

Job Search Seminar

MODULES 1-4 LESSON PLANS



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402-JSS-LP-E-0918

GETTING STARTED

INSTRUCTOR GUIDELINES

Prior to class, be familiar with setup and delivery of activities. Confirm web links for online resources are working properly.

If this is your first time with the group, welcome participants and thank them for coming; introduce yourself and explain where bathrooms and emergency exits are.

During class, remember to move around the room assisting participants as needed. Do not sit at your desk or step out of the room – stay engaged even when participants are doing individual writing exercises – you may need to help someone get started or repeat instructions.

1. Prepare for Class

- Dry erase board, markers and eraser
- Flip chart easels, paper and markers
- Screen or wall space for the projector
- Pencil or pens (one per person)
- Sign-in sheet
- Course evaluations
- Clock, watch or timer for activities and breaks
- Computer projector and laptop computer when using a PowerPoint or sharing online resources

Additional tasks to include in your pre-course setup routine include:

- Set up and test all equipment you plan to use to ensure it works.
- Ensure you are familiar with the setup and delivery of all activities.

GETTING STARTED

2. Room Setup

- All participants can see you and visual aids.
- There is a clear path from the door to the adjustable height table and accessible seating.
- There is space for you to move around the room to assist participants.
- Electrical cords in use are hidden or taped down to eliminate tripping hazards.
- Set out the sign-in sheet for easy access for those entering the class.
- Set out training materials at participants' seats.

3. Things to Know Before Class

- Emergency safety procedures: What is the approved exit route? Where should everyone meet?
- Parking and building security: Are there any special requirements?
- Restroom locations and availability/locations for: coffee and beverages; vending machines; phone and internet; computer, copier and fax machine.

Participant accommodations

Prior to beginning any lesson, familiarize yourself with the accommodations that may be needed for students.

- **Visual Impairment:** The facilitator may read the workbook examples out loud. Materials may be provided in braille, large print, or as digital file.
- **Auditory:** Pocket talker to amplify speech. Provide written instructions. Sign language interpreter may be provided.
- **Speech:** Speech interpreter may be provided. Facilitator or assigned partner will offer to read supporting documents aloud.

GETTING STARTED

4. Wrapping Up the Class

End each class session with a very brief discussion aimed at gathering feedback that will help you improve future classes. Ask two or three questions from the following list to determine whether participants found the activities valuable.

- Review the learning outcomes. Were these objectives met?
- Did this class meet your expectations?
- What would you have liked to learn that you didn't?
- What was the most helpful thing you learned?
- Would you recommend this class to a friend?
- Please share comments about any aspect of the day.

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MODULE 1: A TARGETED PLAN

1

Participants will review current labor market information, and assess their needs and employment skills to create a targeted job search plan.

CORE: 90 minutes

EXTENDED: 40 minutes

A. All About You

2

Time: 50 – 60 mins.

Participants will identify their specific job preferences and requirements; then list the skills, knowledge and abilities they have that will help them reach their employment goal.

B. Where are the Jobs?

6

Time: 30 – 45 mins.

Participants will be able to explain the labor market and list resources that provide local labor market and career exploration information; then they will use this data to identify resources that might help them meet their employment goals.

C. The Impact of a CAR

9

Time: 25 mins.

Participants will utilize the CAR (Challenge, Action and Results) formula to share their marketable skills.

D. 30-Second Commercial

11

Time: 15 mins.

Participants will create, share and practice a 30-second commercial.

MODULE 2: JOB READINESS TOOLKIT

15

Participants will evaluate and practice effective communication in applications, resumes, basic introductions and interviewing.

CORE: 65 minutes

EXTENDED: 50 minutes

A. Less is More **16**

Time: 30 mins.

Participants will highlight their skills by writing clear and concise bulleted statements.

B. Similar but Different **19**

Time: 15 mins.

Participants will compare and contrast the job seeker information provided in resumes and applications.

C. Tell Me About Yourself **24**

Time: 20 mins.

Participants will analyze answers to the question, "Tell me about yourself," and be able to organize a professional response to the question.

D. Your Online Job Search **29**

Time: 20 mins.

Participants will review various online job search interfaces and tools.

E. Flash Resumes **32**

Time: 15 mins.

Participants will review and critique resumes from the perspective of a hiring manager. Participants will learn to customize their resume based on a job posting.

F. 30-Second Commercial **41**

Time: 15 mins.

Participants will create, share and practice a 30-second commercial.

MODULE 3: SHARPENING YOUR INTERVIEWING SKILLS

45

Participants will focus on the interview process and use the employer's perspective to determine proper interview attire and prepare answers to common interview questions.

CORE: 75 minutes

EXTENDED: 75 minutes

A. First Impressions **46**

Time: 15 mins.

Participants will distinguish between appropriate and inappropriate interview attire for various occupations by reviewing examples.

B. Actions Speak Louder than Words **51**

Time: 15 mins.

Participants will evaluate nonverbal communication and conduct an assessment of nonverbal cues.

C. Tell Me About Yourself **54**

Time: 20 mins.

Participants will analyze answers to the question, "Tell me about yourself," and be able to organize a professional response to the question.

D. Speed Interviewing **59**

Time: 25 mins.

Participants will formulate responses to common interview questions that highlight their marketable strengths. Participants will practice interviewing skills and receive constructive feedback.

E. Round Robin Interviews **62**

Time: 45 mins.

Participants will learn how to write CAR statements concerning behavioral interview questions and demonstrate in mock interviews how to answer common behavioral interview questions.

F. Turning the Tables **66**

Time: 15 mins.

Participants will gain a better understanding of what not to do during a job search and what can change an employer's mind about talking to them.

G. 30-Second Commercial **71**

Time: 15 mins.

Participants will create, share and practice a 30-second commercial.

MODULE 4: CLOSING THE DEAL

75

Participants will discuss networking, how to use social media as a networking tool and how to follow up with the employer after the interview.

CORE: 70 minutes

EXTENDED: 35 minutes

A. Digital Footprint **76**

Time: 15 mins.

Participants will review the digital footprints of popular figures through the eyes of an employer and use this information to understand how to improve their own social media presence.

B. Networking Bingo **79**

Time: 20 mins.

Participants will learn how to build a network of job search contacts based on common interests, skills or experiences.

C. Lasting Impressions **82**

Time: 30 mins.

Participants will rehearse memorable closing interview statements and create sample thank you letters.

D. Negotiations **86**

Time: 5 mins.

Participants will learn about negotiating salary and benefits, and responding to an offer.

E. LinkedIn Bingo **88**

Time: 20 mins.

Participants will learn new ways to build a network of LinkedIn contacts.

F. 30-Second Commercial **90**

Time: 15 mins.

Participants will create, share and practice a 30-second commercial.

MODULE 1:

A TARGETED PLAN

LESSON A:

ALL ABOUT YOU

TIME: 50 – 60 MINUTES

LEARNING OUTCOMES

Participants will identify their specific job preferences and requirements; then list the skills, knowledge and abilities they have that will help them reach their employment goal.

INSTRUCTIONAL DIRECTION

1. Before class, place two copies of the **Numbers Icebreaker** handout face down on the tables at each participant's seat.
2. Seat participants in small groups.
3. Tell participants they will begin a targeted plan of action to find a job or secure a career.
 - A. Tell participants to put one of their two handouts in front of them. Tell them when you say "go" to flip the paper over and begin circling the numbers on the sheet, starting with the number "1" and progressing sequentially.
 - B. Ask if there are any questions; then say, "Go," and allow 30 seconds for circling; then say, "Stop."
 - C. Find out the highest number reached and make a note of it. Make sure people know the highest number so they have something to compare after the second round.
 - D. Using the other **Numbers Icebreaker** handout, fold the paper lengthwise, then crosswise. Unfold to display the creased lines intersecting in the middle of the paper. Point out to participants that the numbers on the paper aren't random at all; they are organized sequentially by quadrant. For example, the number one is in the top left quadrant followed by number two in the top right quadrant, followed by number three in the lower left quadrant and the number four in the lower right quadrant. See the following example.

Resources Needed

- Workbook
- Numbers Icebreaker handout (two per participant)
- Stopwatch or smart-phone with timer
- Writing utensils
- Whiteboard or easel with flip chart
- Markers

Words to Consider

- Values
- Preferences
- Ability
- Employability Skills
- Numeracy

<p>21 41</p> <p>1 9</p> <p>33 5</p> <p>37 25</p> <p>29 45</p> <p>13 49 17</p>	<p>34 10</p> <p>2 6</p> <p>38 50 26</p> <p>30 18</p> <p>14 22</p> <p>46 42</p>
<p>35 11</p> <p>39 7</p> <p>51 19</p> <p>31 27</p> <p>15 23</p> <p>47 43</p> <p>3 3</p>	<p>44 52</p> <p>48 40</p> <p>24 36</p> <p>32 4</p> <p>28 16</p> <p>20 12 8</p>

E. Now instruct participants to do the same thing again with the second **Numbers Icebreaker** handout. Allow 30 seconds again; then say, "Stop." Again, ask for the highest number. (The number is always significantly higher the second time.) Ask participants why they did so much better the second time. Make the point:

- When they first attempted to circle the numbers sequentially, there was no targeted plan and it was random.
- Once we had more insight, we were able to use that information to create a targeted plan to tackle the activity.
- We almost always do better when we have a plan.
- A plan gives us a starting point and something to reference when we lose focus.
- A plan lays out all the steps we need to take to reach our goals.
- Likewise, in this lesson, we will identify our job preferences, skills, knowledge, and abilities to provide insight to create a targeted job search plan.

4. Congratulate the class for coming to the workshop and tell them they will begin a targeted plan today that will move them toward employment much easier and quicker, just like the second round of circling numbers!
5. Tell participants the first step in a good job search plan is to assess themselves, starting with what they need in terms of a job or a career.
 - A. Ask participants if they are familiar with the terms “**work values**” and “**work preferences**.”
 - B. Refer participants to the **work values** listed in the **What Do You Need and Want?** section of the workbook [on page 1](#). Read the introduction paragraph and example, then ask participants to take a minute to rank their work values.
 - C. Refer participants to the **work preferences** listed in the **What Do You Need and Want?** section of the workbook [on page 2](#). Read the introduction paragraph, share the following examples, and then give participants a few minutes to write down their own work preferences.
 - Benefits may include items such as holidays, vacation time, medical insurance, flexible schedules, and profit sharing programs.
 - Location may be if you don’t have transportation; you may need to identify a job that is on the public bus route or within walking distance.
 - Environment may include anything from the type of attire that is required to whether you will be indoors or outdoors.
6. Next, tell participants it’s time to think about what they can offer employers – what skills and abilities do they bring to the table? Briefly discuss employability skills and their importance to employers.
 - Refer participants to the **Employability Skills Fact** in the workbook [on page 3](#). A 2014 study of over 2,000 Human Resources professionals led with the finding that 77% of those surveyed believed soft skills are just as important as hard skills and 16% said they think they are more important.” (Career Builder, 2014)
7. Tell class, “**Employability skills are skills that can be transferred from one occupation to another.**”
 - A. Refer participants to **What Can You Offer?** in the workbook [on page 4](#).

A 2014 study of over 2,000 Human Resources professionals led with the finding that 77% of those surveyed believed soft skills are just as important as hard skills and 16% said they think they are more important.

- B.** Ask the participants, **“What is a skill?”** Use participant answers to explain that a skill is simply something you know how to do. It may also be related to knowledge rather than a task. For example, a doctor’s skills are as much about their knowledge as the ability to perform a medical procedure. A receptionist must have the ability to direct callers and visitors to the right department and have the ability to operate a phone system.
 - C.** Use the skill examples offered in response to, **“What is a skill?”** to explain the difference between employability skills (soft skills) and job skills (hard skills).
 - D.** Explain how important it is to first identify what they can offer (employability skills) and what they can do (job skills) for an employer before they begin their job search.
 - E.** Go around the room and ask participants to introduce themselves and describe their work experience, skills, knowledge, and abilities. Encourage participants not to limit their responses to job titles – there are many skills within a specific job title. For example, a cashier can have customer service, money handling, stocking, bagging, cleaning, organizing, pricing, computer, and more skills. A warehouse manager may have supervisor, forklift operating, materials handling, order pulling, and computer skills.
 - F.** Record each individual’s response on a flip chart labeled with his/her name at the top. Charting their responses will help others recall their own information. Make sure participants also record their own responses in their workbooks [on page 6 and 7](#).
- 8.** As the session comes to an end, give each participant their flip chart to continue when they get home. Remind them to add to it as they think of additional skills, etc.
 - 9.** Conclude the lesson by congratulating participants on setting a foundation that will ensure they get the most out of additional job search workshops covering topics such as resume writing and interviewing.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON B:

WHERE ARE THE JOBS?

TIME: 30 – 45 MINUTES

LEARNING OUTCOMES

Participants will be able to explain the labor market and list resources that provide local labor market and career exploration information; then they will use this data to identify resources that might help them meet their employment goals.

INSTRUCTIONAL DIRECTION

1. Prior to delivery, it is recommended that the facilitator completes the NWI course, “Labor Market Intelligence: How Do People Really Find Jobs?” and is familiar with the labor market information and career exploration sources you will introduce to the participants.
2. This lesson will help you identify what companies and industries in the local area are growing and hiring, by using local labor market information. Tell participants you are going to do a quick what-why-where-when-how exercise. Have participants turn to the **Where Are the Jobs?** section in their workbook on page 8. Ask participants WHAT “labor market” means to them and WHY it’s important. Acknowledge responses and tell participants that labor market information is data that can be used to identify the best places to look for jobs. The data can tell them which industries and companies are growing and hiring, and which ones are least likely to be hiring. Ask participants if they can name some jobs that no longer exist or have significantly decreased over the years.
 - Bank Teller
 - Gas Station Attendant
 - Switchboard Operator
 - Bowling Pinsetter
 - Milkman

Resources Needed

- Workbook
- Display the current O*NET Desk Aid for reference: https://www.onetcenter.org/dl_files/desk_aid.pdf
- Copies of the High-Skill, High-Growth Jobs booklets for reference
- Display sample occupation page from the Occupational Outlook Handbook for reference: <https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>
- Writing utensils
- Whiteboard or easel with flip chart
- Markers

Modification

This lesson can be facilitated with or without the use of online tools.

Words to Consider

- Values
- Preferences
- Ability
- Employability Skills

- Elevator Operator
 - Pager/Fax Machine Sales
 - DOS Manager
3. Explain WHY labor market information is relevant to job search, “**What’s in it for me?**” (**WIIFM**). Tell participants this information can help them focus on target industries and companies with good potential. It also introduces participants to local labor market information that identifies high skill/high growth occupations and targeted industries within the Gulf Coast region. They can also learn the average pay range for an occupation and whether they’ll need more education, training, certifications, etc.
4. Next, ask if anyone knows WHERE to find career exploration resources and information about the labor market. Acknowledge responses and tell participants there are several sources of local, state and national labor market information that are user friendly and provide information that will make their job search easier. Tell participants these resources provide critical labor market information on selected occupations about salaries, job openings, job growth, and education/training requirements. Review each resource, explaining its purpose and how participants can benefit from using it.
- **Workforce Solutions** –
www.wrksolutions.com/for-individuals/career-exploration
 - High-Skill, High-Growth Jobs booklet
 - Where the Jobs Are
 - Targeted Industries
 - **WIT** – Largest job database in Texas at www.workintexas.com
 - Texas career and education exploration at www.TexasCareerCheck.com
 - Career exploration and job analysis at www.onetonline.org (**O*NET**)
 - Career information on duties, education and training, pay, and outlook for hundreds of occupations in the **Occupational Outlook Handbook** at www.bls.gov/ooh/

5. Ask participants WHEN they should use labor market information. Acknowledge responses and point out the list in their workbook.
6. Finally, call participants' attention to the list of HOW to use labor market information. Ask participants if they are surprised by all the ways there are to use labor market information.
7. Set up the matching game activity. Tell participants you know you threw a lot of information to them quickly; now you want to “**test their knowledge**” with a short exercise. Working in teams, instruct participants to **Where is Everything?** in their workbook on page 10 and match the description in the workbook to WHERE the resource can be found.
 - C. High-skill occupations in the Gulf Coast region for which Workforce Solutions may provide scholarships for training
 - A. A list of occupations projected to offer the largest number of employment opportunities in the Gulf Coast region now and in the future
 - B. Industries with a projected growth of at least 5,000 job openings from 2012–2022
 - E. The largest job database in Texas
 - D. A source for career exploration and job analysis
 - G. A source for Texas career and education exploration
 - F. Career information on duties, education and training, pay and outlook for hundreds of occupations
8. Ask participants WHICH resource(s) in the matching game they are likely to use to prepare for their job search. Ask participants to circle the resources they will use in their job search. Acknowledge responses and encourage participants to continue exploring these resources on their own.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON C:

THE IMPACT OF A CAR

TIME: 25 MINUTES

Resources Needed

- Workbook
- Post-it notes
- Writing utensils
- Whiteboard or easel with flip chart
- Markers

Words to Consider

- Challenge
- Action
- Results
- Marketable Skills
- Impact Statement

LEARNING OUTCOMES

Participants will utilize the CAR (Challenge, Action, Results) formula to share their marketable skills.

INSTRUCTIONAL DIRECTION

1. Explain that when we get the opportunity to interact with employers or network with contacts, we need to be able to share our skills effectively.
2. Give each participant a Post-it note and ask them to create three rows lettered A, B and C.
3. Tell the class you are going to read three descriptions that a job seeker prepared for an employer. Ask the participants to evaluate which response effectively communicates that the job seeker is able to motivate others. Read the following skills descriptions one at a time, pausing after each example to allow the class to record a score between 1 and 5, with 5 being the best, for each statement. (Use the same voice when reading each statement)
 - A. "I'm motivated and a team player."
 - Ask participants to record a number between 1 and 5 rating this description. Wait 10 seconds before going to the next description.
 - B. "I constantly stay busy and work hard. My teammates call me a 'busy bee.'"
 - Ask participants to record a number between 1 and 5 rating this description. Wait 10 seconds before going to the next description.
 - C. "I was part of a team that didn't seem very motivated, so every time we completed a project I baked a celebration cake. Our team productivity increased by 20%. I feel like I am really good at motivating people."

- Ask participants to record a number between 1 and 5 rating this description. Wait 10 seconds before going to the next description.

4. Allow time for participants to share how they scored the three statements.

- A.** Ask which description was most effective describing the job seeker as a motivator.

5. Write the acronym, “CAR” on the board vertically and write the words as you describe each part of a CAR statement.

Challenge: What challenge was being faced that needed to be resolved?

Action: What actions did you take to make sure the challenge could be solved?

Results: What were the results for you or the company?

- A.** Explain that a CAR statement has a powerful impact with employers by making your skills into a **brief** and memorable story instead of a bunch of words that go in one ear and out the other.

6. Re-read description C from above and explain that this is an example of a CAR statement. Highlight the results that were quantified, “**20% improvement in productivity.**” Explain the importance of quantifying results to illustrate accomplishments.

7. Have participants turn to the **CAR Statement Example** on page 11 in the workbook. Give participants three minutes to choose one of their strongest skills. Think of a specific time they used that skill to resolve a challenge, and create a **brief** CAR statement on page 12 to share their accomplishment.

- A.** If possible, they should try to quantify their results.

8. Give participants five minutes to share their CAR statements in small groups and provide feedback to one another.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON D:

30-SECOND COMMERCIAL

TIME: 15 MINUTES

Resources Needed

- Workbook
- Writing utensils
- Stopwatch or smart-phone with timer

Modification

For larger groups, pair individuals and provide feedback.

Words to Consider

- Networking
- Professionalism
- Introduction
- Skills
- Accomplishments

LEARNING OUTCOMES

Participants will create, share and practice a 30-Second Commercial.

INSTRUCTIONAL DIRECTION

1. Explain to participants a 30-second commercial is similar to both their summary paragraph from their resume and their response to the request, **“Tell me about yourself.”**
2. Ask the class why we call this a **“30-second commercial.”** Use class responses to guide explanation; 30 seconds is the amount of time the average commercial lasts. Note: some people may refer to this as an “elevator pitch;” they figure you might be able to grab someone’s interest between floors in an elevator with the right synopsis of your skills and experiences.
3. Ask participants to stand up and introduce themselves. Tell them you will stop the timer at 30 seconds.
4. Turn to the **30-Second Commercial** template in workbook [on page 13](#).
5. Review the key components of a 30-second commercial:
 - Introduction
 - Target
 - Experience
 - Skills
 - Accomplishments

6. Share this sample of a 30-second commercial:
 - A. Hi, my name is John Smith. I am a bilingual, degreed respiratory therapist with over ten years of experience in both hospital and private practice environments. I've worked with patients who range in age from newborns to senior citizens and from those in critical care units to those who have minor respiratory infections. My satisfaction ratings from patients throughout my career have been 98% and above. I would like to apply these skills as a respiratory therapist.
7. Give participants three minutes to write their own 30-second commercial using the template in the workbook.
8. Ask participants to share their 30-second commercial with the class.
 - A. Run a 30-second timer in the background.
 - B. Clap when participant finishes, or at the 30-second mark, (whichever comes first).

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

EXTENSION

Explain to participants that your 30-second commercial should be customized based on the audience.

1. Share an example of a 30-second commercial that has been customized for the following audiences:
 - A. An 80-year-old neighbor:
 - Hi Ms. Jones. I'm currently looking for a job in the Houston Medical Center. If you hear of anything, please let me know.
 - B. Parent at child's school:
 - Hi Mr. Johnson. I am looking for a respiratory therapist job in the Houston Medical Center. I love working with patients of all ages. If you hear of anything, or know anyone who works in that area, would you please let me know?
 - C. Someone in the industry you are trying to enter:
 - Hi, my name is John Smith. I'm a bilingual, degreed respiratory therapist with over ten years of experience in both hospital and private practice environments. I hold both a Texas RCP license and my BLS card. I've worked with patients that range in age from newborns to senior citizens and from those in critical care units to those who have minor respiratory infections. My satisfaction ratings from patients throughout my career have been 98% and above. I would like to apply these skills as a respiratory therapist in the Houston Medical Center.
2. Give participants five minutes to customize their 30-second commercial for each of these audiences.
 - A. Allow three minutes for them to share with a fellow participant and get feedback.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

MODULE 2:

JOB READINESS TOOLKIT

LESSON A:

LESS IS MORE

TIME: 30 MINUTES

LEARNING OUTCOMES

Participants will highlight their skills by writing clear and concise bulleted statements.

INSTRUCTIONAL DIRECTION

1. Ask participants, “What’s the significance of less is more?” Use participant responses to share that simple, brief statements are often better received and understood than complex and long explanations.
2. Briefly discuss that resumes typically only get about 15 seconds of consideration by hiring professionals, so they need to be visually appealing and relay key information quickly. Share with the participants why this is also important when sharing their 30-second commercial and refer to the template in the workbook.
3. Have participants turn to the **Less is More** section in their workbook on [page 1](#) to share best practices for relaying skills and accomplishments.
 - Use bulleted statements.
 - Start with action verbs.
 - Keep it short.
 - Quantify – whenever possible, show measurable accomplishments by using numbers, percentages (%), and/or amount of money (\$).
 - Avoid personal pronouns.
 - Incorporate keywords from the job posting.
4. Using the workbook, show an example of a bulleted (Before) statement, review the improved statement and discuss what elements were incorporated to improve it.

Resources Needed

- Workbook
- Writing utensils

Modification

Divide participants into groups of two, participants will select one bulleted statement to improve, each participant will improve his/her statement and exchange improved statement with partner. Partners will review one another’s statements and make recommendations for further improvement.

Words to Consider

- Appealing
- Concise
- Readable
- Succinct

5. Divide the class into small groups and assign a “Before” statement to each group for improvement.
 - A. Give groups three minutes to come up with suggested improvements. Share suggested improvements from the instructor key when an additional improvement is needed for the bulleted statement. Tell class they can make up the accomplishments to create a bulleted statement.
6. Give participants ten minutes to apply these concepts to their own skills and create/modify a minimum of two bulleted statements for their own resume.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

INSTRUCTOR KEY

Before: Managed employees in the operations department.

Improved: Managed a team of 10–15 employees while directing operations in a fast-paced, international clothing store.

Before: Answered phone calls.

Improved: Responded to 100+ inbound calls daily on a multi-line phone system.

Before: Helped create two safety training manuals.

Improved: Developed training manuals that contributed to a 100% accident-free safety record.

Before: Provided excellent customer service.

Improved: Delivered award-winning customer service with a 98% satisfaction rating.

Before: Responsible for assisting customers with transitioning from federal assisted programs to gainful employment.

Improved: Assisted 500+ customers annually with achieving their goal of successfully transitioning into employment.

LESSON B:

SIMILAR BUT DIFFERENT

TIME: 15 MINUTES

Resources Needed

- Workbook
- Writing utensils
- Whiteboard or easel with flip chart
- Markers
- Stopwatch or smart-phone with timer

Modification

For 20+ class participants, consider pairing individuals or form groups of four for group discussions.

Words to Consider

- Summary
- Education
- Employment
- Honors/Achievements
- References
- Volunteer Work

LEARNING OUTCOMES

Participants will compare and contrast the job seeker information provided in resumes and applications.

INSTRUCTIONAL DIRECTION

1. Create three columns from the workbook on the whiteboard to record answers given by participants.
2. Ask the class if there is a difference in the information contained on a resume and application.
3. Instruct the class to turn to the **Similar But Different** table in their workbook [on page 3](#).
4. Give the class one minute to write what they believe belongs on an application but not on a resume, what belongs on a resume but not an application and what belongs on both in the table in the workbook.
5. Ask the class to share the items they listed that belong ONLY on an application and write their answers on the board.
6. Ask the class to share the items they listed that belong ONLY on a resume and write their answers on the board.
7. Ask the class to share the items that belong on both and write their answers on the board.
8. Discuss and add the items in the table on the next page that the class did not come up with on their own.

APPLICATIONS	RESUMES	BOTH
Social Security Number	Summary	Previous/ Current Employment
Salary History	Honors/Achievements	Previous/ Current Education
References	Volunteer Work	Relevant Certifications
Ethnicity (optional)		Military Information
Sex (optional)		
Criminal History		
Employer Phone Numbers		

9. Briefly review the **Employment Application** in the workbook and recommend participants fill it out and keep it as a guide when completing employer applications.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

Employment Application

Position applying for: _____

EMPLOYEE INFORMATION

Name: _____
LAST FIRST MIDDLE

Telephone: _____ Email: _____

Address: _____

- Are you able to perform the essential functions of the position with or without accommodation? Yes No
- Are you legally eligible to work in the U.S.? Yes No Are you seeking a permanent position: Yes No
- Shift(s) you are able to work: Any Day Night Swing Rotating Split Graveyard
- If necessary for the job, are you able to work overtime? Yes No
- If necessary for the job, are you older than: (check one) 14 15 16 18 19 21
- If necessary for the job, are you able to provide a valid Texas Driver's License? Yes (If yes, fill out below) No
- Type of License: _____
- Endorsement(s): Hazardous Cargo Passengers Tankers School Bus Double/Triple Trailers

I will be able to report to work _____ days after being notified I am hired.

EMPLOYMENT HISTORY

List most recent employment first. Include summer or temporary jobs. Be sure all your experience or employers related to this job are listed here, in the summary following this section or on an extra sheet of paper if necessary. No more than 10 years history recommended.

EMPLOYER NAME AND ADDRESS: _____ _____ _____ PAY: \$ PER:	POSITION TITLE, DUTIES, SKILLS: _____ _____ _____ SUPERVISOR: _____ TELEPHONE: _____	START DATE:	END DATE:
		REASON FOR LEAVING: _____ _____	
EMPLOYER NAME AND ADDRESS: _____ _____ _____ PAY: \$ PER:	POSITION TITLE, DUTIES, SKILLS: _____ _____ _____ SUPERVISOR: _____ TELEPHONE: _____	START DATE:	END DATE:
		REASON FOR LEAVING: _____ _____	
EMPLOYER NAME AND ADDRESS: _____ _____ _____ PAY: \$ PER:	POSITION TITLE, DUTIES, SKILLS: _____ _____ _____ SUPERVISOR: _____ TELEPHONE: _____	START DATE:	END DATE:
		REASON FOR LEAVING: _____ _____	
EMPLOYER NAME AND ADDRESS: _____ _____ _____ PAY: \$ PER:	Position title, duties, skills: _____ _____ _____ SUPERVISOR: _____ TELEPHONE: _____	START DATE:	END DATE:
		REASON FOR LEAVING: _____ _____	

Summarize other employment related to this job:

EDUCATION				
	INSTITUTION NAME	YEARS COMPLETED	FIELD OF STUDY	DEGREE
High School				
College/University				
Business/Technical				
Additional				

MILITARY

Are you a veteran? Yes No Duty/specialized training: _____

SKILLS AND QUALIFICATIONS

Other qualifications such as special skills, abilities or honors that should be considered:

Types of computers, software, and other equipment you are qualified to operate or repair:

Professional licenses, certifications or registrations:

Additional skills, including supervision skills, other languages or information regarding the career/occupation you wish to bring to the employer's attention:

REFERENCES

List two personal references who are not relatives or former supervisors.

NAME	TELEPHONE	OCCUPATION	YEARS KNOWN

NAME	TELEPHONE	OCCUPATION	YEARS KNOWN

CONTACT

In case of accident or illness, please contact:

Name: _____ Telephone: _____ Relationship: _____

Address: _____

INFORMATION TO THE APPLICANT

As part of our procedure for processing your employment application, your personal and employment references may be checked. If you have misrepresented or omitted any facts on this application, and are subsequently hired, you may be discharged from your job. You may make a written request for information derived from the checking of your references. If necessary for employment, you may be required to: supply your birth certificate or other proof of authorization to work in the United States, have a physical examination and/or a drug test, or to sign a conflict of interest agreement and abide by its terms. I understand and agree to the information shown above.

Signature of Applicant

Date

LESSON C:

TELL ME ABOUT YOURSELF

TIME: 20 MINUTES

LEARNING OUTCOMES

Participants will analyze answers to the request, “Tell me about yourself,” and be able to organize a professional response.

INSTRUCTIONAL DIRECTION

1. Ask the class, “What is the most commonly asked question in a job interview?” Use participant responses to share that some version of, “Tell me about yourself,” is common in interviews. Explain that while employers include this request to learn more about you, it is best to keep the response professional.
2. Ask for three volunteers. Give each volunteer one of the **Tell Me About Yourself** script scenarios and explain that you will say, “Tell me about yourself,” at which time they will each read the script aloud to the class. Ask the volunteers if they have any questions and allow them a minute to prepare.
3. Tell the class that each volunteer is going to respond to, “Tell me about yourself,” and you are going to give feedback about their response. Allow for any questions from the group.

Resources Needed

- Workbook
- One printed copy of the three scripts for the volunteers
- Writing utensils

Modification

For 20+ class participants, consider pairing individuals or form teams of four for group discussions.

Words to Consider

- Communication
- Interviewing
- Presentation
- Professionalism

4. State to volunteer #1:

A. "Tell me about yourself."

Have the volunteer read the script.

"What do you want to know?"

B. "Describe your experience."

The volunteer will choose ONE of the answers below and give no other information.

- "Like what for instance?"
- "What exactly are you looking for?"
- "What job are you hiring for again?"

5. Ask the class, "What did you think of the answer?" Chart or acknowledge responses. Make the point to the class that the answer was not appropriate and why.

- No answer was given.
- The applicant was not prepared.

6. State to volunteer #2:

A. "Tell me about yourself."

Have the volunteer read the script.

Well, I was born and raised in Houston. I mostly hang out with my friends and go to clubs on the weekends. I have the finest clothes and love music. I DJ on the weekends a lot and make a lot of money. I have had a couple of jobs but didn't like most of my bosses, but you know I did it. I got a family to feed and rent to pay, and my momma lives not too far from me. And she needs some help too.

I have been out of work for about six months now and I really need a job. I mean I'm not sure how I am going to pay my bills this month if you don't hire me. I'm truly willing to do just about anything if you will give me a chance.

B. "Can you work the 7 a.m. to 3 p.m. shift?"

Yes, but I have to take my kids to daycare, so I won't actually be able to come in until about 9 a.m."

7. Ask the class, "What did you think of the answer?" "What was different?" Chart or acknowledge responses. Make the point to the class that the answer was not appropriate and why.

- Response revealed too much personal information.
- Response focused on the applicant, not the employer needs.
- Response has nothing to do with applicant's ability to perform the job.

8. State to volunteer #3:

A. "Tell me about yourself."

Have the volunteer act out the tip and read the script.

Tip: When you enter the room, shake hands, make eye contact, and introduce yourself to every person on the interview panel.

My name is _____. I have worked in construction about 2 ½ years, and I have laid concrete and worked in new construction. I have built frames and installed doors, have roofing experience and laid shingles. I'm good at using heavy equipment, drills and nail guns. I have my own car, steel-toed boots and safety equipment.

I have worked with and learned from a Master Electrician. Some projects I've worked on include Memorial Hermann hospital projects, local restaurants and hotel buildings. I am coachable, get along well with others, and am looking for work in construction.

9. Ask the class, "What did you think of the answer?" Chart or acknowledge responses. Make the point to the class that this response is the correct way to respond to the interview request, "Tell me about yourself." Discuss why.

- Response was clear, concise and succinct.
- Demonstrated confident body language.
- Discussed skills and experience that qualify for the job.

10. Thank the volunteers for their help.
11. Debrief with the class and explain that employers often interview hundreds of applicants and many of the applicants make the mistake of thinking this is an opportunity to talk about their personal life.
12. Remember to keep your answers **professional** and make sure your responses are related to the job you are applying for.
13. Ask participants to compose their answers to **Tell Me About Yourself** on page 7 of the workbook. Give the participants three to five minutes to complete.
14. Ask participants to turn to the **30-Second Commercial** in the workbook on page 11. Explain that this template can also work to frame a response to the “Tell me about yourself,” request.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON D:

YOUR ONLINE JOB SEARCH

TIME: 20 MINUTES

Resources Needed

- Workbook
- Computer
- Projector
- Smartphones or tablets (optional)

Modification

Go to the website of an employer to talk about the importance of research. Find the mission statement, go through and point out important aspects of the company. Look through the website and see keywords the employer wants to know about.

LEARNING OUTCOMES

Participants will review various online job search interfaces and tools.

INSTRUCTIONAL DIRECTION

1. Ask the class, “How many use the internet for their job search?”
2. Briefly discuss Workforce Solutions and explain that Work in Texas, www.workintexas.com is one of the largest job search databases in the state of Texas.
3. Have participants turn to **Your Online Job Search** in their workbooks on page 8.
4. Explain you will review online tools used for Career Exploration, Job Searching, and Social Networking. Allow time for students to visit websites marked with an asterisk (*).
5. Discuss websites with Career Exploration and Assessment Tools. Job seekers can explore careers and occupations that match interests:
 - A. **Keirsey Temperament Sorter** – www.keirsey.com
The Keirsey Temperament Sorter®-II (KTS®-II) is the most widely used personality instrument in the world. It is a powerful 70-question personality instrument that helps individuals discover their personality type and align their career choices with personal strengths and preferences.
 - * B. **O*Net Career Exploration – My Next Move** – www.mynextmove.org
The O*NET Interest Profiler can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do and it helps you decide what kinds of careers you might want to explore.

*** C. Workforce Solutions – www.wrksolutions.com**

Workforce Solutions has full-time and part-time offices across the 13-county Gulf Coast Region. The staff at these locations help people find jobs, keep jobs or get better jobs. We offer job search and job matching assistance, career counseling and financial aid for education/training or work support.

- Indicate where job fairs, hiring events, and Jobs in Focus can be found.

D. CareerBuilder – www.careerbuilder.com

Helps millions of people find jobs; search and apply for the most up-to-date job postings, sign up for job alerts, and find jobs that match your interests.

E. Indeed – www.indeed.com

The #1 job site worldwide with over 200 million unique visitors per month, providing job seekers free access to millions of jobs from thousands of company websites and job boards.

F. Houston Business Journal – www.bizjournals.com/houston

You will find the latest breaking business news, weekly top stories, job openings, latest news of Houston's industries, company information, etc.

6. Review the following social media websites for online networking and job search:

*** A. LinkedIn – www.linkedin.com**

A social network for anybody interested in new opportunities, growing their careers and connecting with others. All sorts of jobs listings are posted on LinkedIn and it will recommend specific jobs to you based on your current information, including your location and optional job preferences that you can fill out to get better-tailored job listings.

B. Facebook – www.facebook.com

A popular, free social networking website that allows registered users to create profiles, upload photos and videos, send messages and keep in touch with friends, family and colleagues. Allows members to post, read and respond to classified ads, job postings, etc.

C. Twitter – www.twitter.com

Twitter is an online news and social networking service on which users post and interact with messages known as “tweets.”

Twitter also provides you with a valuable tool for building a positive online reputation and bringing you to the attention of employers and recruiters.

7. Log into www.linkedin.com and search for an employer in the “Search Engine.” You can review job openings, people who are connected to the company, and articles published giving insight into the company.
8. Follow those companies you are researching to see the employees and job titles.
9. Connect with a recruiter if you have qualifications, and send an email showing interest.
10. Explain the impact of social media and the how employers make decisions based on what they find online. Share that in Module 4: [Closing the Deal, Lesson A, Digital Footprint](#) includes an activity that offers more employer insights.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON E:

FLASH RESUMES

TIME: 15 MINUTES

LEARNING OUTCOMES

Participants will review and critique resumes from the perspective of a hiring manager. Participants will learn to customize their resume based on a job posting.

INSTRUCTIONAL DIRECTION

1. Ask participants, "If you give your resume to ten different people, how many opinions will you receive?" (**Answer: 10 opinions**) "Which opinion matters most during your job search?" (**Answer: The employer's**) The resume format the employer prefers is the best one to get you an interview.
2. Explain that a resume should be customized to fit the specific position and reflect your strengths for the position. You may apply for different types of jobs and may want to highlight different strengths and experience for each position.
 - A. Your resume should look, feel and sound like you on paper.
 - B. It should be customized for a specific position.
 - Research should be done on the company, industry, etc. to determine the best format.
 - C. The "right" opinion is that of the person sorting through the applicant pool.
3. Tell participants that we are going to complete an activity to demonstrate how important it is to customize your resume.
 - A. Break into groups, give each group a copy of the **Administrative Assistant Job Description**, review the job description and discuss the requirements of the job.

Resources Needed

- Workbook
- Class copies of the five Flash Resume handouts
- Class copies of the Administrative Assistant Job Description handout
- Writing utensils
- Stopwatch or smart-phone with timer

ADMINISTRATIVE ASSISTANT

Staffing Now, Pearland, TX – STAFFING NOW, a division of SNI Companies, has partnered with a client in the **Consulting Industry** seeking to hire an **Administrative Assistant** to support its **Pearland TX** office. IMMEDIATE START opportunity! Additional details are below.

Position: Administrative Assistant

Location: Pearland, TX 77584

Type of hire: contract to hire

Pay: \$18.00 per hour to start and \$40,000 FTE

Hours: Monday—Friday (8:00 a.m.—5:00 p.m. with some flexibility)

Job Summary:

- Under general supervision, the Office Assistant/Office Administrator is responsible for ensuring that the Company's commitments, goals, and objectives are on track.
- Coordinate, organize, and schedule meetings for the Managing Partners. This would include:
 - Handling day-to-day schedules as well as booking conferences, hotels, rental cars, airfare or other travel needs.
- Attend meetings to collect data and taking notes, tracking progress of action items and tasks, and providing status updates to the team(s).
- The Administrative Assistant is also required to review proposals and client documents and provide appropriate feedback, prepare and draft presentations, conduct research and present summary information to the Managing Partners.
 - Research and updates include providing industry trends, general news and current events, potential blog.
- Manage expense reports, invoices, and following up with clients/vendors.

Requirements:

This role typically requires at least 1—2 years of experience in an office environment. A general business degree is preferred. Basic Microsoft Office skills required.

Special note:

Candidate must be able to drive to and attend client meetings at various locations.

James Jarvis

- “2+” years experience in the summary should be written as words
- He has the skills necessary to do the job but is he a good candidate if he is looking for an accountant position?
- How long would he stay at an administrative assistant position?

Patty Cakes

- “Ten years experience in providing clerical and secretarial support” would be better stated as “Ten years experience providing administrative support”
- Email address is not appropriate – too long and not professional
- Summary reflects clerical skills, not her experience that matches the job posting

Kathy Guessing

- Email address is not appropriate
- Does not have enough description for each employer
- Confusing dates and information

Max (Bucky) Smith

- He’s a truck driver; nothing indicates he’s a good candidate for an administrative assistant position
- Date of birth, driver’s license and nickname are on the resume
- 10 years of driving a truck, but job durations were short

BETTY BOOP

3456 Cartoon Drive

Home: 555.123.4567 * Cell: 555.123.9876 * E-mail: bettyboop@aol.com

OBJECTIVE:

Seeking a position where I can provide clerical support.

QUALIFICATIONS:

- **Computer Skills:** WordPerfect 5.1, DOS, Microsoft Word, Excel, PowerPoint, Outlook, Access, Lotus 123, PEoplsoft
- * Analyzed internal processes and plans and implemented policy changes
- * Supervised and trained clerical office staff
- * Listened to and resolved customer complaints
- * Handled high pressure phone calls
- * Dictaphone transcription at 65+ wpm

WORK HISTORY:

- | | | |
|---|---------------------------|----------------|
| Houston Municipal Court | Deputy Court Clerk | 2004 – Present |
| <ul style="list-style-type: none"> • Entered court data into Justice info mgmt system; answered phones; directed citizens to right courtroom. • Communicated and interacted with citizens, attorneys, judges and law enforcement officials. • Prepared daily and weekly reports of court activity. | | |
| Human Resources Specialist | Happy Place | 10/03 – 2/04 |
| <ul style="list-style-type: none"> • Supervised and trained 10 employees in Data Entry • Developed reports for daily tracking of all coders • Prioritized work and managed business relationships | | |
| Lifetime Commitment | Secretary | 1/03 – 1980 |
| <ul style="list-style-type: none"> • Compiled, copied, sorted, and filed records of office activities | | |

EDUCATION:

- | | |
|--|---------------------|
| Secretary I-III, Texas Paraprofessional Certification | 1979 |
| <i>High School GED</i> | <i>June 1, 1978</i> |

JAMES JARVIS

301 Estelle, Houston, TX 77003 • 832.376.2542 • james.jarvis@gmail.com • linkedin.com/in/jamesjarvis

ACCOUNTANT, JOB POSTING #45342

College student with 2+ years experience in customer service. Member of Student Government Association and volunteer for Habitat for Humanity. Currently works on individual projects and in team environments. Understands tax, managerial, state/federal compliance and Generally Accepted Accounting Principles (GAAP). Looking to use knowledge of accounting principles to impact the bottom line at ABC Corp.

EMPLOYMENT EXPERIENCE

Resident Assistant – Calhoun Lofts – Houston, Texas: January 2016 - Present

- Conducts room visits in a 500 unit complex
- Checks inventory on supplies and equipment for office usage
- Presents to audiences of 15-30 staff employees and residents on new safety policies and procedures
- Uses Calhoun Loft’s specific software to balance all Request for Proposals valuing of \$1000+

Sales Associate – Target – Spring, Texas: July 2014 – December 2015

- Used QuickBooks Point of Sale system to balance deposits of \$3000+ at day of business end
- Audited store inventory of various departments to report lost items
- Ran reports to assure management was meeting weekly sales targets of 80%

EMPLOYABLE SKILLSCustomer Service:

- Provides excellent customer service 20+ residents on a daily basis
- Uses Target’s Universal Customer Service Code of Conduct in current and volunteer roles
- Works well in teams

Leadership:

- Motivates 15+ residents in their student life daily
- Presents positive image and mind-set to residents and customers
- Delegated tasks to fellow Student Government officers at UH

Computer usage:

- Advanced proficiency in various software including Microsoft Office Suite and
- Can operate hardware, such as printers, copiers, scanners, and fax machines
- Learns company specific software quickly

EDUCATIONAL BACKGROUND

University of Houston - Houston, TX - January 2015 - August 2018 (Expected)

Bachelor of Business Administration, Accounting

Lone Star College – Spring, TX – August 2013 – December 2014

Associates Degree. General Studies

HONORS

Treasurer, University of Houston’s Financial Management Association Fall 2015- Spring 2016

Patty Cakes

123 Second Street, Houston, Texas 77123
 (281) 123-1234 / (281) 123-5678
 pattycakepattycakebakersman@yahoo.com

Administrative Assistant

Team player with over ten years of experience in providing clerical and secretarial support to staff. Seeking a position where I can use my experience to provide support to your staff. Knowledgeable of all basic office functions including answering multi-line phone systems, using fax machines, copy machines, printers, scanners, and computers. Skilled in creating and modifying files in many computer applications including Microsoft Office. Also skilled in the use of Peoplesoft and Quickbooks.

Experience:

Money Makers Administrative Assistant 01/12 – 05/18

- Provide administrative support for the team, including assisting clients, managers, and colleagues
- Initiate due diligence process for existing and potential clients
- Coordinate with client services team to handle requests for high net-worth clients
- Complete and reconcile expense reports via ePay
- Maintain manager’s contact list and coordinate invitation lists for meetings and events
- Coordinate international and domestic travel arrangements
- Gather and disburse all incoming and outgoing mail

Grin & Barrett Company Team Administrator 01/09 – 12/11

- Assist with reviewing incoming and closing documents such as credit agreements, amendments, waivers, promissory notes, insurance certificates, and stock certificates
- Scan and post legal documents to intralinks for internal use and send via e-mail for external use
- Monitor current, past due, and upcoming reporting requirements in compliance database

Fun Ride Enterprise Team Administrator 10/07 – 12/08

- Provide all administrative duties for 11 person team with 85 lending relationships
- Assist team members and credit services with circulation of daily borrowing reports
- Coordinate travel arrangements, maintain time and attendance reports, manage inventory of supplies

Show Me Incorporated 05/03 – 9/07

Credit Administrator (09/06 – 09/07)

- Promoted to credit administrator in recognition of superior work ethic, attention to detail, and interpersonal skills
- Provide credit administration functions for 10 person team with 95 lending relationships
- Assist with review of compliance certificates and waiver / amendment requirements
- Assist team members with submission and circulation of credit applications (CATS)

Team Administrator (04/06 – 08/06)

- Requested and was granted the opportunity to manage additional responsibilities of co-worker out on medical leave

Record Keeper (05/03 – 03/06)

- Maintain credit files for 150 accounts in the consumer goods, financial institutions, and healthcare sectors for credit capital markets

Education:

Mount Everest Institute Certificate in Business Administration 12/09 – 12/11

Kathy Guessing
P.O. Box 111
Houston, Texas 77777
(555) 123-1155
keepinguguessing@hotmail.com

Administrative Skills

Computer Skills: Microsoft Word, Excel, PowerPoint, Internet Explorer, typing 55 wpm

Office Skills: Customer service, answering phones, faxing, copying, filing

Additional Skills: Money handling, order processing, timesheets, bank deposits, payroll processing

Work History

Assistant Manager, Creative Detailing, 10–16

Owner, Guessing, Inc., 03–10

Customer Service, 4B's, 00–03

Education

Walton University, BSBA

Max (Bucky) Smith

300 East Mulberry • Houston, TX 77777
 (713) 555-0000 • buckybeaver@yahoo.com
 DOB: 01/09/1982 • DL#: TX 00000000

TRUCK DRIVER

Dedicated and reliable professional driver with 10+ years experience providing excellent customer service. CDL license with endorsements for doubles, triples, and tankers; previous experience with HAZMAT. Nearly 1,000,000 miles of OTR driving with an accident free safety record. Knowledgeable of DOT requirements, route planning, fuel economy, and vehicle safety inspections.

WORK EXPERIENCE

2010 – Present	Field Dispatch	Fuel Delivery Driver
2007 – 2010	First Fleet	Over the Road Truck Driver
2006 – 2007	Coca Cola	Delivery Driver
2005 – 2006	BFG	Delivery Driver
2003 – 2005	National Freight	Over the Road Truck Driver
2002 – 2003	NX Warehousing	Local Delivery Driver
2002 – 2002	Daum Trucking	Over the Road Truck Driver

TRAINING

Smith System Driver Improvement Institute	
On Road Defensive Driving / Traffic Safety Seminar	May 2016
CDL +	
Class A CDL Training Course	May 2002

LESSON F:

30-SECOND COMMERCIAL

TIME: 15 MINUTES

Resources Needed

- Workbook
- Writing utensils
- Stopwatch or smart-phone with timer

Modification

For larger groups, pair individuals and provide feedback.

Words to Consider

- Networking
- Professionalism
- Introduction
- Skills
- Accomplishments

LEARNING OUTCOMES

Participants will create, share and practice a 30-Second Commercial.

INSTRUCTIONAL DIRECTION

1. Explain to participants a 30-second commercial is similar to both their summary paragraph from their resume and their response to the request, **“Tell me about yourself.”**
2. Ask the class why we call this a **“30-second commercial.”** Use class responses to guide explanation; 30 seconds is the amount of time the average commercial lasts. Note: some people may refer to this as an “elevator pitch;” they figure you might be able to grab someone’s interest between floors in an elevator with the right synopsis of your skills and experiences.
3. Ask participants to stand up and introduce themselves. Tell them you will stop the timer at 30 seconds.
4. Turn to the **30-Second Commercial** template in workbook [on page 11](#).
5. Review the key components of a 30-second commercial:
 - Introduction
 - Target
 - Experience
 - Skills
 - Accomplishments

6. Share this sample of a 30-second commercial:
 - A. Hi, my name is John Smith. I am a bilingual, degreed respiratory therapist with over ten years of experience in both hospital and private practice environments. I've worked with patients who range in age from newborns to senior citizens and with those in critical care units to those who have minor respiratory infections. My satisfaction ratings from patients throughout my career have been 98% and above. I would like to apply these skills as a respiratory therapist.
7. Give participants three minutes to write their own 30-second commercial using the template in the workbook.
8. Ask participants to share their 30-second commercial with the class.
 - A. Run a 30-second timer in the background.
 - B. Clap when participant finishes, or at the 30-second mark, (whichever comes first).

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

EXTENSION

Explain to participants that your 30-second commercial should be customized based on the audience.

1. Share an example of a 30-second commercial that has been customized for the following audiences:
 - A. An 80-year-old neighbor:
 - Hi Ms. Jones. I'm currently looking for a job in the Houston Medical Center. If you hear of anything, please let me know.
 - B. Parent at child's school:
 - Hi Mr. Johnson. I am looking for a respiratory therapist job in the Houston Medical Center. I love working with patients of all ages. If you hear of anything, or know anyone who works in that area, would you please let me know?
 - C. Someone in the industry you are trying to enter:
 - Hi, my name is John Smith. I'm a bilingual, degreed respiratory therapist with over ten years of experience in both hospital and private practice environments. I hold both a Texas RCP license and my BLS card. I've worked with patients who range in age from newborns to senior citizens and with those in critical care units to those who have minor respiratory infections. My satisfaction ratings from patients throughout my career have been 98% and above. I would like to apply these skills as a respiratory therapist in the Houston Medical Center.
2. Give participants five minutes to customize their 30-second commercial for each of these audiences.
 - A. Allow three minutes for them to share with a fellow participant and get feedback.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

MODULE 3:

SHARPENING

YOUR

INTERVIEWING

SKILLS

LESSON A:

FIRST IMPRESSIONS

TIME: 15 MINUTES

LEARNING OUTCOMES

Participants will distinguish between appropriate and inappropriate interview attire for various occupations by reviewing examples.

INSTRUCTIONAL DIRECTION

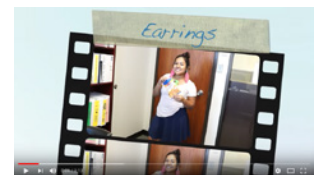
1. Ask participants what kind of job they are looking for and chart responses.
2. Ask participants, “How long does it take to form a first impression?” Explain to them that a first impression may be formed in two to thirty seconds. (Source: Dr. Carol Kinsey Goman)
3. Tell class that in this activity, we will discuss how to make a good first impression. The same attire can make a completely different impression based on the industry and/or occupation you are interviewing for.
4. Discuss the difference between work attire and interview attire (i.e. you may wear scrubs in a hospital, but not to the job interview).
5. Also mention that some interview attire may be appropriate for some industries and not for others. (i.e. Could dark wash blue jeans, clean work boots, a tucked in polo shirt, and matching belt be appropriate for an interview with a construction company? Would wearing a skirt suit and high heeled shoes to that same interview be appropriate?) Ask for additional examples.
6. Have participants discuss the difference between work and interview attire for the job they listed in #1.
7. Tell participants Workforce Solutions regularly provides a list that includes careers currently in high demand, as well as careers and industries that will be in demand in the future throughout the Houston-Galveston area. Source: Career Exploration, <http://www.wrksolutions.com/for-individuals/career-exploration>.

Resources Needed

- Workbook
- Computer
- Projector
- Whiteboard or easel with flip chart
- Markers

Extensions

- Invite participants to select occupations from the high-skill, high-growth list and determine appropriate work and interview attire. On the whiteboard, list what they think is appropriate per career field to dress for interview.
- Facilitator may also use computer and projector to show interview attire video at: <https://www.youtube.com/watch?v=nubwMH-P1ej4>



Words to Consider

- Attire
- Casual
- Inappropriate
- Appropriate
- Impression

8. Tell participants, “Regardless of the industries/occupation for which you are applying, first impressions are important.”
9. Have participants turn to **First Impressions** in their workbooks and review the information on **Dress the Part** on page 1.
10. With the images on page 2 in the workbook, introduce the following types of attire:
 - A. **Business Professional** – For women, this usually means a business suit or pants suit, or dress and jacket. For men, professional dress means a business suit or a blazer, dress pants and a tie.



- B. **Business Casual** – Business casual often includes khaki pants, slacks and skirts; short-sleeved and long-sleeved shirts with collars, but ties are generally not required. Business casual usually excludes jeans, sneakers, tight or short skirts, t-shirts and sweatshirts.



- C. Casual** – Usually, casual office attire allows employees to wear jeans and short-sleeved shirts regularly, and possibly tennis shoes but not sandals or flip-flops. If you are on your feet all day, wear comfortable shoes such as ballet flats, low-rise wedges, boots, penny loafers or oxfords.



11. Facilitate a class discussion on the impact of nonverbal indicators:

- A. Corporate culture** – Dress to match the culture and position you want at the company for whom you’d like to work. A nicely pressed pair of slacks and a polo with matching belt and shoes might be inappropriate for an office job but appropriate for work in a manufacturing plant.
- D. Quality over quantity** – Wear your best but not ALL your best. Accessories can be distracting. A simple portfolio to hold resumes, reference lists, and a paper and pen for notes is the perfect accessory.
- C. Self-expression** – Showing how you are different from everyone else is a smart move, but be careful you don’t stand out for the wrong reasons.
- **Attire** – keep the corporate culture in mind and avoid:
 - **Evening attire** – prom dresses, ball gowns, tuxedos
 - **Rock star attire** – leather, chains, ripped clothing
 - **Super casual attire** – sleeveless shirts and shorts or short skirts

- **Tattoos** – should typically be concealed when seeking work
- **Piercings** – consider removing for interviews in a professional environment
- **Hair and Make-up** – hair should be clean and conservative; keep make-up as light and neutral as possible
- **Accessories** – keep it simple and elegant; avoid:
 - Too much jewelry
 - “Baggage” that makes it look like you are moving in
 - Bringing children, parents or friends
 - Lotions, perfumes, colognes or cigarette smoke – smells can evoke memories and powerful feelings, both negative and positive

12. Remember that first impressions aren’t just about what you wear. Turn to **First Impression Tips** on page 4 for some additional actions that make a great first impression.

- Be friendly with the receptionist.
- Remember and repeat names to interviewer(s).
- Collect business cards from interviewer(s).
- Have a firm handshake.
- Make eye contact.
- Show appreciation.
- Express interest in the job.
- Ask for a decision date.

Source: <https://www.forbes.com/sites/carolkinseygoman/2015/05/08/why-first-impressions-stick-and-what-you-can-do-about-it/#77883d-744f5e>

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON B:

ACTIONS SPEAK LOUDER THAN WORDS

TIME: 15 MINUTES

Resources Needed

- Workbook
- Communication Scripts handout cut into strips
- Writing utensils
- Whiteboard or easel with flip chart
- Markers

Modifications

For large group, select an individual from each table to present one of the Communication Scripts to the class.

Extensions

- Allow participants to come up with their own examples and express them to class (small group).
- Ask participants to get out of their seat and demonstrate appropriate posture, eye contact, and hand shake with one another.

LEARNING OUTCOMES

Participants will evaluate nonverbal communication and conduct an assessment of nonverbal cues.

INSTRUCTIONAL DIRECTION

1. Prepare whiteboard or flip chart. Create a table with four rows labeled:
 - A. Body Language
 - B. Appearance
 - C. Facial Expression
 - D. Tone of Voice
2. Demonstrate: "Good Morning!"
 - A. Mumble good morning in a slouched stance, arms folded, eyes down, walking away from group.
 - B. Say good morning loudly facing the group, arms open and palms up, make eye contact with a number of people.
3. Ask the class, "What was the difference?" Accept all responses.
4. Tell the class, "We are going to discuss how actions can speak louder than words."
5. Ask class for cues (either positive or negative) that impact each area of nonverbal communication and list their answers under each row's title.

6. After class has offered cues, have them turn to **Actions Speak Louder than Words** in their workbooks on page 5 and have them write in the answers. Complete the chart with any cues not identified from the list below:

A. Body Language

- Posture (demonstrate appropriate and inappropriate posture)
- Eye contact (demonstrate appropriate and inappropriate eye contact)
- Handshake (demonstrate appropriate and inappropriate handshake)

B. Appearance

- Grooming
- Visible tattoos
- Excessive jewelry

C. Facial Expression

- Rolling eyes
- Smiling
- Yawning

D. Tone of Voice

- Speed
- Volume
- Inflection

7. Have the class stand in a circle and tell them they are going to practice different nonverbal cues.
8. Provide a cut strip from the **Communication Scripts** handout to each participant and ask them not to share with others.

Words to Consider

- Verbal
- Nonverbal
- Effective
- Ineffective
- Appropriate
- Cues

9. Ask each participant to act out the action on the script, one at a time.
 - A. **“I’m very confident I am the best candidate for this job.”**
Say in a very soft voice, slouch, look down, and play with your shirt.
 - B. **“I’m very confident I am the best candidate for this job!”**
Use a very loud, arrogant tone, while making direct eye contact.
 - C. **“I’m confident I’m a great candidate for this job!”**
Speak in a friendly tone, with a smile, while making eye contact.
 - D. **“I’m very confident I am the best candidate for this job!”**
Talk really quickly and run the words together.
 - E. **“I’m a people person.”**
Cross your arms, frown, and use a harsh tone.
 - F. **“I’m a people person.”**
Deliver with a big smile, open arms, and with a friendly tone.
 - G. **“I’m a people person.”**
Pretend to chew gum and look at your cell phone.
 - H. **“I AM a people person.”**
Use lots of hand gestures and stress every single word.
10. Class will provide feedback on what they observed from each performance until all participants have been given an opportunity to read and act out their scripts.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON C:

TELL ME ABOUT YOURSELF

TIME: 20 MINUTES

LEARNING OUTCOMES

Participants will analyze answers to the request, “Tell me about yourself.” and be able to organize a professional response.

INSTRUCTIONAL DIRECTION

1. Ask the class, “What is the most commonly asked question in a job interview?” Use participant responses to share that some version of, “Tell me about yourself.” is common in interviews. Explain that while employers include this request to learn more about you, it is best to keep the response professional.
2. Ask for three volunteers. Give each volunteer one of the **Tell Me About Yourself** script scenarios and explain that you will say, “Tell me about yourself.” at which time they will each read the script aloud to the class. Ask the volunteers if they have any questions and allow them a minute to prepare.
3. Tell the class that each volunteer is going to respond to, “Tell me about yourself.” and you are going to give feedback about their response. Allow for any questions from the group.

Resources Needed

- Workbook
- One printed copy of the three scripts for the volunteers
- Writing utensils

Modification

For 20+ class participants, consider pairing individuals or form teams of four for group discussions.

Words to Consider

- Communication
- Interviewing
- Presentation
- Professionalism

4. State to volunteer #1:

A. "Tell me about yourself."

Have the volunteer read the script.

"What do you want to know?"

B. "Describe your experience."

The volunteer will choose ONE of the answers below and give no other information.

- "Like what for instance?"
- "What exactly are you looking for?"
- "What job are you hiring for again?"

5. Ask the class, "What did you think of the answer?" Chart or acknowledge responses. Make the point to the class that the answer was not appropriate and why.

- No answer was given.
- The applicant was not prepared.

6. State to volunteer #2:

A. "Tell me about yourself."

Have the volunteer read the script.

Well, I was born and raised in Houston. I mostly hang out with my friends and go to clubs on the weekends. I have the finest clothes and love music. I DJ on the weekends a lot and make a lot of money. I have had a couple of jobs but didn't like most of my bosses, but you know I did it. I got a family to feed and rent to pay, and my momma lives not too far from me. And she needs some help too.

I have been out of work for about six months now and I really need a job. I mean I'm not sure how I am going to pay my bills this month if you don't hire me. I'm truly willing to do just about anything if you will give me a chance.

B. "Can you work the 7 a.m. to 3 p.m. shift?"

Yes, but I have to take my kids to daycare, so I won't actually be able to come in until about 9 a.m."

7. Ask the class, "What did you think of the answer?" "What was different?" Chart or acknowledge responses. Make the point to the class that the answer was not appropriate and why.

- Response revealed too much personal information.
- Response focused on the applicant, not the employer needs.
- Response has nothing to do with applicant's ability to perform the job.

8. State to volunteer #3:**A. “Tell me about yourself.”**

Have the volunteer act out the tip and read the script.

Tip: When you enter the room, shake hands, make eye contact, and introduce yourself to every person on the interview panel.

My name is _____. I have worked in construction about 2 ½ years, and I have laid concrete and worked in new construction. I have built frames and installed doors, have roofing experience and laid shingles. I’m good at using heavy equipment, drills and nail guns. I have my own car, steel-toed boots and safety equipment.

I have worked with and learned from a Master Electrician. Some projects I’ve worked on include Memorial Hermann hospital projects, local restaurants and hotel buildings. I am coachable, get along well with others, and am looking for work in construction.

9. Ask the class, “What did you think of the answer?” Chart or acknowledge responses. Make the point to the class that this response is the correct way to respond to the interview request, “Tell me about yourself.” Discuss why.

- Response was clear, concise and succinct.
- Demonstrated confident body language.
- Discussed skills and experience that qualify for the job.

10. Thank the volunteers for their help.
11. Debrief with the class and explain that employers often interview hundreds of applicants and many of the applicants make the mistake of thinking this is an opportunity to talk about their personal life.
12. Remember to keep your answers **professional** and make sure your responses are related to the job you are applying for.
13. Ask participants to compose their answers to **Tell Me About Yourself** on page 6 of the workbook. Give the participants three to five minutes to complete.
14. Ask participants to turn to the **30-Second Commercial** in the workbook on page 16. Explain that this template can also work to frame an answer to the “Tell me about yourself,” request.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON D:

SPEED INTERVIEWING

TIME: 25 MINUTES

Resources Needed

- Workbook
- Speed Interviewing Evaluation handouts (one per participant)
- Stopwatch or smart-phone with timer
- Writing utensils
- Whiteboard or easel with flip chart
- Markers

Modifications

- If class size is small, the roles of interviewer and observer can be combined to form pairs.
- Instead of each student participating, a mock interview could be acted out in front of the class with audience feedback to follow. Facilitator may also participate in mock interviews as interviewer and observer.

LEARNING OUTCOMES

Participants will formulate responses to common interview questions that highlight their marketable strengths. Participants will practice interviewing skills and receive constructive feedback.

INSTRUCTIONAL DIRECTION

1. Discuss common interview questions located in the **Speed Interviewing** section in the workbook [on page 7](#).
 - Tell me about yourself.
 - How would previous supervisors describe you?
 - How do you go about prioritizing tasks?
 - Tell me about a time you failed and what you learned from it.
 - Why should I hire you?
 - Do you have any questions?
2. Invite participant feedback on the best method to answer each question.
3. Include participants' feedback and explain to class that using CAR (Challenge, Action, Results) statements are effective ways to answer many interview questions.
4. Write the following CAR statement on a flip chart:

"I was part of a team that didn't seem very motivated, so every time we completed a project I baked a celebration cake. Our team productivity increased by 20%. I feel like I am really good at motivating people."

5. Tell the class that in Module 1, participants learned that CAR is an acronym that stands for Challenge, Action, Results. Read the CAR statement from the flip chart and discuss:
 - A. How do you go about prioritizing tasks?
 - B. Tell me about a time you failed and what you learned from it.
6. Divide class into groups of three.
7. Distribute the **Speed Interviewing Evaluation** handouts to each participant and have them write their name on the top.
8. Ask each group to identify one person to take the role of:
 - A. Interviewer
 - B. Interviewee
 - C. Observer
8. Have participants turn to the **Evaluation Chart** in the workbook on page 7 and briefly review the information.
9. **Explain to the group:** The interviewer will be asking a set of questions to the interviewee. Using the **Evaluation Chart** as a guide, the observer will take notes on the interviewee's Speed Interviewing Evaluation handout and return it to the interviewee at the end of the interaction. Ask if there are any questions.
10. Give groups three minutes to conduct their first speed interview.
11. When the three minutes are up, allow one minute for the observer to finish writing notes.
12. Switch roles until each participant has had the opportunity to be an observer. Then allow three minutes for the group members to provide verbal feedback to one another about their turn as an interviewee. Ask the class for their feedback as interviewees.

Words to Consider

- Marketable
- Strengths
- Challenge
- Action
- Results

13. Use the class feedback to ask the following questions and emphasize the importance of creating CAR statements:

- A.** Why do you think it is important to know your strengths before an interview?
- B.** How difficult was it when the interviewer said, “Tell me about yourself.”
- C.** How can you use the CAR statement to prepare for a job interview?

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

EVALUATION CHART

	If you score a 1-2 , your interviewing skill has ROOM FOR IMPROVEMENT	If you score a 3-4 , your interviewing skill is ACCEPTABLE	If you score a 5 , your interviewing skill is EXCEPTIONAL
VOLUME	Speaker was quiet and hard to hear or too loud.	Speaker was easy to hear and understand.	Speaker was crystal clear, projected well, and had good tone, volume and speed.
EYE CONTACT	Speaker did not make eye contact or was staring.	Speaker made eye contact with panel at least part of the time.	Speaker maintained eye contact with all panel members throughout presentation.
BODY LANGUAGE	Speaker exhibited nervous habits.	Speaker had good posture and appeared open.	Speaker appeared friendly and confident.
CONTENT	Speaker left out one or more of the critical components.	Speaker included all the critical components: identified self, shared skills, accomplishments and target.	Speaker included all critical components in an engaging manner.

LESSON E:

ROUND ROBIN INTERVIEWS

TIME: 45 MINUTES

LEARNING OUTCOMES

Participants will learn how to write CAR statements concerning behavioral interview questions and demonstrate in mock interviews how to answer common behavioral interview questions.

INSTRUCTIONAL DIRECTION

1. Ask class, “What is a behavioral interview question?”
 - A. Accept and acknowledge responses.
 - B. Explain that behavioral interview questions are those used to learn more about your experience to determine if you have the skills for the job. The logic being that your past behavior is a good predictor for how you will perform in the job. When these questions are answered well, employers will see you as a good match for the position.
2. Refer class to list of **Behavioral Interviewing Questions** in the workbook on pages 8 and 9 and listed below:
 - A. Teamwork
 - Talk about a time when you had to work closely with someone whose personality was very different from yours.
 - Give me an example of a time you faced a conflict while working on a team. How did you handle that?
 - Describe a time when you struggled to build a relationship with someone important. How did you eventually overcome that?

Resources Needed

- Workbook
- Writing utensils
- Stopwatch or smart-phone with timer

Modifications

- If class size is small, one group may be formed and facilitator may participate.
- A behavioral mock interview may be conducted.

B. Customer Service

- Describe a time when it was especially important to make a good impression on a customer. How did you go about doing so?
- Describe a time when you had to interact with a difficult customer. What was the situation, and how did you handle it?
- When you're working with a large number of customers, it's tricky to deliver excellent service to them all. How do you go about prioritizing your customers' needs?

C. Ability to Adapt

- Tell me about a time you were under a lot of pressure. What was going on, and how did you get through it?
- Describe a time when your team or company was undergoing some change. How did that impact you, and how did you adapt?
- Tell me about the first job you've ever had. What did you do to learn the ropes?

D. Time Management Skills

- Describe a long-term project that you managed. How did you keep everything moving along in a timely manner?
- Tell me about a time you set a goal for yourself. How did you go about ensuring that you would meet your objective?
- Give me an example of a time you managed numerous responsibilities. How did you handle that?

E. Communication Skills

- Give me an example of a time when you were able to successfully persuade someone to see things your way at work.
- Tell me about a time when you had to rely on written communication to get your ideas across to your team.
- Give me an example of a time when you had to explain something fairly complex to a frustrated client. How did you handle this delicate situation?

F. Motivation and Values

- Tell me about your proudest professional accomplishment.
 - Describe a time when you saw some problem and took the initiative to correct it rather than waiting for someone else to do it.
 - Tell me about a time you were dissatisfied in your work. What could have been done to make it better?
 - Discuss a time when your integrity was challenged.
3. Refer to the **CAR Statement Example** in workbook on page 10 and explain to the class that a CAR (Challenge, Action, Results) statement is an effective way to answer interview questions. Mention that most responses range from thirty seconds to two minutes in length.
- **Challenge**
A customer called complaining that they'd waited more than two weeks for a reply from our office staff after completing an online application.
 - **Action**
I apologized and promised to have someone return her call the same day. I passed the details to our supervisor who contacted the customer within the hour. I investigated why we had not responded to the customer's original request. I discovered that it was a combination of a wrong cell phone number and an obsolete email address that wasn't being checked. I let the customer know we updated that email address and offered additional time to complete the application process.
 - **Results**
The customer completed the application and wrote a thank you email to our office manager.
4. Ask participants to select one of the Behavioral Interviewing Questions in the workbook to create a CAR statement.
5. Give participants five minutes to write their own CAR statements in the workbook on pages 10 and 11. (If participant has already created a CAR statement, ask them to develop new statements).

6. Ask two or three volunteers to share the behavioral interview question they selected and the CAR statement they created as a response.
7. Ask each person in class to select one behavioral interview question that they would like to ask someone else.
8. Divide class into groups of five and ask that they form a circle.
9. Explain the activity:
 - A. In your group, you will ask another person the behavioral question you chose. They will have three minutes to respond.

Note: Walk around the room and offer suggestions or alternate questions if participants have a difficult time answering.
 - B. After three minutes are up, have the next member of the group ask the question they selected to another member of the group that has not already answered a question.
 - C. Repeat step B until all group members have had a chance to ask and answer a question.

DEBRIEF

1. Debrief the activity. Ask the class, “How did you do? Did you feel more comfortable after writing your CAR statement? Were you able to use a CAR statement on the fly?” Insert other questions to promote discussion here.
 - A. Offer feedback based on everything you heard and observed throughout.

LESSON F:

TURNING THE TABLES

TIME: 15 MINUTES

LEARNING OUTCOMES

Participants will gain a better understanding of what not to do during a job search and what can change an employer's mind about talking to them.

INSTRUCTIONAL DIRECTION

1. Ask class, "How many of you have conducted interviews as part of your job?"
2. Explain that for many managers, the interviewing process is an additional responsibility along with their normal workload.
3. Tell class participants they will look at several scenarios and evaluate them from a hiring manager's perspective.
4. Break class into groups of three or four participants and assign each group one of the four scenarios.
5. Tell the class to go to the **Turning the Tables** section in the workbook on pages 12-15 and give them five minutes to read and discuss the job seeker's and employer's perspectives. Explain that the questions on each scenario are to facilitate discussion.
6. After three minutes, have one volunteer from each group share their group's thoughts on the employer's perspective for their scenario.
7. Debrief activity by discussing the employer's perspective using the provided instructor key of interviewing scenarios.

Resources Needed

- Workbook
- Writing utensils
- Stopwatch or smart-phone with timer
- Whiteboard or easel with flip chart
- Markers

Modifications

For time constraints and smaller class sizes, class may discuss the first two scenarios as a large group.

Extensions

If time permits and a computer with a projector are available, show Snickers Crisper Internship commercial at https://www.youtube.com/watch?v=nawXG-ma_65w and ask class participants for the employer's perspective.



INTERVIEWING SCENARIO INSTRUCTOR KEY**Scenario #1****Courtesy Call – Sarah**

Sarah has been pursuing a mortgage company for about six months and finally receives a call. Human resources calls and sets up an interview for the following Monday. On Sunday evening, Sarah gets the flu and becomes very ill. She has aches, pains, brain fog, and feels terrible! She is afraid to miss the interview and believes they will not reschedule. It is a panel interview of at least eight, and Sarah has been preparing intensely and feels she is the perfect fit! What should Sarah do?

Group Discussion Questions

- What are Sarah's options?
- Should she go to the interview?
- Should she ask to reschedule?
- What is the employer's perspective?

Employer's Perspective

Sarah should not go to the interview with the flu. She has the potential to infect everyone she comes in contact with. She should call to see if she could reschedule her interview. The employer will respect the professional courtesy of calling in advance and with possible dates that might work for the next interview.

Scenario #2

Overqualified, but Lack of Courtesy – Derrick

Derrick is an experienced corporate trainer. He applies at a company in a different industry. The employer feels that Derrick is a great candidate, but his skills exceed the requirements of the posted position. The employer calls Derrick to find out more about his expectations. During the conversation, the employer spends fifteen minutes sharing information about the position and explains that the salary is substantially less than Derrick's previous position. At the end of the conversation, the employer asked Derrick to consider the position and call back if interested in meeting for an interview. Derrick felt like it was not a good fit and did not follow up with the employer.

Group Discussion Questions

- Should Derrick have followed up?
- What could Derrick have done differently?
- What is the employer's perspective?

Employer's Perspective

Derrick was overqualified for the position and he knew that when submitting his resume. The employer was kind enough to spend fifteen minutes of her time talking to him, and he did not follow up with a thank you email or voice mail. The employer feels that her time was wasted talking to Derrick. It was fifteen minutes of her time that was not spent working with her own employees. Because Derrick did not follow up with a thank you, if he were ever considered for another position with her company, she would not recommend him. At the very least, Derrick lost a very good networking opportunity.

Scenario #3

Stalking the Employer – Daisy

Daisy uses her resources to get the hiring manager's name and contact information. Daisy tries to schedule her own interview by simply calling the hiring manager's phone. She receives a voicemail recording that says, "Thank you for calling me, your call is important to me. I will return your call by 5 p.m. today." Daisy decides to leave a message that will get the hiring manager's attention saying, "I am sorry for missing your call, but I look forward to our interview on Tuesday, please call me back to confirm."

Group Discussion Questions

- Is this a good strategy?
- What dangers lurk?
- What is the employer's perspective?

Employer's Perspective

Employers are busy with their own work loads. If the employer is interested, they will call a candidate for an interview. When the employer realizes the message was a gimmick to get a response, they will most likely be left with a negative impression. Rather than asking the employer to call back, candidate can leave a message stating they will try again at a specific time. While a candidate should be proactive in their job search, some actions may make an employer feel uncomfortable.

Scenario #4

Social Media – Tom

Tom was fired from his last job and was frustrated about his dismissal. So much so, that he logged into his Facebook and Twitter pages and blasted his previous employer. He told the world about his woes, and spent the next six weeks getting drunk and posting pictures to his social media because of his misery. Tom tweets, “My world has just been turned upside down and drinking is the best way to make me feel better!” Fast forward six months, Tom is searching for work, applying for jobs, and going to interviews. He has stopped drinking and posting pictures with his friends. Now he is serious about his job search. He has attended job search classes, has a good resume, and has practiced his interviewing skills. Tom’s job search has been stagnant, but he finally gets a job interview that meets his skill set. During the interview, the employer tells him that he has been looking at his social media.

Group Discussion Questions

- Should Tom address his social media history?
- How can Tom minimize the damage?
- What is the employer’s perspective?

Employer’s Perspective

Tom has made poor choices about what he shares on social media. Social media influences hiring decisions. It is unlikely that Tom will get a second interview; however, with a professional response that briefly addresses the negative content, the employer may reconsider their decision based on his relevant qualifications.

LESSON G:

30-SECOND COMMERCIAL

TIME: 15 MINUTES

Resources Needed

- Workbook
- Writing utensils
- Stopwatch or smart-phone with timer

Modification

For larger groups, pair individuals and provide feedback.

Words to Consider

- Networking
- Professionalism
- Introduction
- Skills
- Accomplishments

LEARNING OUTCOMES

Participants will create, share and practice a 30-Second Commercial.

INSTRUCTIONAL DIRECTION

1. Explain to participants a 30-second commercial is similar to both their summary paragraph from their resume and their response to the request, **“Tell me about yourself.”**
2. Ask the class why we call this a **“30-second commercial.”** Use class responses to guide explanation; 30 seconds is the amount of time the average commercial lasts. Note: some people may refer to this as an “elevator pitch;” they figure you might be able to grab someone’s interest between floors in an elevator with the right quick synopsis of your skills and experiences.
3. Ask participants to stand up and introduce themselves. Tell them you will stop the timer at 30 seconds.
4. Turn to the **30-Second Commercial** template in workbook [on page 16](#).
5. Review the key components of a 30-second commercial:
 - Introduction
 - Target
 - Experience
 - Skills
 - Accomplishments

6. Share this sample of a 30-second commercial:
 - A. Hi, my name is John Smith. I am a bilingual, degreed Respiratory Therapist with over ten years of experience in both hospital and private practice environments. I've worked with patients who range in age from newborns to senior citizens and with those in critical care units to those who have minor respiratory infections. My satisfaction ratings from patients throughout my career have been 98% and above. I would like to apply these skills as a respiratory therapist.
7. Give participants three minutes to write their own 30-second commercial using the template in the workbook.
8. Ask participants to share their 30-second commercial with the class.
 - A. Run a 30-second timer in the background.
 - B. Clap when participant finishes, or at the 30-second mark, (whichever comes first).

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

EXTENSION

Explain to participants that your 30-second commercial should be customized based on the audience.

1. Share an example of a 30-second commercial that has been customized for the following audiences:
 - A. An 80-year-old neighbor:
 - Hi Ms. Jones. I'm currently looking for a job in the Houston Medical Center. If you hear of anything, please let me know.
 - B. Parent at child's school:
 - Hi Mr. Johnson. I am looking for a respiratory therapist job in the Houston Medical Center. I love working with patients of all ages. If you hear of anything, or know anyone who works in that area, would you please let me know?
 - C. Someone in the industry you are trying to enter:
 - Hi, my name is John Smith. I'm a bilingual, degreed respiratory therapist with over ten years of experience in both hospital and private practice environments. I hold both a Texas RCP license and my BLS card. I've worked with patients who range in age from newborns to senior citizens and with those in critical care units to those who have minor respiratory infections. My satisfaction ratings from patients throughout my career have been 98% and above. I would like to apply these skills as a respiratory therapist in the Houston Medical Center.
2. Give participants five minutes to customize their 30-second commercial for each of these audiences.
 - A. Allow three minutes for them to share with a fellow participant and get feedback.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

MODULE 4:
**CLOSING
THE DEAL**

LESSON A:

DIGITAL FOOTPRINT

TIME: 15 MINUTES

LEARNING OUTCOMES

Participants will review the digital footprint of popular figures through the eyes of an employer and use this information to understand how to improve their own social media presence.

INSTRUCTIONAL DIRECTION

1. Ask the class, “What is a digital footprint”? Use the answers gathered from the class to communicate a digital footprint is the information left behind from their social media online activities.
2. Discuss the **Social Media Tips** listed in the workbook on page 1.
 - Posting negative comments about previous employers and posting pictures of alcohol on social media can affect your chances of gaining employment.
 - Review your posting before hitting “enter.”
3. Explain that recruiters and employers are concerned with a job candidate’s internet presence. A survey conducted by Jobvite surveyed hundreds of recruiters about the information shared by individuals via social media. They were asked to share what they viewed as positive or negative and how severely the negative items might offend and/or affect an individual’s chance at employment. (Source: Jobvite Social Recruiting Survey, found at www.jobvite.com) We’ve summarized this information into the **Digital Footprint** section in their workbooks on page 2.
4. Tell the class to turn to the **Social Media Rubric** in their workbooks on page 2 for an activity.

Resources Needed

- Workbook
- Computer
- Projector
- Smartphones or tablets (optional)
- Hard copy of the JJ Watt SWATT team photo from Facebook



Modification

If the internet is not available, be prepared with a hard copy of the JJ Watt SWATT team photo from Facebook.

Words to Consider

- Digital Footprint
- Social Media
- Online Presence

5. View JJ Watt's Facebook page, individually or as a group. Help the class locate the 2012 photo of JJ Watt in SWATT gear with a group of men.
 - A. Ask the class to evaluate JJ Watt's Facebook page using the rubric in the workbook and the SWATT photo.
 - B. Use their input to identify the positives and negatives from the perspective of an employer.
 - C. Using their responses, explain how an employer would view JJ Watt's pictures differently if they were hiring someone to work in their company. For example, an employee dressed in camo armed with a group of commandos is probably not the best fit for a bookkeeper, car salesperson, or teacher without the public recognition of JJ Watt.
6. If time permits, tell the class to turn to the **Digital Footprint** section in their workbooks [on page 1](#).
 - A. Tell the class to pull up their own social media (Facebook, Twitter, and Instagram) and have them review the items they have posted using the rubric in the workbook.
7. Discuss the following tips to improve digital footprint:
 - A. Share more positive information.
 - B. Avoid sharing too much information; especially information that is seen as negative.
 - C. Contribute to professional conversations you are familiar with.
 - D. Proofread your posts.
 - E. Be careful of whom you associate with online.
 - F. You are not only judged by what you post, but also by the posts of "friends."

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

SOCIAL MEDIA RUBRIC

POSITIVE SHARING		NEGATIVE SHARING			
A +2 pts.	B +1 pt.	C -1 pt.	D -2 pts.	E -3 pts.	F -4 pts.
Work experience	Groups, teams, sports & clubs	Politics	Alcohol	Profanity	Drugs
Work-related skills	Volunteering	Religion	Guns	Spelling or grammar errors	Sex
Interpersonal skills	College & career goals	News items	Violence	Negative job or school talk	“Flaming” by name

RATING: IF YOUR SOCIAL MEDIA HAS A TOTAL OF...		ACTION TO TAKE
6 pts. or higher	Your social media presence is spotless.	Keep actively managing your public presence.
3 to 5 pts.	You have some blemishes but also share good news.	Minor cleanup needed.
0 to 2 pts.	While you share good info about yourself, it may be tarnished by some oversharing.	Think before you share.
-1 to -3 pts.	The bad outweighs the good! Your overall perception is most likely negative.	Tip the scales back the other way with some positive sharing.
-4 to -7 pts.	NOT GOOD. You share way too many items that can harm your employment outlook.	Major cleanup needed.
-8 pts. or lower	You share it ALL and it’s rarely good. This is definitely working against you.	Do over!

LESSON B:

NETWORKING BINGO

TIME: 20 MINUTES

Resources Needed

- Workbook
- Writing utensils
- Stopwatch or smart-phone with timer

Modification

Allow participants only one signature from another participant, even if they have multiple things in common.

Extension

Give participants a set amount of time to explore their social media sites and record the names of people they find that match the BINGO grid topics.

Words to Consider

- Networking
- Targeted

LEARNING OUTCOMES

Participants will learn how to build a network of job search contacts based on common interests, skills or experiences.

INSTRUCTIONAL DIRECTION

1. Tell the class they are going to do a practice round of networking by playing BINGO!
 - A. Have participants turn to the **Networking BINGO** section of their workbooks [on page 4](#).
 - B. Explain that for this activity you are going to network with other participants in the room based on the items on the sheet. The goal is to connect with someone in the room who has the same answer in a square as you do. The first step is for you to write your answers.
 - C. Complete the “Me” line for each square on the BINGO grid. Allow three minutes.
 - D. Now you are going to connect with other participants to get the name of a person in the room who has the same or similar answer as you in each box. When you are connecting, introduce yourself with your name and target occupation. The first person to get a name in all twelve boxes wins. Are there any questions?
 - E. Allow three to five minutes for the group to complete the activity. Give occasional reminders of time remaining.

2. Ask participants two or three of the following questions:
 - A. Who received the most signatures?
 - B. What was the easiest match to find?
 - C. What was the most difficult match to find?
 - D. Were there missed networking opportunities?
 - E. Were all of the BINGO items work-related?
 - F. How could these topics have an impact on a job search?
3. Ask a few questions to highlight the connections made with others in the class that were likely unknown before the BINGO activity.
 - A. How could people who share your interests help you network and make good career choices?
 - B. Who would be the most beneficial connection on your grid? Why?
 - C. How might a “fun” connection like a hobby or favorite sport help in your career development?
 - D. Can social media, like Instagram or Snapchat help us network? If so, how? Can it hurt our networking opportunities?
4. Explain the importance of networking in job search. Most jobs are not advertised externally.
 - A. Ask the participants to share how they go about finding someone to fix their car, or another task that they would need to pay for? Use their responses to point out that people will ask their friends or coworkers for a recommendation if they are looking for a reliable automotive mechanic or doctor.
 - B. Tell participants that many jobs are not posted externally before they are filled. A 2016 LinkedIn survey showed that 85% of people found their job through networking. (Source: www.linkedin.com/pulse/new-survey-reveals-85-all-jobs-filled-via-networking-lou-adler) This survey shows results that are similar to those reported for decades. Networking outweighs applying directly for a job by a factor of 3:1.

A 2016 LinkedIn survey showed that 85% of people found their job through networking.

Networking outweighs applying directly for a job by a factor of 3:1.

- C.** Ask the participants what activity takes up the most of their job search time. Use their answers to point out that many job seekers spend the majority of their time with activities other than networking. Emphasize to the class that **if the majority of jobs are filled through networking, where do they want to spend the majority of their job search efforts?**
- D.** Share with the class the **Networking Example** in their workbooks on page 5.

I owe every job I've ever had to networking. In fact, my current role is the end result of a relationship that began with a business meeting in suburban Atlanta in 2001 with the current Chairman of the NYSE, Jeff Sprecher.

When I walked out of that meeting in 2001, I made a conscious decision to find reasons and ways to stay in touch with Jeff. At the time, Jeff was the founder and CEO of a fledgling commodity-trading marketplace and there wasn't necessarily an obvious benefit that I would receive from continuing my relationship with him; however, networking is about collecting relationships with interesting or influential people irrespective of the immediate benefit of these relationships.

As it would happen, five years later, Jeff's no-longer-fledgling business acquired the New York Board of Trade and he asked me to serve as President of this newly acquired business. Seven years after that, Jeff asked me to lead the New York Stock Exchange.

If I had not spent five years after that first Atlanta meeting staying in touch with Jeff, through emails and phone calls, there is no way he would have considered me for president.

Tom Farley – Fortune Magazine, July 7, 2015

DEBRIEF

Briefly summarize, pointing out that the purpose of the activity is to practice networking, identifying similar points of interest, and using information to make “real-life” connections.

LESSON C:

LASTING IMPRESSIONS

TIME: 30 MINUTES

LEARNING OUTCOMES

Participants will rehearse memorable closing interview statements and create sample thank you letters.

INSTRUCTIONAL DIRECTION

1. Tell participants that you want to discuss how to make a LASTING impression on the interviewer(s). Your last impression begins with your first impression (Reference **First Impressions Tips** in the workbook [on page 7](#)).
 - Be friendly with the receptionist.
 - Remember and repeat names to interviewer(s).
 - Collect business cards from interviewer(s).
 - Have a firm handshake.
 - Make eye contact.
 - Show appreciation.
 - Express interest in the job.
 - Ask for a decision date.

Source: <https://www.forbes.com/sites/carolkinseygoman/2015/05/08/why-first-impressions-stick-and-what-you-can-do-about-it/#77883d744f5e>

Resources Needed

- Workbook
- Writing utensils
- Whiteboard or easel with flip chart
- Markers

Words to Consider

- Skill Set
- Abilities
- Etiquette

2. Explain to the class that at the end of an interview, the interviewer(s) will typically ask if you have questions for them. Ask the class, **“What are some good questions to ask at the end of an interview?”** Write class responses on whiteboard. Using their responses, incorporate the questions below:
 - A. Ask a question about something you identified from researching the company. For example, “I noticed you are a major United Way contributor. Is this an effort all employees participate in?”
 - B. What will be the biggest challenge for the person filling this position?
 - C. What would other employees say is the best part about working here?
 - D. When do you plan to make a decision?
3. Ask the class, **“What are some questions you should not ask?”** Write class responses on the whiteboard. Using their responses, incorporate the questions below:
 - A. How much does this job pay? Why? – You don’t want someone to negotiate your worth until they have decided to hire you.
 - B. Will I have to take a drug test?
4. Share with the class that a positive lasting impression can be influenced by how you finish the interview. Your opportunity to provide a closing statement is when the employer asks if there are any questions. After one or two well-constructed questions are asked to the interviewer, summarize why you are a good match for the position and use information provided from the employer to highlight the match.
 - A. Refer the class to the **Closing Statement Example and Tip** in the workbook [on page 8](#) and review together.

After talking to you today, I'm even more convinced that this position provides the kind of challenge I'm looking for. You have shared that you are looking for:

- Three years of customer service experience
- Familiarity with CRM systems and practices
- Track record of overachieving
- High school/Some college

I offer/have

- Five years customer service experience
- Two years working with Customer Insight System
- Two awards for surpassing call intake volume
- Associate Degree in Liberal Arts

Based on what you are looking for, we are a good match and I am very interested in working for your company. Thank you for taking the time to meet with me today. I appreciate the opportunity and I look forward to hearing from you.

- B.** After reviewing the example, give the class three minutes to fill in the **Closing Statement Template** on the top page 9 of the workbook, or they can use the space provided at the bottom of the page to create their own closing statement. Ask for volunteers to share their statements with the class.

5. Explain to the class that another way of leaving a lasting impression and closing the deal is to send a thank you. Thank you notes or emails will reinforce your name and keep it in front of the decision-maker.
 - A. Refer the class to the **Thank You Note Example and Tips** in the workbook on page 10. Tell the class that a thank you should be sent within 24 hours of the interview.

Dear Ms. Landry,

Thank you for taking the time to meet with me on Wednesday. I am excited about the opportunity to work at the Dragonfly Inn!

I was thinking about what Michel said regarding customer feedback on your social media channels. In my last role as Guest Relations Manager, I found that personally responding to comments on social media resulted in an overall increase in repeat customers.

I also wanted to say that you were right about the coffee at Luke's. I stopped by on my way home. Delicious!

I will contact you next Thursday afternoon to see if you have any additional questions.

Best regards,
Job Applicant

- B. Give the class three minutes to create a thank you note in the space provided on page 11 of the workbook. They can use the template in the workbook or create their own. If they have not recently been interviewed, suggest they thank a networking contact instead.

DEBRIEF

In concluding this activity, restate that a closing statement at the end of the interview and a thank you note or email after the interview are key ways to leave a positive lasting impression.

LESSON D:

NEGOTIATIONS

TIME: 5 MINUTES

LEARNING OUTCOMES

Participants will learn about negotiating salary and benefits and responding to an offer.

INSTRUCTIONAL DIRECTION

1. Have participants turn to the **Negotiations** section in the workbook on [page 12](#) and review the negotiation fact with the class: “Your time to get a raise, and to get more money, is when you’re switching jobs,” says Alexandra Levit, co-author of “Mom.B.A.: Essential Business Advice from One Generation to the Next.” You have more power as someone who’s just been offered a new role than you will as a current employee. Source: U.S. News & World Reports – October 4, 2017
2. Review the **Negotiating Salary and Benefits** tips for receiving, preparing and responding to an offer in the workbook on [page 13](#).

A. Receiving the Offer

- Be professional.
- Thank the employer and let them know you are pleased to receive their offer.
- Listen attentively and clarify all components of the offer.
 - Salary, work location, start date, work schedule, probationary period, vacation time, insurance, relocation expenses, bonuses, performance review schedule, merit increases, tool/uniform allowance, etc.
- Suggest a reasonable timeframe for providing your response.
 - Typically no more than a few days

Resources Needed

- Workbook

Words to Consider

- Negotiate
- Offer
- Priorities

Your time to get a raise, and to get more money, is when you’re switching jobs.

You have more power as someone who’s just been offered a new role than you will as a current employee.

B. Preparing to Respond to the Offer

- Do your research on the company, position, competitors, industry, growth potential, salary ranges, etc.
- Determine your minimum acceptable salary.
- Know your value; have accomplishment statements ready that quantify how your skills and experience are of benefit in the position.
- Keep in mind your career and family goals, as well as your values and beliefs.
 - What are your priorities: salary, vacation time, having a flexible schedule, having affordable health insurance, having job security, the potential for advancement?

C. Responding to the Offer

- Be flexible, willing to negotiate, and ready to make this a win-win situation.
- Ask for all concessions at the same time.
- Focus on the total package.
- Do not enter into negotiations unless there is a good chance of you accepting the offer. If accepting the offer is not the right choice for you, be honest.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON E:

LINKEDIN BINGO

TIME: 20 MINUTES

LEARNING OUTCOMES

Participants will learn new ways to build a network of LinkedIn contacts.

INSTRUCTIONAL DIRECTION

1. Tell the class that in Module 2, Lesson D, Your Online Job Search, participants learned about online tools for networking and job search. One of the tools mentioned was LinkedIn.
 - A. Review with the class that LinkedIn is a social network for anybody interested in new opportunities, growing their careers and connecting with others. All sorts of jobs listings are posted on LinkedIn and LinkedIn will recommend specific jobs to you based on your current information, including your location and optional job preferences that you can fill out to get better-tailored job listings.
2. Explain the importance of having an updated LinkedIn profile:
 - A. A LinkedIn account must be created to make connections and participate in industry discussions and groups. If someone does not have a LinkedIn profile, they only have access to viewing profiles.
 - B. Use LinkedIn for professional networking; not personal interests.
 - C. When building your network of contacts, customize the invitations you send out.
 - Send invitations to potential contacts who will benefit from connecting with you.
 - Do not send invitations to connect with people you have not met in person, random contacts, individuals you may share a negative past relationship, or people with whom you have nothing in common.

Resources Needed

- Workbook
- Computer
- Projector
- Smartphones or tablets (optional)

Words to Consider

- Views
- Searches
- Profile
- Messaging
- Connect

Modification

If participants are without smartphones or access to the internet, display a demo LinkedIn account and help class complete LinkedIn BINGO grid on page 14 in their workbooks.

- Too many denials of sent invitations can result in your placement in “LinkedIn Jail” (a probationary period where one loses rights to send invitations).
 - Avoid being labeled as a “stalker.”
3. Briefly navigate through your LinkedIn profile in front of the class with the projector. Explain that in this activity, participants will be given the opportunity to explore items within the LinkedIn profile page.
 4. Have participants with active LinkedIn profiles log in to www.linkedin.com. Participants who want to participate but do not already have a LinkedIn profile can work on creating a profile during the class.
 5. Tell the class to turn to **LinkedIn BINGO** in their workbooks on page 14.
 6. Explain that in this BINGO activity, to complete a box, the participant must write the name of a person, company, event or article they have found navigating through LinkedIn.
 7. Give the class ten minutes to use LinkedIn to find and write the response to as many boxes as they can.
 8. After ten minutes, ask class if any participants have completed the BINGO. If no participants complete the sheet, ask if any participants completed fifteen boxes? Ask again by lowering the numerical expectation each time.
 9. Conclude by asking participants the following questions:
 - A. Who found a person they forgot existed?
 - B. Who found an event in this area?
 - C. Who are other people you may try to contact?
 - D. Does anyone have anything they would like to add?
 - E. How could these connections be useful in a job search?”

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

LESSON F:

30-SECOND COMMERCIAL

TIME: 15 MINUTES

LEARNING OUTCOMES

Participants will create, share and practice a 30-Second Commercial.

INSTRUCTIONAL DIRECTION

1. Explain to participants a 30-second commercial is similar to both their summary paragraph from their resume and their response to the request, **“Tell me about yourself.”**
2. Ask the class why we call this a **“30-second commercial.”** Use class responses to guide explanation; 30 seconds is the amount of time the average commercial lasts. Note: some people may refer to this as an “elevator pitch”; they figure you might be able to grab someone’s interest between floors in an elevator with the right quick synopsis of your skills and experiences.
3. Ask participants to stand up and introduce themselves. Tell them you will stop the timer at 30 seconds.
4. Turn to the **30-Second Commercial** template in workbook [on page 15](#).
5. Review the key components of a 30-second commercial:
 - Introduction
 - Target
 - Experience
 - Skills
 - Accomplishments

Resources Needed

- Workbook
- Writing utensils
- Stopwatch or smart-phone with timer

Modification

For larger groups, pair individuals and provide feedback.

Words to Consider

- Networking
- Professionalism
- Introduction
- Skills
- Accomplishments

6. Share this sample of a 30-second commercial:
 - A. Hi, my name is John Smith. I am a bilingual, degreed respiratory therapist with over ten years of experience in both hospital and private practice environments. I've worked with patients who range in age from newborns to senior citizens and with those in critical care units to those who have minor respiratory infections. My satisfaction ratings from patients throughout my career have been 98% and above. I would like to apply these skills as a respiratory therapist.
7. Give participants three minutes to write their own 30-second commercial using the template in the workbook.
8. Ask participants to share their 30-second commercial with the class.
 - A. Run a 30-second timer in the background.
 - B. Clap when participant finishes, or at the 30-second mark, (whichever comes first).

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.

EXTENSION

Explain to participants that your 30-second commercial should be customized based on the audience.

1. Share an example of a 30-second commercial that has been customized for the following audiences:

A. An 80-year-old neighbor:

- Hi Ms. Jones. I'm currently looking for a job in the Houston Medical Center. If you hear of anything, please let me know.

B. Parent at child's school:

- Hi Mr. Johnson. I am looking for a respiratory therapist job in the Houston Medical Center. I love working with patients of all ages. If you hear of anything, or know anyone who works in that area, would you please let me know?

C. Someone in the industry you are trying to enter:

- Hi, my name is John Smith. I'm a bilingual, degreed respiratory therapist with over ten years of experience in both hospital and private practice environments. I hold both a Texas RCP license and my BLS card. I've worked with patients who range in age from newborns to senior citizens and with those in critical care units to those who have minor respiratory infections. My satisfaction ratings from patients throughout my career have been 98% and above. I would like to apply these skills as a respiratory therapist in the Houston Medical Center.

2. Give participants five minutes to customize their 30-second commercial for each of these audiences.

A. Allow three minutes for them to share with a fellow participant and get feedback.

DEBRIEF

Take one or two minutes to briefly review the activity and ensure participant understanding.



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