

# Money Talks

## Should I Be Working? Leader's Guide

### JOB SEARCH

This leader's guide is designed to accompany the *Job Search* teen guide. The leader's guide includes: learning objectives, background information, discussion questions, activities with accompanying handouts and visuals, a glossary, and a list of additional resources. The background information is meant to prepare instructors to both teach the unit and to provide lecture material to cover with the teens. It is recommended that each teen receives a copy of the teen guide and reads it *before* participating in the activities outlined in this guide.

The purpose of this unit is to teach teens how to conduct a job search. Rather than being a cut-and-dry task, a successful job search is a multi-step process that requires planning, looking for jobs to apply for, the application process, the interview process, and follow-up work. You have the opportunity as an instructor to: help teens identify what their "job needs" are, prepare related documents (e.g., cover letters, resumes and thank you notes), discover where they can look for employment opportunities, understand the application process, prepare for interviews, and learn post-interview etiquette. You can also help teens examine the pros and cons of working.

### BACKGROUND INFORMATION

Looking for a job is a "job" in itself. While it can be overwhelming to think about the overall task of landing a job, it is one that can easily be broken down and divided into a few manageable steps. Teens who put time and effort into each step will likely be successful in finding jobs.

#### Before You Get Out There

A successful job search begins long before seeking out job applications. Before doing anything else, it is helpful for teens to first identify their needs and expectations of in an

### Overall Learning Objectives

Teens will:

- Identify what they need and expect from an employer
- Know the function and importance of a resume
- Know the function of a reference list
- Identify possible places to look for a job
- Understand the application process
- Understand the function of a cover letter
- Know how to prepare for an interview
- Know what to expect during an interview
- Understand the pros and cons of working as a teenager



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### Did You Know?

- The *Money Talks for Teens* website has a game teens can play called “Working for What I Want.” The game helps teens discover how long it will take them to save for an item they want to buy based on their income and expenses.



employer, and prepare a resume and reference list. This “groundwork” can make the entire job search process smoother and will save time and effort down the road.

### What Do You Need and Expect in an Employer?

Finding a job can be a challenge! In reality, beginning job seekers may not have much choice and may have to go after the first job they find, rather than landing a job with an employer that would best suit their personality and interest. When it comes to work experience, a person’s chances of finding job satisfaction are much greater when thought has been given to the kind of employer they want to work for and what their job needs are. In addition, this “forethought” can be used to narrow the scope of a job search and help determine whether a specific job might be a good fit.

While some teens may only “need” a paycheck at this stage of their lives, work experience prepares teens for future jobs. Other important considerations are:

- **Hours**—What kind of hours does the company offer employees? Weekends? Holidays? Part-time? Full-time? Overtime? What shifts are available?
- **Perks**—Perks that an employer *may* offer include: store discounts, paid continuing education / training courses, a company vehicle, on-site gym facility or gym membership, on-site child care, office parties, and company retreats. While perks alone should not guide a job decision, they are worth consideration.
- **Dress Code**—How are employees expected to dress? Professionally? Casually? In a uniform? Are tattoos, body piercings, and extreme hair styles appropriate in this work environment?
- **Job Location**—What transportation options are available to get to work? Public transportation? How long is the commute? What is the cost of the commute?

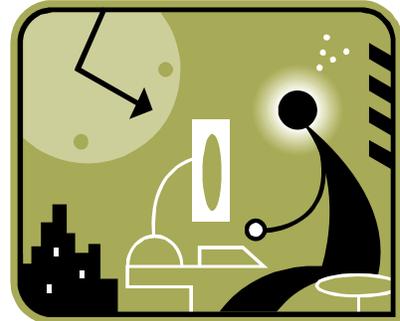
## Job Search



- **Work Environment**—What is the work environment like? Relaxed and casual? Formal and professional? Competitive? Collaborative?
- **Opportunity to Advance**—What are the advancement opportunities with the company?
- **Benefits**—Benefits an employer may offer include: paid vacation and sick leave, medical insurance, dental insurance, vision insurance, life insurance, disability insurance, a retirement plan, a stock purchase plan, or family support services (e.g., maternity/paternity leave, child-care facilities, adoption assistance).

The value of benefits can be substantial. In some cases, a job with good benefits and less pay may be more profitable than a job with higher pay and fewer or no benefits. For example, say ABC Construction offers a monthly salary of \$1,300 plus full medical benefits and XYZ Construction offers a monthly salary of \$1,600 and no medical coverage. If the monthly cost of medical insurance is \$450 – ABC Construction is the better deal.

- **Employee Morale**—Do the current employees like their jobs? Worker satisfaction is often a reflection on how the company is run.
- **Employer Size**—Who owns the business: Is it a family-owned business? Partnership? Small company? Large corporation?
- **Employer Values & Policies**—What does the company value (honesty, creativity, competitiveness, etc.)? Are the company policies fair?



### *Job Search Tips*

- An unprofessional sounding email address such as hotbabe@whatever.com, it is not recommended. Instead, open a new account with a more professional name to use when job searching.
- Make sure cell phone ringback tones and greetings are appropriate for a prospective employer to listen to when they call for an interview. Not all people share the same taste in music or lifestyle.
- It is a good idea to set social networking pages to private before applying for jobs. Employers may search for personal pages and channels before an interview to get an idea of an applicant's interests. Keep it professional and appropriate!

### Resumes

There is a lot of competition in the work place today. For every job available, there will likely be several people who want to get it. Teens who want to improve their chances of being selected for the job must set themselves apart from other applicants and market themselves to prospective employers.

A resume is an effective tool to help market your skills. It is a document that summarizes a person's education, skills and job experience and is usually the "ticket" to getting a job interview. A resume:

- Is a way for applicants to introduce themselves to an employer and showcase their accomplishments and qualifications for the job.
- Demonstrates communication and organizational skills.
- Shows employers that the applicant is serious enough about the job to put some effort into it.

Resumes include the following types of information:

- **Personal Information**—full name, address, phone number and e-mail address.
- **Education/Training**—the names of schools attended and the type of degrees, dates of degrees received, as well as the major areas of study or coursework related to job. When in high school, education can also include things like: CPR and first aid courses, music courses, sports training, and acting courses.
- **Experience**—work experience, paid or unpaid, and volunteer positions that demonstrate job capability. Include names of employers or organizations, job titles, dates of employment, and job duties. Teens that do not have much volunteer or work experience can list their good qualities and strengths (i.e., team player, gets along well with others, hardworking).
- **Honors/Achievements**—school, community, or professional honors, awards, certifications or scholarships that demonstrate positive qualities.
- **Skills**—skills that contribute to job performance, such as computer skills or foreign languages.

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- **Job Objective**—a statement of the type of position being sought (include *ONLY* if the position being applied for is very specific).

### Resume Style

There is no one “correct” resume style. Each format emphasizes different qualities of the applicant (i.e., job experience, skills, achievements, education, qualifications). The best resume style is the one that emphasizes the applicant’s strongest qualities.

A **chronological** resume emphasizes job experience and lists the most recent job first. This style clearly lays out where an applicant has worked and the things he or she has accomplished. It is a great option for individuals who have job experience that is related to the skills required by the position being applied for. However, the chronological format may not be best for teens that have little experience or those people with gaps in employment.

**Functional** resumes place emphasis on *skills, talents and achievements*. This style is organized by areas of skill rather than work experience. It is a good option for those who want to emphasize how their skills relate to the position for which they are applying.

Another resume style includes an opening paragraph highlighting the applicant’s qualifications.

### Writing a Resume

A resume is often an employer’s “first impression” of an applicant so it is extremely important that it is *well-written*. Regardless of the format, well-written resumes are:

- **Well organized**—Resumes should have normal margins (1” on top and bottom, 1”–1.25” on sides), space between the different sections, and simple, professional looking font (e.g., Times Roman or Arial in 12 to 14 pt.), on standard, fine-grained white or ivory paper.
- **Brief**—Resumes should be limited to one page. Busy employers don’t have time to read through excessive pages.



- **Use action verbs**—The use of action words (e.g., organized, created, supervised, improved, coached, evaluated, processed, coordinated, established) helps to describe skills and work experience to employers.
- **Free of mistakes**—Proper grammar, spelling, and punctuation are essential. Employers will likely toss out resumes with mistakes.
- **Neat**—Resumes should be free of wrinkles, stains, and tears. Photocopies should be clear and without smudges.
- **Honest**—All information on a resume should be true. Exaggerations and false information may cause problems down the road.

### Resume Tips

1. Allow plenty of time to put a resume together and obtain all necessary information (dates, job descriptions, etc.) before beginning to write it.
2. If an e-mail address is included, it should sound professional. (An employer might not be impressed by “toocuteforyou@newmail.com.”)
3. Applicants with limited specialized volunteer or work experience related to the job for which they are applying should place the “Education” section before the “Experience” section.
4. Have at least two people proofread the resume.
5. Resumes that will be e-mailed should be checked for proper format before being sent. (Consider sending the resume as a PDF attachment.)
6. Refer to pp. 35–37 for resume examples.



### Reference Lists

Employers usually want to verify resume information and hear what others have to say about the individuals they are considering. Applicants are generally asked for three references, people who know them and can discuss their qualifications with prospective employers. A reference list is separate from a resume and includes the names, titles, and contact information of the people who are willing to give a recommendation for the job applicant.

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It is important for applicants to:

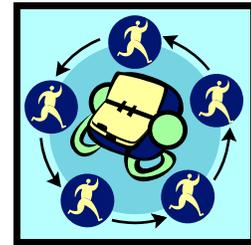
- Select people who will have positive things to say about them. (Possible references include teachers, guidance counselors, previous employers, adult friends.)
- Ask potential references in advance if they are willing to be a reference.
- Find out what contact information references are comfortable having shared with potential employers.



### Finding Jobs to Apply For

Once teens have identified the kind of employer they want to work for and are armed and ready with a resume and references, it is time to look for jobs to which they can apply. There are several places to look for a job, including:

- **Networking**—Networking is a job-finding method that has proven to be more successful than all those listed below. Networking simply means using personal contacts to help generate information about jobs and get job leads. According to a survey of 1,500 successful job seekers, 63 percent got jobs through personal contacts, 11 percent through ads and only 2 percent by sending in unsolicited resumes (USA Today, 2004).
- **Walk Ins**—It can't hurt for job seekers to approach the manager of a company they want to work for, drop off a resume and express interest in a job.
- **Signs**—Employers may post “help wanted” or “now hiring” signs at businesses when positions are available.
- **Online**—Employment information for many companies, schools, and government institutions can be accessed by linking to the “Employment,” “Careers,” or “Human Resource” section of their website. Countless job banks and job-related search engines are also available.
- **Want Ads**—Jobs are not only listed in newspapers, but also trade magazines, and professional association magazines.
- **Job Boards**—Open positions are often posted at schools, post offices, libraries, and personnel offices of government and corporate buildings.



### *Did You Know?*

- Sometimes teens are interviewed and may be offered a job on the spot.



### When You Find a Job with Potential

When a promising job opportunity is found, teens can begin the application process. Picking up an application in person can be a good opportunity to meet the manager and make a positive impression. It is important for teens to:

- Go alone to get an application – taking friends and family is unprofessional
- Dress appropriately
- Bring a folder with a resume
- Ask to meet the manager and if possible, request an application directly from him/her
- Fill out the application at the site and turn it in immediately (ideally to the manager) with a resume attached. If the application cannot be filled out there, it should be done as soon as possible so the manager is able to put a face with a name.

The manager may want to conduct an interview on the spot, so be prepared. If there is an opening, a teen could be offered a job right away.

### The Job Application

In most cases, when a teen applies for a job they will be required to complete a job application. The application provides the employer with basic information about the applicant and his/her work experience and education. It is important that the application be completed legibly, accurately, and in pen or typed. Sometimes applications can be completed online. Teens can check online for an application before going in person to apply. Teens planning to complete the application at the job site should bring along a “cheat sheet” with important personal information to assure they can fill out the application completely and accurately. If given the option, private information, such as a teen’s Social Security number, driver’s license number, and birth date should be omitted from the application for security reasons. This information can be provided if and when the teen is selected for a job.

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## Job Search



### Cover Letter

When teens are looking for their first job, a cover letter may not be necessary. As they gain experience and search for other jobs, it is a good idea to include a cover letter. As teens move up the professional ladder, it is always a good idea to submit a cover letter when submitting a resume. This letter is a way to introduce a teen to an employer and express interest in working for their company. Like a resume, it is another opportunity to “stand out” with an employer, demonstrate communication and organizational skills and show that they are serious enough about the job to put in some effort. Ideally, a cover letter will peak an employer’s interest enough to make them want to read the resume to learn more.

A well-written cover letter will include:

1. The applicant’s name, address and date at the top right corner of the page.
2. Below the applicant’s information and date include the name, title, and address of the recipient, on the left side of the page.
3. A greeting followed by a colon (e.g., Dear Mr. Smith:).
4. Three brief paragraphs separated by one line of space and no indentation. The first paragraph explains the purpose of the letter (an introduction, a response to an ad, follow-up to someone who has already been contacted). The second paragraph highlights a couple of details shown on the resume that demonstrate how the applicant can benefit the company. The final paragraph requests a reply and/or an interview.
5. A closing (e.g., Sincerely, Mary Jones with space enough for a signature).

### **Cover Letter Tips**

- It is very important to use the proper name and title of the individual to whom the letter is addressed even if it requires a little research
- Print the cover letter and resume on the same type of paper
- Remember to sign the letter
- Be brief and to the point

### *Did You Know?*

- Cover letters are also known as letters of interest.
- Check online for examples of current cover letter formats.



### *Job Search Tips*

- Suggest teens practice answering questions that might be asked in an interview. Practicing out loud will give teens confidence and help them feel more relaxed answering questions in a job interview.



### The Interview

Applications that have a positive impact on employers are more likely to result in an interview. An interview is a critical part of the job search because it gives applicants an opportunity to convince the employer in person that they are the best person for the job. A good interview can make an employer overlook an applicant's weaknesses, but a weak interview can overpower even the most impressive credentials.

#### **Before the Interview**

- 1. Research the company.** Employers are impressed by well-informed applicants.
- 2. Prepare answers for questions that will likely be asked.** Common interview questions include:
  - How would you describe yourself?
  - What are your greatest strengths and weaknesses?
  - Why should I select you over other applicants?
  - Why do you want this job?
  - What are your short-term and long-term goals?
  - How well do you work with others?
  - Why did you leave your last job?
- 3. Come up with questions to ask the employer.** Asking questions can help applicants find out more about the job (e.g., What will hours, duties, advancement opportunities, and work environment be like?), as well as show the employer they are interested and serious about the position. Questions can include:
  - What would my duties and responsibilities be?
  - Who would supervise me?
  - What are the opportunities for advancement?
  - Who would I be working with?
  - Will training be provided?

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4. **Prepare a professional outfit.** Lay out clean, well-fitting, wrinkle free, clothes the night before.
5. **Arrive 10–15 minutes early for the interview.**
6. **Remember that the interview is a two-way street.** An interview is as much a time for applicants to find out if the job is right for them as it is a time for the company to decide if the applicant is right for the job.

### During the Interview

- Begin with a firm handshake, eye contact, and a smile
- Wait to be seated until the interviewer sits down
- Don't use an interviewer's first name unless invited to do so
- Be confident
- Act natural
- Be positive
- Sit with good posture and be aware of body language
- Don't chew gum
- Turn off cell phones
- Show enthusiasm
- Give honest, sincere answers
- Listen carefully to questions and answer them completely
- Highlight strengths and achievements and how they can help get the job done
- Express interest in the job
- Do not ask about pay or benefits
- Ask when a hiring decision will be made
- Thank the interviewer for his or her time

### *Bad Habits to Avoid During an Interview:*

- Biting nails
- Mumbling
- Tapping feet or finger
- Scratching
- Twirling hair
- Biting lip
- Whistling or humming
- Sniffing
- Giggling
- Clearing throat often
- Grinding teeth
- Playing with a pen
- Picking at face
- Sitting with crossed arms
- Not making eye contact with interviewer
- Putting feet on the furniture
- Gum chewing



### *Did You Know?*

- To protect applicants from discrimination during the employment process, U.S. employers are limited to the types of questions they can ask during an interview. The laws prohibit employers from asking inappropriate questions that have nothing to do with the duties required for the job.
- U.S. laws prohibit discrimination based on: race, color, national origin, religion, sex, gender identity, pregnancy, disability, medical conditions, ancestry, marital status, age, sexual orientation, citizenship, or status as a veteran.
- Some drug tests may detect drug use from a couple of hours to several years prior (i.e., hair follicle tests).

### Inappropriate/Illegal Questions

Sometimes teens may be asked inappropriate questions during an interview. Some examples of inappropriate questions are:

- “How old are you?” (It is legal to ask, “Are you over 18 years of age?”)
- “Do you have children?”
- “What childcare arrangements will you make?”
- “Do you plan on having children? When?”
- “Are you married? Does your spouse work?”
- Any questions that have to do with your personal life are inappropriate questions.

Rather than pointing out an inappropriate question, teens can respond with the following:

- “That will not interfere with my work.”
  - “That will not create a problem.”
  - “I prefer to keep personal and work matters separate.”
- (Doyle, 2010)

### Pre-Employment Job Testing

Employers may require job candidates to take one or more “pre-employment tests”—tests to screen out those who are not right for the job, as well as find out who is the best match for the job. These tests include: skills test, proficiency tests, personality tests, aptitude tests, honesty tests, psychological tests, medical tests, drug tests and background checks. Employers use them to help reduce job turnover, training costs and risks of a bad hire.

Whether or not an employer can legally require their employees to take a certain test depends on where they live and the type of job they have (or are applying for). There are both state and federal laws that regulate how the tests may be used by employers to deal with issues of discrimination and privacy. When a test can be given may also be regulated by law (e.g., before or after a job offer).

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### Thank You Letters

Although it may not be necessary to write a thank you letter for entry level positions, it could help an applicant stand out. A thank you letter written to the interviewer(s) should be hand-written or typed and sent within two days. In addition to being polite, thank you letters give applicants the opportunity to share more information about themselves with the employer and remind them that they are still interested in the job.

A well-written thank you letter is short and positive and free of grammatical errors. A good thank you letter is between five and ten sentences:

- Thank the interviewer(s) for the meeting (include the date of the meeting) and show enthusiasm about the job.
- Highlight personal skills, achievements, and/or experiences that will benefit the company.
- Give contact information, and express excitement to hear back from the interviewer soon.

### The Job Offer

Many times, for entry level jobs, an offer is made immediately after the interview. Depending on the job applied for, teens may have to wait for an offer. This is often the hardest part of the search. After having had a chance to meet the employer and learn more about the position, some may be more excited about the job and others may be less interested in the job. This waiting period is a good time for applicants to figure out if the job would be the right fit for them.

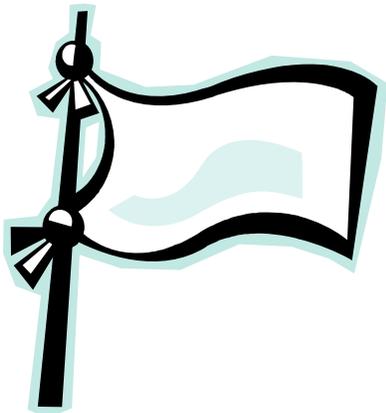
An applicant who is offered a job does not have to accept it. In fact, a decision should be made after asking and considering the answers to the following questions:

- What is the pay?
- What are the benefits?
- What are the hours?
- What are the working conditions?
- What are the job responsibilities?
- What are the opportunities to advance?

### *Did You Know?*

- A good thank-you letter is short and positive.





### *Did You Know?*

- Labor laws are different from state to state. Many states require working teens to obtain a work permit. Check with the school counseling office to see if a work permit is needed.
- Visit the Department of Labor website to get detailed information on state's labor laws.  
[www.dol.gov](http://www.dol.gov)

### Don't Give Up

The saying, "If at first you don't succeed, try, try again," is especially meaningful for job-seekers. Rejection is often part of the process! Applicants can use the negative outcome as an opportunity to review their job search strategy and identify areas in need of improvement.

### Future Job-Search Readiness

It is a good idea for teens to periodically update their resumes, even if they are not in the market for a new job. It is easy to forget about new accomplishments and skills that have been acquired between job searches. Keeping it current will save time and effort down the road!

### Pros and Cons of Working Teens

#### **Pros – Benefits of Working**

Most of today's teens when asked why they are working (or want to get a job) would probably say to earn money – some work out of need, but many do it primarily to have spending money they have complete control over. Although some teens may not spend their paycheck wisely, it can give them an opportunity to practice an important life skill – money management. Teens generally have less to lose financially than adults, so "teenhood" is a great time for them to try their wings at money management and experience both financial successes and mistakes.

Other benefits teens can gain from working include:

- A sense of independence
- A sense of confidence
- Experience balancing their time and different commitments (school, work, family, social activities, athletics, music, hobbies)
- An opportunity to learn job skills
- A way to learn responsibility

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- An advantage in the job market because of their experience
- A source of professional contacts and future references
- A sense of professionalism
- Less time to get into trouble (less time available to get involved in criminal activity or dangerous forms of recreation)
- A source of money for college  
(Federal Reserve Bank of Boston, 2001)

### Cons – Negative Ramifications of Teens Working

Just as there are benefits for teens who work, there are also disadvantages. The biggest disadvantage is that a job can get in the way of school. Grades can slip due to being tired and unprepared as a result of hours spent working. Other disadvantages of teens having a job include:

- Lack of time to spend with family and build/maintain friendships
- Lack of time to explore interests that could help them grow emotionally and intellectually
- Increased level of day-to-day stress
- Vulnerability to workplace injuries
- The possibility that as adults, they will end up with lower-paying jobs and less opportunity than if they had focused on school, athletics, or other after-school activities
- The possibility that teens who work just to buy more clothes, concert tickets, and electronics can become overly concerned with spending money and leading materialistic lifestyles

(Federal Reserve of Boston, 2001)



### Opening Discussion Questions

- What are the advantages of getting a job?
- What are the disadvantages of getting a job?
- Where can you go to find a job?
- What kind of employer do you want to work for?
- What is a resume?
- What are some common interview questions?



## Job Search



### ACTIVITY ONE: JOB SKILLS & YOUR RESUMES

*Estimated Activity Time: 60–75 minutes*

In this activity, teens will learn how to begin a job search. First, they will consider what they need and expect from an employer. Then they will learn about resumes—what they are, information to include, different styles and how to write one. They will also practice putting together their own resumes. Finally, teens will learn about the function of a reference list and how to put one together.

#### Getting Ready Checklist

- Make one copy of Handouts #1a, #1b, and #1c for each teen.
- Copy Visuals #1 and #2 to display

#### Doing the Activity

1. Begin by asking teens how many of them have jobs outside their home. Take time to ask those who raise their hands what kind of job they have (or had) and how they got it (e.g., Did the job find them, such as being offered a job by a family member or family friend who knew they could use some cash? Or did they seek out a job, such as apply for a job?).
2. Go over the introduction paragraph of the background information, as well as the “Before You Get Out There” section on pp. 1–2. Include in your discussion:
  - Looking for a job is a “job” in itself.
  - The job search begins before seeking out job applications.
  - First steps in a job search include identifying needs and wants in an employer, as well as preparing both a resume and reference list.

#### Learning Objectives

- Teens will identify what they need and expect from an employer
- Teens will know the function and importance of a resume
- Teens will create a resume
- Teens will know the function of a reference list

#### Supplies Needed

- Visual #1 (p. 33)
- Visual #2 (p. 34)
- Handout #1a (p. 35)
- Handout #1b (p. 36)
- Handout #1c (p. 37)



**Possible Characteristics for Activity:**

- Friendly
- Caring
- Intelligent
- Athletic
- Good looking
- Perceptive
- Studious
- Detailed oriented
- Organized
- Born leader
- Good speaker
- Confident
- Nice dresser
- Helpful
- Dependable
- Punctual
- Flexible
- Team player
- 
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3. Display Visual #1 and go over the “What Do You Need and Expect in an Employer?” section on pp. 2–3 of the background information. Include: (Visual #1, p. 33)
  - A person has a much greater chance of finding job satisfaction when they have thought about the kind of employer they want to work for and what their job needs are.
  - Some things to consider include: benefits, work environment, employee morale, dress code, employer size, employer values and policies, perks, job location, opportunity to advance, and hours.
4. Explain to teens that many people have a difficult time seeing themselves as others see them. The purpose of this activity is to give teens insight into the good qualities that other people see in them. Being aware of these traits may help them decide what kind of job they might enjoy.

Break teens into groups of 5 to 8. Have them form a circle placing one chair in the middle. One teen should sit in the middle with a pen and paper. Everyone else takes a turn telling the person in the center one positive quality they possess. Each group member should try to come up with a different characteristic (some possible characteristic are listed in the column on the left). The person in the middle should write down the comments they receive from the rest of the group. After everyone has provided a comment, then the next person sits in the middle. Everyone should have a turn sitting in the middle.

5. Ask teens to use the list of personal qualities they have compiled from the previous activity to write an introductory paragraph for their resume. Give teens about 15 minutes to work on their paragraphs. Then have them trade their paragraph with a neighbor who will offer constructive criticism and refine it. After about 10 minutes have teens trade paragraphs back and write a final copy.

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6. Many times teens have to take whatever job they can find. However, when they have choices about where to work they should consider the various characteristics and skills that are needed for a job. The closer they can get to matching their skills to a particular job, the happier they will be on the job.

Ask teens to brainstorm as a group the various characteristics of a fast food server's job. What is required of the worker? What skills do they need? After the group has had a chance to discuss, display Visual #2 and discuss any items the teens may have missed. (Visual #2, p. 34)

Divide teens into six groups. Assign each group one of the following jobs: movie snack counter clerk, grocery box person, busboy, hostess, camp counselor, life guard, or "teen's choice". Ask teens to list the job characteristics and skills for the job they have been assigned. After about ten minutes have the teens share their lists with the entire group. Discuss after each presentation.



7. Next, explain to teens that an important tool used to get a job is a resume. Go over the "Resume" section of the background information on pp. 4–6. Include the following:
- A resume is a tool teens can use to market themselves to prospective employers.
  - Resumes provide a person's: personal contact information, education, training, experience, honors, achievements, skills, and job objective.
  - The two common resume styles are chronological and functional.
  - Well written resumes are: well organized, brief, free of mistakes, neat, and honest.



~The assessment tools provided as a separate document with each leader's guide are intended for the leaders to use at their discretion. Depending on the group of teens, the leaders may want to use the assessments as additional activities, homework, or as a means to determine a formal grade for completing the unit.

8. Pass out Handouts #1a, 1b, and #1c to each teen and ask them to review the format and information that is contained in each style of resume. Reiterate to teens that depending on the type of work experience they have, one style of resume may showcase what they have to offer better than the other. Ask teens to discuss which resume style they prefer. (Handouts #1a, 1b, and #1c, pp. 35–37)
9. Once teens have reviewed the three resumes ask them to select the style they think would work best for them and create their own resume. Explain that if they have little or no formal job experience then they can list informal experience (e.g., babysitting, lawn service, or pet care for friends and family).
10. Finally, go over the “Reference Lists” section of the background information on pp. 6–7. Include in the discussion:
  - Employers will usually want to verify resume information and hear what others have to say about applicants.
  - References are people who know the applicant and can discuss their qualifications with possible employers.
  - Employers usually ask for three references.
11. Ask teens to brainstorm names they may include on their own reference list. Recommend that they get permission from potential references before listing their names on a resume or application.

## Job Search



### ACTIVITY TWO: APPLYING FOR JOBS

*Estimated Activity Time: 45 minutes*

In this activity, teens will explore the job application process. They will identify several places that they want to work or may be able to find available jobs. Next, they will learn the “dos” and “don'ts” of applying for a job. Finally, teens will learn about cover letters and why they may want to include a cover letter when submitting an application.

#### Getting Ready Checklist

- Copy Handout #2a and #2b for each pair of teens
- Copy Handout #3 for each teen
- Copy Handout #4 for each pair of teens
- Copy Answer Keys for Handout #2a and #2b to display
- Copy Handout #4 to display

#### Doing the Activity

1. Ask teens, “Who has applied for a job before?” Then ask those who raise their hands to share the type of place(s) they applied. Next, ask teens what other places they might look for a job.
2. Go over the “Finding Jobs to Apply For” section on p. 7 of the leader’s guide background information. Include:
  - Places to look for a job include: want ads, signs, job boards, employment agencies, online, walk-ins, networking.

#### Learning Objectives

- Teens will identify possible places to look for a job
- Teens will know how to apply for a job
- Teens will understand what a cover letter is and its function

#### Supplies Needed

- Handout #2a (p. 39)
- Handout #2b (p. 40)
- Answer Key for Handout #2a (p. 47)
- Answer Key for Handout #2b (p. 48)
- Handout #3 (p. 41)
- Handout #4 (p. 42)





~The assessment tools provided as a separate document with each leader's guide are intended for the leaders to use at their discretion. Depending on the group of teens, the leaders may want to use the assessments as additional activities, homework, or as a means to determine a formal grade for completing the unit.

3. Ask those teens who have applied for a job to share how they did it (i.e., Did they pick up an application in person? If so, did they fill it out on the spot or take it home to complete? Did someone else pick up an application for them? Did they apply for a position online?).
4. Go over the “When You Find a Job With Potential” and “The Job Application” sections on p. 8 of the background information. Include in the discussion:
  - Picking up an application in person is a good opportunity to meet company personnel and make a positive impression on them.
  - It is important for teens to: go alone, dress appropriately, bring a resume, ask to meet the manager, fill out the application at the site and turn it in immediately with a resume attached.
  - A job application provides a potential employer with basic information about an applicant. An application should always be completed neatly and accurately in pen or typed.
  - Creating a document with important personal information will help teens complete job applications.
  - If given the option, teens should omit private information, such as their Social Security number and driver’s license number, from their application.
5. Ask teens to pair off. Distribute Handout #2a and #2b to each pair. Explain that they will read two scenarios and work together to explain whether each scenario was an example of the right or wrong way to apply for a job and what each teen could do better the next time. (Handouts #2a and #2b, pp. 39–40)

When teens are finished, have them share their answers with the class. (Answer Key for Handout #2a, #2b, pp. 47–48)

## Job Search



6. One way for teens to make sure they have accurate information when they go to complete a job application is to bring along a document with your application information. Pass out Handout #3 to each teen and suggest they take it home and complete it. They can fold the “Application Info Sheet” to the size of their drivers’ license and keep it handy in their wallet. (Handout #3, p. 41)
  
7. Copy Handout #4, “What’s Wrong with This Application” to display or ask teens to break into pairs and give each pair a copy of Handout #4. Either as a group or in pairs ask teens to find and write down at least five things that are wrong with the application. After 2 to 3 minutes discuss as a group. See sidebar on right for a partial list of possible answers. (Handout #4, p. 42)
  
8. Finally, go over the “Cover Letter” section on p. 9 of the background information. Include in the discussion:
  - A cover letter may not be necessary when a teen is looking for their first job.
  - As teens apply for more professional positions, it is always a good idea to include a cover letter when submitting a resume and job application.
  - A cover letter is a way for an applicant to introduce himself/herself to an employer and expresses interest in working for the company.

### Answer Key for Handout #4

- She didn’t bother to date application
- E-mail address is not professional
- Saying she found out about the position from her boyfriend can raise flags. (Does he work there? Would there be trouble if they broke up?)
- She did not indicate desired pay range or how many hours she can work
- Should have only checked one box regarding what shift she would like to work
- She didn’t bother to list her high school’s address
- She said she completed 12th grade, but that she hasn’t graduated
- She didn’t indicate her GPA
- Under previous experience, “Dates employed” she should list the month and year
- Under “Reason for leaving” it would be better to say “Still employed”
- Her references are her parents (teachers or employers would be better choices)
- She did not indicate if she has ever been convicted of a crime
- She did not sign and date the application



## Job Search



### ACTIVITY THREE: THE INTERVIEW

*Estimated Activity Time: 45 minutes*

In this activity, teens will explore the interview process. They will learn how to prepare for an interview, as well as practice what to do during an interview. Next, teens will cover post-interview issues, including: thank you letters, job offers, and acceptance letters. Finally, teens will consider the pros and cons of working.

#### Getting Ready Checklist

- Copy Handouts #5a, #5b, #6a, and #6b for each pair of teens
- Copy Answer Keys for Handout #5a and #5b to display

#### Doing the Activity

1. Ask teens, “Who has had a job interview before?” Then ask those who raise their hands to briefly share their interview experience (i.e., Was it a formal, sit-down interview? Was it an informal chat with a store manager? Was it nerve wracking? etc.).
2. Go over “The Interview” section on pp. 10–11 of the leader’s guide background information. Include in the discussion:
  - An interview gives applicants an opportunity to convince the employer in person that they are the best person for the job.
  - Ways to prepare for an interview include: researching the company, preparing answers for questions that will likely be asked, coming up with questions to ask the employer, preparing a professional outfit, arriving 10–15 minutes early.

#### Learning Objectives

- Teens will know how to prepare for an interview
- Teens will know what to expect during an interview
- Teens will know how to follow up an interview
- Teens will understand several pros and cons of working as a teenager

#### Supplies Needed

- Handout #5a (p. 43)
- Handout #5b (p. 44)
- Handout #6a (p. 45)
- Handout #6b (p. 46)
- Answer Key for Handout #5a (p. 49)
- Answer Key for Handout #5b (p. 50)





3. Ask teens to get into pairs and distribute Handout #5a and #5b to each pair. Explain that they will read two scenarios and work together to explain whether each scenario was an example of the right or wrong way to prepare for a job interview. (Handout #5a and #5b, pp. 43–44)
4. When teens are finished, encourage a group discussion about their findings. Compare the class' thoughts to the answer key. If there are any points on the answer key not mentioned by the teens, share them with the group. (Answer Key for Handout #5a and #5b, pp. 49–50)
5. Ask teens to get into groups of three. Distribute Handout #6a and #6b to each group. Explain that they will practice interviewing each other. Tell them to take turns being the applicant, the employer, and the observer who provides feedback to the applicant regarding what was done well and what needs improvement. (Handout #6a and #6b, pp. 45–46)
6. Next, ask teens, “What should you do after a job interview?” Take time to hear the thoughts of the teens.
7. Go over the “Thank You Letters,” “The Job Offer,” “Acceptance Letters,” “Don’t Give Up,” and “Future Job-Search Readiness” sections on pp. 13–14 of the background information. Include in the discussion:
  - It is important for applicants to write a thank-you letter to the interviewer(s) within two days.
  - An applicant who is offered a job should first ask what the pay is; what the benefits, hours, working conditions and job responsibilities are; and whether there are opportunities to advance.
  - It is professional and polite to accept a job offer both verbally and in the form of an acceptance letter.

## Job Search



8. Finally, if time permits, ask teens, “What are the pros and cons to working as a teenager?” Take time to listen to each of their answers.
  
9. Go over the “Pros and Cons of Working Teens” on pp. 14–15 of the background information.

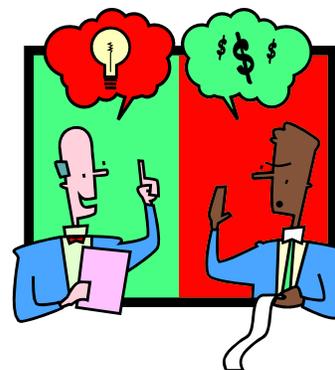
There are both pros and cons to working at any age.

Some specific benefits of working for teens include:

- A sense of independence
- A sense of confidence
- Experience balancing their time and different commitments (school, work, family, social, athletics, music, hobbies)
- An opportunity to learn job skills
- A way to learn responsibility
- An advantage in the job market because of their experience
- A source of professional contacts and future references
- A sense of professionalism
- Less time to get into trouble (less time available to get involved in criminal activity or dangerous forms of recreation)
- A source of money for college
- A source of money to help out the family

Some possible concerns for working teens include:

- Lack of time to spend with family and build/maintain friendships
- Lack of time to explore interests that could help them grow emotionally and intellectually
- Increased level of day-to-day stress
- Vulnerable to workplace injuries
- The possibility that as adults, they will end up with lower-paying jobs and less opportunity than if they had focused on school, athletics, or other after-school activities
- The possibility that teens who work learn to spend money on wants rather than needs



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## Additional Resources

- *CareerPerfect.com* is the online division of Career Services Group, Inc., a leading career guidance firm and a pioneer in online career planning. It provides information and easy-to-use services and tools in the areas of career planning, professional resume writing, and interviewing.  
<http://www.careerperfect.com/content/home-index/>
- *JobWeb* is a website of career development and job-search information for college students and new college graduates, owned by the National Association of Colleges and Employers (NACE). The site includes a “Resumes and Interviews” section that offers a wealth of information and can be used during the job search process.  
<http://www.jobweb.com/>
- *Money Talks* is a financial literacy website for teens available in both English and Spanish. It contains downloadable versions of money management teen guides, interactive games, simple exercises, videos and links to other financial websites. Teachers/leaders have access to a special section of the site containing leader’s guides for each unit, research articles, and additional links.  
<http://moneytalks4teens.org>
- *Youth Rules!* from the United States Department of Labor offers information about youth employment opportunities, young worker safety, health, and labor laws, statistics on working youth and more. The site has sections for teens, parents, educators, and employers.  
<http://www.youthrules.dol.gov/>
- *USA Today’s Job Center* is a website that provides information about jobs. Topics include the job search, networking, writing cover letters and resumes, interviewing, and salary negotiation.  
[http://www.usatoday.com/money/jobcenter/jobhunt-index\\_x.htm](http://www.usatoday.com/money/jobcenter/jobhunt-index_x.htm)

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## Job Search Glossary

**Benefits** Perks of working for a company, such as vacation and sick leave or medical insurance.

**Chronological Resume** A resume format that emphasizes job experience and lists the most recent job first.

**Cover Letter** A letter that introduces an applicant to an employer and expresses their interest in working for the company.

**Functional Resume** A resume format that emphasizes skills, talents and achievements rather than work experience.

**Interview** A question and answer meeting between the employer and applicant, which can be conducted in person or over the phone, to discover if the position available is a good fit.

**Job** Work provided in return for payment.

**Pre-Employment Tests** Tests, required of job candidates by employers, to screen out applicants who are not right for the job.

**Resume** A document that summarizes a person's education, skills and job experience.



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Money Talks – Should I Be Working? is a series of four teen guides and leader's guides designed for teens. The goals of these teen guides and leader's guides are to assist teens in 1) identifying careers that may work with their job personality, 2) understanding the process of finding and keeping a job, and 3) recognizing the benefits and pitfalls of being an entrepreneur. Comments regarding these teen guides and leader's guides can be addressed to: Consumer Economics Department, University of California Cooperative Extension (UCCE), 135 Building C, Highlander Hall, Riverside, CA 92521. Authors: Brenda Roche, Keith Nathaniel, Margaret Johns, Karen Varcoe, Patti Wooten Swanson, Shirley Peterson, Charles Go, Susan Cortz and the UCCE Money Talks Workgroup. 2010



**What Do You Need & Expect  
From an Employer?**

Part-Time Hours  
Retirement Plan  
Medical Insurance  
Outdoor Work  
Store Discounts  
Paid Vacation Days  
Advancement Opportunity  
Gym  
Paid Sick Leave  
A Specific Shift  
Life Insurance  
Full-Time Hours  
Uniform  
Dental Insurance  
Casual Dress Code  
Training  
Continuing Education  
Collaborative Work Environment  
Specific Location  
Company Retreats



## Characteristics of a Fast Food Server

- Work flexible hours
- Work weekends
- Work late on weekends
- Friendly
- Indoor work
- Must multitask
- Part-time hours
- Clean up after other people  
(tables, kitchen, bathrooms)
- Work under close supervision
- Work under ridged structure
- Wear uniform
- Must be clean and presentable



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 Job Search
 

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## Sample Chronological Resume

The resume below is a sample of a chronological resume. This is just one way to format your information.

	NAME STREET ADDRESS CITY, STATE ZIP PHONE NUMBER E-MAIL ADDRESS
JOB OBJECTIVE	Statement of what you are looking for in a job (i.e., Obtain an entry level position to gain work experience.). <i>Optional</i>
EDUCATION	Name of School(s) Degree, Date Degree Awarded Major or area of study
EXPERIENCE	From date - to date (Start with most recent experience) Title of Position Company Duties  From date - to date Title of Position Company Duties  From date - to date Title of Position Company Duties
SPECIAL SKILLS	List any skills that may be useful in the workplace, including: computer skills or foreign languages.

## Sample Functional Resume

The resume below is a sample of a functional resume. This is just one way to format your information.

	NAME STREET ADDRESS CITY, STATE ZIP PHONE NUMBER E-MAIL ADDRESS
JOB OBJECTIVE	Statement of what you are looking for in a job (i.e., Obtain an entry level position to gain work experience.). <i>Optional</i>
SKILLS AND ACCOMPLISHMENTS	SKILL #1 (e.g., Writing) Description of how you have developed and used this skill. (e.g., Wrote feature articles for weekly high school paper. Wrote sports section for daily college newspaper. Created the monthly newsletter for ABC sports team. Able to write in Spanish.)  SKILL #2 (e.g., Editing) Description of how you have developed and used this skill.  SKILL#3 Description of how you have developed and used this skill.
WORK HISTORY	Job 1 (Company, City & State, employment dates (to/from))  Job 2 (e.g., Riverton College Daily News, Riverton, CA (2004-2006))  Job 3
EDUCATION	Name of School(s) Degree, Date Degree Awarded Major or area of study

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## Job Search



### Sample Combination Resume

The resume below is a sample of a resume that combines styles. This is just one way to format your information.

<p>NAME STREET ADDRESS CITY, STATE ZIP PHONE NUMBER E-MAIL ADDRESS</p>		
<p>QUALIFICATIONS</p> <p>Statement of your best qualities (i.e., Highly motivated, hardworking, results-oriented individual with four years of experience coaching AYSO soccer. Excellent organizational, managerial, and communication skills).</p>		
<p>SKILLS AND ACCOMPLISHMENTS</p>		
<p>SKILL #1 (e.g., Writing) Description of how you have developed and used this skill (e.g., Wrote feature articles for weekly high school paper. Wrote sports section for daily college newspaper.</p>		
<p>SKILL #2 (e.g., Communication) Coached team of 9 and 10 year old boys, motivating them to take regional championship.</p>		
<p>SKILL #3</p>		
<p>EXPERIENCE</p>		
<p>Company Name, Location Title of Position Duties</p>		<p>Dates of Employment</p>
<p>Company Name, Location Title of Position Duties</p>		<p>Dates of Employment</p>
<p>EDUCATION</p>		
<p>Name of School(s) Degree Major or area of study</p>		



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## Right Way or Wrong Way? “The Application”



### Scenario 1

Vic and his buddies Chris and Ryan were playing pool in his garage one afternoon before meeting more of their friends at the gym to play basketball. The subject of prom came up and the guys decided to make plans to go with their dates as a group. It was agreed that they would rent tuxes and a limo and go to a new expensive Italian restaurant before heading to the dance. It was going to be a great night—but expensive!

Even though the prom was still three months away, Vic began worrying about how he would get the money. Ryan and Chris had part-time jobs and parents that would give them some money. Vic knew his parents couldn't pitch in and he had no savings. He knew he'd have to get a job.

The boys saw that it was time to head to the gym. On their way, they saw a “Help Wanted” sign in the window of their favorite gaming store “Video Crazy”. Vic said he wanted to get a job application and since Ryan wanted to check out a new video game he'd been wanting, they decided to run in real quick.

After a quick game on a demo machine, Vic ran up to the cashier and asked for an application. As she stepped away to get one, Vic noticed how late it was. He called to Ryan and Chris over his shoulder that they needed to get going, grabbed the application that had been placed on the counter and hurried out of the store. He folded the application and stuck it in the pocket of his gym shorts. As the boys arrived at the gym, Vic made a mental note to fill out the Video Crazy application over the weekend.

Did Vic pick up the application the right way or the wrong way? Give at least three examples of what he did well or how he might want to improve for next time.

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## Right Way or Wrong Way? “The Application”



### Scenario 2

Yolanda wants to attend a local university when she graduates, however money is tight for her family. She just finished her sophomore year of high school and has been looking for a job to earn money.

There is a bookstore that Yolanda really wanted to work for, however the cashier told her that they were not hiring when she went to ask for an application. She picked up a couple of applications around town but still had her heart set on the bookstore. She decided to try one more time at the bookstore before giving up on the idea.

The next morning, Yolanda called the bookstore to ask when the manager was going to be in. She printed a copy of her resume that emphasized her love of literature and her volunteer work at the city library and put it in a folder. Then, she put on a nice outfit and took the bus down to the bookstore during the manager's work shift.

When Yolanda arrived, she asked the cashier if she could speak to the manager. When he came out, she smiled, looked him in the eye and shook his hand. She said she knew there were currently no job openings, but was looking for a job and loved the shop. She gave him a copy of her resume and said she hoped he would think of her when they were hiring next.

The manager was very impressed with Yolanda and told her about a shelf stocking position that would open up in a few weeks. He invited her to fill out an application and told her that he would keep it on file with her resume. He also said he would call her as soon as the position was available. Yolanda left the store very glad that she had gone.

Did Yolanda pick up her application the right way or the wrong way? Give at least three examples of what she did well or how she might want to improve for next time.

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# Job Search



Application Info Sheet
<b>Full Name</b> _____
Address _____
_____
Phone number _____
<b>Work Permit No.</b> _____
<b>Emergency Contact</b> _____
Address _____
_____
Phone number _____
<b>School Name</b> _____
Address _____
_____
Last grade completed _____
<b>Employment Record</b>
Employer Name _____
Address _____
_____
Phone Number _____
Dates Employed _____
Rate of Pay _____
Type of Work _____
Name of Supervisor _____
Reason for Termination _____
Employer Name _____
Address _____
_____
Phone Number _____
Dates Employed _____
Rate of Pay _____
Type of Work _____
Name of Supervisor _____
Reason for Termination _____
<b>Shifts you can work</b> _____
<b>Skills &amp; Training</b>
_____
_____
<b>References</b>
Name _____
Address _____
_____
Name _____
Address _____
_____
Name _____
Address _____
_____
<b>Organizations/Activities</b>
Group _____
Your Role _____
Dates Involved _____
Group _____
Your Role _____
Dates Involved _____
<b>Hobbies</b>
_____
_____

Application Info Sheet
<b>Full Name</b> _____
Address _____
_____
Phone number _____
<b>Work Permit No.</b> _____
<b>Emergency Contact</b> _____
Address _____
_____
Phone number _____
<b>School Name</b> _____
Address _____
_____
Last grade completed _____
<b>Employment Record</b>
Employer Name _____
Address _____
_____
Phone Number _____
Dates Employed _____
Rate of Pay _____
Type of Work _____
Name of Supervisor _____
Reason for Termination _____
Employer Name _____
Address _____
_____
Phone Number _____
Dates Employed _____
Rate of Pay _____
Type of Work _____
Name of Supervisor _____
Reason for Termination _____
<b>Shifts you can work</b> _____
<b>Skills &amp; Training</b>
_____
_____
<b>References</b>
Name _____
Address _____
_____
Name _____
Address _____
_____
Name _____
Address _____
_____
<b>Organizations/Activities</b>
Group _____
Your Role _____
Dates Involved _____
Group _____
Your Role _____
Dates Involved _____
<b>Hobbies</b>
_____
_____



Should I Be Working?  
Leader's Guide

# Job Search

## APPLICATION FOR EMPLOYMENT Mac's Fast Food

### PERSONAL INFORMATION

APPLICATION: \_\_\_\_\_

DATE OF

Name: Brown Sarah M  
Last First Middle

Address: 2801 Pine St. Riverdale, CA  
91735

State Zip Street (Apt) City,

Alternate Address: \_\_\_\_\_  
Street City, State

Zip Contact Information: ( 220 ) 947-2601 ( )

2pretty4u@yahoo.com Home Telephone Mobile

Email \_\_\_\_\_

How did you learn about our company? My boyfriend

POSITION SOUGHT: Fast food worker

Available Start ASAP

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

Desired Pay Range: \_\_\_\_\_ Are you currently no

employed? \_\_\_\_\_  
By Hour or Salary

How many hours a week can you work? \_\_\_\_\_

Employment desires: \_\_\_ Full-time only  Part-time only  Full or Part-time

### EDUCATION

School most recently attended East Riverdale, CA

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

City, State Zip 12 Last grade completed: \_\_\_\_\_ Grade point average: \_\_\_\_\_ Graduated:  No  
\_\_\_ Yes Year: \_\_\_\_\_

### PREVIOUS EXPERIENCE

Please list beginning from most recent

Dates Employed	Company Name	Location
<u>Since Summer</u>	<u>Mr. &amp; Mrs. Cummings</u>	<u>2804 Pine St., Riverdale</u>
		<u>babysitter</u>

Job notes, tasks performed and reason for leaving: Didn't leave

Dates Employed	Company Name	Location

Job notes, tasks performed and reason for leaving:

### REFERENCES

Please list references other than relatives and previous employers:

Name Sally Brown Name Frank Brown  
2801 Pine St. 2801 Pine St.



# Right Way or Wrong Way? “Preparing for an Interview”



## Scenario 1

Scott got home late from his sociology class at a local junior college on Thursday night. Tired as he was, he sat down at his desk with his resume and the job description for the youth counselor position he was interviewing for the next morning. By matching the skills on his resume to the job requirements and using the “lingo” used on the job description, Scott firmed up the “sales pitch” he had been going over in his mind since being offered an interview last week.

Before he got in bed, he looked through his closet and pulled out his black slacks, black shoes, and white button down shirt. Luckily, he remembered that his black socks were in the laundry so he put a load of darks in the washer. He set his clock to wake him up 8 a.m. for his 10 a.m. appointment and went to bed.

Scott got up and saw the note he had written to remind him to dry his socks. After he switched the laundry to the dryer, he went over the answers to the questions he thought he would be asked while he ate breakfast. When he was all set to go, with his black socks on, it was only 8:45 a.m. Since he was all set, he grabbed a magazine, took the earlier bus to town and read in a nearby coffee shop until about 9:45 a.m..

When Scott arrived for the interview, he was relaxed. The research he had done last week left him feeling prepared and confident. While he waited for his interview, he looked down at his black socks and smiled.

Did Scott prepare for his interview the right way or the wrong way? Give at least three examples of what he did well or how he might want to improve for next time.

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## Right Way or Wrong Way? “Preparing for an Interview”



### Scenario 2

As the alarm clock rings at 7 a.m., Matt turns over and hits the snooze button. The night before, he had set his clock to wake him with time to spare before heading out for his 8:00 a.m. computer programming job interview at Comp Tech. He told himself that a few more minutes of sleep wouldn't hurt anything.

When he got up at 7:20 and began to get dressed, Matt realized that the tan pants he had planned to wear with his blue button down shirt weren't ironed. He began to panic as he tried to decide whether it would really matter if he just wore his nicest jeans, or if he should risk being late and try to iron his pants. He decided that being prompt was more important and went with the jeans.

Breakfast was out of the question as he had a twenty minute drive ahead of him. So, Matt quickly brushed his teeth, combed his hair, grabbed his keys and portfolio full of his past work and ran out the door. As he got on the freeway, he began to mentally prepare for the interview and tried to remember what his cousin who worked at Comp Tech had told him about the company. He couldn't remember much, except that they paid well. He couldn't wait to ask them about what his salary would be.

Matt pulled into the parking lot a little before 8 a.m., but by the time he found a parking space, he was just in time for his interview. In his rush, Matt realized he had left his portfolio in the car. As he started to run down and get it, the woman conducting the interview appeared and welcomed him to her office. “Oh well,” he thought, “I'll have to get through this on my charm alone.”

Did Matt prepare for his interview the right way or the wrong way? Give at least three examples of what he did well or how he might want to improve for next time.

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## Job Search



## Playing the Part “The Interview”



**Directions:** Choose one of the scenarios below. Role play an interview with one person playing the “applicant,” another playing the “employer,” and a third person being an “observer.” When the interview is completed, the observer provides feedback to the applicant regarding what was done well and options for improving interviewing skills. Change roles, select another Job Scenario and repeat.

- Job Scenario 1** - a sales position at JC Nickel, teen clothing store
- Job Scenario 2** - an electronics repair position at Circuit Town
- Job Scenario 3** - an administrative assistant position at Dr. Well’s medical office
- Job Scenario 4** - a server at the Macaroni Factory restaurant
- Job Scenario 5** - applicant's choice

### Employers

**Common questions that employers ask during an interview include:**

- How would you describe yourself?
- What are your greatest strengths and weaknesses?
- Why should I select you over other applicants?
- Why do you want this job?
- What are your short-term and long-term goals?
- What are you doing to achieve these goals?
- How well do you work with others?
- Why did you leave your last job?
- What did you like most about your last job?
- What types of courses do you enjoy most?
- What are your hobbies?
- Describe a work or school-related problem and how you solved it.
- Why do you want to work for this company?
- What does success mean to you?



## Playing the Part “The Interview” *cont.*

### Applicants

#### **During the interview:**

- Begin with a firm handshake and a smile.
- Wait to be seated until the interviewer sits down.
- Don't use an interviewer's first name unless invited to do so.
- Be confident.
- Act natural.
- Be positive.
- Sit with good posture and be aware of body language.
- Don't chew gum.
- Show enthusiasm.
- Give honest, sincere answers.
- Listen carefully to questions and answer them completely.
- Highlight strengths and achievements and how they can help get the job done.
- Do not ask about pay or benefits.
- Ask when a hiring decision will be made.
- Thank the interviewer for his or her time.

#### **Questions that applicants may want to ask an employer during an interview include:**

- What would my hours be?
- What would my duties and responsibilities be?
- Who would supervise me?
- What are the opportunities for advancement?
- Who would I be working with?
- What training is provided for employees?
- Can you describe what my work environment would be like?

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## Right Way or Wrong Way? “The Application”



### Scenario 1 Answer Key

Did Vic pick up his application the right way or the wrong way? Give at least three examples what he did things well or how he might want to improve for next time.

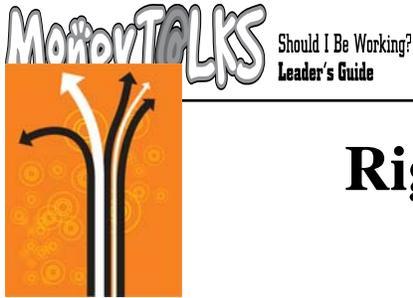
*The wrong way! Picking up an application in person should be thought of as a first interview.*

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*Vic did not present himself in a professional and organized way.*

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- *He should have changed out of his gym shorts to something more appropriate.*
  - *He should go alone and not take friends in with him.*
  - *He should talk to a manager and be friendly and polite to the cashier.*
  - *He should keep the application in good shape, not fold it in his pocket. The application should be neat and free of wrinkles, tears, stains, etc.*
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## Right Way or Wrong Way? “The Application”

### Scenario 2 Answer Key

Did Yolanda pick up her application the right way or the wrong way? Give at least three examples of what she did well or how she might want to improve for next time.

*The right way! Yolanda knew what she wanted and had the courage to go after it. The worst that can happen when approaching someone for a job is being told no.*

- *She dressed nicely to make a good first impression.*
- *She brought a resume that emphasized her qualifications.*
- *She dealt directly with the manager - looking him in the eye and shaking his hand.*



## Right Way or Wrong Way? “Preparing for an Interview”



### Scenario 1 Answer Key

Did Scott prepare for his interview the right way or the wrong way? Give at least three examples of what he did well or how he might want to improve for next time.

*The right way! The key to a good interview is being organized and prepared. Scott was both.*

- *He thought about how he was going to market himself and emphasize how his qualifications matched the job requirements.*
- *He set out a professional outfit ahead of time.*
- *He researched the company in advance and gave thought to questions he might be asked.*
- *He gave himself plenty of time to get to the interview and arrived relaxed and confident.*



## Right Way or Wrong Way? “Preparing for an Interview”



### Scenario 2 Answer Key

Did Matt prepare for his interview the right way or the wrong way? Give at least three examples of what he did well or how he might want to improve for next time.

*The wrong way! The key to a good interview is being organized and prepared. Matt was neither.*

- *He should wake up on time to give himself enough time to get ready.*
- *He should have a professional outfit prepared the night before.*
- *He should research the company and consider questions he may be asked in advance.*
- *He should arrive to the interview 15 minutes early.*