UNIT

4

JOB SHADOW

Lesson Descriptions

Job Shadow 1: Introduction to Job Shadow
What can I learn from a job shadow and how do I make it happen?
Note: *This lesson requires coordination with your school administrator and/or counselor.*

Job Shadow 2: Creating Resumes I
What is a resume and how can I use it to feature my strengths and skills?

Job Shadow 3: Creating Resumes II
How does a good resume catch the interest of an employer or an admissions director?
Note: *This lesson requires coordination with your school administrator and/or counselor.*

Job Shadow 4: Workplace Behavior
What behavior and dress is acceptable in the workplace?

Job Shadow 5: Informational Interview I
What is an informational interview, and how can it help me find a satisfying careers?

Job Shadow 6: Informational Interview II
How can I prepare for a successful informational interview?

Job Shadow 7: Reflection and Thank-You Note
What did I learn from my job shadow experience, and how will this help me plan for my future career?

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PLANNING PYRAMID

GRADE 11, Unit 4, Job Shadow

Some Students Will:

- Proofread and revise resumes outside of class.
- Use information gathered during the workplace visit to gauge the suitability of a career.

Most Students Will:

- Arrange, confirm, and participate in a workplace visit.
- Create a resume that highlights personal accomplishments.
- Research a company prior to a site visit.
- List questions in preparation for an informational interview, and use the job shadow as an opportunity to ask them.
- Compare their own skills to those observed on the job.
- Write a thank-you note.

All Students Will:

- Recognize the benefits of a workplace visit (job shadow).
- Understand the process of making a cold call, identifying the person who can arrange a job shadow, and setting up a visit.
- Understand the purpose of a resume and identify items that are appropriate to include.
- Identify personal accomplishments of interest to an employer.
- Understand the unwritten, unspoken rules of workplace etiquette.
- Understand the benefits of an informational interview.

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ROADS to SUCCESS

Grade 11 Job Shadow

Family Newsletter

Job Shadow

As teens mature, they get better at comparing their own skills and interests with job requirements. Dreams of being a rock star or pro athlete fade as students get more realistic about career possibilities.

At this stage, students need lots of information about possible careers. Print and online sources are a great way to begin career research. A workplace visit helps complete the picture.

What is a job shadow?
A job shadow is a career exploration activity where students follow a worker for a half or full day to learn more about a particular career that interests them. Students get a firsthand look into what a specific job involves, including the rewards and challenges.

This experience is designed to give students the opportunity to learn more about what adults do in the working world and how this relates to their classroom experiences.

Benefits of a Job Shadow
A job shadow can help your child….

- Discover jobs she may not have known existed.
- Make educated decisions about career choices.
- Connect what he learns in school to the skills required to succeed in a career.
- Understand the education, experience and personal skills required to enter a career.
- Learn what it takes to get ahead in a career from people working in those fields.
- Develop and apply communication skills by speaking with adult workers.
- Realize that different jobs have different work cultures and environments.

Resources:

- http://www.quintcareers.com/job_shadowing.html
- http://www.jobshadow.org/

Grade by Grade

In Roads to Success, eleventh-graders will compare their skills, interests, and abilities with the day-to-day realities of a career. Students begin their career exploration with a self-reflective inventory that allows them to assess their ideal workplace, job responsibilities, and working conditions. To gain firsthand knowledge of their career interests, each student will participate in a job shadow. Your student will have updates on all the details and permission slips required to particiapte.

In class, students will:

- Create a personal resume and cover letter.
- Develop interview questions to ask an employer during the job shadow.
- Conduct research on the company they will be visiting.

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

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

Did you know?
Informal, face-to-face informational interviews greatly improve a job candidate's chances. One out of every 200 resumes (some studies put the number as high as 1,500 resumes) results in a job offer. However, one out of every 12 informational interviews results in a job offer.

Source: http://www.quintcareers.com/information_background.html

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Introduction to Job Shadow

The BIG Idea

- What can I learn from a job shadow and how do I make it happen?

AGENDA

Approx. 45 minutes

I. Warm Up: Workplace Experiences & Discussion (10 minutes)

II. Job Shadow: What it is and How it Works (10 minutes)

III. Setting Up a Job Shadow (20 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 91, Workplace Observations
  - Student Handbook page 92, Benefits of a Job Shadow
  - Student Handbook page 93, Job Shadow Checklist
  - Student Handbook page 94, Tips for Setting Up the Job Shadow
  - Student Handbook pages 95-96, Job Shadow Phone Call Script
  - Student Handbook pages 97-98, Job Shadow Phone Call Responses
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Calendar
- ❑ List of Participating Employers (optional)
- ❑ Overhead projector
- ❑ Chart paper and markers
- ❑ Parent Permission Form, provided by your school (see **Preparation**)

OBJECTIVES

During this lesson, the student(s) will:

- Identify benefits of a job shadow.
- Understand preparations required for a job shadow.
- Practice setting up a job shadow with an employer.

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OVERVIEW

This lesson begins with students considering workplaces they are familiar with – either from firsthand experience or observation – and discussing questions they can answer by visiting a workplace. After establishing what a job shadow is, including how it works and the benefits of participation, students use a script to practice setting up a job shadow. Then students review a checklist of tasks they will complete before, during, and after the job shadow. The lesson concludes with students modeling their job shadow set-up phone calls with the class.

PREPARATION

- ❑ Discuss the job shadow project with your school administrator, including possible business partners, parents who might be willing to assist, transportation, and parent permission, including school district forms. (See **BACKGROUND** for details.)
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 91, Workplace Observations**
  - **Facilitator Resource 1, Calendar** (both pages)
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ Determine the deadlines for each task on **Student Handbook page 93, Job Shadow Checklist**. Transfer these dates to the overhead transparencies of **Facilitator Resource 1, Calendar** during **Activity II, Job Shadow: What it is and How it Works?**
- ❑ Write the months and dates on **Facilitator Resource 1, Calendar** (both pages). Make copies of both pages of this calendar (one per student).
- ❑ As the end of the unit approaches, remind students to call their job shadow contacts (the person they spoke to when setting up their job shadow) to confirm their appointment, and to use this call to gather information regarding directions, parking, dress, etc.

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- ❑ Make copies of Parent Permission Forms as required by your school.

NOTE: Due dates should be established at your discretion, in a way that makes sense with your school's calendar. Students should set up job shadow and return permission slips no later than two weeks before the scheduled job shadow date.

BACKGROUND INFORMATION

The *School-to-Work Glossary of Terms*, published by the National School-to-Work Office, defines job shadowing as part of career exploration activities in which a student "follows an employee at a firm for one or more days to learn about a particular occupation or industry." Among its many benefits, a job shadow provides students the opportunity to observe firsthand the work environment, gauge their employability, see occupational skills in practice, and consider potential employment options in a career of interest. Additionally, the job shadow experience increases career awareness, helps model behavior through examples, and reinforces in students the link between classroom learning and work requirements. Almost any workplace can serve as a potential job shadowing site.

Resources:

- http://www.state.nj.us/education/voc/shadow.htm
- Paris, K., & Mason, S. (1995). *Planning and Implementing Youth Apprenticeship and Work-Based Learning*. Madison, WI: University of Wisconsin, Center on Education and Work

In 11th grade, Roads to Success students are expected to participate in a job shadow experience, which requires each student to set up a half- or full-day visit with a local employer. The purpose of the visit is to introduce students to the behind-the-scenes operation of the workplace, ideally in their fields of interest.

It is recommended that job shadow visits take place during a designated period (perhaps a week or two) so that students can prepare and debrief together. In some situations, all students visit the workplace on a designated day.

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Standard Job Shadow Experience

Students are responsible for the following:

- Making an initial call to set up the visit
- Making a follow-up call to confirm the visit
- Obtaining written parent permission prior to the visit
- Arranging transportation to and from the workplace
- Notifying teachers of absence and making up missed work
- Securing a written evaluation from the employer, to be mailed to the RTS Facilitator with a signature across the sealed flap of the envelope. Alternatively, schools may to choose to accept company letterhead or a business card as evidence of a visit, along with a student-delivered evaluation from the employer.

Companies are responsible for the following:

- Providing a liaison who will direct the student's activities while in the workplace and complete the written evaluation at the end of the visit.
- Providing a safe environment for the student's visit.
- Communicating problems to the RTS Facilitator in a timely manner.
- Providing appropriate access to work activities, planning meetings, etc.
- Allowing time (at least 15 minutes) for the student to conduct an informational interview with one of the company employees, preferably the person assigned as the liaison.

The school is responsible for:

- Creating inducements for students to participate, for example, making the job shadow visit a course requirement.
- Offering the missed time as an "excused absence" where appropriate documentation is provided.
- With the RTS facilitator, cultivating relationships with local employers that enable students to connect with appropriate workplaces. For maximum effectiveness, this process should begin when the RTS program is instituted in grade 9.

The RTS Facilitator is responsible for:

- Tracking permission slips and employer evaluations.
- Providing instruction re: contacting employers and setting up job shadow opportunities.
- Describing workplace expectations.
- Assisting students in planning informational interviews.

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For more information about creating a job shadow program, visit www.jobshadow.org.

Alternate Job Shadow Experience

In areas with few job opportunities, or where lack of transportation presents a hurdle, schools may choose to take multiple students to visit a single workplace. For example, a visit to a local hospital could include opportunities for small groups of students to shadow a variety of jobs in the medical field (nurse, doctor, radiologist, etc.) and in fields represented by other departments as well (accountant, lawyer, hospital administrator, chef, social worker, security, etc.).

Advantage:

- Visits aren't dependent on individual student initiative

Requirements:

- School relationships with local employers
- Employers willing and able to host large numbers of students. (Many may limit the number of visitors to 20 or fewer.)
- Advance planning re: field trip permissions, transportation arrangements, chaperones, etc.

Disadvantages:

- Fewer opportunities for individual employer/student interaction
- Less freedom to choose fields of interest
- Disruptions to other classroom activities

VOCABULARY

Job Shadow: a work experience in which students learn about a career of interest by following or "shadowing" a worker for a day.

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IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 91, Workplace Observations** as a DO NOW. Give the students 5 minutes to complete it. Once they complete the page, continue with the Warm Up discussion.

If you think it is too early to distribute the permission slips during this lesson, you may choose to hand them out at a time you feel is more appropriate. You should still show students your school's **Parent Permission Form** and explain its importance.

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ACTIVITY STEPS

I. WARM UP: Workplace Experiences & Discussion (10 minutes)

1. **SAY SOMETHING LIKE:** At the end of this unit, you are going to participate in a **job shadow**—an experience in which you will visit a company and follow, or "shadow," a worker for a half or full day to learn more about a career that interests you. Today's lesson is about preparing for and setting up your job shadow.

2. **SAY SOMETHING LIKE:** Open to **Student Handbook page 91, Workplace Observations.** Think about workplaces you have visited, worked at, or seen on TV. For each place, list at least two observations about what it would be like to work there. One example has been done for you.

3. Allow students 5 minutes to complete **Student Handbook page 91, Workplace Observations.**

4. **SAY SOMETHING LIKE:** Last year, you had an opportunity to visit a college, and find out firsthand what it is like to be a student there. How did that visit help you learn about college in a way that catalogs and websites alone could not? [Allow students to respond.]

   How might visiting a worker in his or her place of employment be like visiting a student at college? [You can find out firsthand what a job is like by following a worker as he or she goes about his day-to-day tasks.]

5. Encourage discussion by having students share the workplaces and observations they noted on their handout, and identify what new information they might learn, or questions they may find answers to, by visiting one of the workplaces on their list. Jot down their ideas on chart paper or the board.

II. Job Shadow: What it is and How it Works (10 minutes)

1. **SAY SOMETHING LIKE:** What other benefits might come out of a job shadow? Let's take a look at **Student Handbook page 92, Benefits of a job shadow** and find out.

   [Invite volunteers to read aloud each of the benefits on the handout.]

2. **SAY SOMETHING LIKE:** As you can see, a job shadow can be a great way to learn about the workplace. In order for the experience to be a successful one, you need to

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do some groundwork and planning over the next few weeks. Let's review together what these responsibilities and tasks include.

3. Project **Student Handbook page 93, Job Shadow Checklist** and **Facilitator Resource 1, Calendar** on the LCD panel or overhead projector. Give each student a copy of these pages and have them follow along. Note that you will need two calendar pages to fit in dates for all of the checklist items.

4. **SAY SOMETHING LIKE:** A successful job shadow requires some advance planning. In order to find a workplace you're interested in, each of you will be responsible for setting up your own visit. The first tasks in the checklist involve setting up and confirming your job shadow. You will learn how to do this in today's lesson. You should plan to contact someone and set up your job shadow by [**fill in date**]. Two days before you are to attend your job shadow, you must call to confirm the job shadow. A confirmation phone call is a way of making sure the employer is ready for your visit. Your job shadows will be completed during the week of [**insert date**].

   Once you have set up your job shadow, the next step involves getting your parent or guardian to sign the **Parent Permission Form.** This form must be signed in order to participate in the job shadow. [Distribute forms and explain the due dates for them. Also, display this form on the overhead projector. (See **Implementation Options** for suggestions.)]

   It is important to schedule your job shadow BEFORE having your parent or guardian sign the permission forms, so that they know when and what they are giving you permission to do.

   The next tasks in the **job shadow Checklist** are activities you will do in class with my guidance. These include drafting a resume—a one-page summary of your skills, work experience (if any), education, and career goals. Once you've set up your job shadow, you will conduct online research to learn as much as you can about the company. Finally, you will generate questions to ask your job shadow host (that cannot be answered through independent research), that will help you figure out whether the career is a good fit for you.

5. Point out to students that they are to complete the next items on the checklist AFTER the job shadow. First, they will need to ensure that the employer completes an evaluation and returns it to school. Then, in class, they will reflect upon the experience and will draft thank you letters to send to their job shadow hosts.

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III. Setting Up a job shadow (20 minutes)

1. **SAY SOMETHING LIKE:** Once you identify a workplace of interest, the next step is to make a phone call to schedule a job shadow. Remember, when calling a business, use a professional voice, not a conversational tone you might use when talking to your friends on the phone. Unlike a friend, a potential job shadow host has never met you, so when you call to introduce yourself, you are making an important first impression.

2. Have students open to **Student Handbook page 94, Tips for Setting Up the job shadow**. Invite volunteers to read aloud each tip. Emphasize Tip #3—the importance of not giving up if they don't reach the right person to set up the job shadow. If you've set up the job shadow for students in advance, someone will be expecting their call. However, if you are not able to alert the company in advance, the student will have to be patient, polite, and pro-active to arrange a visit. Encourage them to be persistent in finding the right person to help them make it happen.

3. **SAY SOMETHING LIKE:** One way to prepare for your call is to have a script and use it to practice what you will say. You don't need to follow the script word for word, but having something prepared will help you stick to the point and get the information you need. A script can also be helpful in case you are nervous or are worried about getting flustered during the call.

4. Have students open to **Student Handbook pages 95-96, job shadow Phone Call Script** and with help from a volunteer, model a call to set up a job shadow. Point out how this script reflects some of the tips in **Student Handbook page 94, Tips for Setting Up the job shadow**. Then have volunteers come to the front of class to model the different options on **Student Handbook pages 97-98, job shadow Phone Call Responses**. Make sure that you address each of the options listed on the form.

   Ask students to give examples of how you followed the tips, including any of the following:
   - Introduced yourself right away.
   - Stated the purpose of your call.
   - Confirmed that you were talking to the person responsible for scheduling job shadows.
   - Spoke clearly and slowly.
   - Said "thank you" at the end of the call.

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5. **SAY SOMETHING LIKE:** Now it's your turn. With a partner, take turns rehearsing the job shadow set-up call using the job shadow Phone Call Script. The partner playing the recipient of the call is to use **Student Handbook pages 97-98, job shadow Phone Call Responses.** For questions that require a response, choose one of the options listed. The partner making the call should adapt what to say based on the responses. For example, if the recipient says she or he is not the one to schedule job shadows, then the caller needs to repeat his introduction when he's transferred to a new person.

6. Allow students time to practice, taking turns being the caller and the person who answers the call.

IV. Wrap Up (5 minutes)

1. Invite pairs to model for the class the job shadow phone call they have been practicing.

2. **SAY SOMETHING LIKE:** When you visit the workplace during your job shadow, you will take along similar documents to those you would take to a job interview. Next week will be the first of two lessons on creating an effective resume. The first will focus on how you can use a resume to feature your strengths and skills. During the second lesson, you will create a resume you can use to describe your school and work experience.

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CALENDAR

Month: _____

You will use this calendar to keep track of your job shadow due dates.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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CALENDAR

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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Workplace Observations

Directions: List two workplaces you have visited, worked at, or seen on TV. For each, list at least two observations about what it might be like to work there. An example has been done for you.

Workplace	How Observed	Observations
Fast food restaurant	**Visited a friend who works as a cashier**	**Job is fast-paced and a little stressful.** **Lots of people my age work there and are friendly toward each other.**

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Benefits of a Job Shadow

A job shadow can help you…

- Explore and define career interests.
- Get a first-hand look into what a specific job involves, including the benefits and challenges.
- Understand the education and experience required to enter a career.
- Discover jobs you may not have known existed.
- Decide if a career is a good fit for you.
- Learn what it takes to get ahead from people working in your field of interest.
- Connect what you are learning in school to the skills required to succeed in a career.
- Get inside information about a company's culture (i.e., is it very casual with people rollerblading through the corridors? Or is it very corporate – formal offices, suits and ties?).
- Learn how to communicate in the workplace.
- Meet people who may provide ongoing career guidance.

SOURCES:
Nathan Hale High School, West Allis - West Milwaukee School District
http://www.quintcareers.com/job_shadowing.html
http://www.state.nj.us/education/voc/shadow.htm
http://www.jobshadow.org/start/
http://www.cbia.com/ed/Employers/job_shadowing_ers.htm
http://www4.uwm.edu/cdc/research_experience.html
http://www.state.vt.us/stw/wblm/2C0jobshadow.pdf

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Job Shadow Checklist

Directions: With guidance from your teacher, review each task in the job shadow process. Identify dates to complete each task, and write them in the boxes on the right. As you finish each task, put a check mark next to it.

Check when complete	Items to complete	Date due
	SET-UP (student responsibility)	
❑	Make contact with company to set up job shadow	
❑	Confirm job shadow	
	PARENT/GUARDIAN PERMISSION (student responsibility)	
❑	Parent permission form	
	IN-CLASS PREPARATION	
❑	Resume	
❑	Interview questions	
❑	Company research	
	IN-CLASS FOLLOW UP	
❑	Reflect on your experience	
❑	Write a thank-you letter	
	EMPLOYER EVALUATION OF STUDENT	
❑	Employer completes evaluation	
❑	Student returns evaluation to school	

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Tips for Setting up the Job Shadow

1. **Introduce yourself:** Begin by introducing yourself and stating the purpose of your call.

2. **Be prepared:** Prepare an introduction in advance. Practice what you're going to say a few times before you make the call.

3. **Make sure you're talking to the right person — at the right time:** Always identify the name of the person you're talking to and confirm that he or she is the right person to set up the job shadow. Be understanding if the person needs to forward the call to someone else, or if he or she asks you to call back another time.

4. **Speak clearly and slowly.**

5. **Take notes:** Jot down answers to help you remember the call. If you have to call back, note the person who answered the call, and the date and time to call back.

6. **Keep it brief:** Respect the other person's time. Keep the topic of the call to setting up the job shadow, including time and place.

7. **Say thank you:** Always thank the person for their time and their help.

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Job Shadow Phone Call Script

Directions: Use the script below to schedule your job shadow. Fill in the blanks for statements 1, 3 and 6 before you make your call. The lines in bold indicate where you should be taking notes during the call. Make sure to record all of this information before you finish the call.

1. Hi, my name is _____ and I am a Junior at _____ High School. Participating in a job shadow is an important part of our career education. I would like to visit your company for a day or half day in order to observe someone working as a _____ to learn more about this career. May I speak with the person who might help me schedule this?
   a. If person is unavailable or out for the day get their name and the name of the person you spoke with.
      i. **Name of person you spoke with:** _____
      ii. **Name of job shadow contact person:** _____
2. Repeat step 1 if transferred to another individual
3. May I schedule a job shadow with one of your employees?
   a. If the answer is yes, go on the next question. If the answer is no, thank this person for their time and politely end the phone call.
4. Common time ranges for job shadows include:

   Half Day: 8AM-11PM; 9AM-12PM; 1PM-4PM. Full Day: 8AM-3PM; 9AM-4PM
5. Would it be possible to schedule my job shadow during the week of _____ [as given by your teacher]?
   a. **Date and time of job shadow:** _____
6. Repeat date and time you schedule.

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7. Ask for the name, phone number, and e-mail address of your contact person, directions to the job shadow site, and appropriate dress for this workplace.

   a. **Name:** _____

   b. **Phone Number:** _____

   c. **E-mail:** _____

   d. **Address:** _____

   e. **Directions:** _____

   _____

   _____

   _____

   f. **Appropriate dress for this workplace:**_____

   _____

8. Repeat the name and phone number of your contact person, directions, and appropriate dress for this workplace.

9. Thank you very much for your time and commitment to help make the job shadow a great and helpful experience.

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Job Shadow Phone Call Responses

1. Hi, my name is _____ and I am a Junior at _____ High School. I am interested in participating in a job shadow at your company. May I speak with the person in charge of scheduling job shadows?

   Possible Responses:

   Option A: I am the person in charge of scheduling job shadows.

   Option B: I am <u>not</u> the person in charge of scheduling job shadows. I'll transfer you to him/her.

   Option C: He/She is out of the office or unavailable at the moment. Can I take a message and have him/her get back to you?

   Option D: We don't do that here.

2. Repeat above or continue if transferred to another individual.

3. Participating in a job shadow is an important part of our career education. I would like to visit your company for a day or half day in order to observe someone working as a _____ to learn more about this career.

4. May I schedule a job shadow with one of your employees?

   Possible Responses:

   Option A: Sure. I know the perfect person. Her name is _____.

   Option B: I really don't know which employee is interested. I'll have to get back to you.

5. Common time ranges for job shadows include:
   Half Day: 8AM-11PM; 9AM-12PM; 1PM-4PM. **Full Day:** 8AM-3PM; 9AM-4PM

6. Would it be possible to schedule my job shadow during the week of _____ [as given by teacher]?

   Possible Responses:

   Option A: That week is perfect. Let's schedule for Tuesday that week from 1-4.

   Option B: That week will not work for me.

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7. Repeat date and time you schedule.

8. Ask for the name, phone number, and e-mail address of your contact person, directions to the job shadow site, and appropriate dress for this workplace.

9. Repeat the name and phone number of your contact person, directions, and appropriate dress for this workplace.

10. Thank you very much for your time and commitment to help make the job shadow a great and helpful experience.

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Creating Resumes I

The BIG Idea

- What is a resume and how can I use it to feature my strengths and skills?

AGENDA

Approx. 45 minutes

I. Warm Up: Uncovering Accomplishments (5 minutes)

II. Sharing Accomplishments (10 minutes)

III. Identifying Accomplishment Statements (10 minutes)

IV. Your Accomplishments (10 minutes)

V. Wrap Up: What Goes Where? (10 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 99, Accomplishment Questionnaire
  - Student Handbook page 100, Model Resume
  - Student Handbook pages 101 and 102, Creating Accomplishment Statements
  - Student Handbook page 103, Resume Action Words
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Parts of a Resume
- ❑ Overhead projector
- ❑ Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Identify their own skills and strengths and describe their accomplishments.
- Examine a sample resume to identify accomplishments and to determine resume conventions (e.g., contact information, profile, education, experiences, etc.).

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OVERVIEW

In this lesson, students discover that one of the main purposes of a resume is to reveal their strengths and skills to potential employers or admissions directors. Using a model resume, students discover how to translate their skills into accomplishment statements. Finally, they review the parts of a resume.

PREPARATION

- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 100, Model Resume**
  - **Student Handbook pages 101 and 102, Creating Accomplishment Statements**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.

BACKGROUND INFORMATION

An outstanding resume is a vital tool for students pursuing their goals, whether they plan to enter the workforce upon graduation or go on to post-secondary education.

With so many candidates applying to a limited number of jobs and placements in colleges, most employers must make a decision about the strength or weakness of a potential employee or student within 10 seconds of reviewing his or her resume. According to statistics,* of 1100 resumes submitted for the average job, employers discard 900 based on a mere 10-second review. Upon a deeper, 30-second review of a resume, hiring managers reject all but the top candidates. These statistics make clear the need to help students develop precise resumes that make their accomplishments stand out.

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In addition to landing a job or gaining placement in a college or university, there are other important reasons for writing a resume, including:

- Constructing a professional or academic image of yourself and establishing your credibility
- Providing an example of your written communication skills

Statistics source:
http://ww1.educationplanner.com/builder/vcl/index.php?page_name=resumes/importance.php&sponsor=2869&po=0

VOCABULARY

Accomplishment: a special skill or ability that is usually gained by training.

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

IMPLEMENTATION OPTIONS

DO NOW:
If you prefer, you may choose to use **Student Handbook page 99, Accomplishment Questionnaire** as a DO NOW. Give the students three minutes to complete it. Once the students have completed their questionnaire, begin with the discussion in the Warm Up.

With lower-level learners, you may prefer to do **Activity IV, Your Accomplishments,** on the overhead as a whole-class activity.

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ACTIVITY STEPS

I. WARM UP: Uncovering Accomplishments (5 minutes)

1. **SAY SOMETHING LIKE**: Last week, we talked about the upcoming job shadow Day, when you'll have an opportunity to spend time in the workplace. You'll find out about specific jobs, and what it might feel like to work in a particular business. You'll also get a chance to share information about yourself with the employer.

2. Ask for a show of hands of students who have set up a job shadow. Congratulate them on being on top of things. Ask students to share any difficulties they've encountered, and quickly brainstorm some solutions out loud.

3. **SAY SOMETHING LIKE**: During the last unit (Careers), you got a chance to look over your transcripts to see if you're academically prepared for your top career choice. Today we're going to talk about how your experiences outside of the classroom can make you stand out to an employer. Over the next two weeks, you will learn how to create the document that formally presents your skills and accomplishments . . . your resume.

   You've probably heard people who are looking for jobs talk about their resumes. What do you think of when you hear the word "resume"? [Jot students' responses on chart paper or the board.]

   Draw students' attention to the definition of **resume** on the chalkboard. Invite a volunteer to read the definition aloud.

4. **SAY SOMETHING LIKE**: A successful resume needs to grab the attention of the person who's reading it. Most employers make a decision about the strength or weakness of a potential employee within 10 seconds of reviewing his or her resume. According to statistics*, of 1100 resumes submitted for the average job, over 900 are discarded based on a 10-second review. And after a 30-second in depth review of a resume, hiring managers reject all but the top candidates.

   *Statistics source: http://ww1.educationplanner.com/builder/vcl/index.php?page_name=resumes/importance.php&sponsor=2869&po=0

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All of your great qualities as a potential employee should leap off the page. To get started, you need to identify your **accomplishments** so far.

Draw students' attention to the definition of **accomplishment** on the chalkboard. Invite a volunteer to read the definition aloud.

5. Refer students to **Student Handbook page 99, Accomplishments Questionnaire**. Instruct them to answer two of the four questions.

II. Sharing Accomplishments (10 Minutes)

1. **SAY SOMETHING LIKE**: What did you learn about yourself from the questionnaire? Share what you discovered with a partner by following these instructions:
   - Partner A has one minute to describe his or her abilities, accomplishments, strengths, etc. to Partner B.
   - Partner B has 30 seconds to repeat or summarize what he or she learned about Partner A.
   - Partner B has one minute to describe his or her abilities, accomplishments, strengths, etc. to Partner A.
   - Partner A has 30 seconds to repeat or summarize what he or she learned about partner B.

2. Remind students that this is good practice speaking positively about themselves. Talking about their strengths does not mean they are bragging or being conceited. In a job interview, being shy could make an employer think you're not qualified for the job. Select students to share specific accomplishments or abilities that they learned about their partners. List these on chart paper and save for the next activity.

   SAY SOMETHING LIKE: Great job uncovering your accomplishments and abilities and listening to each other! You should feel proud of yourselves. Did you notice how your accomplishments and abilities cover so many different areas? [Point out examples that illustrate the range.]

III. Identifying Accomplishment Statements (10 minutes)

1. **SAY SOMETHING LIKE**: Many young people entering the workforce for the first time wonder what accomplishments to include in a resume when they don't have a lot of work experience. Let's take a look at a sample resume to see how a high school student might handle this issue.

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[Project a transparency of **Student Handbook page 100, Model Resume** on the overhead projector, or display on chart paper.]

2. **SAY SOMETHING LIKE**: This student's accomplishment statements are sprinkled throughout the resume. For example, right at the very top, in the Profile section, it says, "Always completed class assignments on time." I will circle this statement. What does this say about this student? [Allow students time to respond.]

   This statement shows the employer that the candidate is a responsible person. Rather than just say he is responsible, he shows how he is responsible.

3. **SAY SOMETHING LIKE**: Now turn to **Student Handbook page 100, Model Resume,** and with your partner, review the resume for other accomplishment statements. Circle all the examples you find. When you are done, I'll ask each pair to provide a different example of an accomplishment from the sample resume, which we'll add to the list we've begun.

4. Have the students provide examples of accomplishments from the model resume, and add these to the list of student accomplishments started in **Activity II**.

IV. Your Accomplishments (10 minutes)

1. Refer to the list the class has created.
   SAY SOMETHING LIKE: These are great examples of accomplishments that a potential employer or director of admissions would want to know about. They reveal important information about professionalism, worth ethic, problem solving, and teamwork. Notice how the accomplishments from the model resume begin with action verbs. Action verbs like *built, coached, designed, launched,* etc. enable the reader to picture you as an active employer or student. They add strength to your statements that grab the reader's attention.

2. **SAY SOMETHING LIKE**: Now it's your turn to create action-packed accomplishment statements based on your skills and abilities. Open to **Student Handbook pages 101 and 102, Creating Accomplishment Statements**. [Project a transparency of the page on the overhead]. First, look at the activities in the left-hand column. Place a check mark beside any you participate in. At the bottom of the page, write additional activities, jobs, or work experience in the spaces under "other". [Allow a minute or two to do this.]

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Let's read the "Skills" list in the right-hand column. [Have volunteers read skills aloud.] Notice that these skills are general, and could relate to any number of activities or jobs. To bring these skills to life, and create powerful accomplishment statements, think about how your activities demonstrate these skills.

You're going to create your own accomplishment statements. Let's take a look at a few examples to see how this is done. In example A, the writer has provided specifics about his babysitting duties. Notice that each item begins with a verb: cared, created, and fixed. In resumes, these verbs provide a picture of the work you performed.

Ask students to identify the action verbs in the "Band" and "Vehicle Maintenance" examples.

SAY SOMETHING LIKE: Now you try writing action-packed accomplishment statements based on your skills. You can use the list of action verbs on **Student Handbook page 103, Resume Action Words,** to help.

3. Instruct students to complete **Student Handbook pages 101 and 102, Creating Accomplishment Statements** by following these steps:
   - Review the what you checked off in the "Activities and Work Experience" column.
   - Review the "Skills" list in the right column, and check the ones that apply to you.
   - On the second page of **Creating Accomplishment Statements,** write statements next to your activities and jobs that show how you've demonstrated the skills you've checked. Begin each statement with an action verb.

   Have students work independently. Circulate throughout the classroom, helping individuals as needed.

V. Wrap Up: What Goes Where? (10 minutes)

1. **SAY SOMETHING LIKE**: Employers have limited time to review resumes, so it is very important that your resume is easy to read, organized, and includes the most relevant information.

2. Display Model Resume on overhead projector again. Draw students' attention to it. **SAY SOMETHING LIKE**: Notice how the resume is divided into sections to make it easy to read: PROFILE, EDUCATION, EXPERIENCE, HOBBIES AND INTERESTS.

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Review what goes into each section by pointing to that section on the overhead projector as you read each of the section descriptions from **Facilitator Resource 1, Parts of a Resume.**

Next week, we'll continue to work on creating your resumes. We'll discuss ways people with little to no work experience can show employers they'd be great for a job.

3. Collect **Student Handbook pages 101 and 102, Creating Accomplishment Statements,** and review before next week's meeting.

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Parts of a Resume

Contact Information

Start with a heading that includes the following:

Name (first and last):

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

Phone (include area code):

E-mail address (if checked daily):

Profile (also known as a Summary)

Two to four bulleted statements highlighting your skills that entice the employer to want to read the rest of the resume. Make your statements specific — *show, don't tell!*

Education

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

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

Experience

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

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

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

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Accomplishment Questionnaire

Directions: In this lesson, you'll learn how to create a resume that shows off your accomplishments. To prepare, answer *two* of the questions below.

1. Think of a family member, teacher, coach or friend you have a good relationship with. If this person were asked to speak about your best qualities, what would he or she say?

_____

_____

_____

2. Describe a school project you are proud of and why you are proud.

_____

_____

_____

3. Think of a problem you were able to solve that was difficult for others. How did you solve the problem? What does that say about your abilities?

_____

_____

_____

4. Describe something you designed, created, built, or fixed. Tell why you felt good about this accomplishment.

_____

_____

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TIMOTHY ZIEGLER

512 Grove Boulevard · Orlando, Florida 32819 · 407-555-1212 · Ziegler@net.net

PROFILE

- High School Senior good in athletics and working with children in sports-related activities.
- Dependable and mature. Always completed class assignments on time.

EDUCATION

FLORIDA PUBLIC HIGH, Orlando, Florida
High School Diploma, 2004

- *Member,* Swim Team, 2000-2004
- *Member,* Track Team, 2000-2004

EXPERIENCE

ORANGE STATE PARK, Orlando, Florida. . . . . 2002 - Present
Lifeguard

- Work full summer schedule as part of a five-lifeguard team.
- Rescued a seven-year-old when he was pushed under by a wave.
- Teach children safety rules and how to behave when on the beach.
- Never missed a day of work.

SELF-EMPLOYED, Orlando, Florida 2000-2002
Lawn Care Worker

- Mowed neighbors' yards.
- Trimmed plants.
- Operated lawn care equipment.

HOBBIES AND INTERESTS

- **MEMBER,** Boy Scouts of America, Present
- **COACH,** Little League Baseball, Present
- Enjoy skateboarding, swimming, going to Disney World, hiking, and boating.

SOURCE: www.resumeedge.com

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Creating Accomplishment Statements

Even if you've never collected a paycheck, you have lots to offer an employer. Your resume should show that you have the skills they're looking for.

1. In **Column A** below, check all of your activities and work experience. Please add anything that's not included on the list.
2. In **Column B**, check the skills you think you've demonstrated. At the bottom of the list, add any skills specific to the job you're considering.

Column A

Activities and Work Experience

- ❑ Sports Team
- ❑ School Club
- ❑ Band
- ❑ Choir
- ❑ Musical Instrument
- ❑ Art
- ❑ School Play
- ❑ School Newspaper
- ❑ Youth Group / Place of Worship
- ❑ Scouts
- ❑ School Project
- ❑ Babysitting
- ❑ Political Campaign
- ❑ Mentoring Program
- ❑ Volunteer Program
- ❑ Part-Time Job
- ❑ Help family or community member
- ❑ Academic competition
- ❑ Other:
- ❑ Other:
- ❑ Other:

Column B

Skills

PROFESSIONALISM

- ❑ Come to work on time, return on time from breaks and lunch
- ❑ Use language appropriate for work
- ❑ Wear clothing appropriate for work
- ❑ Treat customers and employees with respect

WORK ETHIC

- ❑ Accept responsibility
- ❑ Work hard even when no one is watching
- ❑ Finish what you start

PROBLEM SOLVING

- ❑ Know what to do in an emergency
- ❑ Think before acting
- ❑ Resolve a conflict without getting angry
- ❑ Choose between alternatives
- ❑ Find creative ways to solve problems

GROUP AND TEAM SKILLS

- ❑ Be friendly
- ❑ Cooperate with others
- ❑ Pitch in where needed
- ❑ Clarify responsibilities
- ❑ Take direction
- ❑ Demonstrate leadership

JOB-SPECIFIC SKILLS

- ❑
- ❑
- ❑

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List three of your activities next to the letters D through F below, followed by specific evidence showing you have the skills your employer is looking for. Start each item with an action word that tells what you did. Examples have been provided for you.

A. Babysitting

- Cared for infant and 4-year-old
- Created list of emergency phone numbers
- Fixed healthy snacks

B. Band

- Moved from 4th-chair to 2nd-chair trumpet
- Practiced during lunch period, 5 days a week, during football season in 9th, 10th, and 11th grade

C. Family Responsibilities

- Changed oil and maintained family car
- Made repairs to tractor and 4-wheeler on family farm

D. _____ (activity or work)

- _____ (accomplishment)
- _____ (accomplishment)
- _____ (accomplishment)

E. _____ (activity or work)

- _____ (accomplishment)
- _____ (accomplishment)
- _____ (accomplishment)

F. _____ (activity or work)

- _____ (accomplishment)
- _____ (accomplishment)
- _____ (accomplishment)

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Resume Action Words

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

Example 1: Babysitter

- **Created** a list of emergency phone numbers
- **Prepared** healthy after-school snacks
- **Cared for** three children under the age of 7

Example 2: Computer Consultant

- **Taught** new computer users the basics of e-mail and MS Word
- **Backed up** files each week

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

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Creating Resumes II

The BIG Idea

- How does a good resume catch the interest of an employer or an admissions director?

AGENDA

Approx. 45 minutes

I. Warm Up: What Goes in a Resume? (10 minutes)

II. Drafting a Resume (15 minutes)

III. Creating a Profile (15 minutes)

IV. Wrap Up: Proofread (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio page 7, Blank Resume Template

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 104, What Goes in a Resume?
- Student Handbook page 101 and 102, Creating Accomplishment Statements (from Job Shadow 2)
- Student Handbook page 103, Resume Action Words (from Job Shadow 2)
- Student Handbook page 105, Model Resume: Maria Cruz
- Student Handbook page 106, Model Resume: Anthony Martino
- Student Handbook page 107, Resume Proofreading Checklist

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, What Goes on a Resume? ANSWERS
- Facilitator Resource 2, Model Profile Summaries

❑ Multiple computers with word processing program

❑ Overhead projector

❑ Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Draft a resume, using action words to highlight accomplishments.
- Create a profile summary that grabs readers' attention.
- Proofread resume for consistent formatting and correct spelling, punctuation, and grammar.

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OVERVIEW

In this lesson, students draft resumes, giving particular attention to developing strong profiles that emphasize skills relevant to their top career choice. They review what does and does not belong in a resume, and conclude using checklists to proofread their resumes.

PREPARATION

- ❑ If possible, arrange for the class to meet in the computer lab with access to word-processing software. See the Roads to Success website (**www.roadstosuccess.org/materials/templates**) for an electronic version of **Portfolio page 7, Blank Resume Template**. Make this document available electronically to all students.
- ❑ The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Portfolio page 7, Blank Resume Template**
  - **Facilitator Resource 2, Model Profiles**
- ❑ Write the name of the high school, city, and state on the chalkboard.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.

BACKGROUND INFORMATION

Given the limited time an employer or admissions director has to review a resume, it is essential that it not only emphasizes the most relevant information first, but that it also appeals to the reader aesthetically. An effective resume has the following qualities:

- **Consistent Formatting**: At a quick glance, the list of experiences, activities, etc. should be easy to follow. For example, company names, dates, job titles, should be presented in a consistent way.
- **Clear Text**: Bold text, italics, and artistic fonts are hard to read. So too, is very small text. A resume should use a traditional font, such as Times New Roman or Arial, and use a font size no smaller than 11 point. A good resume has a clean, clear appearance, with content to match.
- **White Space**: Wide margins and space between sections grab attention. Avoid heavy blocks of text with narrow or nonexistent margins.

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- **Prioritization of Information:** The most relevant and important information must catch the employer's eye right away. It should be immediately clear what a candidate could offer a company in terms of skills, achievements, experiences, education, etc.

Adapted from http://www.educationplanner.com/builder/index.php

VOCABULARY

Profile Summary: a short personal description highlighting a job applicant's most relevant skills and qualifications.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 104, What Goes in a Resume** as a DO NOW. Give the students three to four minutes to complete it. Once the students have completed the page, begin the Warm Up discussion.

If computer access is limited or nonexistent, students may use **Portfolio page 7, Blank Resume Template** to draft their resumes by hand. At some later point, students will need to gain access to a school or home computer to type their resumes.

Schools in Iowa have access to IHaveAPlanIowa.gov. Students can use the Resume Builder within IHaveAPlanIowa.gov to create their resumes. Have students log in to IHaveAPlanIowa.gov by entering their account ID and password. Next, have students click on the **Career Planning** tab and then on the **Get a Job** section. Students should then click on **Resume Builder**. Ask students to read the directions and then click **Build a new resume**. Students should then follow the instructions and fill in the information asked for in each of the ten steps. Once students have entered all of their information they can view their resume by clicking **See Your Resume** on the last step. To print their resume, students can click on the **Print This** button in the upper right corner of the screen.

In **Activity II, Drafting Your Resume**, you may prefer to have students create their resumes at their own pace, using the **Student Handbook pages 105 and 106 (Model Resumes)** as their guide.

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ACTIVITY STEPS

I. WARM UP: What Goes on a Resume? (10 minutes)

1. **SAY SOMETHING LIKE:** Today, each of you will create your own resume. Because employers receive many resumes for every job opening, they have little time to devote to each; some research says as little as 10 seconds. So it is very important that your resume is easy to read, organized, and includes the most important, or relevant, information for the job you are interested in. What information should you include in a resume? Let's see what you know!

2. **SAY SOMETHING LIKE:** Open to **Student Handbook page 104, What Goes in a Resume?** Read each item listed in the left column and decide whether it should or should not be on a resume. If you think it should be included, in the right hand column, write what section it belongs in.

3. Give students three to four minutes to complete the activity. Give students a one-minute warning to wrap up. When time is up, review the answers as a class using **Facilitator Resource 1, What Goes on a Resume? ANSWERS**. Display the answers on the overhead as you discuss each item. Invite volunteers to share their answers, and explain how they came to their conclusions.

   SAY SOMETHING LIKE: Summer vacation could go either way, depending on what you did. Should you put your summer job as a camp counselor on your resume? Why or why not? [Students respond.] What section would you put it in? [Students respond.] If you went on a beach vacation with your family, would that go on your resume? Why or why not? [Students respond.]

II. Drafting Your Resume (15 Minutes)

1. [Have students turn to **Portfolio page 7, Blank Resume Template,** and display a transparency of the template on the overhead projector.]

2. **SAY SOMETHING LIKE:** It's time to get to work on your own resume. Let's start with the easy stuff – your contact information. That includes your name, address, phone number, and e-mail address. Remember, use an e-mail address that you check on a regular basis. If you're currently using a catchy e-mail address, now is the time to create one that's professional; for example, first name.last name@_____. Center your contact information at the top of your resume. [Give students a minute to type (or write) their contact information. If working in the computer lab, help them save their

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documents onto the desktop so as not to lose any work. Continue to have them "save" throughout the lesson as they work on their resumes.]

3. **SAY SOMETHING LIKE:** For now, we're going to skip over the "Profile Summary." We'll return to it later in the lesson. Let's move onto the "Education" section. Type in the name of your high school, the city and state. I've written this information on the chalkboard for your reference. Now add the dates you've attended school, and the date you expect to graduate. Is your GPA better than a B average (3.0)? If so, add it in. [Give students a minute to complete the Education section.]

4. **SAY SOMETHING LIKE:** You are doing great! Let's move onto the "Experience" section. This is where you add all your jobs (paid and/or volunteer), beginning with the most recent. To complete this section, simply copy your completed **Student Handbook pages 101 and 102, Creating Accomplishment Statements** (from last week's lesson) into your resume. This is a good chance to make sure you used the best possible action words. For help, refer back to **Student Handbook page 103, Resume Action Words**. [Give students five to eight minutes to complete this section.]

5. **SAY SOMETHING LIKE:** Have you received any awards, honors, or certificates? Do you have any interests or activities you think an employer might find interesting or relevant? If you answered yes to any or all, add a final section titled "Interests and Honors" or just "Interests" or "Honors," if you only have one or the other. If you answered "No," then do not include this heading.

   [Allow three minutes for students who have relevant interests and/or honors to complete this section. Encourage students who are not doing this section to review prior sections for thoroughness.]

III. Creating a Profile (15 minutes)

1. **SAY SOMETHING LIKE:** Now we're going to return to the "Profile Summary" at the top of your resume. What is a **Profile Summary**? [Invite a volunteer to read the definition on the chalkboard.] Now let's take a look at a Profile Summary.

2. [Project a transparency of the top half of **Facilitator Resource 2, Model Profiles,** so just Maria Ann Cruz's profile appears. You may cover the other profile with a sheet of paper to conceal it from view. Allow students 10 seconds to read it. Then remove the transparency from the overhead projector.]

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SAY SOMETHING LIKE: What did you find out about the job applicant, Maria Anne Cruz? [Allow students to respond, while you jot their responses on chart paper or the board.]

You may have learned a lot about this applicant in just 10 seconds! That's because the applicant has a clear, well-written profile summary that highlights qualities and skills that are relevant to the job for which she is applying.

Just as a movie trailer gives viewers a sneak preview of what is to come in the film, a strong Profile Summary provides the employer with a sense of the candidate. Like a trailer, a Profile Summary does not tell the *entire* story (every skill and achievement), just the most enticing points to make the employer want to read on and show you are well qualified for the job. For example, if you were applying for a job as a childcare worker, listing that you are certified in CPR would be a relevant and important skill to highlight. Other skills not relevant to childcare, such as computer literacy, would not be listed in your Profile Summary.

Did you know you can have more than one version of your resume? Since different skills are required for different jobs, you can change the skills you highlight in the Profile Summary depending on the job. And, if you are applying to college, you may choose to highlight an academic achievement in your Profile Summary.

3. Project the entire transparency for **Facilitator Resource 2, Model Profiles** so both Profile Summaries are revealed.]

   SAY SOMETHING LIKE: Review both Profile Summaries. [Allow students a minute to review both. Then ask the following questions, allowing students time to respond and discuss each.
   - What did each student choose to highlight in his/her Profile Summary?
   - Why did he/she highlight these particular points? (They choose information most relevant to their goals.)
   - What similarities do you notice between the two Profile Summaries? (Neither uses complete sentences.)
   - What differences are there between the two Profile Summaries? (One uses bullets and one does not.)

4. **SAY SOMETHING LIKE:** Now turn to **Student Handbook page 105, Model Resume: Maria Cruz** and **Student Handbook page 106, Model Resume: Anthony Martino,** to

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see how these students' profiles compare to their complete resumes. How are the skills featured in the Profile Summaries different from what these candidates put in the rest of their resumes? (Profile Summary includes only the most relevant information, not every skill and achievement.)

5. **SAY SOMETHING LIKE:** Before writing your own Profile Summary, it will help you to think about which of your qualities are most relevant to your job shadow job. To help organize your thoughts, let's do a Pair/Share. Decide who will talk first.

   When I say "Go," Partner A has one minute to describe what he thinks are his most relevant skills, achievements, etc. required for his top career choice. Partner B is to listen carefully, then spend 30 seconds reviewing the achievements that stood out. Remind students when time is up for each step of the process. Swap roles and repeat.

6. Students are to use the remaining minutes to write their Profile Summaries. Circulate and help students as necessary. Have students print out their resumes, and save their files to a disk or flash drive before deleting them from the desktops.

IV. Wrap Up: Proofread (5 minutes)

1. **SAY SOMETHING LIKE:** After working hard to highlight your skills, you want to make sure you do not make a silly mistake on your cover letter, like misspelling a word or forgetting a period. You want to show that you pay careful attention to details, so you don't give the employer a reason to decide you're not the right person for the job. In this final activity, you will proofread a partner's letter for correct spelling, grammar, punctuation, and for correct business letter format.

2. **SAY SOMETHING LIKE:** To help proofread your resume at home, use **Student Handbook page 107, Resume Proofreading Checklist.** Be sure to have a parent or other adult proofread your resume, too. [Students need to include a final, edited version of their resume in their Portfolios.]

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What Goes in a Resume? ANSWERS

Directions: Read each item in the left column. In the middle column, check the item if it belongs on a resume. For items that you check YES, note in which section of a resume it should appear.

ITEM	√ for YES	RESUME SECTION
Where I went on summer vacation		
Volunteer jobs	√	**Experience**
My height and weight		
Honorable mention for my award-winning essay	√	**Interests & Awards**
Weekend babysitting job	√	**Experience**
Religious affiliation		
Debate team successes	√	**Profile, if relevant**
3.2 GPA	√	**Education** **Otherwise "Interests and Awards"**
Birth date		
Fluent in French	√	**Profile, if relevant** **Otherwise "Interests and Awards"**
Current job salary		
Snowboarding	√	**Interests & Awards**

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Profile Summary Models

Maria Anne Cruz
1 Desert Rose Lane
Albuquerque, New Mexico 87124
(505) 555-1212
cruzin@com.net

Profile Summary

Personable and reliable high school graduate with excellent sewing skills to work as a seamstress or in tailoring shop. Completes all work quickly and to a client's request. Bilingual, with fluency in English and Spanish. Willing to translate customer requests to non-Spanish speaking co-workers.

Anthony Martino, Jr.
661 Idaho Avenue
Chicago, Illinois 60681
(312) 555-1212
tony_martino@net.com

Profile Summary

- Physically fit and morally strong high school senior seeks entry into college to study Criminology and Police Science for a future career as a police officer or in corrections.
- Maintained a solid "B" average in high school courses with honors in Math.
- Comes from three generations of law enforcement officers.

SOURCE: www.resumeedge.com

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What Goes in a Resume?

Directions: Read each item in the left column. In the middle column, check the item if it belongs in a resume. For items that you check YES, note in which section of a resume it should appear.

ITEM	√ for YES	RESUME SECTION (Profile, Education, Experience, Interests and Awards)
Where I went on summer vacation		
Volunteer jobs		
My height and weight		
Honorable mention for my award-winning essay		
Weekend babysitting job		
Religious affiliation		
Debate team successes		
3.2 GPA		
Birth date		
Fluent in French		
Current job salary		
Snowboarding		

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Maria Anne Cruz

1Desert Rose Lane
Albuquerque, New Mexico 87124
505-555-1212
cruzin@con.net

Profile

Personable and reliable High School Graduate with good skills in sewing to work as a seamstress or in a Tailoring shop. Complete all work quickly and to client's request. Bilingual with fluency in English and Spanish. Willing to translate customer requests to non-Spanish speaking co-workers.

Education

Desert High School, Albuquerque, New Mexico
High School Diploma, 2003

- Received A's in Introduction to Sewing and Advanced Sewing
- Made costumes for school play, Man of La Mancha

Experience

Dress Express, Albuquerque, New Mexico
Salesclerk 2003 – present

- Helped customers select dresses and other women's wear.
- Write up credit card payments, ring sales, and box items.

Millers Groceries, Albuquerque, New Mexico
Grocery Bagger, nights and weekends, 2002 – 2003

- Bagged groceries for customers
- Helped customers carry bags to their cards and loaded them inside.
- Did price checks on products when asked.

SOURCE: www.resumeedge.com

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

Profile

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

Maintained a solid "B" average in high school courses with honors in Math.

Comes from three generations of law enforcement officers.

Education

Chicago High School, Chicago, IL
2006-2010
Expected graduation date: June 2010

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

Experience

Martino Security Firm, Chicago, IL
General Worker, summers and weekends, 2008 - present

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

Interests & Honors

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

SOURCE: www.resumeedge.com

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Resume Proofreading Checklist

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

Spelling

- ❑ All words are spelled correctly

Punctuation & Capitalization

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

Grammar & Usage

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

Format

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

Proofreading Help

- ❑ Parent or other adult has proofread my resume
- ❑ I used a dictionary or computer spell-check to confirm spelling when needed

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Blank Resume Template

_____

_____

_____

_____

Profile Summary

Education

Experience

Interests & Honors

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Workplace Behavior

The BIG Idea

- What behavior and dress is acceptable in the workplace?

AGENDA

Approx. 45 minutes

I. Warm Up: Workplace Rules & Responsibilities (10 minutes)

II. Unspoken Rules (10 minutes)

III. Real-Life Scenarios (15 minutes)

IV. Wrap Up: Dress for Success (10 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 108, What's the Problem?
  - Student Handbook page 109, Agree or Disagree?
  - Student Handbook page 110, Workplace Etiquette Scenarios
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Workplace Etiquette
- ❑ Photos of business casual dress
- ❑ Tie-tying instructions (one classroom set)
- ❑ Ties (one classroom set)

OBJECTIVES

During this lesson, the student(s) will:

- Recognize and understand written workplace rules and unspoken rules such as workplace etiquette and responsibility.
- Learn what behaviors are acceptable in the workplace.

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OVERVIEW

This lesson reviews and explores workplace behavior, including etiquette and dress. By the completion of the lesson, students will recognize that workplaces have two kinds of rules: written rules (often found in employee handbooks), regarding punctuality, safety, etc., and unspoken rules, such as being a team player, being respectful, and being responsible. Through "real-life" scenarios, students will read about worker behaviors and identify them as acceptable or unacceptable and explain why. Then the class discusses workplace etiquette and generates a list of responsibilities. Finally, the class reviews and discusses appropriate forms of dress, and boys practice tying a tie.

PREPARATION

- ❑ The following handout needs to be made into an overhead transparency or copied onto chart paper:
  - **Student Handbook page 108, What's the Problem?**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ For **Activity IV, Wrap Up,** gather pictures of men and women dressed in business casual outfits. Cut out the pictures to share with the class, or display them using your laptop and LCD projector.
- ❑ Collect ties to bring to school to use for practice. If possible, bring one tie for each student in your largest class. Review the following web sites for how to tie a tie. Print out the one you like best, and make copies for all students in your classroom.
  http://www.tieguide.com/four-in-hand.htm
  http://www.ehow.com/video_2970_tie-tie.html
  http://www.tie-a-tie.net/

BACKGROUND INFORMATION

Students entering the workforce for the first time may lack experience in workplace **etiquette,** such as showing up on time, reporting absences, dressing appropriately, and limiting personal

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phone calls. They may also need coaching on workplace attitude in order to recognize entry-level jobs as places to learn transferable skills and begin a positive work history. Finally, teens may need guidance on appropriate work attire.

VOCABULARY

Business Casual: a professional, but relaxed, style of dress that is appropriate in many businesses today.

Etiquette: rules of correct behavior.

IMPLEMENTATION OPTIONS

DO NOW:
If you prefer, you may choose to use **Student Handbook page 108, What's The Problem?** as a DO NOW. Give the students five minutes to complete it. Once they complete the page, continue with the Warm Up discussion.

For **Activity I, Warm Up: Workplace Rules and Responsibilities,** if the DO NOW activity is too long, have students respond to two of the four behaviors.

For **Activity IV, Wrap Up: Dress for Success,** invite a male guest to class to model how to tie a tie. He will also serve as a "mentor" of sorts, to model appropriate work wear and behavior.

If you're short of time, you may skip **Student Handbook page 109, Agree or Disagree,** in **Activity II, Unspoken Rules**. In that case, present **Activity III, Real-Life Scenarios** first, then return to **Activity II,** Step 4, to create a list of rules.

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ACTIVITY STEPS

I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE**: As we approach job shadow day, it's time to discuss the type of behavior that's expected in the workplace. Of course you want to represent yourself and your school well on job shadow day. But you may also be curious about how to conduct yourself in any workplace. Believe it or not, figuring out how to fit in is something that affects all adults as they begin new jobs, because some rules are written down and some are not. Let's talk about the written rules first. You can usually find these posted in a workroom, or written in an employee manual provided to you during training.

2. Display **Student Handbook page 108, What's the Problem?** on the overhead projector.

   SAY SOMETHING LIKE: Open to **Student Handbook page 108, What's the Problem?** In the left column, there are four important workplace rules. Next to each rule, in the middle column, is an example of an employee breaking each rule. Your job is to put yourself in the boss' shoes, and explain why that behavior is a problem. Think through each situation and answer to the best of your ability. When you're finished, I'll select students to share their ideas.

3. Allow students three to four minutes to complete the activity. When time is up, select a different student to share his or her response for each example.

4. **SAY SOMETHING LIKE**: Good job on this activity. As you can see, sometimes the rules are obvious, like being safe on the job. However, other job behavior is not always obvious. Let's explore this idea.

II. Unspoken Rules (10 minutes)

1. **SAY SOMETHING LIKE**: What do you think would happen if you kept showing up for work at 10 am when you were scheduled to start at 9am? That's right, you'd probably end up being fired because you were not meeting your basic job responsibilities.

   Unfortunately, the rules aren't always so clear-cut. The workplace, like many other social situations, has a set of unwritten rules that are still important to observe. For example, let's think about sports **etiquette**. Imagine you are not in the starting line-up for your soccer team. Rather than sit glumly on the bench, muttering about how unfair your coach is, you're expected to demonstrate a good attitude by cheering on your teammates.

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Who can think of other sports "rules" that aren't written down? [Students respond.]

2. **SAY SOMETHING LIKE**: In this activity, we will look at subtle rules of etiquette that will be useful to you in your job shadow experience, and as you start your work life. Turn to **Student Handbook page 109, Agree or Disagree?** Read each statement and decide whether you agree with the behavior or disagree. Be prepared to discuss your answers.

3. Give students five minutes to complete the handbook page. Then, select students at random to explain their responses.

4. **SAY SOMETHING LIKE**: As you prepare for your job shadow, let's brainstorm a general list of workplace rules. Many of these will be related to the workplace principles of responsibility, teamwork, and respect that we've discussed in earlier lessons. [See **Facilitator Resource 1, Workplace Etiquette** to see how these principles relate to workplace etiquette]. For example, a responsible employee should think before e-mailing, and not send anything he or she wouldn't want everyone in the office to see. So, let's start our list with this rule: "Think before you e-mail." What are some other rules of etiquette? [Jot down students' ideas on the board or chart paper, asking questions as needed to make sure all topics are addressed.]

III. Real-Life Scenario (15 minutes)

1. **SAY SOMETHING LIKE**: As you begin your job shadow, you will encounter situations in which you're not sure how to behave. Let's take a look at some possibilities.

2. **SAY SOMETHING LIKE**: Open to **Student Handbook page 110, Workplace Etiquette Scenarios.** In this activity, you and a partner will put yourselves in Anna's shoes. Anna is a high school student participating in a job shadow at the XYZ Corporation. Like all new workers, she is running into situations she is not sure how to handle. Read Anna's story with your partner and discuss each of Anna's situations. Then write down your agreed-upon suggestions on the lines below each situation.

3. Divide class into pairs and give them 10 minutes to complete the handout. When time is up, bring the whole class together to review responses to each situation in the scenario. Invite different pairs to read each section and share their responses.

IV. Wrap Up: Dress for Success (10 minutes)

1. **SAY SOMETHING LIKE**: Dressing appropriately for your job shadow and future jobs is also part of good etiquette and key to job success. What this looks like varies from job

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to job. [Ask students for examples.] When you're not sure of the dress code, "**business casual**" is a good bet.

2. Pass around the pictures you clipped from magazines of men and women dressed in business casual, or display these using your laptop and LCD projector.

   SAY SOMETHING LIKE: For males, this means a shirt, tie, and pants other than jeans or sweats. Females can wear similar clothes (no tie needed) or a conservative dress, or a skirt and sweater. Dress shoes (or your best sneakers if you don't have dress shoes) are appropriate. Both genders should look neat and clean. Extreme "fashion statements" should be avoided.

3. Distribute ties to each pair of students, and hand out a copy of instructions on how to tie a tie. (See **Preparation** section.) Or, if you've invited a guest to demonstrate, introduce him now.

   SAY SOMETHING LIKE Today you will learn to tie a necktie, or if you already know how, you will take some time to practice or show a classmate.

4. Distribute tie-tying instructions. Invite a volunteer to read each step of the tie instructions as a second volunteer demonstrates. If necessary, you may repeat the process. Working in pairs, have the guys practice tying their own ties. If some students know how to do it, have them partner with those who don't know. Once they have figured it out, have partners demonstrate for each other.

5. Compliment students on their efforts, and let them know that they'll spend the next two weeks studying informational interviews – what to say on their job shadow day.

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Workplace Etiquette

RESPONSIBILITY:

- Be where you're supposed to be, when you're supposed to be there.
- Don't make/take personal phone calls or text messages during work time.
- Think before you e-mail. Don't send anything you wouldn't want everyone to see.
- Ask questions when you're not sure how to do something.
- Don't waste or take supplies belonging to your employer.

TEAMWORK:

- Not every task will be exciting. Don't complain (or ignore the work) when asked to do something you think might be "beneath" you.
- If you finish an assigned task, look for the next thing that needs to be done.
- Pitch in when and where your help is needed.

RESPECT:

- Listen carefully when someone suggests a different way of doing things.
- State your opinion without raising your voice or insulting the other person.
- Be the kind of person others trust. Don't gossip.
- Dress in a way that's appropriate for your workplace.

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What's The Problem?

Directions: Read each rule in the first column. Then read the "Breaking the Rule" item in the second column. In the third column, explain why the behavior is a problem.

Rule	Breaking the Rule	Why This Is a Problem
Show up on time, and work assigned hours.	A sales associate leaves his job early because there are not many customers and not much to do.	
Follow employer's safety guidelines, and wear required protective clothing and equipment.	A construction worker does not wear her hardhat because it gives her a headache.	
Treat co-workers and customers with courtesy and respect.	A customer at a fast food restaurant curses at a cashier, complaining that his food is cold. The cashier responds by insulting the customer.	
Work together to solve problems, and let employers know when you need help.	Employees at Roads to Success are working together packing materials that must be delivered to schools in a few days. One employee is confused by the instructions and abandons the project.	

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Agree or Disagree?

Directions: Read each statement and decide if you agree or disagree by checking the appropriate column. Be prepared to justify your choices.

Behavior	Agree	Disagree
I'm often late, but I let my friends know I'm on the way with text or cell phone messages.		
Making photocopies is a mindless job, but if my boss asks me to do it, I should.		
I'm known for my sense of style, and like my clothes to make a big impression.		
I ask questions when I'm not sure what to do.		
Babysitting is an easy job, so it's okay to make personal phone calls while I'm working.		
I get angry when someone points out my mistakes.		
I see a classmate struggling with an assignment that I found easy. It's better to let him or her figure it out rather than to help him or her.		
In my cashier job, if I have no customers, I should enjoy the downtime and take a break.		
Rather than stop to buy paper towels on the way home from work, I take a couple of rolls from the office's supply closet.		
When friends e-mail me at work, I do not reply.		

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Workplace Etiquette Scenarios

Directions: Anna just started her job shadow at the XYZ Corporation, and she's facing some challenging situations. Read each section and decide the best way for Anna to respond.

1. Anna is getting dressed for her job shadow at the XYZ Corporation. When she visited the company previously, she noticed many employees wore jeans, t-shirts, and sneakers. Anna wants to make a good impression and wants to fit in with her co-workers. How should she dress?

2. When Anna arrives at the office, she approaches a very busy receptionist. She introduces herself and says she is here for the job shadow day. The frenzied receptionist has no idea what Anna is talking about and is somewhat unfriendly. What should Anna do?

3. Finally, Anna meets her host, who keeps her engaged in a variety of tasks. Suddenly, her host is called into a meeting. After an hour, Anna has completed the tasks on her list. She is bored and not sure what to do next. What would you advise Anna to do?

4. Anna finds herself in the cafeteria with some employees of the company who are close to Anna's age. They are gossiping about their boss, who she's noticed can be very demanding. What should Anna do?

5. A recent college graduate who works at the company has been assigned the job of showing Anna what her workday is like. She is very helpful. Anna wants to thank her at the end of the day, but she is nowhere to be found. Anna remembers her first name, but not her last name. What should she do?

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Informational Interview I

The BIG Idea

- What is an informational interview, and how can it help me find a satisfying career?

AGENDA

Approx. 45 minutes

I. Warm Up: Understanding the Informational Interview (10 minutes)

II. Informational Interview vs. Job Interview (15 minutes)

III. Generating Questions (15 minutes)

IV. Wrap Up: If The Job Fits… (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 111, An Informational Interview
- Student Handbook pages 112 and 113, Informational Interview vs. Job Interview
- Student Handbook page 114, Got Questions?

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Benefits of Informational Interviews
- Facilitator Resource 2, Informational Interview vs. Job Interview Answers

❑ Laptop and LCD projector or overhead projector

❑ Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Understand the benefits of an informational interview, including its potential as a networking opportunity.
- Identify similarities and differences between an informational interview and a job interview.
- Generate a list of informational interview questions.

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OVERVIEW

This lesson explores the purpose and benefits of an informational interview. To understand the benefits, students read a personal account of an informational interview. They identify benefits of that meeting. After noting differences and similarities between an informational interview and a job interview, students generate questions appropriate to ask in an informational interview. The lesson concludes with students analyzing a quotation about the value of finding a career that best "fits" your needs, interests, skills, etc., and how an informational interview is key to reaching this goal.

PREPARATION

- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 112 and 113, Informational Interview vs. Job Interview**
  - **Student Handbook page 114, Got Questions?**
  - **Facilitator Resource 1, Benefits of Informational Interviews**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ Determine pairs for **Activity II, Informational Interview vs. Job Interviews**.

BACKGROUND INFORMATION

Richard Nelson Bolles, author of the famous career guidebook, *What Color is Your Parachute?* coined the term "informational interview," describing this process as "trying on jobs to see if they fit you." An **informational interview** is an essential step in the career search process. In addition to providing jobseekers an opportunity to learn more about a career field, it enables them to build a network of contacts within that field. The power of an informational interview should not be underestimated: Statistics reveal that just one out of every 200 resumes leads to a job offer with some studies claiming the number as high as one out of 1,500. In comparison, one out of every twelve informational interviews results in a job offer.* Another source suggests that as many as 90% of jobs are not advertised; thus the informational interview can help a jobseeker gain

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insight into the hidden job market.** For all of these reasons, and many more, an informational interview should be treated as an integral part of students' networking and job-hunting plans.

Statistic Sources:
*http://www.quintcareers.com/information_background.html
**http://www.quintcareers.com/information_dress.html

VOCABULARY

Informational Interview: a meeting between a job seeker and someone working in a career field for the purposes of learning about an occupation, discovering whether more training or experience is needed, how one might get future job leads, and networking within an industry.

Networking: the art of building alliances or talking to people who can help you and whom you can help.

IMPLEMENTATION OPTIONS

DO NOW:
If you prefer, you may choose to use **Student Handbook page 111, An Informational Interview** as a DO NOW. Give the students five minutes to complete it. Once they complete the page, continue with the **Warm Up** discussion.

For **Activity I, Warm Up**, rather than use **Student Handbook page 111, An Informational Interview,** you can share your own informational interview experience.

For **Activity II, Informational Interview vs. Job Shadow,** you may prefer to have students work independently. If you are running short on time, you may have students record only the number corresponding to each statement in the Venn Diagram rather than rewriting each statement.

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ACTIVITY STEPS

I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE**: Do you have questions about your career goals? Do you wonder if you have what it takes to be in your dream career? One of the best ways to learn about a field is to talk, or **network**, with people in the field. Someone working in the career can tell you what a job is *really* like – the challenges, opportunities, outlook, and more. Conversations with people in the field are known as **informational interviews**. You'll have an opportunity to ask your host questions during your job shadow day – a chance to practice your information interviewing skills.

   Why bother with an informational interview if there is no specific job available? One reason is that informational interviews could lead to a job down the road. Statistics show that one out of every 200 resumes leads to a job offer. In comparison, one out of every twelve informational interviews results in a job offer.*

   In the next two lessons, you will learn more about the art of informational interviewing. Let's begin by reading about a sample informational interview.

   Statistic Source:
   *http://www.quintcareers.com/information_background.html

2. **SAY SOMETHING LIKE**: Turn to **Student Handbook page 111, An Informational Interview**. Read the story about an informational interview, and then answer the questions at the bottom.

   Give students five minutes to complete the activity. When time is up, invite volunteers to share their responses to the questions on the handbook page. Write their responses on the board or chart paper.

3. **SAY SOMETHING LIKE**: Are you surprised by how much this job seeker got out of the informational interview? Explain your answer. [Give students a minute to discuss their ideas.]

4. Project **Facilitator Resource 1, Informational Interview Benefits** on the LCD panel or overhead projector.

   SAY SOMETHING LIKE: In addition to the benefits you identified, there are a number

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of others you may not have considered! Let's review them together.

Invite volunteers to read each of the benefits as listed on the overhead transparency. Elaborate on any they may not understand by giving an example.

II. Informational Interview vs. Job Interview (15 minutes)

1. **SAY SOMETHING LIKE**: An informational interview is not the same as a job interview. Because you are not interviewing for a job, and *you* are the one who gets to ask the questions, an informational interview is less stressful than a real interview. Even though there may not be an actual job opening, the informational interview is a great opportunity to practice for the real thing. The process can help you build the necessary confidence required for a job interview.

2. Project **Student Handbook page 112, Informational Interview vs. Job Interview,** and have students turn to this page.

   SAY SOMETHING LIKE: By identifying similarities and differences between informational and job interviews, you will gain a better understanding of the goals and purposes of each type of interview. Working with a partner, read each statement on **Student Handbook pages 112 and 113, Informational Interview vs. Job Interview**. Then decide whether it describes an informational interview, a job interview, or both, and write it in the correct place on the Venn diagram. If a statement is true of both interviews, write it in the space where the circles overlap.

3. Model how to do the activity. Ask a volunteer to read aloud the first statement: "Research the company prior to interview".

   SAY SOMETHING LIKE: Researching a company before interviewing for a real job is essential. Researching before an informational interview is important, too. Since an informational interview generally lasts no more than 20 minutes, you want to use your time wisely by asking questions you can't find answers to online or in company literature. Researching a company before an informational interview helps you come up with intelligent and relevant questions. So, I will write the statement "Research the company prior to interview" in the overlapping section.

4. Divide students into predetermined pairs. Allow pairs 10 minutes to complete the activity. After, have the class come together to share how they categorized each item. Encourage students to provide a rationale for why they categorized each item as they

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did. For guidance see **Facilitator Resource 2, Informational Interview v. Job Interview Answers.**

III. Generating Questions (15 minutes)

1. **SAY SOMETHING LIKE**: Remember, an informational interview is your opportunity to answer questions about a career that really interests you. In this activity, we will explore and generate good questions to ask on an informational interview.

2. Have students open to **Student Handbook page 114, Got Questions?** Instruct them to take the next few minutes to write down three questions they would want to ask someone working in the career they plan to pursue.

3. **SAY SOMETHING LIKE**: There are some questions that you may want to know answers to, but may be too personal or sensitive to ask. For example, did anyone ask about salary? [Give students a chance to respond, and if possible, ask students to share how they asked this question.] It's okay to ask about salary, but you need to ask in a tactful and polite way. For example, instead of asking, "What do you make?" you can ask a more general, less personal question, such as "What can a person in an entry level position expect to make in this career field?

4. **SAY SOMETHING LIKE**: Did anyone ask a question such as, "What does this company do or make?" Why might you *not* want to ask this question? [Give students a chance to respond.] As we discussed in the previous activity, there are many questions you can find the answers to by researching the company in advance, enabling you to use your limited interview time to ask questions you can't find answers to elsewhere. To research, you may review the company's web site, read their literature, or even browse a general career web site, such as IHaveAPlanIowa.gov (or other website students are familiar with), and look up your career to see what it entails.

5. Project **Student Handbook page 114, Got Questions?** on the LCD or overhead projector.

   SAY SOMETHING LIKE: Let's come up with more questions to make sure you take full advantage of this opportunity. Look at the question categories at the bottom of **Student Handbook page 114, Got Questions?**. See if you can come up with one question for each category, and write it in the box next to its category. For example, you should ALWAYS ask a couple of **networking** questions, as this is one of the main goals of the informational interview. You might ask, "Who else would you suggest I speak to?"

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6. Model the kinds of questions you can ask, pointing out that it's okay to ask questions about the employee's personal experience. Read aloud and point to the category: "What I Need to Do to Get a Job in this Field".

   SAY SOMETHING LIKE: Rather than asking the generic question, "What do I need to do to get a job in this field?," the informational interview is a perfect opportunity to ask a person working in the career about his or her personal experiences. People enjoy talking about themselves and sharing their successes. What are some questions you could ask to get this conversation started? [Students respond.]

7. When students finish writing questions for each category, bring the class back together. Invite students to share questions in each category, and use their responses to create a class list of best questions to ask on an informational interview.

IV. Wrap Up: If the Job Fits… (5 minutes)

1. **SAY SOMETHING LIKE**: "Informational interview" is a term created by the Richard Nelson Bolles, author of the best-selling career book *What Color is Your Parachute?* Bolles describes the process of informational interviews as "trying on jobs to see if they fit you." What do you think Bolles means?

2. Have students discuss their ideas about the quotation. If the following point does not come out of their responses, be sure they understand that meeting with, and asking questions of, people working in careers of interest enables them to see if the job is one that best "fits" their needs, interests, abilities, etc.

3. **SAY SOMETHING LIKE**: Great job today! Next week, you will research the companies you'll be visiting and practice informational interviews with a partner.

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Benefits of Informational Interviews

Informational interviews help you…

- Learn more about a career and the skills required to succeed.
- Grow your network of contacts by receiving referrals to other professionals in your field of interest.
- Clarify your own goals as you explore different career paths.
- Uncover the hidden job market: up to 90% of all jobs are never advertised.
- Develop confidence and gain practice for real job interviews. (Informational interviews tend to be less stressful than job interviews).
- Evaluate whether the career is compatible with your skills, interests, values, personality, lifestyle, and goals.
- Get the most up-to-date career information.
- Gain insight on needs and opportunities in your career field.

Source: Adapted from http://career.ucla.edu/Students/ExploreCareers/WhatIsAnInformationalInterview.aspx

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Informational Interview vs. Job Interview Answers

Informational Interview

- No expectation of receiving a job offer after interview
- Main focus is on gaining more knowledge about a company and career field
- Interview may be with an assistant or someone without hiring power
- You are the interviewer

Both

- Research the company prior to interview
- Follow up with a thank you note
- Dress in business casual clothing
- Don't use slang or act too casual around the company contact
- Is a professional meeting
- Ends with a plan of action*

Job Interview

- Main focus is promoting yourself for a specific job opening
- You are the interviewee

*Explain to students that when completing a job interview, they should know in advance what the rest of hiring process looks like and when they should check back with the company. For informational interviews, students should know who they will talk to next, or decide whether they are prepared to apply for jobs.

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An Informational Interview

YOU: a junior in high school, interested in a career in construction, but not sure what kind of education you'll need or next steps to take

JOE SMITH: a friend of your next-door-neighbor's, he owns a small construction company

THE SET-UP:

Your neighbor encourages you to call Joe Smith to learn more about your future career, so you do. While you're on the phone, Joe interrupts you twice to yell instructions to one of his workers. Joe is on a tight deadline this week, and can't meet with you at all, but offers to give you 15 minutes of his time first thing Saturday morning, 8am sharp. On Friday afternoon, he calls to let you know that first thing tomorrow won't work. He's scheduled the cement mixers to arrive then, and suggests you meet at noon instead.

THE CONVERSATION:

When you arrive, Joe invites you to sit with him in his truck, and he spends a half hour telling you what he knows between bites of baloney and cheese sandwiches and gulps of coffee.

He learned the business from his father, he says, but would recommend further education for someone starting out today. He mentions a good program at the community college, where you can also take the management and accounting courses you'll need if you want to run your own company one day.

He also recommends two apprenticeships – one for carpenters and one for electricians. He describes one of the local trade schools as "lousy." He says "the guys who graduate from there are a bunch of know-nothings."

He says he loves being in business for himself, loves seeing the finished product, loves problem-solving, and hates the stress of being behind schedule. Just then, someone knocks on the truck window and says they're running behind schedule. He laughs, says he needs to get back to work, shakes your hand, and tells you to call him if you "need anything – anything at all."

THE FOLLOW-UP:

1. What did you learn from visiting the construction site?

2. What did you learn from interviewing Joe Smith?

3. Was Mr. Smith generous with his time? Explain.

4. How should you follow up on this informational interview?

5. Is there any benefit to staying in touch with Mr. Smith? Explain.

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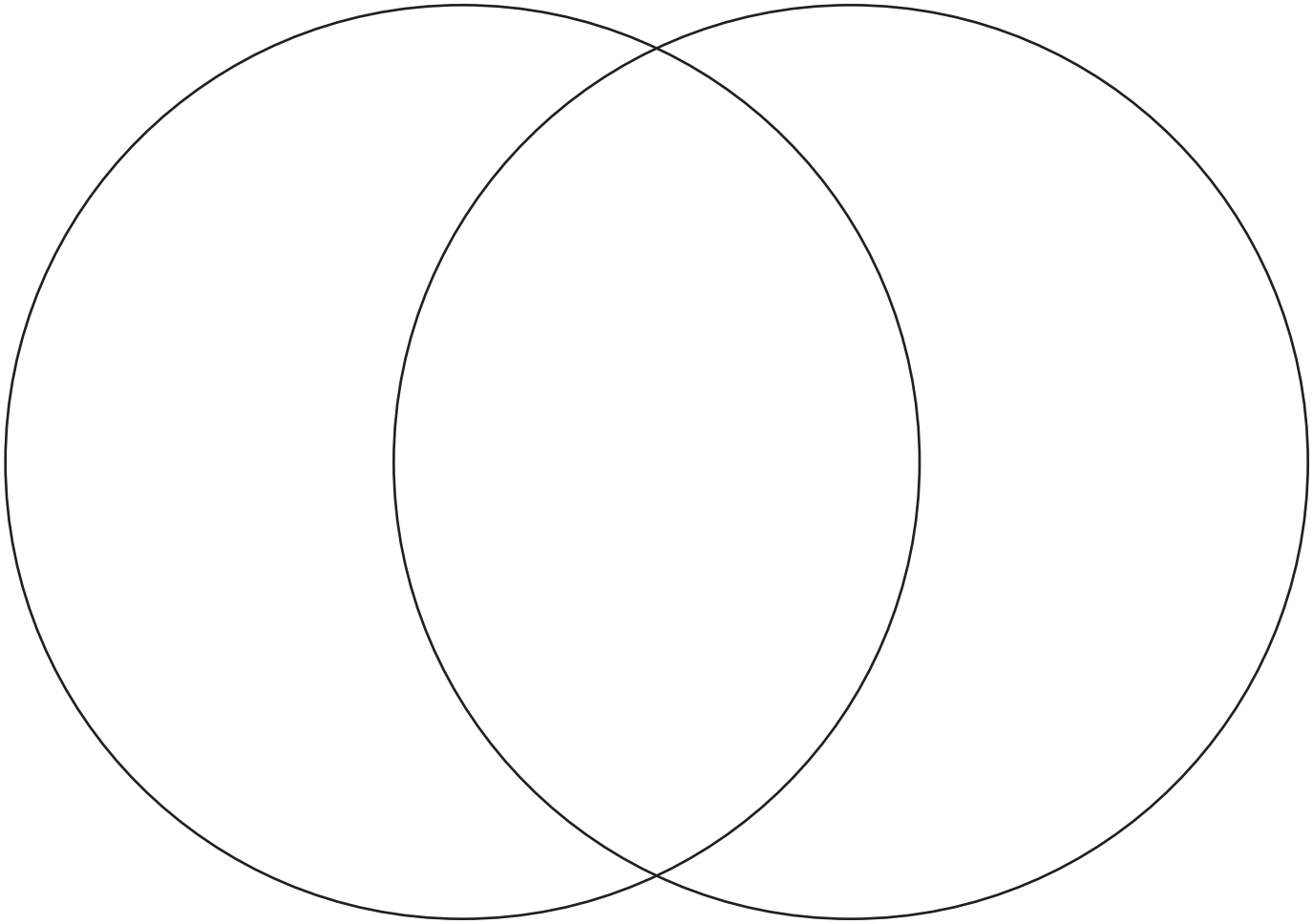
Informational Interview vs. Job Interview

Directions: Read each statement on the next page, and write it in the correct place on the diagram below. Some statements apply to Informational Interviews, some apply to Job Interviews, and some apply to both.

INFORMATIONAL INTERVIEW **JOB INTERVIEW**



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Statements

1. Research company prior to interview
2. No expectation of receiving a job offer after interview
3. Follow up with thank you note
4. Main focus is to gain more knowledge about a company and career field
5. You are the interviewer
6. Main focus is promoting yourself for a specific job opening
7. You are the interviewee
8. Dress in business casual clothing
9. Interview may be with an assistant or someone without hiring power
10. Don't use slang or act too casual around the company contact
11. Is a professional meeting
12. Ends with a plan of action

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Got Questions?

Directions: Write three questions to ask someone working in a career field that interests you most.

1. _____

_____

2. _____

_____

3. _____

_____

Question Categories

Directions: Write one question for each category.

What the Job is Like	
What I Need to Do to Get a Job in this Field (Education, Background Experience, etc.)	
Working Conditions	
How to Get Ahead in this Career (On-the-Job Behavior)	
Future/Outlook of Career Field	
Salary	
Referral/Networking	

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Informational Interview II

The BIG Idea

- How can I prepare for a successful informational interview?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Conducting Interviews (10 minutes)

III. Research (15 minutes)

IV. Interview Practice (10 minutes)

V. Wrap Up: Confirming Your job shadow Appointment (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 115, Informational Interview Evaluation Rubric
- Student Handbook page 116, Research Questions
- Student Handbook page 114, Got Questions? (from Job Shadow 5, Informational Interview I)
- Student Handbook page 117, Job Shadow Appointment Confirmation
- Student Handbook page 118, Job Shadow Employer Evaluation

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Model Interview Script

❑ Laptop and LCD projector

❑ Chart paper and markers

❑ Overhead projector (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Research a company in preparation for an informational interview.
- Practice conducting an informational interview.

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OVERVIEW

Students prepare for informational interviews by conducting online research and participating in mock interviews. The lesson concludes with instructions on confirming a Job-Shadow appointment.

PREPARATION

- ❑ Make arrangements to use the computer lab, and make sure students have access to the Teach for America website (www.teachforamerica.org).
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 115, Informational Interview Evaluation Rubric**
  - **Student Handbook page 116, Research Questions**
  - **Student Handbook page 117, Job Shadow Appointment Confirmation**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ For the **Warm Up** activity, make a copy of **Facilitator Resource 2, Model Interview Script** for the student who will assist you. Choose a volunteer to play the role of the Interviewer, and give him/her a few minutes to review the script as the class is getting settled.
- ❑ For **Activity IV, Interview Practice,** determine pairs for mock interviews.
- ❑ At the end of the job shadow, each student will need to have his/her employer fill out **Student Handbook page 118, Job Shadow Employer Evaluation.** You may choose to have the students bring them to the class directly following the job shadow or have the employers mail them directly to you. If you choose the latter, each student will need to be provided with a self-addressed envelope and stamp.

BACKGROUND INFORMATION

To reap the benefits of an informational interview, it is important to go into the interview knowing key facts about the company: what it does, biggest challenges, accomplishments, etc. Conducting research is important for the following reasons:

- Shows the interviewee (the employee) that the interviewer respects and values his/her time by not asking questions easily answered elsewhere

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- Reveals initiative, eagerness, and interest in the company
- Helps the interviewer craft specific questions

The Web is an ideal place to conduct research about a company. While information is not always posted for the job seeker specifically, most company websites provide information that is useful in preparing for interviews.

VOCABULARY

Informational Interview: a meeting between a job seeker and someone working in a career field for the purposes of learning about an occupation, discovering whether more training or experience is needed, how one might get future job leads, and networking within an industry.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

Questions:

1. What organization are you going to be visiting for your job shadow?
2. What does your organization do or make?
3. What's one question you plan on asking the employee that you interview?

[Then call on students to read their answers and continue with the Warm Up as written.]

For **Activity III, Research,** if no computer access is available, print out information about companies students will be visiting on job shadow day. If this becomes too cumbersome, students could complete **Student Handbook page 116, Research Questions,** using information found on the Teach for America website. In addition, students can use this information to conduct the practice interviews in **Activity IV, Interview Practice.**

For **Activity III, Research,** you may choose to replace the company listed with a local organization.

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ACTIVITY STEPS

I. WARM UP (5 minutes)

1. **SAY SOMETHING LIKE:** Last week, we discussed the kinds of questions you might ask in an informational interview. Hopefully, you have a few questions you can't wait to ask. There are two more informational interview elements to consider before you're ready for your job shadow:
   - Finding out more about the company you'll be visiting.
   - Figuring out what a successful informational interview should look and sound like.

   We will discuss each of these today. We'll also take a moment at the end of class to review how to confirm your job shadow appointment so that your host is ready for your arrival.

   Let's begin with item two – what a good informational interview should look and sound like.

   [Introduce your volunteer, who will be interviewing you as a teacher or Roads to Success teacher.]

   Be prepared to discuss any strengths and weaknesses you notice.

2. [Have your selected volunteer assist you in dramatizing **Facilitator Resource 2, Model Interview Script.**]

II. Conducting Interviews (10 minutes)

1. [When you've finished the model interview, create a T-chart with columns labeled "Desirable Informational Interview Behavior" and "Undesirable Informational Interview Behavior." Ask students for their observations in each category, which might include the following:

Desirable Informational Interview Behavior	**Undesirable Informational Interview Behavior**
Introduced self	Didn't shake hands
Set a purpose for the interview	Interrupted
Had prepared questions	Didn't ask follow-up questions
Asked for additional contacts	Asked questions that could have been answered elsewhere
Said thanks	

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2. Have students turn to **Student Handbook page 115, Informational Interview Evaluation Rubric**. Project a copy on the LCD panel or overhead projector, and discuss each item as follows.

SAY SOMETHING LIKE:

- **Listen carefully:** Remember the story about Joe Smith from last week's lesson? In that interview, he talks about how he learned the construction business from his father, but if someone was to enter this field now, he recommended going on for more education after high school.
- **Ask follow-up questions:** Someone may give you a bit of information that makes your ears perk up. It's totally appropriate to say, "That's interesting! I'd love to hear more about it!" Let's practice asking follow-up questions with a few examples. Suppose your interview subject says [insert example below]. What could you ask to get more information?
  - *One of the reasons I became a teacher is because my godmother is a teacher, and I spent a lot of time with her when I was growing up…*
  - *I think I've always known that I wanted to start a business of my own, I just wasn't sure what kind…*
  - *I remember being completely overwhelmed when it was time to choose a college.*
  - *I loved my experience at State University.*
- **Ask questions that can't be answered elsewhere:** We'll return to this idea in a moment.
- **Ask about the interviewee's experiences:** Asking people about their own experiences is a good way to get career advice.
- **Ask for referrals and permission to use your interviewee's name:** Last week we discussed networking. Though referrals are more commonly requested when you're out of school and looking for a job, you may want to follow up on a college lead or a summer job possibility. If so, it's polite to ask your interviewee if you can use her name when you contact someone she recommends.
- **Say thank you**. Thank the interviewee for his or her time at the end of the interview, and send a thank you note right away. It's a rule in this game, and it will help your interviewee remember you as professional and businesslike.

In a few minutes, you'll have a chance to practice an informational interview with a partner. First, let's return to item #3 – asking questions that could not be answered elsewhere.

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III. Research (15 minutes)

1. **SAY SOMETHING LIKE**: Think back to last year's college trip and the research you did before your visit. What were the benefits of checking things out in advance? [Students respond.] Your job shadow is a similar situation – you'll want to arrive on the scene equipped with some background knowledge about the company. Where might you find this information? [Students should suggest Internet research, but may not be aware that many companies have their own websites. Note that they can use a search engine like Google to find the correct web addresses of companies of interest.]

2. **SAY SOMETHING LIKE**: Please turn to **Student Handbook page 116, Research Questions**. In a moment, you'll have a chance to research the company you'll visit during your job shadow. For now, let's see what background information is available for a hypothetical interview with a Teach for America employee.

   Project the Teach for America website (www.teachforamerica.org) using your laptop and LCD projector. Have students access the site on their own computers and follow along. **NOTE**: Students don't need to write down the answers for Teach for America; they'll use **Student Handbook page 116, Research Questions** to research the company they intend to visit.

   - **What does the company do or make?** On what part of a website will you find general information about the company? [Make sure students realize that they can often find general information on a company's home page. Then click "About Us" and point out that many sites have an "About Us" page that gives more details.]
   - **How many people does the company employ?** Where can you find information about the staff? [Point out the "Our Team" link and explain that links like this will give them a sense of how many people a company employs. Point out that the staff listed on this page is the management team of Teach for America. The company actually employs over 1,200 staff members.]
   - **What kinds of jobs are available at this company?** How can you figure out what kinds of jobs exist? [Show students that all of the employees listed on the Our Team page have titles next to their names. To find out more, they can click the employees' names. You can also click on the button labeled resources for "Potential Staff," on the bottom of the left hand side. Then click on current "Job Opportunities."]
   - **What kind of work experience does the person you're interviewing have?** If there were no staff bios like the ones on this website, how might you find out about your interviewee? [Students should understand that they could search for their interviewee on Google or another search engine. Note that this information won't always be available, but it's good to check.]

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- **What are some of the company's recent achievements?** Where will you find out? [Click the "Media" link to show students what's featured. Note that if a company's website doesn't include this information, students may be able to find general news articles using the "News" feature on Google.]

3. **SAY SOMETHING LIKE**: Please take the next ten minutes to research the company you'll be visiting on job shadow day. You will use this information to create two additional questions to ask your job shadow host. You'll also use your research in the next activity, when you'll have a chance to practice your informational interview technique. Be sure to write legibly, as you'll be sharing this information with a partner.

   When students have finished, have them turn to **Student Handbook page 114, Got Questions?** (from job shadow 5, Informational Interview 1) and add two additional questions based on their company research.

IV. Interview Practice (10 minutes)

1. Pair students for interviews.

2. **SAY SOMETHING LIKE**: Now it's time to practice. Each of you should be ready with your prepared list of questions for your turn as the interviewer. As your partner may know nothing about the company you've researched, take a moment now to exchange papers so your partner can be prepared for his role as a representative of the company you've researched.

   For the purposes of this practice interview, it's fine to make up answers. Creativity is encouraged. As the person being interviewed, it's your job to keep the conversation going.

   Partner A will have two minutes to take your turn as the interviewer, with Partner B answering your questions. When I call time, Partner B will have a minute to provide feedback by completing **Student Handbook page 115, Informational Interview Evaluation Rubric**. Then you'll swap roles.

3. Call time after two minutes to alert students that Partner A needs to wind up his interview. Allow one minute for Partner B to complete the rubric. Then have students swap roles and follow the same procedure for the second interview.

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V. WRAP UP: Confirming Your Job Shadow Appointment (5 minutes)

1. **SAY SOMETHING LIKE**: How many of you have ever made a plan with a friend, something you were really looking forward to, only to have them not show up at the appointed day and time? Your job shadow host may have carefully planned her time with you, or she may be so busy that she barely has time to think. To avoid disappointment or mix-ups, it's important to check in a few days in advance to make sure you're both clear on the date, time, and meeting place. You can also use this phone call to double-check details such as directions and dress code.

   Please turn to **Student Handbook page 117, Job Shadow Appointment Confirmation** and take it home with you to use to confirm your appointment. Then make the call, take notes, and repeat everything carefully. If you don't reach the person with whom you need to speak, leave a message, and make sure to connect before the day arrives.

   At the end of the job shadow, each of you will need to have your employer fill out **Student Handbook page 118, Job Shadow Employer Evaluation.** [Explain to the students how these forms should be returned. You may choose to have the students bring them to the class directly following the job shadow or you may choose to have the employers mail them directly to you. If you choose the latter, each student will need to be provided with a self-addressed envelope and stamp.]

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DO NOW
Job Shadow 4: Informational Interviews II

Directions: You will have three minutes to read the questions and write your answer.

Questions:

1. What organization are you going to be visiting for your job shadow?

2. What does your organization do or make?

3. What's one question you plan on asking the employee that you interview?

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Model Interview Script

[Interviewer enters room. Teacher is sitting at desk working. Interviewer starts to talk without shaking hands with teacher whom he/she is interviewing]

Interviewer: Hello. I'm *[insert your name]*. I'm here for an informational interview.

Teacher: Hello *[insert student's name]*. It is nice to meet you. How can I help you?

Interviewer: I'm exploring career paths in the field of education. I'm hoping to gather information. I appreciate your making the time to meet with me today. I'd like to ask you some questions about what you do and get your point of view on teaching as a career.

Teacher: Sure. I'm happy to help!

Interviewer: How did you get started in this field?

Teacher: Well, actually, I began in a completely different career. I was a librarian, but then something happened that really made me want to be a teacher…

Interviewer: *[interrupt teacher's thought by asking the next question]* What is your typical day as a teacher like? What are your responsibilities?

Teacher: I begin the day with… *[Ad lib answer.]*

Interviewer: So, what grade levels does this school include?

Teacher: Um, it's a high school, so that would be grades 9-12.

Interviewer: What kinds of skills and abilities are required for this type of work?

Teacher: You need to be passionate about educating others and you need to be very patient. Having a basic knowledge of various subject areas is also important.

Interviewer: Are there other teachers, or people in the field of education, that you would recommend I speak to?

Teacher: Ms. Jones, an assistant principal over at Green Hills High School, would be a good person to talk to, but let me first…

Interviewer: *[interrupt teacher by asking the next question]* Great. I'll contact her today. Thanks.

Teacher: You're welcome.

[Interviewer leaves without shaking hands or making eye contact.]

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Informational Interview Evaluation Rubric

Directions: Evaluate your partner's informational interview technique by checking "yes" or "no" for each question.

Desirable Informational Interview Behavior	Yes	No
1. Did the interviewer listen carefully?		
2. Did the interviewer ask relevant follow-up questions?		
3. Did the interviewer ask questions that could NOT be answered elsewhere?		
4. Did the interviewer ask questions about the interviewee's experiences?		
5. Did the interviewer ask for referrals? Did he/she ask permission to use the interviewee's name when making these contacts? (OPTIONAL)		
6. Did the interviewer thank the interviewee for his or her time?		

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Research Questions

Directions: Research answers to each of the following questions on the company's website.

1. What does the company do or make?

2. How many people does the company employ?

3. What kinds of jobs are available at this company?

4. What kind of work experience does the person you're interviewing have?
   (**Note**: This information won't always be available. You may not know the name of the person you're interviewing, or be able to find information about them on the Internet.)

5. What are some of the company's recent achievements?

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Job Shadow Appointment Confirmation

Career

Contact Information

Contact Person:

Job Title:

Name of Company:

Phone Number:

E-mail:

Street Address (and suite or apartment #, if needed):

City:

State:

Zip Code:

Details

INTRO:

Hello, my name is _____ and I am a student at _____ _____High School. I am calling to confirm the date and time of my job shadow experience

DISCUSS THE FOLLOWING DETAILS AND WRITE DOWN THE ANSWERS. REPEAT THEM TO MAKE SURE YOU'VE WRITTEN THEM CORRECTLY.

Date:

Time:

Directions to the job site:

Parking (if needed):

Dress code:

Lunch arrangements:

SOURCE: Nathan Hale High School, West Allis-West Milwaukee School District

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Job Shadow Employer Evaluation

Thanks for taking the time to a host a _____ (name of high school) student at your place of work. Since we are very interested in the long-term success of our job shadowing program, we would appreciate you taking some time to evaluate your recent job shadowing experience. Your feedback is valuable as we plan future visits to the workplace.

Your Name	Phone Number
Title	Email
Company	Student Name
Date of job shadow	

Please evaluate the student in each of the following areas.

PUNCTUALITY				
Reported at appropriate time	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
Departed at appropriate time	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
PROFESSIONAL APPEARANCE				
Dressed appropriately	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
Well-groomed	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
PROFESSIONAL CONDUCT				
Confirmed appointment	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
Behaved professionally at worksite	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
COMMUNICATION				
Related well to host and others	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
Asked appropriate questions	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
Demonstrated interest in experience	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
OVERALL EVALUATION				
Student seemed to benefit	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable
I enjoyed hosting a job shadow	Exceeded Expectation	Met Expectation	Below Expectation	Not Applicable

Would you be willing to host another student in the near future? (Circle one) Yes No

Please use the back of this page for comments or suggestions for improving our job shadow program.

Signature of person being shadowed _____ Date _____

Student should return this form to _____, Roads to Success teacher.

SOURCE: Nathan Hale High School, West Allis-West Milwaukee School District

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Reflection & Thank You Note

The BIG Idea

- What did I learn during my job shadow experience, and how will this help me plan for my future career?

AGENDA

Approx. 45 minutes

I. Warm Up: Do Now (5 minutes)

II. Job Shadow Reaction Discussion (10 minutes)

III. Workplace Skills Evaluation (10 minutes)

IV. Reflection (10 minutes)

V. Wrap Up: Thank You Letter (10 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio pages 8-9, Personal Skills Checklist
  - Portfolio page 10, Reflection
  - Portfolio page 25, Skills Checklist (job shadow skills only)
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 119, Job Shadow Reaction
  - Student Handbook page 120, Thank You Letter Model
  - Student Handbook page 121, Thank You Letter Template
- ❑ Overhead projector or laptop and LCD projector
- ❑ Stationery or business-appropriate note cards, with matching envelopes
- ❑ Stamps

OBJECTIVES

During this lesson, the student(s) will:

- Reflect on their job shadow experience, evaluating their interest in the career they observed.
- Consider their career readiness, and identify skills they'd like to acquire.
- Write a thank you note to their job shadow host.

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OVERVIEW

In this lesson, students reflect on their job shadow experiences and evaluate their career readiness. They begin by discussing their initial reactions to the workplace. Next, they identify skills that would be useful in the careers they observed, and choose skills they'd like to acquire. Then, they reflect on whether this is a career they'd be interested in pursuing. Finally, using a model and template, students write the requisite thank you notes to their job shadow hosts.

NOTE: This lesson should be taught immediately following your students' job shadow. If necessary, postpone this lesson until all students have visited a workplace.

PREPARATION

- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio pages 8-9, Personal Skills Checklist**
  - **Student Handbook page 120, Thank You Letter Model**
  - **Student Handbook page 121, Thank You Letter Template**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ For **Activity II, Job Shadow Reaction Discussion,** determine pairs for the pair/share activity.
- ❑ For **Activity III, Workplace Skills Evaluation,** draw a t-chart on the board or chart paper. Label the left side, "Skills We Need to Acquire," and the right side, "How We Will Acquire These Skills"

BACKGROUND INFORMATION

Reflection is always the final product of project-based learning. According to the Junior Achievement/job shadow Coalition, a job shadow is designed "to give kids the unique opportunity of an up-close look at the world of work and provide the answer to the commonly asked question, "Why do I have to learn this?" This lesson gives students the chance to explore their answers. The lesson also provides a chance to respond to the potentially unfamiliar culture of the workplace, and speculate on whether the observed career is a good fit.

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IMPLEMENTATION OPTIONS

You may vary the time allowed for each activity in the lesson, depending on the needs of your students. If you're short on time, thank you notes may be assigned as homework. These must be returned to you before mailing, and checked off **Student Handbook page 25, Job Shadow Checklist** (Job Shadow 1, Intro to Job Shadow) as a requirement of this unit.

During the **Warm Up**, you may skip the pair/share if your students are eager to share their ideas with the group.

In **Activity IV, Wrap Up: Thank You Letter**, you may prefer to have your students write a less formal note, omitting the addresses from the beginning of the letter.

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ACTIVITY STEPS

I. WARM UP (5 minutes)

1. **SAY SOMETHING LIKE**: By now, most of you have had a chance to spend a half-day or more in the workplace, observing someone in a career you may be considering yourself. Today, we're going to talk about what you saw, how you felt, and what it means in terms of next career steps.

   SAY SOMETHING LIKE: Turn to **Student Handbook page 119, Job Shadow Reaction**, and take a few minutes to describe your workplace visit – the good, the bad, and the in-between. When you're finished, we'll talk about your observations to see which experiences were unique and which were common to many people in the group.

2. Allow students a few minutes to complete the activity. When time is up, give students two minutes to share their responses with a partner.

   SAY SOMETHING LIKE: Read the first prompt aloud, and take turns sharing your answers. Move on to the second prompt, and continue to alternate responses. Listen carefully for similarities and differences in your workplace visits.

II. Job Shadow Reaction Discussion (10 minutes)

1. Follow up with a whole-class discussion about students' job shadow impressions. Encourage the conversation by asking some or all of the following questions and having several students respond to each:
   - How did it feel to be in a workplace for the day?
   - What did you enjoy the most? Why?
   - What was the least enjoyable part of the day? Why?
   - Was anything about the experience stressful? Explain.
   - What parts of the job could you picture yourself doing?
   - What additional information might you need to determine if the career is right for you?

2. **SAY SOMETHING LIKE**: One thing worth noting is that people often feel exhausted after their first day in a new workplace. You may not know anyone there, and you may be wondering how to fit in or make a good first impression. Or you may love the atmosphere and think "This is the place for me!" Or you may have feelings that are somewhere in between.

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III. Workplace Skills Evaluation (10 minutes)

1. **SAY SOMETHING LIKE**: You've done a great job describing your emotional reaction to the job shadow day. Let's talk about the skills you observed while you were in the workplace. What skills did you see in action that you already possess? [Students respond.] What skills did you see that made you think "I have no clue"? [Students respond.]

2. [Have students turn to **Portfolio pages 8-9, Personal Skills Checklist** and display a copy on the overhead or LCD projector.]

   SAY SOMETHING LIKE: Let's take a look at a checklist of basic skills most employers say they're looking for. This checklist may be familiar – you used it to identify your job skills in Grade 10.

   Circle any skill you saw demonstrated during your Job-Shadow. Then take a look at the columns to the right and check your ability in each. Finally, at the bottom of the page, list three skills that you'd like to acquire or improve, and one strategy for working on each.

3. When students have completed their Portfolio page, show them the t-chart you created. (See **PREPARATION**.) Invite volunteers to share with the class what skills they need to acquire and how they plan to acquire them. Jot the skills and ideas for improvement/acquisition on the chart. Encourage classmates to suggest additional strategies for improvement.

4. **SAY SOMETHING LIKE**: Are you surprised by how many skills we listed on the chart? You shouldn't be! It is highly unusual to begin a job having mastered every skill you will ultimately need. Workers learn and improve their skills while on the job. The challenge of learning new skills and/or developing existing ones is part of what makes a job exciting. You are already developing skills that employers will value, and you will continue to work on these skills throughout high school and beyond.

IV. Reflection (10 minutes)

1. **SAY SOMETHING LIKE**: There's one more thing I'd like you to consider before you move on to the final activity of the job shadow unit. Please turn to **Portfolio page 10, Reflection**. You'll notice that this page is in the Portfolio section, which means you'll save this as a record of your career ideas, so please answer thoughtfully. Unlike the rest of today's activities, your ideas on this reflection will only be shared with me. Please take the next ten minutes to consider what you observed and how you gauged this workplace experience in terms of career potential for you.

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2. Give students 10 minutes to complete their reflection and then bring them back together as a group.

V. Wrap Up: Thank You Letter (10 minutes)

1. **SAY SOMETHING LIKE**: Last, but not least, it's time to write a thank you note to your job shadow host. This is part of the process, a rule of the game. It lets your host know you appreciated the time spent with you, and identifies you as someone who's professional and serious about your career exploration. And maintaining a connection through a thank you note makes it easier to re-contact your host if you need more help at a later time.

2. Have students turn to **Student Handbook page 120, Thank You Letter Model** and display it on the overhead or LCD projector. Invite a volunteer to read it aloud.

3. **SAY SOMETHING LIKE**: Let's look at each part of the letter.
   - **Date**: Month, Day, Year
   - **Inside Address**: host's name, including personal title (e.g., Mr., Ms., Mrs., Dr.), host's professional title (e.g., editor-in-chief), company name, street address, city, state, and zip code
   - **Salutation**: same name as the inside address, including the personal title
   - **Body**:
     - Paragraph 1: Thank the host for his or her time and effort.
     - Paragraph 2: Explain why this experience was valuable to you. Tell what you learned and/or enjoyed during the job shadow.
     - Paragraph 3: Include additional comments and thank the host again for the opportunity to shadow him or her.
   - **Closing**: End with an appropriate closing such as, "Sincerely" or "Thank you," (NOT "Love"), and don't forget to add a comma after.
   - **Signature**: Leave several line spaces between the closing and your signature. Print your name below your signature.

4. Have students use their copies of **Student Handbook page 120, Thank You Letter Model** and **Student Handbook page 121, Thank You Letter Template** to write their own thank you notes. Remind them to write neatly, and to check spelling and grammar.

5. When students have finished, **SAY SOMETHING LIKE**: Thank you for all your hard work during this job shadow unit.

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If you confirmed that the career you investigated was a good fit, that's good to know. It's possible you ruled out a career you were considering, which is also good to know. And if you're not certain, don't be discouraged. Finding satisfying work is a lifelong process, and today is just one step on the Road to Success.

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 25, Grade 11 Skills Checklist**. Have students complete the skills checklist questions for job shadow skills.

Job Shadow

I can...

Create a resume that reflects my accomplishments and experience.	❑ not at all	❑ somewhat	❑ very well
Recognize appropriate workplace dress and behavior	❑ not at all	❑ somewhat	❑ very well
Prepare for an informational interview by doing company research and creating a list of questions.	❑ not at all	❑ somewhat	❑ very well
Write a business-appropriate note thanking someone for their help.	❑ not at all	❑ somewhat	❑ very well

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Job Shadow Reaction

Directions: Complete each sentence prompt about your job shadow experience.

1. I was excited by _____

2. I was disappointed by _____

3. I was surprised by _____

4. I felt I 'belonged' in this workplace because _____

5. I felt 'out of place' in this workplace because _____

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Thank You Letter Model

May 8, 2008

Ms. Jillian Kornsweig
Researcher
Roads to Success
307 West 38th Street, Suite 1101
New York, NY 10018

Dear Ms. Kornsweig,

Thank you for taking time out of your busy schedule to teach me about your job. I enjoyed visiting Roads to Success, and learning about your day-to-day responsibilities.

The experience of helping you review and analyze information has convinced me that educational research is a career field I would find both challenging and fulfilling.

I appreciate the ideas you gave me about preparing for a career in educational research. At your suggestion, I plan to take an education class at my community college this summer.

Sincerely,

Samantha Smith

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Thank You Letter Template

Date (month day, year)

Host's Name
Host's Professional Title
Company Name
Street Address
City, State Zip Code

Dear [Mr., Mrs., Ms., Dr. (Host's last name)],

Paragraph 1: Thank your job shadow host for his or her time and helpfulness.

Paragraph 2: Tell what you got out of the job shadow experience.

Paragraph 3: Include additional comments here and thank your host again.

Sincerely,

Sign your name

Print your name

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Personal Skills Checklist

Directions: Circle the skills you saw "in action" during your job shadow. Place a check in the column that describes your ability level in each skill you circled.

SKILLS	Good at this	Some Skills	Few or no skills
MATH			
• Use fractions and percentages			
• Budget money			
• Use a calculator			
• Estimate materials needed			
• Use algebra to solve problems			
READING			
• Understand directions on signs			
• Order supplies from a catalog			
• Understand written directions or memos			
• Do research			
• Interpret maps and graphs			
WRITING			
• Write instructions			
• Write a letter			
• Take notes			
• Write a report			
TECHNOLOGY			
• Type accurately without looking at the keys			
• Use MSWord or other word processing program			
• Use MSExcel or other spreadsheet			
• Design a web page			
• Troubleshoot computer problems			
• Send and receive professional voicemail messages			
• Send and receive professional e-mails			
PROFESSIONALISM			
• Come to work on time, return on time from breaks and lunch			
• Use language appropriate for work			
• Wear clothing appropriate for work			
• Treat customers and employees with respect			
•			
•			
•			

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PERSONAL SKILLS CHECKLIST (continued)

SKILLS	Good at this	Some Skills	Few or no skills
WORK ETHIC			
• Accept responsibility			
• Work hard even when no one is watching			
• Finish what you start			
PROBLEM SOLVING			
• Know what to do in an emergency			
• Think before acting			
• Resolve a conflict without getting angry			
• Choose between alternatives			
• Find creative ways to solve problems			
GROUP AND TEAM SKILLS			
• Be friendly			
• Cooperate with others			
• Pitch in where needed			
• Clarify responsibilities			
• Take direction			
• Demonstrate leadership			
JOB-SPECIFIC SKILLS (for example, change the oil on a car or edit a video)			
•			
•			
•			
•			

ADAPTED FROM: Teens Working Student Guide, pages 19-22, Northwest Regional Educational Laboratory, Portland, OR.

Below, write three skills you identified as requiring further development, and describe a strategy for improving each one. (Use the back of this page if needed.)

Skill	Strategy for Improvement
1. _____	_____
	_____
2. _____	_____
	_____
3. _____	_____
	_____

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Reflection

Directions: Read each question or prompt about your job shadow experience, and write a response in the spaces below.

1. Describe the company, or department of the company, you visited.

2. What type of work activities did you observe during your job shadow?

3. If you wanted to work at the company you visited, what might you do to prepare over the next few years, both in high school and after?

4. Would you consider a career in the field you visited? Why or why not?

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