

<b>Instructor:</b>	Karrie Bodwell	<b>Unit:</b>	Career Development
<b>School:</b>	Wisner-Pilger High School	<b>Lesson:</b>	“Job Hunt Economics”
<b>Course(s):</b>	Business Communications Workforce Readiness	<b>Length of Time:</b>	10-11 hours
<b>Teaching Strategies:</b>	Strength Bombardment and Team Resume	<b>Intended Level:</b>	Secondary

**Unit Overview/Lesson(s) Description:**

This unit introduces students to the job application process, focusing on the skills and preparation needed to be successful in obtaining a job and establishing a career. Students will demonstrate their understanding by demonstrating proper business etiquette and modeling appropriate job-hunting and interviewing skills. Students will complete and/or create employment documents necessary to obtain a job as well as participate in activities (mock interviews, etc.) that will help promote professional growth.

**Nebraska Essential Learnings Covered in Unit/Lesson:**

- BE 12.1 Career Development Essential Learning — Students will understand career preparation and job acquisition skills required for employment, professionalism and career transitions in their chosen fields. They will demonstrate competency by matching skills and aptitudes for occupations, planning career options and applying job acquisition skills.
  - Career Decision-making Skills — develop a career plan based on information about self
  - Career Exploration — explore career opportunities and projected trends nationally and internationally and identify required education and training
  - Career Research — explore a variety of domestic and global occupational trends by gathering, evaluating, using and citing employment information from print and online resources
  - Employment Transitions — identify transferable competencies and job-specific skills related to career and job options; examine effects of job changes and identify sources for retraining and career transition
  - Goal Setting — determine realistic personal and professional goals
  - Interest and Aptitude Assessment — examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities
  - Job Acquisition — complete employment documents (application, letter of application, follow-up letter, resume) and interview process
  - Work Ethics — demonstrate positive work habits and make ethical choices
  
- BE 12.2 Communication Essential Learning — Students will understand the principles of oral and written communication. They will demonstrate competency by interacting effectively with people in the workplace and in society.
  - Employment Communication — compose, format and edit correspondence and demonstrate appropriate job interview skills
  
- BE 12.12 Management Essential Learning — Students will understand the process of using organizational resources and managerial principles to effectively achieve the goals of a business. They will demonstrate competency by describing and applying various management theories, functions and principles that contribute to an organization’s success.
  - Personal Management Skills — discuss time and stress management skills, communication skills and networking skills that nurture professional growth for life-long learning and career development.

**Links to NBEA Standards:**

*Career Development I — Self-Awareness, P 24*

- Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development

*Career Development II — Career Research, P 25*

- Utilize career resources to develop a career information database

*Career Development III — Workplace Expectations, P 26*

- Relate the importance of workplace expectations to career development

*Career Development V — School-To-Career Transition, Pg 31*

- Develop strategies to make an effective transition from school to career, including:
  - Workplace experiences
  - Career development file and/or employment portfolio
  - Job search strategies

**Links to National Economics Standards:**

✓ Standard 1: Scarcity, Opportunity Cost

✓ Standard 11: Role of Money

**Links to National Standards in Personal Finance:**

✓ Standard 1: Income

**Instructional Content:**

*Career Planning, Development, and Workplace Readiness:*

- Students will identify at least four important print and/or electronic sources of information about careers
- Students will identify at least three sources of information about job leads
- Students will use the “Strength Bombardment” strategy to reflect on their personal strengths, as well as develop an awareness of their peers’ perceptions of their strengths
- Students will brainstorm questions that help students think about their values and goals as related to personal and career decisions
- Students will identify and describe the steps in making career decisions
- Students will explore the ‘economics’ of career decisions by exploring job demand, salary expectations, employment demographics, opportunity cost of different careers, etc.
- Students will define and give examples of human capital and explain how human capital is related to career choices, opportunities and income

*Employment Forms and Documents:*

- Students will demonstrate their understanding of job application forms by correctly completing an employment application
- Students will demonstrate their understanding of applying for a position by preparing a one-page personal business letter of application to a potential employer
- Students will demonstrate their understanding of the employment selection process by preparing an appropriately formatted one- to two-page resume that reflects professional appearance, format, and content
- Students will utilize the “Team Resume” strategy to work in groups to create a profile of their skills and talents appropriate for employment resumes
- Students will prepare, utilizing desktop publishing or word processing software of their choice, a tri-fold brochure with job hunting sources, tips, and suggestions for interviewing success

### *Employment Interviews:*

- Students will research at least four questions often asked in an employment interview
- Students will identify actions that an applicant can take that will contribute to an effective interview
- Students will demonstrate their understanding of the employment process by participating in mock or real job interviews in which they utilize their resume, demonstrate professional appearance and business etiquette

### **Links to Nebraska Standards:**

- R/W 12.2.1 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- R/W 12.2.3 Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions.
- R/W 12.2.4 Students will use a variety of forms to write for different audiences and purposes.
- R/W 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.
- R/W 12.3.2 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.
- R/W 12.4.1 Students will apply listening skills for a variety of purposes.

### **Instructional Resources:**

- Guest Speaker(s) — local business owners to explain what they seek in potential employees or to describe their own careers, career path, etc.
- “Guide for Successful Interviewing.” Available from Career Resource Center of Midland College. This can be obtained from <http://www.mlc.edu/studentlife/career/interview.asp> or by calling (402) 941-6470 or (800) 642-8382 or e-mail at [ccenter@mlc.edu](mailto:ccenter@mlc.edu)
- Videotapes of previously-taped mock student interviews and/or purchased/rented videos of job interview skills and scenarios
- Sample employment application forms, resumes, letter of application and follow-up letters See Midland’s link at <http://www.mlc.edu/studentlife/career/resume.asp>
- *Optional:* “Is The Tassle Worth The Hassle?” Online lesson plan available at: <http://ecedweb.unomaha.edu/lessons/lesson15.htm>. One-day activity asks students to identify their career aspiration, further education skills and training needed for that career. Students use the economics “HDG—Handy Dandy Guide” to solve the ‘economic mystery’ of whether additional education and training will ‘pay off’ for their particular career goal.
- *Optional:* “Learning, Earning and Investing,” 2004 ©. ISBN 1-56183-570-2. Moody Foundation publication/textbook made available through the National Council on Economic Education (NCEE), 1140 Avenue of the Americas, New York, NY 10036. Also available online <http://lei.ncee.net/>. Particular chapters in text relating to unit include the following:
  - ✓ Lesson 3: Invest In Yourself

**URLS:**

<http://bls.gov/bls/occupation.htm>

Bureau of Labor Statistics "Occupational Outlook Handbook" for specific career info

<http://www.careerkey.org/english/>

[http://www.careerkey.org/english/you/know\\_different\\_skills.html](http://www.careerkey.org/english/you/know_different_skills.html)

Free career choice and career planning site, with link to an online career abilities/interest test

<http://lei.ncee.net/>

Website for "Learning, Earning and Investing" textbook

<http://www.montana.edu/~wwwcp/tips.html>

[http://www.montana.edu/~wwwcp/check\\_list.html](http://www.montana.edu/~wwwcp/check_list.html)

Tips on Resume Writing, Resume Checklist, Interview Skills, and Job Hunting Techniques

[http://www.western.edu/career/interview/interview\\_skills.htm](http://www.western.edu/career/interview/interview_skills.htm)

Interview Checklist

**Classroom Activities/Procedures:**

- Students will participate in discussions, team work and role playing activities to discuss the personal, professional and economic choices made regarding career decision-making
- Students will develop a personal portfolio to be used in applying for a job of their choice. This portfolio will include self-assessment materials/documentation, research on a specific career choice, completed application blank, resume, resume cover letter, and interview follow-up letter, as well as other pertinent, relevant employment information or documents
- Students will participate in mock job interviews utilizing their application blank, resume
- Students will design a pamphlet or brochure, using appropriate word processing or desktop publishing software, about proper interviewing etiquette, job-hunting tips, current economic trends affecting careers, etc.

**Closure/Evaluation and Assessment/Assignment:**

- *Personal Portfolio:*
  - ✓ Personal resume
  - ✓ Resume cover letter
  - ✓ Follow-up letter
  - ✓ Artifacts of student work that provide evidence of skills that are needed for the job for which they would be applying.
- *Brochure:*
  - ✓ Content educates readers on ways to be successful in job interviews
  - ✓ Must utilize word processing or desktop publishing software
  - ✓ Must include appropriate clipart, graphics to enhance document
  - ✓ Must be two-page fold or tri-fold document, with enough copies for distribution to fellow students and instructor
- *Mock Interview:*
  - ✓ Students will be paired in two's and asked to perform a 5-10 minute mock interview.
  - ✓ Each student will participate as both the interviewer as well as the interviewee.
  - ✓ Use of students' application blank and resume is required.
  - ✓ It is recommended that the interviews be videotaped, allowing for instructor and student feedback and assessment!
- *Homework:*
  - ✓ Written assignments used to check for understanding and learning
  - ✓ Research information on careers, salaries, job demand, etc.

**Resume Rubric**

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

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

	<b>Proficiency Level (Exceeds standards)</b>  4	<b>Satisfactory Level (Meets standards)</b>  3	<b>Sufficient Level (Meets standards)</b>  2	<b>Basic Level (Fails to meet standards)</b> 1	<b>Points</b>
<b>Format and Content</b>	Resume contains: Name, Address, Objective, Education, Experience, Skills, References  Uses appropriate resume format, No Spelling errors	One key element is missing  Uses appropriate resume format, No Spelling errors	Two key elements are missing  Uses appropriate resume format, No Spelling errors	Resume contains minimal information  Uses inappropriate resume format, One or more spelling errors	
<b>Education</b>	Education includes all 4 criteria:  Names/locations of schools attended; special classes completed; anticipated graduation date; GPA	Education includes 3 of the 4 criteria	Education includes 2 of the 4 criteria	Education includes 1 of 4 criteria	
<b>Experience</b>	Experience includes all 3 criteria: Job shadows in the field; Entry-level jobs relevant to current position; Current Position	Experience includes 2 of the 3 criteria	Experience includes 2 of 3 criteria	Experience includes 1 of 3 criteria	
<b>Realism</b>	Resume contains accurate information which describes students' qualifications for job	Resume contains accurate information, but does not fully describe qualifications for job	Resume contains inadequate or inaccurate information which could cause student to not get job interview or job	Resume contains errors, omission of pertinent data that would cause student to be immediately eliminated from job consideration	
<b>TOTAL</b>					
<b>Grading</b>	A = 15-16 pts      B = 13-14 pts      C = 11-12 pts      D = 9-10 pts      F = 8 or less points				
<b>Comments:</b>					

<b>Resume Cover Letter Rubric</b>					
Student:				Date:	
	<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>	
<b>Criteria</b>	<b>Needs Improvement</b>	<b>Basic</b>	<b>Satisfactory</b>	<b>Proficient</b>	
<b>Introduction</b>	Includes 1 of 3 criteria	Includes 2 of 3 criteria	Includes 2 of 3 criteria	Includes and is written with excellence: -why you are writing -position applying for -proper salutation	
<b>Main Body</b>	Insufficient statement of: -why interested in position -why you should be hired -your qualifications	Includes basic info of: -why interested in job -why they should hire you - your qualifications	Clearly expresses: -why you are interested -why they should hire you -your qualifications	Clearly expresses: -why you are interested -why they should hire you -all your qualifications -unique details which set you apart from other candidates	
<b>Closing</b>	Includes 1 of 4 criteria	Includes 2 of 4 criteria	Includes 3 of 4 criteria	Closing paragraph includes -statement of appreciation -request for interview -contact information -proper closing	
<b>Conventions (Grammar/ Spelling)</b>	-spelling error(s) -improper grammar and/or punctuation errors	-no spelling errors -conventions used correctly	-no spelling errors -conventions used correctly	-no errors -all conventions used expertly	
<b>Appearance</b>	Paragraphs do not align, different fonts used throughout; insufficient paragraphs;  Letter does not reflect professional business letter format  No student signature	Letter, margin, alignment placement errors detract from professional appearance  Letter does not reflect professional business letter format  Student signature	Letter generally demonstrates correct or acceptable business letter placement  Minor adjustments, if any, to margins, placement, etc.  Student signature	Letter reflects correct business letter placement, format;  Professional appearance, tone, content, and letter-writing conventions will give potential employer good impression of candidate  Student signature	
<b>Grading</b>	<b>A = 18-20</b>	<b>B = 15-17</b>	<b>C = 13-14</b>	<b>D = 11-12</b> <b>F = 10 or less pts</b>	
<b>Comments</b>					

<b>Interview Rubric</b>					
Student:			Date:		
	<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>	<b>Points</b>
<b>Criteria</b>	<b>Needs Improvement</b>	<b>Basic</b>	<b>Satisfactory</b>	<b>Proficient</b>	
<b>Dress and Grooming</b>	Inappropriate choice of clothing for job interview  Poor grooming Inappropriate shoes	Clothes are clean, but too casual, wrinkled for interview Good grooming Appropriate shoes	Clothes are cleaned, pressed, and generally acceptable for interview Good grooming Appropriate shoes	Appropriate, professional dress. Clothes cleaned, and pressed; Impeccable grooming Appropriate shoes	
<b>Poise</b>	Self-conscious Nervous  Fails to shake hands Chews gum	Self-conscious or shy, somewhat nervous  Shakes hands	Relaxed, at ease during interview  Shakes hands	Confident and Enthusiastic; Exhibits professional attitude, demeanor, and behaviors	
<b>Communication Skills</b>	One word or yes/no answers  No elaboration  Inappropriate slang Appears disinterested  Poor body language	Uses full sentences to answer questions  Could elaborate more when answering  Uses slang  Somewhat interested	Uses professional or technical vocabulary  Elaborates; Uses full sentence responses  Demonstrates interest  Effective body language	Engages in professional, interactive dialogue with interviewer  Demonstrates interest through verbal and non-verbal responses  Responses indicate enthusiasm for job	
<b>Eye Contact</b>	Avoids eye contact	Occasional eye contact	Acceptable eye contact	Direct eye contact	
<b>Voice</b>	Low/loud volume and/monotonous tone. Rate of speech is either too rapid/too slow. Voice tone and volume reflects lack of confidence.	Uneven volume with little inflection. Rate of speech is sometimes rapid/slow. Voice tone and volume reflects lack of confidence.	Volume and inflection is varied at times. Rate of speech is usually appropriate. Voice tone and volume reflects confidence.	Volume and inflection is effective in emphasizing key points. Rate of speech is good.	
<b>Preparation</b>	No attempt made to know company; couldn't ask or answer any questions. Candidate totally unprepared for interview	Poor responses to questions. Failed to ask interviewer any questions. Candidate poorly prepared for interview	Some company and job research evident. Could answer majority of questions. Asked questions of interviewer.	Company and job research evident. Ready to answer and ask appropriate questions. Candidate clearly had prepared for interview.	
<b>Grading</b>	<b>A = 21-24    B = 17-20    C = 13-16    D = 9-12    F = 8 or less points</b>				
<b>Comments</b>					

**Interview Follow-up Letter Rubric**

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

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

<b>Criteria</b>	<b>Excellent 3</b>	<b>Average 2</b>	<b>Unacceptable 1-0</b>	<b>Weight</b>	<b>Points</b>
<b>Deadline</b>	Handed in early	Handed in on time	Handed in late	1	
<b>Presentation Format</b>	Typed/Keyed; Professional appearance with appropriate format, placement  <i>Proficiency level</i>	Typed/Keyed. Satisfactory format and placement  <i>Basic level</i>	Typed/Keyed but with many errors. Inappropriate format, poor placement  <i>Unsatisfactory</i>	2	
<b>Format Features</b>	All letter parts are included in correct position.	All letter parts are included but minor placement errors occur.	Letter parts are missing or numerous errors in placement of letter parts.	2	
<b>Message</b>	Contains content addressing any previous contacts, states a thank-you, energetic and includes how to reach you.	Simply states thank you for interview or time; dull, doesn't catch readers attention.	Inadequate content; doesn't relate to job or have a purpose.	3	
<b>Grammar and English Usage</b>	No grammar, punctuation errors. Demonstrates correct use of English for business-writing purposes.  <i>Proficiency level</i>	Correctable punctuation errors. Tone and grammar do not necessarily reflect business-writing protocol.  <i>Basic level</i>	Poor use of English for business-writing purposes. Inappropriate use of slang; excessive grammar, punctuation, other errors.  <i>Unsatisfactory</i>	2	
<b>Proofreading/Spelling</b>	No errors			2	
<b>Total Points Possible: 36</b>					
<b>Grading Scale:</b>					
<b>A+ = 36                  B+ = 32 – 31                  C+ = 25 – 23                  D+ = 19 – 16</b> <b>A = 35 – 33              B = 30 – 26                  C = 22 – 20                  D = 15 – 11</b>					
<b>Comments:</b>					

<b>Interviewing Tips Brochure Rubric</b>					
<b>Name:</b>			<b>Date:</b>		
<b>Skill</b>	<b>Excellent 3</b>	<b>Average 2</b>	<b>Unacceptable 1 – 0</b>	<b>Weight</b>	<b>Points</b>
<b>Deadline</b>	Handed in early	Handed in on time	Handed in late	1	
<b>Introduction/ Title to Brochure</b>	Original; descriptive	Unoriginal; unclear	Lacks intro and/or title	1	
<b>Content for Brochure</b>	All required information present; includes supplemental information	All required information present; adequate content	Required items are missing; insufficient content	4	
<b>Text</b>	Appropriate font, style, and size; easy to read	Inappropriate font, style and size; some parts difficult to read	Inappropriate font, style and size; difficult to read	1	
<b>Organization</b>	Transitions smoothly between sections; complete table of contents	Transitions between sections logical; incomplete table of contents	No logical transition style between sections; no table of contents	2	
<b>Design of Brochure</b>	Colorful; visually attractive, unique and appealing; graphics used	Black/white; graphics inappropriate; lacked uniqueness	Plain; no graphics	2	
<b>Presentation Format</b>	Everything created with a computer, one sheet of paper in tri-fold or two-page fold document	Not all components of the flyer were created with a computer, not a brochure fashion		1	
<b>Spelling and Grammar</b>	No spelling or grammatical errors	1-2 spelling or grammatical errors		2	
<b>Total Points Possible: 42</b>					
Required items may include, but are not limited to: <ul style="list-style-type: none"> <li>✓ Interview preparation</li> <li>✓ Successful interview tips</li> <li>✓ Current economic factors affecting employment</li> <li>✓ What not to do at an interview</li> <li>✓ Sources for further research</li> </ul>					
<b>Grading Scale</b>					
A+	=	42-41 points	C+	=	26-24 points
A	=	40-37 points	C	=	23-22 points
A-	=	36-35 points	C-	=	21-20 points
B+	=	34-33 points	D+	=	19-18 points
B	=	32-30 points	D	=	17-16 points
B-	=	29-27 points	D-	=	15-11 points
			F	=	10 or less points
<b>Comments:</b>					