COURSE: Business Essentials

UNIT 13: Job Acquisition

INTRODUCTION

Annotation:

In this unit, students will learn how to research careers and develop the resources and skills necessary to acquire a job.

Grade(s):

x	9th
x	10th
x	11th
x	12th

Time: 5 – 90 minute blocks

Author: David Mowery

Additional Author(s): Small Business Development Pathway Team

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards:

BCS-BE-38: The student integrates all forms of communication in the successful pursuit of employment.

a. Identifies traditional and on-line sources of employment information.
b. Writes a letter of application and resume for a simulated job opportunity.
c. Prepares responses to commonly asked interview questions.
d. Discusses the significance of nonverbal communication in the interviewing process.
e. Demonstrates appropriate personal appearance and grooming for an interview.
f. Designs a portfolio, including resume format suitable for on-line posting.
g. Prepares a list of questions to ask an interviewer.
h. Participates in and analyzes mock interviews.
i. Prepares an interview follow-up letter.
j. Identifies correct strategies for accepting or rejecting a job offer.

GPS Academic Standards:

ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.
ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

National / Local Standards / Industry / ISTE: NBEA – National Business Educators Association

I. Self-Awareness
Achievement Standard: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.
II. Career Research
Achievement Standard: Utilize career resources to develop a career information database that includes international career opportunities.
III. Workplace Expectations
Achievement Standard: Relate the importance of workplace expectations to career development.
IV. Career Strategy
Achievement Standard: Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.
V. School-to-Career Transition
Achievement Standard: Develop strategies to make an effective transition from school to career.
VI. Lifelong Learning
Achievement Standard: Relate the importance of lifelong learning to career success.

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of professional appearance in the job search process.
- Students will understand the significance of each of the job search documents and how they work together.

Essential Questions:

- Where are all the best job openings found?
- What is the difference between a cover letter, a resume, and an application?
- What should you expect in an interview?

Knowledge from this Unit:

- Identify traditional and on-line sources of employment information.
- Write a letter of application and resume for a simulated job opportunity.
- Prepare responses to commonly asked interview questions.
- Discuss the significance of nonverbal communication in the interviewing process.
- Demonstrate appropriate personal appearance and grooming for an interview.
- Design a portfolio, including resume format suitable for on-line posting.
- Prepare a list of questions to ask an interviewer.
- Participate in and analyze mock interviews.
- Prepare an interview follow-up letter.
- Identify correct strategies for accepting or rejecting a job offer.

Skills from this Unit:

- Students will be able to conduct a job search.
- Students will be able to complete a job application properly.
- Students will be able to create a resume and cover letter for themselves.
- Students will be able to respond to common job interview questions.
- Students will be able to determine which career is right for them.

ASSESSMENT(S)

Assessment Method Type:

_____ Pre-test
_____ Objective assessment - multiple-choice, true- false, etc.
__ Quizzes/Tests
__ Unit test
_____ _Vocabulary
_X_ Individual project
_X_ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
X Self-check rubrics
__ Journal reflections on concepts, personal experiences and impact on one's life
__ Reflect on evaluations of work from teachers, business partners, and competition judges
_ Academic prompts
__ Practice quizzes/tests
_____ Subjective assessment/Informal observations
__ Essay tests
Observe students working with partners
__ Observe students role playing
_____ Peer-assessment
Peer editing & commentary of products/projects/presentations using rubrics
Peer editing and/or critiquing
_X_ Dialogue and Discussion
X Student/teacher conferences
__ Partner and small group discussions
__Whole group discussions
__ Interaction with/feedback from community members/speakers and business partners
_____ Constructed Responses
__ Chart good reading/writing/listening/speaking habits
Application of skills to real-life situations/scenarios
_____ Post-test

Assessment(s) Title:

Job and Career Project

Assessment(s) Description/Directions:

See below in Learning Experiences

Attachments for Assessment(s):

Job and Career Project.doc
Job and Career Project Rubric.doc
Gone in 60 Seconds.doc
Job Application.doc
Ten Cover Letter Don'ts.doc
GCIS Career Search.doc

LEARNING EXPERIENCES

Sequence of Instruction:

1. Identify the Standards. Standards should be posted in the classroom for each lesson:

   BCS-BE-38: The student integrates all forms of communication in the successful pursuit of employment.

   a. Identifies traditional and on-line sources of employment information.
   b. Writes a letter of application and resume for a simulated job opportunity.
   c. Prepares responses to commonly asked interview questions.
   d. Discusses the significance of nonverbal communication in the interviewing process.
   e. Demonstrates appropriate personal appearance and grooming for an interview.
   f. Designs a portfolio, including resume format suitable for on-line posting.
   g. Prepares a list of questions to ask an interviewer.
   h. Participates in and analyzes mock interviews.
   i. Prepares an interview follow-up letter.
   j. Identifies correct strategies for accepting or rejecting a job offer.

2. Review Essential Questions:

   - Where are all the best job openings found?
   - What is the difference between a cover letter, a resume, and an application?
   - What should you expect in an interview?

3. Identify and review the unit vocabulary

   Application
   Career
   Career Portfolio
   Cover letter
   Interview
   Mentor
   Resume
   Follow-up letter
   Negotiation
   Salary
   Benefits

4. Related FBLA Competitive Events:

   Job Interview

   Electronic Career Portfolio

Lesson 1 – Finding the Right Career (1 day)

Essential Question:

- Where are all the best job openings found?

Discussion & Activity:
This unit will culminate in each student creating a Job Acquisition Portfolio. This portfolio will consist of all assignments complete over the course of the unit. Because this unit is based around the students finding a career that is right for them – student responses to each activity may vary.

Distribute the Job and Career Project handout and Rubric

Have the students complete the first 4 steps in this project:

1. Complete the "Does Your Job Match Your Personality???" Activity
   - Copy and paste the paragraph that best describes you into a Word document – save as "Does Your Job Match Your Personality" – Create a "Career Folder" for all the documents that pertain to this project
2. Go to GCIS website and complete the activity
   Cut and paste information into a Word document – Save all information into "1" document – save as "GCIS"
   - Occupational sort "new" – narrow down to 20 or less occupations
   - Skill Assessment
   - Holland Personality types
   - Occupational Clusters (list top "5")
3. Search the Internet for a job that you are interested in applying for or one that is in the career field that you discovered using GCIS.
4. These are great sites to start with as resources for searching for a job and completing the remainder of the assignment:

   a. http://www.monstertrak.com/
   b. http://www.CareerBuilder.com/JobSeeker
   c. http://www.flipdog.com
   d. http://www.monster.com
   e. http://www.ajcjobs.com/wl/

Lesson 2 - The Interview Process (1 day)

Essential Question:

- What should you expect in an interview?

Discussion & Activity

Begin the lesson by having the class complete the **Gone in 60 Seconds** activity

Search the internet for several good sites on "Interviewing."

Identify "20" good interview questions. Either cut and paste the questions into a Word document or type the questions into a Word document as "20 Common Interview Questions."

Once you have identified "20" questions, you are to answer the questions yourself. Save the questions and your answers as "My interview responses"

These questions and responses will be part of the Job Acquisition Portfolio each student will create for themselves.

Lesson 3 - Job Search Tools (3 days)

Essential Question:

- What is the difference between a cover letter, a resume, and an application?

Discussion & Activity:

Complete the remaining portions of the **Job and Career Project**. Once complete, compile all steps together into a "career portfolio."

5. Complete the attached job application for the job for which you are applying.
6. Type a resume using the resume wizard in Microsoft Word. Complete all sections and create data where necessary.
   a. Go to http://www.resume-resource.com/ for examples of entry-level resumes and letter of applications/cover letters.
7. Create your own letterhead using Word®
8. Type a letter of application (cover letter) for the position you are interested in applying for using the letterhead you created
   a. Read the following article: ***Ten Cover Letter Don'ts***
9. Create a Memo that explains proper professional dress for men and women in the business place. Addressed to me. Can use the memo wizard for proper format.
   a. Use textbook or Internet as a resource for obtaining this information.
10. Create a PowerPoint presentation that incorporates at least 20 hints on proper interview technique – use an appealing design template and clipart – Use the Internet for research.

Compile and turn in your work in the **following order**:

a. Cover sheet – name, class, date, and clipart
b. Job Application
c. Letter of application (cover letter)
d. Resume
e. Printout of job you are applying for
f. Memo on proper dress
g. Print out of PowerPoint presentation listing proper interview techniques – 6 slides per handout
h. Sample interview questions
i. Word document listing
   - Occupational sort
   - Skill Assessment
   - Holland Personality types
   - Occupational clusters with the value
   - Personality profile from "Does your personality match your job"

Attachments for Learning Experiences:

Job and Career Project.doc
Job and Career Project Rubric.doc
Gone in 60 Seconds.doc
Job Application.doc
Ten Cover Letter Don'ts.doc
GCIS Career Search.doc

Notes & Reflections:

All lessons are written in a 90-minute block format. However, each lesson can be divided for a 50 minute class period. It is the responsibility of the instructor to find a natural point in each lesson to divide the activities up over multiple class periods.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Job and Career Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Complete the "Does Your Job Match Your Personality???" Activity

- Copy and paste the paragraph that best describes you into a Word document – save as "Does Your Job Match Your Personality" – **Create a "Career Folder" for all the documents that pertain to this project**

Go to GCIS website and complete the activity
Cut and paste information into a Word document – Save all information into "1" document – save as "GCIS"

- Occupational sort **"new" – narrow down to 20 or less occupations**
- Skill Assessment
- Holland Personality types
- Occupational Clusters (list top "5")

Search the Internet for a job that you are interested in applying for or one that is in the career field that you discovered using GCIS.

These are great sites to start with as resources for searching for a job and completing the remainder of the assignment:

j. http://www.monstertrak.com/
k. http://www.CareerBuilder.com/JobSeeker
l. http://www.flipdog.com
m. http://www.monster.com
n. http://www.ajcjobs.com/wl/

Complete the attached job application for the job you are applying for.

Type a resume using the resume wizard in Microsoft Word. Complete all sections and create data where necessary.

o. Go to http://www.resume-resource.com/ for examples of entry-level resumes and letter of applications/cover letters.

Create your own letterhead using Word®

Type a letter of application (cover letter) for the position you are interested in applying for using the letterhead you created

p. Read the following article: ***Ten Cover Letter Don'ts***

Create a Memo that explains proper professional dress for men and women in the business place. Addressed to me. Can use the memo wizard for proper format.

q. Use textbook or Internet as a resource for obtaining this information.

Create a PowerPoint presentation that incorporates at least 20 hints on proper interview technique – use an appealing design template and clipart – Use the Internet for research.

Compile and turn in your work in the **following order**:

r. Cover sheet – name, class, date, and clipart
s. Job Application
t. Letter of application (cover letter)
u. Resume
v. Printout of job you are applying for
w. Memo on proper dress
x. Print out of PowerPoint presentation listing proper interview techniques – 6 slides per handout – greyscale
y. Sample interview questions
z. Word document listing
    - Occupational sort
    - Skill Assessment
    - Holland Personality types
    - Occupational clusters with the value
    - Personality profile from "Does your personality match your job"

Attachments for Culminating Performance Task:

Job and Career Project.doc
Job and Career Project Rubric.doc

UNIT RESOURCES

Web Resources:

http://www.gcic.peachnet.edu/
http://www.janeboucher.org/personality.shtml
http://www.monstertrak.com/
http://www.CareerBuilder.com/JobSeeker
http://www.flipdog.com
http://www.monster.com
http://www.ajcjobs.com/wl/

Attachment(s):

Materials & Equipment:

Computer Lab with Internet access and Microsoft Office software

Presentation equipment

What 21st Century Technology was used in this unit:

x	Slide Show Software		Graphing Software		Audio File(s)
x	Interactive Whiteboard		Calculator		Graphic Organizer
	Student Response System	x	Desktop Publishing	x	Image File(s)
	Web Design Software		Blog		Video
	Animation Software	x	Wiki		Electronic Game or Puzzle Maker
x	Email	x	Website		