Chapter 14: How Do I Prepare for Work?

Objectives:

- To explore job options
- To examine the relationship between personal values and vocational choices
- To examine the relationship between gender and vocational choices
- To identify the education and training requirements for various jobs
- To practice job-seeking skills
- To learn how to be a good employee
- To understand the link between early parenthood and a vocational future
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Introduction to Employment


Time: 20-40 minutes

Planning Notes:

✔ Before you begin, consider your level of expertise in the employment preparation field. You may want to invite a vocational/career counselor to co-facilitate these activities with you or to serve as a resource person. Check with the counselors at your local high school and/or community college to find out what resources they can provide.

✔ You will need one or more up-to-date resources on vocational and career options for teens. Several good reference books are: The American Almanac of Jobs and Salaries, Dictionary of Occupational Titles, Guide to Federal Jobs, Occupational Outlook Handbook and Vocational Careers Sourcebook.

Procedure:

1. Take a quick survey, asking for a show of hands in response to the following questions:
   - Do you have a job now?
   - Have you held a job in the past?
   - Can you name three jobs you would be interested in exploring? (Ask for examples.)
   - Do you have a vocation or career in mind? (Ask for examples.)

2. Explain that the group will focus on getting and keeping a job. One step toward gaining full-time employment is developing important communication, negotiation, goal-setting and decision-making skills. Another step is having a dream. In this activity, participants will explore their dream for employment.

3. Ask participants to close their eyes and imagine a future job they dream of having. This is a fantasy activity so the sky is the limit. Group members should concentrate on what they really want their future to look like.


5. When all eyes are open, tell teens they will spend a few minutes writing or drawing about their experiences. Direct teens to write an imaginary letter to a friend about their employment fantasies.

6. Allow five to 10 minutes, then ask volunteers to share their employment fantasies. Comment, appropriately, yet positively, on the range of vocations, the realism of their depictions and their knowledge of details related to the vocation such as salary, dress, tasks and so on.

7. Conclude the activity using the Discussion Points.
Discussion Points:

1. Was it easy or hard to think about a future job? Why?

2. What differences were there between the career fantasies of girls and boys in the group? Are these differences related to stereotypes about what work women and men can and should do?

3. How much do you know about the work lives of adults you see every day, such as your parent(s), teachers, bus drivers, health practitioners, grocery clerks and so on?

4. Is your dream of the perfect job one that your parent(s) would feel good about? Does it fit with your personal values? If not, why doesn't it fit?

5. Is your everyday behavior preparing you for your dream job? For example, are you keeping your grades up if that job requires high school graduation or college? Are you watching your health habits if your job requires strength and fitness?

6. How can you work toward your dream job?
Guided Imagery: Future Employment

Pretend you are going to sleep — picture yourself in your bed at home — and when you wake up tomorrow morning, it is 10 years from now! You are no longer a teenager, but an early- to mid-20s adult. Keep your eyes closed as you imagine what life might be like 10 years from now.

Imagine waking up and looking around the room you are sleeping in. What do you see? What kind of place is it? Do you live in an apartment, a condo or a house? What do you see outside your window? Do you see tall city buildings, trees, wide-open spaces or other houses or apartment buildings? What kind of furnishings do you have? Is there one thing you are especially proud of owning? Picture yourself and your living space once you are working in your dream job.... (long pause)

Think of who else, if anyone, lives there with you. Is there a life mate or marriage partner who sleeps with you? How about people sleeping down the hall? Roommates? Children? Parents? Picture the family household you hope to have when working in your dream job.... (long pause)

Imagine that you are getting up and getting ready to go to work in the job you’ve always wanted. What is that job? What will you wear to work? How are you dressed when you leave the house? Casually in jeans or sweats or business-like in a suit or dress? Maybe in a uniform? Picture yourself dressed for a busy day at your job — what do you look like...? (long pause)

How will you get to work? Picture yourself travelling to your dream job — what does your transportation look like? Do you drive, walk or bicycle to work? Do you take a bus or train? What is the trip to work like? How long is it and what do you see on the way...? (long pause)

Now you’ve arrived at your workplace. What kind of place is it? Is it a small company, a huge corporation or a public facility? Is it an office building, a school, hospital, retail store or manufacturing plant? Or is your job outdoors, at a marine facility, a forest recreational center or a construction site? Picture the kind of place you hope to work in one day — what does it look like...? (long pause)

You begin working. Do you report to anyone? Do other people come to you for assignments? Do you work alone or with a team? What special equipment do you have to operate? What tasks do you have to do? What does your work day look like...? (long pause)

It’s payday, so you get your check for two weeks of work at the end of the day. How much is the check for? What is your annual salary, or what do you hope to be earning 10 years from now...? (long pause)

Your imaginary day is over now. You are back home, going to sleep, sleeping deeply. When you wake up it will be today again and you are back in this room, today. Open your eyes and come slowly back to the present.
The Interplanetary Party


Time: 35-45 minutes

Planning Notes:

✔ Before conducting this activity, prepare the room by hanging six large sheets of newsprint in six different locations. On each piece of newsprint, write the description, from the handout, of one of the six categories of “party-goers.”

✔ Using the Leader’s Resource, “Holland Wheel,” write examples of jobs that coincide with the six categories of party-goers. List about 20 jobs in each category, with special emphasis on jobs that are appropriate for your geographical location, climate and community size. Add other jobs if relevant.

Procedure:

1. Tell participants that having a “dream job” for the future is important, but knowing their personal interests — things they like to do, learn about and talk about — can help them find out how well-suited they are for certain types of jobs.

2. Set up the situation by reading the scenario below:

Imagine that you are living in the future when interplanetary travel is a reality. You have been invited by a friend who lives in another universe to spend the weekend and go to a great party.

At the party, you find lots of unusual looking people and you’re a little nervous about meeting them. You do not have a clue about what teens from other planets are like. Then someone puts up descriptions of the different kinds of people at the party, so people can choose who they would like to get to know.

3. Distribute the handout and take teens through the activity step by step:

- Listen to the six descriptions of different types of people. (Ask volunteers to read the descriptions or read them yourself.)

- Choose the group you would most like to meet and move to that area.

- (When everyone has moved to one of the six areas...) Write the name of the group you have chosen in the first blank on your handout.

- Now imagine that everyone has left your group. Choose a second group and move to that area. Write the name of the second group in the second blank.

- Repeat the process one more time — choose a third group, move to that area and write the name of this group in the third blank.

4. Ask teens to remain standing and post the six lists of jobs in their matching areas. Have teens spend 5 to 10 minutes looking over the jobs that correspond to their first, second and third group choices, jotting down two or three jobs they are interested in learning more about, then take their seats.

5. Conclude the activity using the Discussion Points.
Discussion Points:

1. How hard or easy was it to choose among groups?

2. The point of the imaginary party was to help you match your personal interests with the type of work you might like to do. How closely do some of the jobs listed in the categories you chose match your personal interests?

3. Which jobs interest you the most and why?

4. What is one thing that surprised you about this activity?

5. Are there other jobs that should be included? Name the jobs and their categories.

6. How could you learn more about some of the jobs listed here? (Answers include: school counselor, library, employment/training organization, vocational counselor at local community college and so on.)
Interplanetary Party-Goers

If I went to this party and had to talk to some people there:

1. I would be most interested in talking to people in the ________ corner.

2. Second, I would be interested in talking to people in the ________ corner.

3. Third, I would be interested in talking to people in the ________ corner.
Values and Vocations

Materials: Copies of the handouts, “Values and Vocational Choices” and “Job Possibilities,” for each participant; newsprint and markers; masking tape; pens/pencils

Time: 40-50 minutes

Planning Notes:

✓ On newsprint, write one value listed in the “Values and Vocational Choices” handout on each sheet. Post the sheets around the room, for use in Step 4.

✓ Remind teens of the values work they did in Chapter 2. If you did not conduct activities from that chapter, you should refer to it to help you explain “values” to the group.

Procedure:

1. Review that values are: values: important personal beliefs that are learned from a variety of sources, including family, religion, friends, media and so on.

2. Explain that personal values play an important role in decision-making, including decisions about employment. Give an example of how values affect vocational choice. For instance, if “working outdoors” is a very important value, being a forest ranger or a landscape architect would be more desirable than being an English teacher or a dental hygienist. Tell participants they will examine the relationship between values and careers.

3. Distribute the handout, “Values and Vocations,” and have the group review it. Have them circle three values that are most important to them when choosing a job. Have them draw a line through values they do not consider important.

4. Distribute the handout, “Job Possibilities.” Point out the newsprint sheets with work-related values written on them. Ask teens to find the three values they circled and list several jobs under each that reflect the particular value, using the list of job possibilities. To get them started, ask, “What jobs might you list under ‘helping other people?’” (Answers: doctor, nurse, fire fighter, massage therapist and so on.) Ask, “Where would you list welder? Water quality inspector? Landscape architect?” Tell the teens to list two or more jobs at the bottom of the handout.

5. Have teens team up with two other people and talk about jobs that tend to reflect the values they circled. After about 10 minutes, ask volunteers to share one value they circled on the handout. As a value is mentioned, ask for examples of jobs that reflect that value. Add any that are missing and repeat the process until you have discussed many of the work-related values teens circled.

6. Conclude the activity using the Discussion Points.

Optional Activity:

Invite one or more speakers to talk about their experience in working in a vocation that is closely related to their personal values. For example, you might get a housepainter or cable installer who values working outdoors or a health practitioner who values “helping others.” Someone whose work does not reflect their personal values or even conflicts with them would be another valuable addition to a panel on values and vocational choice.
Discussion Points:

1. How difficult was it to think of jobs that reflect the values you considered important?
2. Which jobs, if any, appear on several lists, reflecting several work-related values?
3. Were you surprised by the jobs that fit your own personal values? If so, why?
4. Are there work-related values that are common to this group?
5. Which of these work-related values are most important to many of your parents? Friends?
6. Are there occupations that interest you that are listed under values you did not initially choose? What do you think about that?
Values and Vocational Choices

Here are some values you may want to consider when choosing a job. Circle three that are important to you in choosing a job, then draw a line through those that are not important to you.

Helping other people  Having job security
Being creative or artistic Working when you want
Having a daily routine that changes Adding beauty to the world
Earning a lot of money Working outdoors
Becoming famous Finding adventure
Working with people all the time Learning new things
Influencing other people Being known as an intellectual or a "thinker"
Working with new technology Helping make the world a better place

Jobs that Reflect My Values

List jobs you might be interested in because they reflect values that are important to you.

1.

2.

3.

4.
### Job Possibilities

<table>
<thead>
<tr>
<th>Social Worker</th>
<th>Members of Armed Forces</th>
<th>Environmental Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cable Installer</td>
<td>Flight Attendant</td>
<td>Florist</td>
</tr>
<tr>
<td>Professional Athlete</td>
<td>Teacher</td>
<td>Word Processor</td>
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<tr>
<td>Truck Driver</td>
<td>Hair dresser</td>
<td>Welder</td>
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<tr>
<td>Landscape Architect</td>
<td>Executive</td>
<td>Daycare Provider</td>
</tr>
<tr>
<td>Cashier</td>
<td>Tour Guide</td>
<td>Jewelry Specialist</td>
</tr>
<tr>
<td>Secretary</td>
<td>Plumber</td>
<td>Mail Carrier</td>
</tr>
<tr>
<td>Office Manager</td>
<td>Veterinarian</td>
<td>Art Critic</td>
</tr>
<tr>
<td>Architect</td>
<td>Home Health Aide</td>
<td>Business Owner</td>
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<tr>
<td>Retail Salesperson</td>
<td>Writer</td>
<td>Ambulance Driver</td>
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<tr>
<td>Dental Hygienist</td>
<td>Bank Teller</td>
<td>Model</td>
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<tr>
<td>Lawyer</td>
<td>Airplane Pilot</td>
<td>Auto Mechanic</td>
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<tr>
<td>Librarian</td>
<td>Paralegal</td>
<td>Police Officer</td>
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<tr>
<td>Reporter</td>
<td>Hotel Manager</td>
<td>Carpenter</td>
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<tr>
<td>Musician</td>
<td>Bricklayer</td>
<td>Photographer</td>
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<tr>
<td>Computer Specialist</td>
<td>Construction Worker</td>
<td>Medical Technician</td>
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<tr>
<td>Restaurant Cook</td>
<td>Cosmetologist</td>
<td>Ballet Dancer</td>
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<tr>
<td>Optometrist</td>
<td>Desktop Publisher</td>
<td>Pharmacist</td>
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<tr>
<td>Registered Nurse</td>
<td>Taxicab Driver</td>
<td>Firefighter</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Medical Assistant</td>
<td>Employment Counselor</td>
</tr>
<tr>
<td>Accountant</td>
<td>Correction Officer</td>
<td>Bartender</td>
</tr>
<tr>
<td>Assembly Line Worker</td>
<td>Massage Therapist</td>
<td>Hospital Orderly</td>
</tr>
<tr>
<td>Psychologist</td>
<td>Computer Programmer</td>
<td>Video Photographer</td>
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</table>
Vocational Exploration

Time: Two or more 40- to 50-minute periods (time will vary, depending on which option is selected)

Materials: Newsprint and markers or board and chalk; Leader’s Resources, “Planning for Job Shadowing”, “Planning a Group Work-Site Visit” or “Planning an Employee Panel”; copy of the Occupational Outlook Handbook or another text that lists and describes jobs; copies of the handout, “Employee Interview Form,” for each participant

Purpose: To become familiar with the experience of working

Planning Notes:

✓ This activity has three options for vocational exploration. Depending on the option you choose, you may need several weeks’ lead time to make arrangements and preparations for the experience. Considerable effort will be necessary. Be sure to involve participants as much as possible in planning the activity.

✓ Contact local businesses and corporations and ask them to sponsor this unique educational experience. Explain the importance of introducing young teens to the world of work, to motivate them to delay parenthood and remain in school. Ask businesses to pay for transportation, host lunch for participants during a site visit, provide a motivational speaker or employees who will volunteer for a “job-shadowing” experience, arrange panel members and so on.

✓ Choose one of the three options or design your own to fit your program.

■ **Job shadowing** — teens in groups of two or three spend half a workday “shadowing” an employee at the work site and interviewing her or him. Depending on the age of your participants, teens may need to be accompanied by an adult volunteer (such as parent, teacher’s aide, graduate student or community volunteer).

■ **Work-place visit** — the entire group visits a workplace for two to four hours and teens interview employees. The ideal site for such a visit is a large organization or institution that offers a variety of vocational opportunities within a single facility, such as a hospital, college, corporate headquarters and so on.

■ **Panel of employees** — teens interview five or six guest speakers during a panel presentation. These employees may represent a range of occupations or people who work in a particular area, like nontraditional careers, theater, the building trades, technology, retail sales or medicine.

✓ After selecting an option, review the appropriate Leader’s Resource and use the suggested timeline and planning steps.

✓ Look through the Occupational Outlook Handbook and find several examples of little-known jobs. For Step 5, create a poster listing these jobs, respective salaries and educational/training requirements.

✓ While it is important that teens begin thinking about choosing jobs for their future, the real purpose of this activity is for them to experience the flavor of participating in the work force — the excitement of working, the rewards of earning an income, and the sense of importance and self-worth gained from employment.
Procedure:

1. Tell teens that after thinking about interesting jobs, they will now have an opportunity to learn more about the world of work from workers’ points of view.

2. Write “Working (+)” and “Working (-)” on newsprint or on the board and ask teens to give examples of both from any work experience they have had. (They can cite paid and unpaid jobs and volunteer work, including household chores, babysitting and group projects for their schools, churches, sports teams and so on.) List the things they like(d) and the things they dislike(d) about working.

3. Now ask teens to name the jobs some of their parents or other family members have. (Be sensitive to the home situations of your participants. If a lot of their parents or family members are unemployed, reword or expand the questions so that participants can cite examples of jobs they know about in general.) List the jobs on a separate sheet of newsprint or the board, then ask if anyone can think of additional pluses or minuses about working. Add your own former jobs and any likes or dislikes to the lists.

4. If you have not already done so, introduce teens to the *Occupational Outlook Handbook* (or another resource that lists and describes numerous occupations). Point out how many jobs are listed in it and explain that most people are not aware of the many different and sometimes exciting jobs that exist today. Job knowledge is often limited to the people we know and the jobs they have.

5. Using the poster, list at least five little-known jobs that you think are interesting to your teens. Go over the job descriptions, educational or training requirements and salary ranges. Ask teens to respond to these little-known jobs.

6. Explain that the activity will explore careers and give them a chance to learn about different jobs and what life on the job is like for different types of employees.

7. Introduce the vocational exploration option you have chosen and conduct the activity according to the instructions on the appropriate Leader’s Resource.

8. When the activity is completed, conclude using the Discussion Points.

Discussion Points:

1. What did you learn from this experience? How will you use that in your own life?

2. What things about working did the person you “shadowed” like? What did you particularly like? What things did you find unappealing?

3. What life planning decisions did the worker(s) you interviewed have to make? Do you agree with the way they made their decisions? What, if anything, would you do differently?

4. What is one thing about working that surprised you?

5. What is one thing about working that you still want to know more about?

6. Are the jobs you learned about open to a person without a high school diploma? College degree? How do you feel about the amount of education required for the jobs?

7. What would it be like to have any of these jobs and have an infant or a toddler?
Planning Job Shadowing

Note: Many of the preparation steps below can be performed or assisted by parents, agency staff, volunteers or other adults.

1. (Four months in advance)

Ask agency/school administrators about necessary procedures and permission for teens to participate in job shadowing. You will need to consider permission from parents, any other program leaders whose sessions will be missed and any permission necessary to transport teens. If public transportation is available, you may want to arrange for teens to travel to and from the workplace on public transportation.

Work with community leaders and organizations to create an awareness of why your teens are doing this activity and what you will need for it to be successful.

2. (Three months in advance)

Talk with teens to find out what jobs they would be interested in learning about, then use community contacts to identify employees in jobs that could be shadowed. Identify job shadowing opportunities and talk with individuals who will be shadowed. Possibilities, in addition to employees of community businesses, include parents, neighbors, friends and family members, school personnel and so on.

3. (Two months in advance)

Arrange for job shadowing with employers. Send confirmation letters to each employee and her/his supervisor. Be sure to include information about Life Planning Education, your agency or school and the makeup of your group.

4. (Six weeks in advance)

Introduce the job shadowing activity to teens by reminding them of the vocational goals they identified when studying goal-setting. Have teens form groups of two or three. Allow teens to choose their job shadowing assignments to the extent possible, then schedule the date and time for their actual job shadowing experiences.

Talk with the employee to be shadowed about the scheduled visit so she or he can plan activities during the visit that will be beneficial to teens. Be sure to clarify for the employee that the purpose of the job shadowing is to expose teens to the flavor of the world of work and to allow them to see what an actual workday looks like for various employees.

Arrange for transportation to the work sites and an adult to supervise each group of teens, if appropriate. The adult may not need to shadow the employee, but she or he may accompany teens to and from the work site. Encourage parents and other volunteers to assist with transportation and supervision.
5. (One week in advance)

Prepare a handout for each teen by filling in the appropriate information about the worksite and employer on the “Employee Interview Form.” Distribute forms to teens along with any necessary information (for example, bus schedules, maps, name and phone number of adult contact and so on).

Have teen partners meet briefly to discuss their plans for meeting and getting to the job sites. Confirm arrangements for transportation to job sites.

6. (One day in advance)

Go over the “Employee Interview Form” with teens and answer any questions.

Review guidelines for appropriate dress and behavior at the work site. (Dress guidelines will not vary in most cases — teens should dress comfortably but more professionally than their usual attire. For construction or other outdoor sites, appropriate sneakers or boots should be worn.) Remind teens that the impression they make on the employee they shadow may be important if they ever apply for a job with this person.

Be sure you have copies of any necessary permission forms, signed by a parent or other legal guardian.

7. (The next day or session after the experience)

Discuss teens’ experiences on the work sites, using the following questions:

✔ What did you learn?

✔ What, if anything, was surprising?

✔ What do you look forward to when you enter the world of work?

✔ What is one thing you would like to be different on your job?

Have teens write thank-you letters to each employee who was shadowed and to her/his supervisor.
Planning a Group Work-Site Visit

1. (Four months in advance)

   Talk with agency/school administrators to determine the necessary procedures and permission for teens to participate in a work-site visit. You will need to consider permission from parents, other program leaders whose sessions will be missed and whatever permission is necessary to transport participants. If public transportation is available, you may want to arrange for teens to travel to and from the work site on public transportation.

   Work with community leaders and organizations to create an awareness of why teens are doing this activity and what you will need in order for it to be successful.

   Identify businesses that employ a variety of workers with varying levels of education, responsibility and salary (for example, a hospital, a university, a manufacturing company, a parks and recreation department and so on).

2. (Two months in advance)

   Arrange work-site visits and confirm in writing. Be sure to include information about Life Planning Education and your group.

   Ask the employer to identify two to four employees who would be willing to be interviewed by teens during their visit. The employees should represent a range of vocational opportunities within the place of employment.

3. (Six weeks in advance)

   Schedule day and time for the on-site visit. If possible, include the lunch hour so teens can eat in the workplace cafeteria, if one exists. (Some sites may invite teens to join management employees in a corporate dining room. This can be a very valuable experience, but it may require a review of basic table manners prior to the visit.)

   Arrange for several adults to accompany the class and for transportation to the work site. If teens plan to meet at the worksite and arrive by public transportation, arrange for them to travel in groups with at least one adult. Encourage available parents and other volunteers to assist with transportation and supervision.

4. (One week in advance)

   Remind teens that the work-site visit will take place the following week. Go over arrangements for transportation to the work site.
5. (One day in advance)

Review the “Employee Interview Form” and answer any questions.

Discuss guidelines for appropriate dress and behavior on the work site. (Dress guidelines will be the same for most worksites — teens should dress comfortably but more professionally than their usual attire. For construction or other outdoor sites, appropriate sneakers or boots should be worn.) Remind teens that the impression they make on people at the worksite will be important if they ever seek employment there.

Be sure you have copies of any necessary permission forms, signed by a parent or legal guardian.

6. (The next day or session after the experience)

Discuss experiences at the work site using the following questions:

✔ What did you learn?

✔ What, if anything, was surprising?

✔ What do you look forward to when you enter the world of work?

✔ What would you like to be different about your job?

Have teens write thank-you letters to employees and personnel at the work site.
Planning an Employees’ Panel

1. (Two months in advance; teens can help with these preparations)

Invite five to six speakers from different vocations to participate in a panel presentation. Try to achieve a balance of female/male and racial/ethnic diversity that reflects your group’s makeup. Ideally, at least one panel member should have a physical disability and at least one should work in a nontraditional career for her/his gender. In addition, try to recruit panelists from various income levels — for example, a physician, food service worker, lawyer, desk top publisher, firefighter and teacher.

2. (Four weeks in advance)

Send a confirmation letter to all panelists. Be sure to include information about Life Planning Education and your group as well the location and time of your meeting place.

3. (One week in advance)

Contact panelists with a reminder, including address, session time, room number and a telephone number in case of emergency. If parking is a problem at your location, make arrangements for panelists to park and include necessary information in the letter.

Work with teens to prepare for the panel, including physical set-up, special amenities such as refreshments, other people to be invited (for example, another group, agency/school staff, parents, siblings and so on).

4. (One day in advance)

Go over the “Employee Interview Form” and answer any questions. Explain that teens can use these questions and/or others to interview the panelists.

Review guidelines for appropriate dress and behavior when guests are present. Teens should dress less casually than their usual attire since they will have guests. Remind them that their impressions on the panelists may be important for summer or part-time employment opportunities.

Decide who will meet panelists at the building entrance and escort them to the session.

5. (The next day or session after the experience)

Discuss teens’ experiences with the panelists using the following questions:

- What did you learn?
- What, if anything, was surprising?
- What do you look forward to when you enter the world of work?
- What would you like to be different about your job?

Have teens write thank-you letters to each panelist.
Employee Interview Form

Name of person to be interviewed: ________________________________

Address: ______________________________________________________

Phone number: _________________________________________________

Date of interview: _____________________________________________

1. What is your job title? ______________________________________

2. What things do you do? ______________________________________

3. What training/education did you need to get this job? __________

4. What specific skills do you use on this job? (Examples include math, writing, reading, operating equipment, computer skills, working with other people and so on)

5. What is your work schedule?
   Days: _________________________________________________________
   Hours: _______________________________________________________
   Shifts: _______________________________________________________
   Overtime: ___________________________________________________
6. Please describe an average workday.


7. What do you like most about your job?


8. What do you dislike about your job?


9. Whom do you go to if you have problems on the job?


10. What kind of clothing do you wear to work? (If uniforms are required, do you pay for them? Are they cleaned for you?)


11. What is the beginning salary range for this job? What salary can one work up to in this job?


12. What benefits do you get?

   ___ Retirement   ___ Dental insurance
   ___ Sick leave   ___ Vacation leave
   ___ Health insurance   ___ Other (explain)

13. What are related jobs that use the same skills as this one?


14. What three things should I do now if I want to get a job like yours one day?


Job Search: Where Do I Begin?

Materials: Newsprint and markers or board and chalk; copies of the handouts, “Broadening Your Job Search” and “Developing Your A-B-C Network,” for each participant; pens/pencils

Time: Session 1: 15-20 minutes; Session 2: 30-40 minutes

Planning Notes:

☑ Before beginning this activity, investigate what formal job search resources exist in your community to supplement those teens mention. Find out where jobs are advertised, as well as what youth employment agencies exist. Contact your Chamber of Commerce to find out what agencies hire young people for part-time or summer jobs.

☑ Create a poster of the questions in the second bullet of Step 6.

Procedure:

Session 1

1. Tell the group that the first step in getting a job is finding jobs to apply for. Explain that this activity will focus on how to do a thorough job search.

2. Have the group brainstorm places to find out about available jobs. List responses on the board or newsprint and supplement with others (for example, local newspaper classified ads, community job bulletin boards, vocational counseling service, public library, youth employment agency, personnel offices of businesses and organizations or government-sponsored youth employment programs).

3. Now write “formal” and “informal” on the board/newsprint and explain that there are really two separate channels that make up an effective job search. The “formal” job search includes all the resources most people think of when they begin looking for a job — classified ads, employment agencies and programs that help people find employment. Comment on how many of the group’s responses from Step 2 include such resources.

4. Distribute the handout, “Broadening Your Job Search,” and ask teens to look at informal sources for jobs. Explain that the “informal” job search includes developing a network of people who can help get you a job, introduce you to others who might have job openings or create a job for you. There are three kinds of people who can help with an informal job search:

- **People you already know**: These are parents, other family members, teachers, neighbors, employees in stores where you shop and so on. These people might be able to get you an interview or introduce you to someone who can hire you.

- **Bridge people**: These are people who are friends and/or employers of people you know. They are people who can serve as a “bridge,” connecting you, through introduction, to possible employers or telling you about organizations worth investigating.

- **Contact people**: These are people who work in places where you might like to have a job, who could actually hire you for an existing job, create a job for you or refer to another contact person who might hire you.

5. Write “Informal Search = A-B-C” on the board or newsprint and distribute the handout, “Developing Your A-B-C Network.” Allow a few minutes and fill in the names of people in teens’ network. After about five minutes, ask teens for examples of A, B or C people in their informal job search. List responses on the board or newsprint to stimulate ideas for others.

Comment on how narrow or extensive the list seems to be and make several suggestions for ways to broaden the list.

6. Divide teens into groups of three and go over instructions for the activity:

   - Each team will explore one of the formal sources for jobs and three of your informal sources — an already known person, a bridge person and a contact person.

   - When you explore a formal source, try to answer the following questions: (Post the questions you have prepared)

     - What services are offered?
     - What does it cost, if anything?
     - How do you go about using the resource?
     - How many teens find jobs using this resource?
     - Can this resource lead to any other sources of jobs?

   - When you explore informal sources, find out how they can help and how to follow up. Suggestions for things to discuss with an informal source include:

     - What type of work you are looking for
     - Are there other people who might help or hire you?
     - Do they have other ideas for job hunting
     - Will they give feedback on your résumé, attire and so on?

7. Assign each group a formal job search source. Set a date by which the task should be completed and tell the teens that they should be prepared to share their information with the group on that date.

Session 2

1. When the group reconvenes, ask a team to share what they learned from their formal and informal job search resources. Construct a chart on the board or newsprint, filling in information on the various resources, as teens make it available. Follow the example below:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel office of large organization</td>
<td>No expense; large businesses</td>
<td>Can be impersonal; many other people applying for</td>
</tr>
<tr>
<td>or business</td>
<td>often</td>
<td>same jobs; have openings may be unlikely to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hire a teen</td>
</tr>
</tbody>
</table>

2. Continue hearing from teams, then conclude the activity using the Discussion Points.

Discussion Points:

1. What advice would you give to a friend who was about to start looking for a job?

2. Are certain formal or informal job search resources more or less appropriate for teens? Please explain.

3. Think about an imaginary dialogue in which you approach the following people for a possible job. What would you say to:

   - Your school counselor
   - Your best friend's dad who owns a shoe store
   - Your uncle who works for UPS
   - The manager of the fast food franchise where you eat frequently
   - Your neighbor who drives a truck for a garden/landscape business
Broadening Your Job Search

Informal Job Resources 70%
- Friends/family who know employers
- People who work in businesses you frequent
- Places where someone is about to leave a job
- People who know where there is a vacancy
- Friends/family who work for businesses
- Friends of friends/family
- Teachers, counselors, neighbors and other adults you know

Existing Jobs

Formal Job Resources 30%
- Ads
- Agencies
- Job Search Professionals

Jobs to be Created
- Places that have been thinking about hiring
- Places where business is increasing and a new employee is needed
- People who are overworked and could use help
- Places where employees are on vacation or someone is sick
- Places where you have volunteered

Remember: Most job leads come from your informal sources
Developing Your A-B-C Network

<table>
<thead>
<tr>
<th>Former Employers</th>
<th>Family/Relatives</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Neighbors</th>
<th>Business Owners</th>
<th>Clergy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers/Counselors</th>
<th>Doctors/Dentists/Other Professionals</th>
<th>Parents of Friends and Classmates</th>
</tr>
</thead>
</table>
Reading Employment Ads

Materials: Copies of a page from a recent edition of your newspaper’s employment ads, one per participant; one copy of the entire newspaper, including all the classified ads; Leader’s Resource, “Reading the Employment Ads;” pens/pencils

Time: 20-30 minutes

Planning Notes:

✓ Go through the employment ads and find one or two examples that use abbreviations. Circle them for use in Step 2.

Procedure:

1. Explain that many people who are looking for employment regularly look for jobs in the “employment” section of their local newspaper, one of the formal sources of jobs. Show teens how to find the classified ads in the newspaper. Most papers have an index on the first or second page that indicates where classified ads are found.

2. Distribute the copy of a page of recent employment ads to each teen. Indicate the ad you have selected and ask if anyone knows what the abbreviations mean.

3. Divide the group in small groups of four or five and assign two or three ads to each group. Have each group decipher their ads and write them out. Allow about five minutes.

4. Ask volunteers to read their assigned ads aloud. When all groups have reported, list any remaining abbreviations from the Leader’s Resource on newsprint or the board. Go over them. Work with the group until they figure out what each abbreviation stands for.

5. Conclude the activity using the Discussion Points.

Discussion Points:

1. Which jobs in these ads are most interesting to you? What education/experience do those jobs require?

2. What are the salaries and benefits for those jobs?

3. What have you learned from reading employment ads?

4. About how much of your job search should you devote to going through the classified ads and responding to them? (Answer: Only about 10 percent — employment ads are not the best job search resource, especially for teens.)
**Reading the Employment Ads**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>aff actn</td>
<td>Affirmative action employer: one who seeks and encourages qualified women and minorities to apply</td>
</tr>
<tr>
<td>b.d.</td>
<td>Birth date</td>
</tr>
<tr>
<td>ben</td>
<td>Benefits: employer provides benefits such as health insurance and vacation time</td>
</tr>
<tr>
<td>coll grad</td>
<td>College graduate</td>
</tr>
<tr>
<td>comm</td>
<td>Commission: employee earns money based on how much she or he sells</td>
</tr>
<tr>
<td>deg</td>
<td>Degree required</td>
</tr>
<tr>
<td>eeo</td>
<td>Equal employment opportunity: a policy that does not discriminate against anyone.</td>
</tr>
<tr>
<td>exper nec</td>
<td>Experience necessary</td>
</tr>
<tr>
<td>exper req</td>
<td>Experience required</td>
</tr>
<tr>
<td>F/T</td>
<td>Full-time job</td>
</tr>
<tr>
<td>HS</td>
<td>High school graduate</td>
</tr>
<tr>
<td>mgmt</td>
<td>Management</td>
</tr>
<tr>
<td>P/T</td>
<td>Part-time job</td>
</tr>
<tr>
<td>refs</td>
<td>References: people who can give you a good recommendation</td>
</tr>
<tr>
<td>sal open</td>
<td>Salary has not been set and must be negotiated</td>
</tr>
<tr>
<td>self-starter</td>
<td>A person with initiative, or one who can work without constant direction</td>
</tr>
<tr>
<td>temp</td>
<td>Temporary position</td>
</tr>
<tr>
<td>tnee</td>
<td>Trainee, on-the-job training is given</td>
</tr>
<tr>
<td>wpm</td>
<td>How many words you can type in one minute</td>
</tr>
<tr>
<td>vac</td>
<td>Vacation</td>
</tr>
<tr>
<td>25K</td>
<td>A salary that is 25,000 per year</td>
</tr>
</tbody>
</table>
The Resume

Materials: Leader's Resource, “Sample Resumes;” copies of the handout, “Practice Resume,” for each participant; sheets of 8 1/2" x 11" paper for each participant; newsprint and markers or board and chalk; masking tape; one business-size envelope for each participant

Time: 40-50 minutes (Session 1); 30 minutes (Session 2)

Planning Notes:

☑ For Step 9, prepare newsprint sheets for small groups by writing a typical, teen work experience at the top of each. (See Step 5 for examples.)


Procedure:

Session 1

1. Ask the group what they would take with them if they were going to apply for a job. List their responses (for example, directions, time of appointment, name of contact person and so on). If “resume” is not among them, add it to the list.

2. Explain that a resume is a written record of information about a person, which people need to apply for many jobs. Ask what information should be included and list responses on newsprint or the board. Include any of the following items that are omitted:

   - Name
   - Address
   - Telephone number
   - Education — grades completed in school
   - Work experience, including places worked and for how long
   - Work-related skills
   - Hobbies and interests
   - Community/volunteer service
   - Honors, awards or special accomplishments

3. Point out that resumes serve two purposes: (1) they can be sent or delivered to a prospective employer to qualify for an interview and (2) they can be used to help you fill out a job application when you apply for work.

4. Display the sample resumes from the Leader’s Resource on a table or bulletin board and ask teens to gather around to look them over. Have them comment on the following important elements:

   - Neatness
   - Correct language-use, spelling and punctuation
   - Attractive, eye-catching layout
   - Prominent placement of name and address
   - Clear categories of information (for example, experience, skills)
   - Length — one page (two pages for adults with a great deal of experience.)

5. Note the work experience and work-related skills on the sample resumes. Explain that these two items are extremely important because they tell an employer what the job applicant has done before, as well as what she or he can do. Ask teens to name some work experiences they have had, and list them on the board or newsprint. When teens have exhausted their examples, mention that work experience includes both paid and unpaid work. Give an explanation of each, based on the definitions below:
Paid work is work for which one receives money. It may be in a formal place of employment, such as the school bookstore, a fast food restaurant or a store at the mall. It may be in an informal setting, such as babysitting in someone’s home or mowing lawns in the neighborhood.

Unpaid work includes all work, required or voluntary, for which there is no monetary gain. Unpaid work includes the cleaning, child care or laundry-doing that is expected in one’s home. Unpaid work may be a requirement for belonging to a community or religious organization, like conducting a fundraiser, putting on a program or pageant, participating in a contest or event and so on. Any voluntary work is also work experience, even if no payment is received.

6. Ask once again for examples of work experience, with an emphasis on unpaid work. Help teens come up with examples such as organizing a garage sale, repairing household items, caring for small children or an elderly person, assisting with planning a family event such as a wedding or reunion, selling candy to raise money for athletic equipment and so on.

7. Now have the group practice identifying the work-related skills that each of these work experiences requires.

- Do one example with the group:
  - Selling candy to raise money
    - planning and organizing
    - communicating/presenting information
    - marketing/public relations
    - taking orders
    - record-keeping
    - handling money
    - responding to customers’ needs

8. Divide teens into small groups and go over instructions for the activity:

- Each group will receive a sheet of newsprint with an example of a work experience a teen might have. Brainstorm work-related skills involved with that particular job. List them on the newsprint.

- When you are finished, post your newsprint on the wall.

- As you continue to work in groups, each person will begin a practice resume. Use the posted newsprint sheets to get ideas for work-related skills to list on your resume.

9. Distribute a newsprint sheet to each group along with copies of the handout, “Practice Resume.” Tell the groups to begin and allow about 20 minutes for them to work. Circulate and offer help as needed.

10. Allow sufficient time for participants to finish the practice resume. If more time is needed, the group can continue working at the beginning of Session 2. Collect all practice resumes for distribution at the following session.

Session 2

1. Pass out the practice resumes collected in the previous session and blank sheets of paper. If more time is needed to complete the practices resumes, do this now. Then, direct the teens to use the information on the practice resume to create a real resume on the blank sheets of paper. Explain that standard resume format has no full sentences. For example: “performed housework for family of four,” not “I cleaned house for a family of four.”
2. Circulate and offer help as needed.

3. Remind teens that resumes must be typed or word-processed and checked for correct spelling and grammar.

4. Collect completed resumes for use in the next session.

5. Conclude the activity using the Discussion Points.

Discussion Points:

1. How does it feel to work on a resume? Have you ever done it before?

2. What things about your resume will be most important to a possible employer? (Answers include: neatness, completeness, work experience and work-related skills.)

3. Name three people who could review your resume and make suggestions to strengthen it.

4. How can you get more experience to add to a resume without actually having paid employment? (Answers include: do volunteer work or community service; participate in group work activities at school or in an organization you belong to; offer to do work around your home or neighborhood.)

5. Most adults will tell you that writing a resume is time-consuming and requires a great deal of thought to present skills and experience in the best way possible. What do you think?

6. Resumes must use perfect spelling and grammar. Who can help proofread your completed resume?
Sample Resume

Vera Thompson
11 Sarkin Avenue
Portland, ME 36602
(403) 289-1385

EDUCATION
North High School, Portland, ME 1993-present 3.5 GPA
Portland Middle School, Portland, ME 1990-93 3.0 GPA

WORK EXPERIENCE
Cashier, Bagelworks, Portland, ME, 6/93-present
Volunteer, Battered Women's Shelter, Portland, ME, 9/91-present
Cashier, TCBY, Portland, ME, 2/93-6/93
Child Care, Hook Family, Portland, ME, 6/91-9/91

ACTIVITIES
President, Freshman Class, 1993
Founder, Writing Club, 1993-present
Co-Editor, North High School Yearbook, 1994-present
String Orchestra (violin), 1993-present
Choral Ensemble, 1993-1994

REFERENCES
Peter Godwin, Guidance Counselor, North H.S. (403) 874-4700
Amy Marks, Manager, Bagelworks (403) 774-2341
Sample Resume

Ariadne D. Richardson
127 Elmcrest Dr.
Big Pine, CA 93513
(619) 938-2987

EDUCATION
Big Pine High School, Big Pine, CA 1992-present 3.5 GPA

AWARDS AND HONORS
MVP, Big Pine Varsity Soccer Team, 1993
Sportmanship Award, Big Pine Varsity Soccer Team, 1992
Honor Society, Big Pine High School, 1993-94
Honorable Mention, National Merit Scholarship Test, 1994

WORK EXPERIENCE
Assistant Soccer Coach, Big Pine Middle School, 1994
Camp Counselor, White Mountains Summer Camp, 1992-93
Child Care, Mudd Family, Big Pine, CA, 1990-94

ACTIVITIES
Member, Big Pine Varsity Soccer Team, 1992-94
Member, Big Pine Softball Team, 1994-present
Member, Big Pine Swim Team, 1992
Member, Environmental Club 1993-94
Volunteer, DialKids Hotline, 1991-present

WORK-RELATED SKILLS
Working knowledge of Microsoft Word
Typing skills (40 wpm)
Friendly and motivated

REFERENCES
Vanessa Soler, Biology Teacher, Big Pine H.S., (421) 938-2000
Brianna Taylor, Soccer Coach, Big Pine H.S., (421) 938-2100
Robert Mudd, Employer (child-care), Big Pine, CA, (421) 872-3554
Sample Resume

Jonathan Bateman

Home Address
1749 Z Street, NW
Washington, D.C. 20071
(202) 676-7257

Summer Address
P.O. Box 45
Dominion, PA
(315) 456-2424

EDUCATION:
Baward High School, Washington, DC, 1994-present, 3.6 GPA

AWARDS AND HONORS:
Honor Society, Baward H.S., 1994
Service Award, Rotary Club, 1992
Elmer T. Brown Art Award, 1993

WORK EXPERIENCE:
Dishwasher/Busperson, Raoul’s Restaurant, Washington, D.C., 1994-present
Yard work, Holmes Family, Washington, D.C., 1992-present
Pet-Sitter, Shaw Family, Washington, D.C., 1993-present

VOLUNTEER/COMMUNITY SERVICE:
Founder, Baward Students Against Drunk Driving, 1994
Baward Community Service Club, 1994-present
Volunteer, Salvation Army Homeless Shelter, 1993-present
Volunteer, St. Thomas More Soup Kitchen, 1993-94
Member, St. Thomas More Church, 1985-present

ACTIVITIES/HOBBIES:
Community Center, Youth Recreation Basketball 1992-present
Bass guitar
Drawing, Painting

WORK-RELATED SKILLS:
Knowledge of basic Spanish
Working knowledge of computers
Dependable

REFERENCES:
Available Upon Request
Practice Resume

Complete the worksheet below as a practice exercise in writing a resume

Name ____________________________________________________________

Address _________________________________________________________

Telephone Number ________________________________________________

EDUCATION

<table>
<thead>
<tr>
<th>School</th>
<th>City</th>
<th>Dates of Attendance</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

AWARDS AND HONORS: Classroom, athletic and community.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

WORK EXPERIENCE (paid and unpaid): Give dates, company or place, and position title or actual work done on the job. Start with current or most recent position.

<table>
<thead>
<tr>
<th>Dates Worked</th>
<th>Company Name and Address</th>
<th>Position Role on the Job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMMUNITY/VOLUNTEER SERVICE: Things you have done for other people or for your community, such as taking care of pets or houseplants, raising donations, volunteering at a hospital or nursing home, cleaning up a vacant lot.

ACTIVITIES AND HOBBIES: Such as sewing, mechanics, athletics, band, youth group.

WORK-RELATED SKILLS: The skills you have had to use in the jobs you have done.

REFERENCES: Adults who have known you for at least a year and who would be willing to provide information about you to an employer. These could be neighbors, teachers, current or past employers, minister or rabbi and so on, but not family members. (Be sure to ask people you would like to list as references if listing them is alright with them.)

Name Address Telephone Number

__________________________________________

__________________________________________
The Application

Materials: Copies of the handout, “Application for Employment,” for each participant; newsprint and markers or board and chalk; completed resumes from previous activity; pens

Time: 40-50 minutes

Planning Notes:

☑ Bring participants’ completed resumes to this session.

☑ Gather several examples of job applications from local businesses that hire teenagers

☑ Create a poster with the questions for Step 4.

Procedure:

1. Explain that in many employment situations, the first contact teens will have with an employer will be through a job application, rather than a resume. Pass around examples of applications you have gathered and indicate where they come from.

2. Point out that the resume is very important, however, because the information on it must be used to complete an application. Distribute teens’ completed resumes from the previous activity.

3. Distribute the handout, “Application for Employment” and go over the instructions:

   ■ Form pairs and work together on this activity.

   ■ First, exchange resumes and review one another’s to see if you would suggest anything to add or change.

   ■ Then, complete an application form in ink just as if you were doing so at a place of business. Use the information on your resume to complete your application.

4. Allow pairs to review resumes and prepare their applications for about 20 minutes. When all applications are completed, tell teens to exchange again with their partner and review her or his application using the following questions: (Post questions)

   ■ Is it neat? Are there any ink smudges?

   ■ Is it legible? Can it be read easily?

   ■ Is it complete or is any requested information missing?

   ■ If there are questions that do not apply, did the “job applicant” write “NA” for “not applicable?”

5. Ask teens to give feedback to their partners about their completed application forms. For example, what kind of grade would they give the application?

6. Conclude the activity using the Discussion Points.

Optional Activities:

If you have access to a computer lab, have teens prepare their resumes on a computer. Help them experiment with format and design to create a pleasing layout and practice computer skills.

Ask a friend or colleague who is an employer to review your teens’ resumes and/or applications and give feedback either individually or to the whole group.
Discussion Points:

1. Imagine that you walked into a business that had a job opening and they asked you to complete an application form. How important would it be to have your completed resume with you?

2. Which parts of the application form should you spend the most time on? Why?

3. What should you do if you make a mistake in completing the form?

4. Name three places in your neighborhood where you could go to fill out job applications for the practice.
# Application for Employment

## PERSONAL INFORMATION

**DATE**

Name ________________________________ Phone __________

Last    First    Middle

Present Address ________________________________ Street

City    State    Zip

Birthdate ____/____/____  Social Security Number ______-____-____

## EMPLOYMENT DESIRED

Date you can start ________________________________

Position ________________________________

Are you employed now? _____  If yes, can we call your current employer? _____

Have you ever applied for a job here before? _____ When? __________________

## EDUCATION

<table>
<thead>
<tr>
<th>Name and Location</th>
<th>No. of Years</th>
<th>Did You Graduate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jr. High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Former Employers

<table>
<thead>
<tr>
<th>Month/Yr.</th>
<th>Employer Name /Address</th>
<th>$/hr.</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**References:** Give the names of 3 persons not related to you, whom you have known at least one year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Relationship</th>
<th>How Long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interviewing for a Job

Materials: Copies of the handout, “Interview Guidelines,” for each participant; guest speaker (an employer from a local business that employs teenagers); newsprint and markers or board and chalk; (optional) videocamera; VCR and monitor

Time: 40-50 minutes

Planning Notes:

✓ Invite a guest speaker and explain why you want your teens to practice interviewing. Prepare the guest to talk with the group about what she or he looks for in a job interview and to role play interviews with some of the teens. Be sure your guest is willing and able to participate. Share a copy of the “Interview Guidelines” with the speaker so she or he can highlight important points and add any others that are relevant.

✓ If you cannot arrange for a guest speaker, find someone at your agency or school who would be willing to role-play as an interviewer.

✓ Arrange a table and chair(s) as if for an interview.

✓ Tell teens prior to the session that they will have a guest speaker and that they will role-play an interview with an actual employer. Ask them to dress as they would for an actual interview.

✓ If you have a videocamera, videotape the role-play so teens can see themselves.

Procedure:

1. Tell teens that interviewing for a job is the final step in an important process. Point out that interviewing is not just sitting down and talking with an employer, but impressing the interviewer sufficiently to receive a job offer. Some of the ways to impress a potential employee include:

   ■ Make a good first impression through your speech, body language and clothes.
   ■ Give good reasons why you can do the work that needs to be done.
   ■ Show the employer that you are interested, knowledgeable, able to communicate well and the kind of person who gets along well with other employees.
   ■ Be able to “think on your feet” and answer interview questions thoughtfully.

   Explain that this activity will give them the chance to practice having an interview with an employer.

2. Introduce your guest. Before asking the guest speaker to begin, have your group brainstorm interview “do’s” and “don’ts”. Give a couple of examples if necessary to get the group started, then list their responses on newsprint or the board, under separate titles. Ask your guest speaker to contribute to the discussion and complete the brainstorming process by adding any items from the handout that were omitted.

3. Ask your guest to talk about what she or he looks for in an interview with a young job applicant. Encourage teens to ask questions and facilitate the interaction by asking questions or making comments as appropriate.

4. When your guest has completed her or his remarks, ask a volunteer to role-play an interview with this employer. Point out that this is a special opportunity to practice, since this is not an actual interview but your guest is a real employer. Use humor and encouragement to get volunteers to role-play.
5. When volunteers role-play, instruct them to act as if they really want a job and want to do their very best in the interview. Have your guest conduct the interview just as she or he would in reality. Allow as much role-play as you have time for, then conclude the activity with the Discussion Points.

Optional Activities:

To add humor and vary the activity, have someone volunteer to role-play the “worst possible job applicant” and do all the things one would never want to do in an interview. Then have teens compare and contrast a good interview with the bad one.

Discussion Points:

1. Have you ever had a job interview? Can you tell us about it? What was it like?

2. Why is it important to do your best in an interview even if you do not think you have any chance of getting the job? (Answers include: there may be another job opening you could qualify for; the interviewer might be able to refer you to another employer if she/he is impressed with you; it’s good practice.)

3. If an interview goes badly (for example, you are very nervous or unable to answer questions), what can you say or do at the end to leave the employer with a better impression?

4. If you are going to be late for an interview, what should you do?
Interview Guidelines

✓ Be 5 to 10 minutes early. Do not be late.
✓ Dress neatly and appropriately.
✓ When you meet the interviewer, shake hands firmly, smile, look at her or his eyes. Be friendly but not familiar. Do not use the interviewer’s first name.
✓ Do not do anything distracting like chew gum, drum your fingers, crack your knuckles or scratch your head. Remain alert, listen carefully to what the interviewer says and be positive and confident.
✓ Be sure to tell the interviewer why you want the job, what you can do in the job and the experience you have had that makes you the right person for the job.
✓ Be sure to have the following ready to give the interviewer: a resume or similar listing of your experience; the names, addresses, and phone numbers of three people who know you well enough to talk about you with a prospective employer (these can be teachers, past employers or other adults, but not family members); your social security number. Have a pen in case your interviewer asks you to complete an application form.
✓ Give full answers to the interviewer’s questions but don’t drag on forever. Do not interrupt the interviewer when she or he is talking. Do not use profanity, slang or street language; make sure the interviewer knows what you are saying.
✓ Ask questions to show you are interested in the position. Ask what responsibilities and duties come with the job and what potential there might be for growth and advancement. When it is time to leave, restate your interest and enthusiasm for the job. Repeat what you did at the beginning: shake the interviewer’s hand, smile and look at her or his eyes and say, “Thank you for your time.”
✓ Do not expect to be offered a job at the end of the interview and do not ask, “Can I have the job?” Say: “I’m very interested in this job and I hope to hear from you soon.”
✓ When you get home, write the interviewer a thank you note. Be sure to write legibly, proofread the letter and mail it immediately.
✓ Here is a list of questions interviewers often ask. Practice answering each question before you go to the interview.

1. Tell me why you applied for this job.
2. Tell me something about your previous work experience.
3. What do you know about this company?
4. How would you describe yourself?
5. How well do you work under pressure?
6. What skills or talents do you have to offer this company?
7. What do you think you will be doing in five years?
8. What do you think your weaknesses are?
Panel of Working Parents

Materials: Three or four parents whose employment plans and/or experiences have been influenced by parenthood (for example, a working parent of a baby or toddler; a single, working parent; a young woman who had a child in her teens and never finished high school; a young man who became a father in his teens and had to change his career plans)

Time: 40-50 minutes

Planning Notes:

✔ If necessary, obtain agency or school permission for a guest speaker to address the group.

✔ Prepare the panelists before your session by explaining the purpose of the entire program and of this specific activity. Ask them to share their experiences with day care, child illnesses, after-school care, job related travel, educational attainment and other aspects of combining parenthood with employment.

Procedure:

1. Explain that today’s panel consists of people who have wrestled with some of the difficulties of balancing employment with parenthood responsibilities.

2. Introduce each panelist and ask them to share their experiences as working parents with the group. Allow each panelist about 10 minutes to talk, then invite teens to ask questions.

3. While panelists are still with the group, conclude the activity using the Discussion Points.

Discussion Points:

1. What makes it more difficult to combine working with parenthood?

2. What makes it easier? (Answers include: having family support and help; having completed school; having a good job; having a good income.)

3. Which jobs seem easier to combine with parenthood? Why? Which seem more difficult? Why?

4. What is the most important thing you learned from the panel today?