

Lesson Title: Getting Hired: From Start to Finish

Created by: Jennifer Barfield, Southwestern Community College

Major Sections	Content
Lesson Overview	<p>Overall Purpose: The purpose of this lesson is to guide students through the process of obtaining employment in their desired field from finding job openings to following up after the interview. During this lesson, students will complete professional documents and practice interview skills that they can take with them when entering the job market.</p> <p>Estimated Timeframe: This lesson will take four weeks with activities chunked into modules that follow a logical order for steps in the search, application, and interview process.</p> <p>Courses for Implementation: BUS-260 (Business Communication) OST-286 (Professional Development) OST-289 (Office Administration Capstone) BUS-110 (Introduction to Business)</p> <p>Key Terms: Job Search, Resume, References, Cover Letter, Interview, Benefits, Compensation, Training, Personal Brand, Soft Skills</p> <p>Standards/Skills Addressed: Academic: Students will improve their writing/grammar skills as well as presentation skills.</p> <p>Technical Skills: Students will become familiar with creating professional documents using a word processing program as well as interviewing virtually.</p> <p>21st Century/Employability: Microsoft Office, Soft Skills, Critical Thinking, SWOT Analysis</p> <p>Learner Outcomes/Student Learning Objectives: Learners will be able to find job postings that align with their career goals and successfully complete an application and resume for identified job. Students will learn how to provide appropriate references as well as how to write a professional cover letter. Learners will also become familiar with tools for virtual interviewing and how to appropriately follow up after an interview.</p>

Equipment/Materials	<p>List of Materials/Equipment/Texts:</p> <ul style="list-style-type: none"> • Word Processing Program (Microsoft Word, Google Docs) • Computer with access to the internet and the ability to record video and audio. • Appropriate job interview attire. • School Career Center
Discussion	<p>Industry/Real-world Scenario: In this scenario, learners will play the role of a job seeker after completing their college program.</p> <p>Integrated Content - Possible Knowledge/Skills Overlap: Overlaps exists within courses students take in their respective programs as they must illustrate how those relate to the job they are applying for. English courses also overlap in that students must be able to write in a professional manner without errors. Learners must also draw on their oral presentation skills in relation to the interview portion of the assignment.</p>
Instructional Strategies	<p>Students will be expected to research, read, and watch videos related to employment activities and how to successfully complete them. This will leave them with a portfolio of documents and knowledge for future use in the real world.</p> <p>Bloom's: Learner's will be recalling concepts about professional writing and applying them to develop professional materials appropriate for use outside of the course.</p>
Activities/Lesson Procedure	<p><u>Week 1</u></p> <p>Activity 1: Students will think about their future career goals and what jobs align with their program of study. Using this information, they will use a job search engine of their choice (LinkedIn, Indeed, etc.) and find a job that fits with their goals. They will then submit the job posting to the instructor for review. Students should save a copy of the posting to refer to it over the new 4 weeks in case the employer fills the position and removes it from the site.</p> <p>Activity 2: Using MS Word or another word processing program, create a "take-along sheet." This sheet should contain the following information and would be taken with you when you might need to fill out an application on site:</p> <ul style="list-style-type: none"> • Name, address, phone • Education (high school(s) and college(s)), name of school, location, degree or course of study, date completed • Employment history (create an entry for each job going back at least 10 years) <ul style="list-style-type: none"> ○ Job Title ○ Dates worked from-to ○ Pay \$ per (hour or year)

- Name of Employer
- Name of Supervisor
- Address of Company
- Telephone Number
- Reason for Leaving
- Duties Performed

- Type your information in a word processing file and submit as an attachment.

Activity 3: Complete a generic job application. Read the article: [Best Job Application Tips](#) and then complete the [State of North Carolina - files.nc.gov](#) job application. You should save the PDF of the job application and complete it before saving again and submitting as an attachment. You should complete it as if you are applying for the job found in your search. Do not use a real social security number and the application does not need to be signed.

Week 2

Activity 1: Resume Rough Draft: Begin to research in textbooks, online, and via other resources what makes a good resume. Complete a rough draft of your resume using appropriate formatting and information. Submit it as a file attachment. The instructor will critique the resume for your review and a final draft will be submitted next week.

Activity 2: Cover Letter Assignment: After reading about cover letters [HERE](#), create your own letterhead and write a letter of application. This letter should be addressed to the person you identified in your job search exercise as a point of contact or hiring manager. If this information is not found, address the letter to the Human Resources Director here at the college. Type your information in a word processing file and submit as an attachment. You may submit files of type .doc, .docx, or PDF.

Activity 3: Read the articles about references at: https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/reference_sheets.html After reading the article, you will create your own 1 page reference sheet on your own letterhead and submit.

Week 3

Activity 1: Spend this week working on revising your resume. Communicate with the instructor about any questions you have and submit your final draft.

Activity 2: After watching this video about [LinkedIn](#) create your own profile. Once this is done, send a request to connect with your course instructor.

Week 4

Activity 1: Use the links below to learn how to use the **BIG INTERVIEW** tool through our Career Center.

<https://www.southwesterncc.edu/career-services/big-interview>

https://www.youtube.com/watch?v=KxAR3QHKT_8

- Once you create your account, complete the Fast Track exercises.
- Under the Practice tab, choose Practice Interviews and General Interview. Choose Top 10 Questions at the Standard Level. Record your answers.
- After recording your interview, follow the steps to share with your instructor sending it to their campus email address.
- You do not need a live person to interview you, you use this tool provided through the college.
- Bookmark this site for future use when you are preparing for the job market.

Read the following article: http://usatoday30.usatoday.com/money/jobcenter/jobhunt/interviewing/2002-11-14-interview-steps_x.htm

*Remember, treat this as a real interview, you may practice as many times as you want before sending it to the instructor. Dress appropriately and be aware of the environment you are recording in.

Activity 2: Read the articles about thank you notes at: <https://www.thebalance.com/job-interview-thank-you-letter-sample-2063957>

Basically, your thank you note should consist of three paragraphs

1. Thank the interviewer for the interview
2. Mention something you particularly enjoyed or found interesting about the interview and reiterate how your skills match the position
3. Ask for a follow up interview or explain that you're eager to start working at company XYZ

Submit a thank you note directed to the same person to whom you wrote your cover letter. Type your thank you note using a word processing program. Types of documents accepted are .doc, .docx, or PDF file.

Faculty Resources	All resources included in the above assignment instructions.
Assessment	<p>How will students demonstrate what they have learned? All assignments will be submitted in Moodle except for the LinkedIn connection and the interview. Students will be graded on grammar, professional writing skills, formatting, and oral skills.</p> <p>Learner Products/Assessment Tools or Processes: Create the following assessment tools, as appropriate:</p> <ul style="list-style-type: none"> • The Big Interview Tool feedback form within the site will be used to give students constructive criticism. • Student will be given written critiques on each assignment as to its completeness and voidness of errors.