saturday per month. Free meal for all shifts that exceed five hours. Starts immediately. The salary is \$9/hour.

## WHAT I WANT IN A JOB

In the space below, write down the key factors you want in a job as shown on your "Ideal Job Equation" activity sheet. Then compare them to the job descriptions above.

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