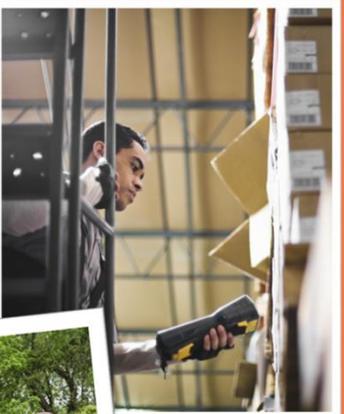


# Summer Youth Employment Program 2014



**Evaluation**

- OUTSTANDING**
- Excellent
- Very Good
- Average
- Below Average



## Career Readiness Instructor Guide Preparing a Job Search Plan



# **Module: Prepare a Job Search Plan**

*Instructor Guide for Prepare a Job Search Plan Module*

## **Main Idea**

Students learn about preparing for their job search by developing a draft resume and portfolio. They learn tips for marketing themselves as qualified job candidates starting with their resume all the way through their interview.

## **Units**

1. Job Search Preparation
2. Find Job Openings, Apply, and Interview

**Time Allotment:** 2 Days

### Notes:

- *Student will use the tools available in Illinois workNet.*
- *They will record their responses in their Illinois workNet job search plan form.*



# Module: Prepare a Job Search Plan

## *Instructor Guide for Prepare a Job Search Plan Module*

### **Standards Used:**

- a. Common Core Standards Capacities of a Literate Student – ([www.corestandards.org](http://www.corestandards.org))
  - i. #5) They value evidence
  - ii. #6) They use technology and digital media strategically and capably.
- b. Common Core Anchor Standards in Writing – ([www.corestandards.org](http://www.corestandards.org))
  - i. #4) Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - ii. #5) Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach
  - iii. #6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - iv. #7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- c. Common Core Standards Anchor Standards in Language - ([www.corestandards.org](http://www.corestandards.org))
  - i. #1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - ii. #2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- d. Common Core Standards Anchor Standards in Speaking and Listening – ([www.corestandards.org](http://www.corestandards.org))
  - i. #1) Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - ii. #4) Present information, finding and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style appropriate to task, purpose and audience.
  - iii. #5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  - iv. #6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- e. Illinois Standards for Social/Emotional Learning – ([www.isbe.net](http://www.isbe.net))
  - i. Standard 3C) Use communication skills to interact effectively with others.
- f. American School Counselor Standards (ASCA) - ([http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf))
  - i. Career Development Standard A) Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
  - ii. Career Development Standard B) Students will employ strategies to achieve future career goals with success and satisfaction.
  - iii. Personal/Social Development Standard A) Students will acquire the knowledge attitudes and interpersonal skills to help them understand and respect self and others.
  - iv. Personal/Social Development Standard B) Students will make decisions, set goals, take necessary action to achieve goals.

# ● Job Search Preparation Unit



## **Lesson 1: Get organized.**

### **Objective:**

Explain the benefits of staying organized while searching for a job.

### **Summary:**

Students will learn about documents and information that are needed to prepare a resume, portfolio, and to apply for a job. They will learn about an important tool that can assist with maintaining job search records.

### **Activities:**

1. Review related resources.
2. Discuss the components of a job search record.
3. Show the Illinois workNet job search record tool.

### **Discussion Questions:**

- Has anyone ever applied for a job? What kind of information is needed to complete an application?
- Be prepared – Have your work history, education/transcripts, certifications, license(s), references, letters of recommendation, etc.
- Why would it be helpful to have a list of your job/technical skills, self-management skills, soft skills, and military skills?
- What information is included in a job search record?
- Why would it be helpful to a job search record for each application that you submit?

# ● Job Search Preparation Unit

## Lesson 2: Prepare your resume.



### **Objective:**

Describe how to select the appropriate information, format, and keywords to customize a resume for a job opening.

### **Summary:**

Students will learn about different types of resume formats and recommendation for when to use each type. Students will learn tips for developing a customized resume that markets them as a qualified candidate. Students will also learn about resume tools that are available in Illinois workNet.

### **Activities:**

1. Review related resources.
2. Discuss the purpose of a resume, the different types of resumes, and the information that is included in each.
3. Discuss the importance of customizing a resume for job openings. (This is an opportunity to market your skills!)
4. Review the resume builder in Illinois workNet.
5. Students start a draft resume in the resume builder. Discuss how they can use their SYEP work experience to build their resume.

### **Discussion Questions:**

- What does a resume tell employers about?
- List three types of resumes.
- What type of resume should you create if you have just a little experience?
- What are some examples of action /keywords?
- What are some key things to check for when updating an effective resume?
- What personal information is appropriate to include when posting your resume online?

# ● Job Search Preparation Unit

## **Lesson 3: Prepare your portfolio.**



### **Objective:**

Describe how to select the appropriate information, format, and keywords to customize an online portfolio.

### **Summary:**

Students will learn about different types of items to include in a portfolio. Students will learn tips for developing a portfolio that markets them as a qualified candidate. Students will also learn about online portfolio tools that are available in Illinois workNet.

### **Activities:**

1. Review related resources.
2. Discuss the purpose of a portfolio, the different types of portfolios and the information to include. (This is an opportunity to market your skills!)
3. Review the portfolio builder in Illinois workNet.
4. Student start identifying items to include in their portfolio. Discuss how they can use their SYEP work experience to start building their portfolio.

### **Discussion Questions:**

- What does a resume tell employers about?
- List three types of resumes.
- What type of resume should you create if you have just a little experience?
- What are some examples of action /keywords?
- What are some key things to check for when updating an effective resume?

# ● Job Search Preparation Unit

## Lesson 4: Prepare a plan.



### **Objective:**

Describe and create S.M.A.R.T Goals.

### **Summary:**

Students will identify short-term goals and action steps that are S.M.A.R.T (Specific, Measureable, Attainable, Realistic, and Timely).

### **Activities:**

1. Review related resources.
2. Students write at least one short term goal and identify the basic steps to achieve goals. Each step includes a deadline date.
3. Students identify strategies for staying motivated while working towards reaching their goal.
4. Students identify potential problems and identify a solution or backup plan if the problem occurs.

### **Discussion Points:**

- What is the difference between a long term and short term goal? What are some examples?
- What does S.M.A.R.T. goals stand for?
- What are attainable and realistic goals? (i.e., Attainable: I have the skills, ability, and tools needed to go become a professional basket weaver. Realistic: I have the ability weave high quality baskets, but I can't support my family on the income.)
- What does a career plan include? What are some examples?
- What are some ways to stay motivated while in training or searching for a job?
- What are some potential problems that could keep you from reaching your goals? What are possible solutions?

# ● ● Find Job Openings, Apply, and Interview Unit

## Lesson 1: Network.

*Instructor Guide for the  
Prepare a Job Search Plan Module*



### **Objective:**

Explain how to prepare for and find networking opportunities.

### **Summary:**

Students will learn how to be prepared for networking opportunities. They will put together their 30 second elevator speech. Students will be able to identify different types of networking opportunities.

### **Activities:**

1. Review related resources.
2. Discuss how to get ready for networking and developing a list of contacts.
3. Discuss tools for networking virtually and the importance of having a clean/professional online image.
4. Discuss networking in person and where to find those opportunities.
5. Students draft a 30 second elevator speech. Have the students walk around and introduce themselves and ask each other about themselves. They can practice their elevator speech in general conversation and then approach another person and repeat the process.

### **Discussion Points:**

- When networking to find job leads, is it important to be clear on the type of job you are looking for?
- What does personal brand mean? You have an image to protect. (Market your brand.)
- List some places where you can network.
- Organize your contacts. Include your parents, teachers, counselors, coaches, neighbors, past classmates, co-workers, and friends. Tell them about the kind of job that you're looking for.
- What is LinkedIn? What are some other networking sites?

# ● ● Find Job Openings, Apply, and Interview Unit

## Lesson 2: Search for job openings.

*Instructor Guide for the  
Prepare a Job Search Plan Module*



### **Objective:**

List and describe various resources for finding job openings.

### **Summary:**

Students learn the importance of using a variety of resources for identifying job opening leads. They also learn about job search resources available in Illinois workNet.

### **Activities:**

1. Review related resources.
2. Discuss job search engines and job boards available in Illinois workNet.
3. Discuss searching for job postings using social media.
4. Discuss going to company and trade association websites for job leads.
5. Discuss finding job postings in the newspaper, business windows, or flyers posted on job boards.

### **Discussion Points:**

- Many companies and organizations have a careers or jobs link in the footer of their website. (i.e., Caterpillar, DOT foods, American Welding Society, National Institute for Manufacturing)
- What are three ways you can search for a job?
- What are some examples of social media sites to use for finding job openings?
- Where have you seen job openings?
- What are some tips for using keywords when searching online job boards?
- What are some “red flags” for job opening postings that are really scams?

# ● ● Find Job Openings, Apply, and Interview Unit

## Lesson 3: Apply for a job.

*Instructor Guide for the  
Prepare a Job Search Plan Module*



### **Objective:**

Describe different types of applications and how to complete a job application.

### **Summary:**

Students will learn about etiquette for completing a job application in person. They will learn about information that is usually included in an application and tips for completing a job application.

### **Activities:**

1. Discuss the information that is usually included in job applications.
2. Discuss the proper etiquette for requesting, completing, and submitting a job application in person.
3. Discuss creating a job search record for each application that was submitted and tracking their success.

### **Discussion Points:**

- What should you do when filling out a job application at a business?
- What should be included in a job application?
- List at least two different types of job applications.
- It is important to track your success. If you are not getting an interview,
  - You may need to look at the information you are including in your application, resume, or portfolio. It may be keeping you from getting an interview.
  - You need to make sure that you are applying for jobs for which you are qualified.

## Lesson 4: Interview.



### **Objective:**

Explain how to prepare for an interview, how to behave in an interview, and follow-up after an interview.

### **Summary:**

Students will learn the importance of preparing for an interview. They will learn tips and tools to help them prepare for interviews. They will learn about proper follow-up after an interview, show appreciation, and prepare for future interviews.

### **Activities:**

1. Review related resources.
2. Discuss how to prepare for an interview. Take notes in your job search record.
3. Discuss what to do in an interview including what information to collect.
4. Students practice answering interview questions. Interviewer provides feedback on their verbal and non verbal communication.
5. Discuss what to do after an interview. Reflect and update your job search record.
6. Students write a draft thank you letter.

### **Discussion Points:**

- What should you do after a job interview?
- When choosing your clothes for a job interview, what should you do?
- What are three things you can do to prepare for a job interview?
- What are three tips to remember during an interview?
- What is an example of an appropriate question to ask during an interview?