

# Lesson Plan #1

**Title:** Completing a Job Application

**Objective:** Students will gain experience in completing a job application.

**Materials:** Work Readiness Certificate Job Application and Job Application Rubric

**Equipment:** Document Camera, Projector and Computers

**Procedures:**

- I. Introduction
  1. Talk about what a job application is
  2. Ask the students what they think may appear on a job application
- II. Job Application Form
  - i. Hand out the "Work Readiness Certificate Job Application" to students
  - ii. Go over the main sections of the application (use document camera and projector to project application)
    1. Contact Information
    2. Education
    3. Employment History
  - iii. While you go over the application, stress how the information is to be written
    1. Not all in caps
    2. Be neat
    3. Answer all of the questions
  - iv. Students will now do a simulated on-line application on the computer
  - v. Have the students type-in the following website:
    1. <http://www.stratford.lib.ct.us/job/practiceapplication.html>
    2. If it does not load, reload the website
  - vi. Have the students proceed
  - vii. Walk around to make sure that the students are on-task
  - viii. Once all the students are done, inquire on their experiences with the on-line process
  - ix. Lastly, have the students apply for the summer work program on-line:  
<http://www.hirelayouth.com/syepapplication/intro.html>
- III. Assessment
  - a. Use the "Job Application Rubric" form to evaluate the handwritten application.
  - b. Score needs to be at least 16 points out of 20 points (80%) to pass.
- IV. Next Steps
  1. Transition to the resume lesson plan (Lesson Plan #2)

# Work Readiness Certificate

**Employment Application – (Please type then print out this application to submit at your WRC appointment)**

## Applicant Information

Full Name: Mora Luis Date: \_\_\_\_\_  
*Last First M.I.*

Address: \_\_\_\_\_  
*Street Address Apartment/Unit #*

\_\_\_\_\_ *City State ZIP Code*

Phone: ( ) \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Date Available: \_\_\_\_\_ Social Security No.: XXX-XX- \_\_\_\_\_ Desired Salary: \$ \_\_\_\_\_

Position Applied for: \_\_\_\_\_

Do you have the legal right to work in the U.S.? YES  NO  Can you provide written proof of this if hired? YES  NO

Have you ever worked for this company? YES  NO  If so, when? \_\_\_\_\_

Have you ever been convicted of a felony? YES  NO

If yes, explain: \_\_\_\_\_

## Education

High School: \_\_\_\_\_ Address: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Did you graduate? YES  NO  Degree: \_\_\_\_\_

College: \_\_\_\_\_ Address: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Did you graduate? YES  NO  Degree: \_\_\_\_\_

Other: \_\_\_\_\_ Address: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Did you graduate? YES  NO  Degree: \_\_\_\_\_

## References

*Please list three professional references.*

Full Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Company: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Address: \_\_\_\_\_

Full Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Company: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Address: \_\_\_\_\_

Full Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Company: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Address: \_\_\_\_\_

### Previous Employment

Company: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Job Title: \_\_\_\_\_ Starting Salary: \$ \_\_\_\_\_ Ending Salary: \$ \_\_\_\_\_

Responsibilities: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Reason for Leaving: \_\_\_\_\_

May we contact your previous supervisor for a reference? YES  NO

Company: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Job Title: \_\_\_\_\_ Starting Salary: \$ \_\_\_\_\_ Ending Salary: \$ \_\_\_\_\_

Responsibilities: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Reason for Leaving: \_\_\_\_\_

May we contact your previous supervisor for a reference? YES  NO

Company: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Job Title: \_\_\_\_\_ Starting Salary: \$ \_\_\_\_\_ Ending Salary: \$ \_\_\_\_\_

Responsibilities: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Reason for Leaving: \_\_\_\_\_

May we contact your previous supervisor for a reference? YES  NO

### Military Service

Branch: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Rank at Discharge: \_\_\_\_\_ Type of Discharge: \_\_\_\_\_

If other than honorable, explain: \_\_\_\_\_

### Disclaimer and Signature

*I certify that my answers are true and complete to the best of my knowledge.*

*If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Job Application Rubric  
 High School: \_\_\_\_\_

Student: \_\_\_\_\_  
 Reviewer: \_\_\_\_\_

If the student's performance lies between two columns, award 2 or 4 points. Circle criteria that reflect student's performance and write specific comments on overall performance at the bottom of the page.

Competency	Needs Work 1 Point	2	We're considering you... 3 Points	4	You're Hired! 5 Points	Score
<b>Presentation/ Format</b>	<ul style="list-style-type: none"> <li>Overall appearance is not clean and neat</li> <li>Printing needs to be improved; several inconsistencies in size</li> </ul>	<ul style="list-style-type: none"> <li>Overall appearance is clean and neat.</li> <li>Printing could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Overall appearance is clean and neat.</li> <li>Printing could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Overall appearance is clean, neat, and professional looking</li> <li>Printing is consistent in size and legible</li> </ul>	<ul style="list-style-type: none"> <li>Overall appearance is clean, neat, and professional looking</li> <li>Printing is consistent in size and legible</li> </ul>	
<b>Completeness</b>	<ul style="list-style-type: none"> <li>Some or few sections answered thoroughly and/or appropriately</li> </ul>		<ul style="list-style-type: none"> <li>Most sections answered thoroughly and/or appropriately</li> </ul>		<ul style="list-style-type: none"> <li>All sections answered thoroughly and appropriately</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>4 or more errors in verb tense, capitalization and/or punctuation</li> </ul>		<ul style="list-style-type: none"> <li>3 or fewer errors in verb tense, capitalization and/or punctuation</li> </ul>		<ul style="list-style-type: none"> <li>Correct verb tense, capitalization and punctuation used throughout the application</li> </ul>	
<b>Spelling</b>	<ul style="list-style-type: none"> <li>4 or more spelling errors</li> </ul>		<ul style="list-style-type: none"> <li>3 or fewer spelling errors</li> </ul>		<ul style="list-style-type: none"> <li>No spelling errors</li> </ul>	

**Total Score:**



## Lesson Plan #2

**Title:** Creating a Resume and Reference Page

**Objective:** Students will create a resume and reference page using a Microsoft template.

**Materials:** Blank Resume Form, Sample Resume, Blank Reference Form, Reference Sample and Resume Writing Rubric

**Equipment:** Computers, Printer, Projector, Document Camera

**Procedures:**

- I. Introduction
  - a. Introduce students to resumes
  - b. Hand out the sample resume form to students
- II. Putting together a resume
  - a. Go over the sections of the resume
    - i. Use the blank resume form (you may want to also give out the sample one)
      1. Resume sections include:
        - a. Name and contact information
        - b. Objective (i.e. Seeking an entry level position in the \_\_\_\_\_ industry
        - c. Skills and Abilities
        - d. Experience (include volunteer experience)
        - e. Education
        - f. Communication (OPTIONAL)
        - g. Leadership (OPTIONAL)
        - h. References- DO NOT INCLUDE THIS SECTION ON THE RESUME- Students will do a separate sheet
- III. Putting together a reference page
  - a. Go over the sections of the reference page
    - i. Use the blank reference page to go over the parts (you may want to also give out the sample one)
      1. Reference page sections include:
        - a. Contact information
        - b. Referenced individual information
          - i. Name
          - ii. Title
          - iii. Company/organization
          - iv. Address
          - v. Phone number
          - vi. E-mail

- ii. Remind students to ask for permission from people who are being referenced above.
- IV. Have students work on the resume on the computer
  - a. Have students go to: <http://office.microsoft.com/en-us/>
  - b. Select "TEMPLATES" tab above
  - c. Type in "RESUME"
  - d. Pick a style they want
    - i. Recommended "Basic resume Word 2013"
  - e. Download template
  - f. Open template using Microsoft Work
  - g. Have students complete the different parts of the template (you may want to model the process with your computer)
    - i. Have students delete the "references" section
    - ii. Additionally, more of the sections of this template may be deleted (i.e. leadership, communication)
- V. Walk around the room to assist
- VI. Have students work on the reference page on the computer
  - a. Have students go to: <http://office.microsoft.com/en-us/>
  - b. Select "TEMPLATES" tab above
  - c. Type in "Resume references Word 2013"
  - d. Pick a style they want
    - i. Recommended "Resume references Word 2013"
  - e. Download template
  - f. Open template using Microsoft Work
  - g. Have students complete the different parts of the template (you may want to model the process with your computer)
- VII. Have students save and print-out the resume and reference page
- VIII. Please assess the resume using the resume writing rubric form
  - a. Passing is 32 out of 40 points (80%)

Next Steps:

1. Remind the students that they will receive their resume/reference page during the practicum lesson (Lesson Plan #4)
2. Go on to lesson on interview skills (Lesson Plan #3)

# [YOUR NAME]

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

**OBJECTIVE** | Check out the few quick tips below to help you get started. To replace any tip text with your own, just click it and start typing.

**SKILLS & ABILITIES** | On the Design tab of the ribbon, check out the Themes, Colors, and Fonts galleries to get a custom look with just a click.

Need another experience, education, or reference entry? You got it. Just click in the sample entries below and then click the plus sign that appears.

**EXPERIENCE** | **[JOB TITLE]** [COMPANY NAME]  
[DATES FROM – TO]

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

**[JOB TITLE]** [COMPANY NAME]  
[DATES FROM – TO]

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

**EDUCATION** | **[SCHOOL NAME]**, [LOCATION]  
[DEGREE]

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

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

**LEADERSHIP** | Are you president of your fraternity, head of the condo board, or a team lead for your favorite charity? You're a natural leader—tell it like it is!

# JOHN DOE

1234 South Main Street, Los Angeles, CA 90017 | john.doe@yahoo.com | 213-555-1245

**OBJECTIVE** | Seeking an entry level position in your company.

**SKILLS & ABILITIES** | Bilingual: Spanish

Computer Software: Microsoft Word, Microsoft Excel and Microsoft Access

**EXPERIENCE** | **CASHIER- MC DONALD'S**

03/2013 - 1/2014

Accepted food orders from customers and charged them.

**BABYSITTER – DOE'S BABYSITTING**

02/2012 – 02/2013

Took care of infants and toddlers in my neighborhood and for my family.

**EDUCATION** | **CAMP ROCK HIGH SCHOOL, LOS ANGELES, CA**

HIGH SCHOOL DIPLOMA- IN PROGRESS- ANTICIPATED DATE OF COMPLETION: JUNE 2015  
GPA: 3.6

**AWARDS** | STUDENT OF THE MONTH- MAY 2012

MOST IMPROVED STUDENT- APRIL 2011

[YOUR NAME]

[Street Address]

[Address 2]

[City, ST ZIP Code]

[phone]

[email]

## REFERENCES

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[Reference's Name]

[Title]

[Company Name]

[Street Address]

[City, ST ZIP Code]

[Phone] | [Email]

Relationship

[Relationship with reference] at [Company Name] from [Dates of Employment]

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*"[Optional Quote]"*

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[Reference's Name]

[Title]

[Company Name]

[Street Address]

[City, ST ZIP Code]

[Phone] | [Email]

Relationship

[Relationship with reference] at [Company Name] from [Dates of Employment]

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*"[Optional Quote]"*

---

[Reference's Name]

[Title]

[Company Name]

[Street Address]

[City, ST ZIP Code]

[Phone] | [Email]

Relationship

[Relationship with reference] at [Company Name] from [Dates of Employment]

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*"[Optional Quote]"*

## JOHN DOE

1234 South Main Street  
Los Angeles, CA 90017  
213-5551245  
John.doe@yahoo.com

## REFERENCES

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Frederick Sibian  
Teacher  
Dorsey High School  
3537 Farmdale Avenue  
Los Angeles, CA 90016  
323-296-7120 | f.sibian@hotmail.com

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Luis Galvez  
Counselor  
Dorsey High School  
3537 Farmdale Avenue  
Los Angeles, CA 90016  
323-296-7120 | luis.galv3@gmail.com

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Pablo Sandoval  
Manager  
Chuck E. Cheese  
3454 West Victory Blvd  
Burbank, CA 91505  
818-996-8852 | p.sanchez@cec.com

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**Summer of Learning Resume Writing Rubric**  
**Program/Site:** \_\_\_\_\_

**Participant Name :** \_\_\_\_\_  
**Reviewer's Name:** \_\_\_\_\_

**Instructions on scoring criteria:** A total of 5 points is possible per component. Reviewer can score on a scale of 1 to 5 based on content. If reviewer feels that the candidate shows progress toward Excellent or Almost got it, reviewer can award 4 or 2 points respectively. Do not issue half points.

Criteria	Needs a little more work (1 pt.)	2 Almost got it! (3 pts.)	4 Excellent (5 pts.)	Score
Appearance and Formatting	<ul style="list-style-type: none"> <li>Resume exceeds one 8.5" x 11" page.</li> <li>Font is not professional and/or easy to read.</li> <li>Font point size is not 10 - 12 pt.</li> <li>Ink color is too light.</li> <li>Margins are not 1/2 to 1 inch.</li> <li>Bullet use and other text formatting (such as bolding, italicizing and underlining) are used inconsistently.</li> <li>Line spacing is not consistent, and/or is larger than double spacing.</li> <li>Sections are not consistently aligned.</li> </ul>	<ul style="list-style-type: none"> <li>Resume fits on one 8.5" x 11" page, however, there is too much information or information is sparse.</li> <li>Name appears at the top of the resume, in larger font.</li> <li>Font is professional, such as Times New Roman, Arial or Calibri, and easy to read.</li> <li>Font point size is not 10 - 12 pt.</li> <li>Ink color is dark, but not black.</li> <li>Resume is printed on regular paper.</li> <li>Margins are not 1/2 to 1 inch.</li> <li>Bullet use and other text formatting (such as bolding, italicizing and underlining) are used inconsistently.</li> <li>Line spacing is consistent, and is no larger than double spacing.</li> <li>1-2 sections are not aligned.</li> </ul>	<ul style="list-style-type: none"> <li>Resume fits on one 8.5" x 11" page.</li> <li>Name appears at the top of the resume, in larger font.</li> <li>Font is professional, such as Times New Roman, Arial or Calibri, and easy to read.</li> <li>Font point size is 10 - 12 pt. and ink is black.</li> <li>Resume is printed on quality paper.</li> <li>Margins are 1/2 to 1 inch.</li> <li>Bullet use and other text formatting (such as bolding, italicizing and underlining) are used to highlight information and are used consistently throughout.</li> <li>Line spacing is consistent, and is no larger than double spacing.</li> <li>Sections are consistently aligned.</li> </ul>	
Content	<ul style="list-style-type: none"> <li>Resume does not include two of the following: contact information, objective, work history, education history, skills/activities/clubs, and volunteer/community service experience.</li> <li>Two or more of the histories are not provided in reverse chronological order, i.e., most recent to last.</li> <li>Language on resume is not professional and includes more than two slang words.</li> <li>Candidate did not provide references on a separate sheet and/or formatting was not appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Resume does not include one of the following: contact information, objective, work history, education history, skills/activities/clubs, and volunteer/community service experience.</li> <li>One of the histories is not provided in reverse chronological order, i.e., most recent to last.</li> <li>Language on resume is professional and includes one - two slang words.</li> <li>Candidate has provided references on a separate sheet, using proper formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Resume includes contact information, objective, work history, education history, skills/activities/clubs, and volunteer/community service experience.</li> <li>All histories are provided in reverse chronological order, i.e., most recent to last.</li> <li>Language on resume is professional and does not include slang.</li> <li>Candidate has provided references on a separate sheet, using proper formatting.</li> </ul>	
Grammar, Spelling, & Punctuation	<ul style="list-style-type: none"> <li>Resume contains 5 or more combined errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>There are 5 or less errors in spelling, grammar, and punctuation combined.</li> </ul>	<ul style="list-style-type: none"> <li>There are no spelling errors.</li> <li>There are no grammatical errors.</li> <li>There are no punctuation errors.</li> </ul>	

Criteria	Needs a little more work (1 pt.)	2	Almost got it! (3 pts.)	4	Excellent (5 pts.)	Score
Contact Information	<ul style="list-style-type: none"> <li>Contact information is missing or provides incomplete information on two of the following items: complete legal name, address, phone number and email address.</li> <li>Contact information includes personal website addresses.</li> <li>Email address is not professional.</li> </ul>	<ul style="list-style-type: none"> <li>Contact information is missing or provides incomplete information on one of the following items: complete legal name, address, phone number and email address.</li> <li>Contact information includes personal website addresses.</li> <li>Email address is professional.</li> </ul>	<ul style="list-style-type: none"> <li>Contact information is missing or provides incomplete information on one of the following items: complete legal name, address, phone number and email address.</li> <li>Contact information includes personal website addresses.</li> <li>Email address is professional.</li> </ul>	<ul style="list-style-type: none"> <li>Contact information is complete and includes all of the following items: complete legal name, address, phone number and email address.</li> <li>Contact information includes professional website addresses.</li> <li>Email address is professional.</li> </ul>	<ul style="list-style-type: none"> <li>Contact information is complete and includes all of the following items: complete legal name, address, phone number and email address.</li> <li>Contact information includes professional website addresses.</li> <li>Email address is professional.</li> </ul>	
Education History	<ul style="list-style-type: none"> <li>Information is not organized from most recent to least recent.</li> <li>Degree name is not spelled out or graduation date is missing.</li> <li>Attendance dates are not provided for all schools.</li> </ul>	<ul style="list-style-type: none"> <li>Information is not organized from most recent to least recent.</li> <li>Degree name is spelled out.</li> <li>Degree earned and graduation date are indicated.</li> <li>Dates of attendance are included for each school.</li> </ul>	<ul style="list-style-type: none"> <li>Information is not organized from most recent to least recent.</li> <li>Degree name is spelled out.</li> <li>Degree earned and graduation date are indicated.</li> <li>Dates of attendance are included for each school.</li> </ul>	<ul style="list-style-type: none"> <li>Information is organized from most recent to least recent.</li> <li>Degree name is spelled out.</li> <li>Degree earned and graduation date are indicated.</li> <li>Dates of attendance are included for each school.</li> </ul>	<ul style="list-style-type: none"> <li>Information is organized from most recent to least recent.</li> <li>Degree name is spelled out.</li> <li>Degree earned and graduation date are indicated.</li> <li>Dates of attendance are included for each school.</li> </ul>	
Work history	<ul style="list-style-type: none"> <li>Information for entries is incomplete in 2 of the entries, i.e., missing employer name, position title, locations or dates of employment.</li> <li>Action verbs are weak and verb tense is inconsistent in 3 or more cases.</li> <li>Bullets are wordy, vague, and do not indicate accomplishments.</li> <li>Irrelevant or outdated information is listed.</li> </ul>	<ul style="list-style-type: none"> <li>Information for 1 entry is incomplete, i.e., missing employer name, position title, locations or dates of employment.</li> <li>Action verbs are strong and verb tense is consistent.</li> <li>Bullets are not concise or direct and do not indicate accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>Information for 1 entry is incomplete, i.e., missing employer name, position title, locations or dates of employment.</li> <li>Action verbs are strong and verb tense is consistent.</li> <li>Bullets are not concise or direct and do not indicate accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>Information for 1 entry is incomplete, i.e., missing employer name, position title, locations or dates of employment.</li> <li>Action verbs are strong and verb tense is consistent.</li> <li>Bullets are not concise or direct and do not indicate accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>Employer name, position title, location, &amp; dates of employment are included.</li> <li>Bullets begin with strong action verbs and are in correct verb tense.</li> <li>Bullets are concise, direct, &amp; indicate accomplishments.</li> </ul>	
Skills & Interests	<ul style="list-style-type: none"> <li>Skills and interests included are not relevant to the position.</li> <li>Level of proficiency is not provided for computer and/or language skills.</li> <li>Courses listed are not relevant to the position.</li> </ul>	<ul style="list-style-type: none"> <li>Skills and interests included are not clearly relevant to the position.</li> <li>Level of proficiency is not provided for computer and/or language skills.</li> <li>Courses listed are relevant to the position.</li> </ul>	<ul style="list-style-type: none"> <li>Skills and interests included are not clearly relevant to the position.</li> <li>Level of proficiency is not provided for computer and/or language skills.</li> <li>Courses listed are relevant to the position.</li> </ul>	<ul style="list-style-type: none"> <li>Skills and interests included are relevant to the position.</li> <li>Level of proficiency is included for computer and language skills.</li> <li>Courses listed are relevant to the position.</li> </ul>	<ul style="list-style-type: none"> <li>Skills and interests included are relevant to the position.</li> <li>Level of proficiency is included for computer and language skills.</li> <li>Courses listed are relevant to the position.</li> </ul>	
Volunteer History	<ul style="list-style-type: none"> <li>Experiences listed are not relevant to the position.</li> <li>Experiences listed are part of required coursework.</li> </ul>	<ul style="list-style-type: none"> <li>Experiences listed are relevant to the position.</li> <li>Experiences listed are part of required coursework.</li> </ul>	<ul style="list-style-type: none"> <li>Experiences listed are relevant to the position.</li> <li>Experiences listed are part of required coursework.</li> </ul>	<ul style="list-style-type: none"> <li>Experiences listed are relevant to the position.</li> <li>Experiences listed are part of required coursework.</li> </ul>	<ul style="list-style-type: none"> <li>Experiences listed are relevant to the position.</li> <li>Experiences listed are not part of required coursework.</li> </ul>	
<b>Total Score:</b>						
<i>(Passing = 32 or more)</i>						



## Lesson Plan #3

- Title:** The Interview Process
- Objective:** Students will be prepared for a job interview.
- Materials:** The 5-Part Interview Sheet, Interview Questions to Think About Sheet and Mock Interview Scoring Rubric
- Equipment:** Document Camera and Projector

**Procedures:**

- I. Introduction
  - i. Ask students if they have been interviewed before?
    1. Were they prepared for the interview?
    2. How did it go during the interview?
  - ii. Why are interviews important?
    1. Makes decisions for:
      - a. Employers
      - b. Colleges
      - c. Scholarships
    - iii. Need to be a good salesperson for interview
    - iv. Need to convince job interviewer that you are the best candidate for the job
    - v. Self-knowledge and good communication skills are key for good interviewing
    - vi. Go over job related behavior (drug and alcohol free behavior)
- II. Go over "The 5-Part Interview Sheet"
  - a. Before the Interview
  - b. The Start of the Interview (Beginning)
  - c. The Interview (Middle)
  - d. The Interview (End)
  - e. The Follow-Up
- III. Interview Questions
  - a. Ask students to brainstorm possible interview questions
  - b. Pass out the "Interview Questions to Think About" sheet
  - c. Ask students to look through the questions and have them identify the ones that may be more difficult to answer
  - d. Pass out the "Mock Interview Scoring Rubric" sheet
  - e. Go over the sheet with the students
  - f. Pair the students to do mock interviews (five minutes each turn)
  - g. *Reconvene the class and go over the positives and negatives of the experience*
  - h. Remind students that the same evaluation will be used for the practicum
- IV. Next Steps
  - a. Give each student an appointment for the interview for the next class meet (please schedule appointments accordingly- please calculate the amount of overall time for the next day divided by the number of students)
  - b. Lesson Plan #4 gives you more details on the practicum
    - i. Remind them to:
      1. Come dressed appropriately
      2. Bring their resume
      3. Go over the interview evaluation form
      4. Be ready to be interviewed

## THE 5-PART INTERVIEW

The interview is the final hurdle most people have to cross in getting a job. Some colleges and scholarship committees also require interviews. Being chosen for an interview means someone is interested in your skills, knowledge and experience. However, a great application or resume can quickly find its way into the garbage if you do not come across well in an interview. You now must become a sales person. The interviewer is the buyer. They want to see if your talents meet their needs for the job or for admission to the college. Sell yourself!

The interview is when you want to tell the employer or admissions representative about your strengths, skills, education, and work experience. Knowing yourself - positively selling your strong points - is what is going to get you the job or admission to the college.

The easiest way to learn something is to break it down into parts. The interview process has five distinct parts.

### 1. BEFORE THE INTERVIEW

6. Do your homework! Learn as much as you can about the company or college before the interview. Do some research: ask people who work there, go to the library, look on the internet, make an anonymous call to the secretary. Find out what services/products the company provides, how long they have been in business, whether the company is growing or downsizing, the company's reputation, etc. An interviewer will be impressed that you have made an effort to learn about the company or college. Read any material they send you!
7. Know where you are going. Drive by the site of the interview a day or two before the interview.
8. Arrive 5 - 15 minutes early.
9. Be prepared when you go to the interview. Bring extra copies of your resume, your portfolio, a notepad with some questions prepared for the interview, and a pen.
10. Dress for Success! Hair should be clean and combed. Fingernails must be clean with no gaudy polish. Keep perfume, cologne and aftershave to a minimum. Brush your teeth and don't forget deodorant.  
Women: dress, skirt (not too short), or dress pants with a nice blouse or blazer. No excessive jewelry, make-up, or "big hair."  
Men: pants (not jeans!), collared shirt, tie, sport coat and shoes. A suit is not always necessary.  
**Do not wear loud clothes! Be conservative!**

### 2. THE START OF THE INTERVIEW (BEGINNING)

11. Inform the secretary/receptionist that you have an interview, whom it is with, and the time of the interview.
12. When you meet the interviewer, look straight into his/her eyes, shake hands firmly, introduce yourself, smile, be confident and wait until you are offered a seat.
13. Be positive in your communication (Remember: You're selling yourself!), don't slouch, try not to be too bold or too shy. Let the interviewer lead the interview. Express that you are happy to have the opportunity to interview.
14. When all else fails: SMILE!!
15. DON'T:  
Smoke, chew gum, curse, slouch, put your hands on items on the interviewer's desk, fidget with rings, pens, ties, change, or other things in your reach.

### 3. THE INTERVIEW (MIDDLE)

16. Always face the interviewer with good posture and body language.
17. Stay positive with your attitude and your answers. Let the interviewer know about the skills, knowledge and experience that make you a qualified candidate.

## THE 5-PART INTERVIEW

18. Know your resume and portfolio well and be prepared to answer questions about them.
19. Don't be a know-it-all! Express your willingness to learn!
20. Be honest with all answers. Experienced interviewers can see right through "little white lies."
21. Be thorough with your answers. Never answer with just a "yes" or "no." Always provide explanations and examples.
22. If you don't understand the question, ask the interviewer to explain.
23. Pay close attention to what the interviewer is saying.
24. Organize your thoughts before speaking. Feel free to think for a moment about tough questions. Silence is not a bad thing as long as you do not take an excessive amount of time.
25. Watch for illegal questions, such as information about your age, religion, race, ethnicity or marital status.
26. DON'T:
  - Emphasize your weaknesses.
  - Draw attention to negative attributes such as poor attendance, grades, being fired, etc.
  - Criticize former employers, co-workers, or school personnel.
  - Discuss personal issues, good or bad, which are irrelevant.
  - Discuss salary or benefits unless the interviewer brings it up first.
27. Remember that you represent a risk to the employer. A hiring mistake is expensive. Show you are highly motivated and energetic.

### 4. THE INTERVIEW (END)

28. Ask the job-related questions you prepared for the interview.
29. You may be offered the job immediately. In that case, you should ask about specific salary, benefits, and work hours. You do not have to give them an immediate answer. Ask for a day to think about it.
30. If you are told you will be contacted, ask about how long it will be. Offer to call in a few days to find out the decision. This shows your continued interest.
31. Make sure the interviewer knows how best to contact you and that you are available for any additional information that may be needed.
32. Thank the person for the interview and their interest in you as a potential employee or student. Shake hands firmly on the way out.

### 5. THE FOLLOW-UP

33. Send the interviewer a thank-you letter soon after the interview.
34. Call the company or college about a week after the interview to find out if they have made a decision. If they have not, find out when they expect to have a decision.

### WHY PEOPLE AREN'T HIRED

- ◆ Poor personal appearance
- ◆ Inability to communicate clearly, poor voice, and grammar
- ◆ Lack of planning for a career...no purpose or goals
- ◆ Lack of enthusiasm and confidence in the interview
- ◆ Condemning past employers
- ◆ Failure to look the interviewer in the eye
- ◆ Limp handshake
- ◆ Late to the interview
- ◆ Does not thank the interviewer for his/her time
- ◆ Asks no questions
- ◆ Lack of knowledge about the business or the position

## INTERVIEW QUESTIONS TO THINK ABOUT

### Questions Often Asked By Employers

1. Tell me about yourself.
2. What are your short-range and long-range career goals, and how are you preparing to achieve them?
3. Why did you choose this career?
4. What do you consider to be your greatest strengths? Weaknesses?
5. How would you describe yourself? How would a friend or professor describe you?
6. How has your college experience prepared you for your career?
7. Why should I hire you?
8. How do you determine or evaluate success?
9. In what ways do you think you can make a contribution to our company?
10. Describe the relationship that should exist between a supervisor and those reporting to him/her.
11. Describe your most rewarding high school/college experience.
12. If you were hiring for this position, what qualities would you look for?
13. What led you to choose your field or major?
14. What have you learned from participation in extracurricular activities?
15. How do you work under pressure?
16. Describe the ideal job/college.
17. Why did you decide to seek a position with this organization and what do you know about us?
18. What major problems have you encountered and how did you deal with it?
19. What criteria are you using to evaluate the company/college for which you hope to work/attend?
20. What salary do you want?

### Questions Often Asked By Applicants

1. What are the strengths of the organization or department?
2. What are the career opportunities for someone entering this position?
3. What kind of orientation and training is available to new employees?
4. How large is the company/college? How large is this particular department/major?
5. To whom would I be reporting and what kind of communication channels are there?
6. What are the long-range plans for this organization?
7. How long was my predecessor in this position? Why did he/she leave?
8. How will I be evaluated? How often?
9. Is there an opportunity to transfer from one division to another?
10. What are the prospects for promotion in the future? What are some of the qualities or accomplishments you would consider important for promotion?
11. What is the management philosophy of this organization? What is the general philosophy?
12. In what areas of the organization do you expect growth?
13. Is continuing education encouraged? Is tuition reimbursement offered?
14. Can you tell me about the history of this position, and changes anticipated?
15. What are your expectations of the person in this position?
16. Is overtime the norm in this office?
17. What kind of support staff is available? What is the ratio of support staff to professionals, and how is work distributed?
18. Generally, what percentage of time will be devoted to each of my responsibilities?
19. Do you work with daily, weekly, monthly, or annual deadlines?
20. Does the organization have a process for sharing creative ideas?

Mock Interview Scoring Rubric

Student: \_\_\_\_\_  
 Interviewer: \_\_\_\_\_

If the student's performance lies between two columns, award 2 or 4 points. Circle criteria that reflect student's performance and write specific comments on overall performance at the bottom of the page.

Competency	Needs Work 1 Point	2	We're considering you... 3 Points	4	You're Hired! 5 Points	Score
<b>First Impression</b> What was your first impression of this student?	<ul style="list-style-type: none"> <li>Does not shake hands</li> <li>Minimal eye contact</li> <li>Does not smile</li> <li>Poor hygiene/appearance</li> </ul>		<ul style="list-style-type: none"> <li>Weak handshake</li> <li>Poor posture</li> <li>Weak smile</li> <li>Acceptable hygiene/appearance</li> </ul>		<ul style="list-style-type: none"> <li>Firm handshake</li> <li>Genuine smile</li> <li>Confident body language</li> <li>Excellent hygiene/appearance</li> </ul>	
<b>Resume</b> Was the resume complete and error free?	<ul style="list-style-type: none"> <li>Poor formatting</li> <li>Many grammatical errors</li> <li>Little to no experience</li> </ul>		<ul style="list-style-type: none"> <li>Few errors (grammar/format)</li> <li>Needs more details about experiences</li> <li>Could improve on phrasing</li> </ul>		<ul style="list-style-type: none"> <li>Perfect grammar/formatting</li> <li>Detailed description of experiences and skills</li> </ul>	
<b>Professional Dress</b> Was this student appropriately dressed for the interview?	<ul style="list-style-type: none"> <li>Too casual or inappropriate (jeans, flip-flops, etc)</li> <li>Wrinkled clothing</li> <li>Visible piercings</li> </ul>		<ul style="list-style-type: none"> <li>Either under- or over-dressed (lacking a tie/stockings vs. tux or club attire)</li> </ul>		<ul style="list-style-type: none"> <li>Clean, pressed clothing</li> <li>Appropriate business attire</li> </ul>	
<b>General Attitude</b> What motivates you to do your best work? What have been your biggest accomplishments while working or while at school?	<ul style="list-style-type: none"> <li>Passive/indifferent</li> <li>Extremely shy/nervous</li> </ul>		<ul style="list-style-type: none"> <li>Seems interested but could be better prepared</li> <li>Somewhat shy/nervous</li> </ul>		<ul style="list-style-type: none"> <li>Interested and enthusiastic</li> <li>Asked questions</li> <li>Asked for business card</li> </ul>	
<b>Content of Answers</b> What are some specific examples of work and volunteer experiences you have had that support your qualifications? What personal attributes do you feel give you a competitive edge?	<ul style="list-style-type: none"> <li>"Yes" or "No" answers</li> <li>Does not refer to applicable strengths/skills</li> <li>Uses words like "things" or "stuff"</li> </ul>		<ul style="list-style-type: none"> <li>Responses too short or vague</li> <li>Refers to personal strengths, skills occasionally</li> </ul>		<ul style="list-style-type: none"> <li>Well-constructed, confident responses with examples</li> <li>Consistently relates how skills will contribute to any position</li> </ul>	
<b>Speaking Ability</b> How well did this student communicate?	<ul style="list-style-type: none"> <li>Speaks too quietly or loudly</li> <li>Inappropriate language</li> <li>Lots of "umms" or fidgeting</li> <li>Poor grammar and diction</li> </ul>		<ul style="list-style-type: none"> <li>Mumbles occasionally</li> <li>Minimal "umms" and fidgeting</li> <li>Conversation stops and starts at times</li> <li>Satisfactory grammar and diction</li> </ul>		<ul style="list-style-type: none"> <li>Speaks clearly at all times</li> <li>No distracting mannerisms</li> <li>Easy to converse with</li> <li>Uses proper diction and grammar</li> </ul>	

Comments on Overall Performance:

Total Score:

## Lesson Plan #4

**Title:** The Actual Interview (Practicum)/Review Job Application, Resume and Reference Page

**Objective:** Students will experience a one-to-one interview. Additionally, student will receive feedback on their job application, resume and reference page.

**Materials:** Possible Interview Questions Sheet and Mock Interview Scoring Rubric

**Equipment:** None

**Procedures:**

- I. Introduction
  - a. Introduce yourself to the student
  - b. Wait for the student to respond
  - c. Ask the student to have a seat
  
- II. The Interview
  - a. Ask for the resume (you should already have it)
  - b. Look it over
  - c. Proceed with questions using the "Possible Interview Questions" sheet
  - d. Let the student answer the questions completely
    - i. If the student stays quiet, go on to the next question
    - ii. If the student keeps on rambling, try to move on to the next question
  - e. When you have asked all of your interview questions, ask the student if they have any questions for you
  - f. Once the above is over, thank the student for coming
  
- III. After the Interview
  - a. Once you have thanked the student, notify the student that the formal interview is over and that you are now the teacher again.
  - b. Go over the job application, resume and reference page with the student
  - c. Talk about the interview- ask the student what they think they did good and/or bad in during the interview
  - d. Give your analysis of the interview
  - e. Ask the student if they have any general questions
  - f. Once the above is done, congratulate the student for finishing the class
  - g. Excuse the student (let them know if they passed or not)
  - h. Complete the "Mock Interview Scoring Rubric"
    - i. Must receive at least 24 points out of 30 points to pass (80%)
  
- IV. Next Steps
  - a. Complete the Work Readiness badging process for the student- either they have passed or not based on your professional judgment



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High School: \_\_\_\_\_

Student: \_\_\_\_\_

Interviewer: \_\_\_\_\_

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Comments on Overall Performance:

Total Score: