Gifted Program Services
Hire Me! Skills for Career and Internship Success
Course Manual
“Hire Me!” is a career education course created by the Talented and Gifted Program, a division of the Advanced Studies Department of Fulton County Public Schools. This course is in alignment with Georgia gifted education standards and also serves as a direct contributor to our system wide goals of 100% Career Readiness.

This course is intended to serve three purposes:
1) To encourage student exploration of career fields and personal career interests and aptitudes.
2) To educate and introduce students to job search tools and techniques that they can utilize in future employment opportunities.
3) To serve as a prerequisite and a screening process for the Gifted Internship Program. Successful completion of this course and Hire Me teacher recommendation are required to be considered for the Gifted Internship Program.

This course is designed to fit the time frame of a traditional gifted seminar model. The activities and knowledge presented in this course should be able to be taught within fourteen in-class hours with additional homework time. It is strongly encouraged that the Hire Me teacher meets with students in person for the entire fourteen hours spread out over multiple occasions. The Hire Me teacher should get to know the students well and hold them responsible for their assignments, attendance, and budding professionalism. By the end of the course, the Hire Me teacher will decide whether the student is an appropriate internship candidate.

The topics, objectives, products, and activities presented on the next two pages should be considered compulsory. The lesson plans and resources provided after are optional. It will be left up to the discretion of the individual Hire Me teachers how the curriculum is taught.
Essential Topics and Objectives:

1) Résumé Composition (1 page)
   ✓ Students will create a professional, one-page, entry-level résumé.
   ✓ Students’ résumés will include:
     1- Contact Information
     2- Objective
     3- Education
     4- Qualifications, Awards, Leadership Experience, Skills, and Experience

2) Cover Letter Composition (Traditional and Email)
   ✓ Students will create a formal, professional, business cover letter.
   ✓ Students will create a condensed email version of the cover letter.
   ✓ Students’ Formal and Email Business Cover Letters will include:
     1- Paragraph #1- Objective/Intent
     2- Paragraph #2- Qualifications and Skills Specifically Tied to Career Area and/or Career Internship Site
     3- Paragraph #3- Conclusion
     4- Appropriate Contact Information (both the students’ and the audience of the letter or email), Greetings and Salutations, Date, and Signature

3) Thank You Letter Composition (Handwritten and Email)
   ✓ Students will demonstrate proficiency in writing a personalized letter thanking a business professional for a specific experience.
   ✓ Students will demonstrate proficiency in formatting and addressing a formal business correspondence, including an envelope.
   ✓ Students will demonstrate proficiency in condensing their thank you letter into an electronic format.

4) Reference List Composition and Networking with Professionals
   ✓ Students will identify 3 to 5 potential candidates for a reference list.
   ✓ Students will justify and prioritize their list of references.
   ✓ Students will respectfully request permission of each of the reference candidates on their list.
   ✓ Students will create a verifiable reference list including the students contact information, same format as résumé.
   ✓ Students will learn the importance of networking with professionals.

5) Interview and Business Dress
   ✓ Students will be exposed to appropriate dress standards for the following career situations:
     1- Interviews and Business Formal Occasions
     2- Business Casual Work Atmospheres
     3- Internships (Age, Gender, and Career Appropriate)
   ✓ Students will demonstrate interview dress standards, during which they will be critiqued by their teacher and/or peers, and in the case of peer evaluation, critique others on their interview dress in turn.

6) Interview Skills
   ✓ Students will know appropriate items to bring with when on an interview. (Multiple copies of résumé, cover letter addressed and tailored to interviewee, and reference list. Something to take notes with and on, paper and pen suggested for interns. A calendar including important events, i.e. school holidays. Something to hold all before mentioned items, i.e. folder or leather portfolio.)
   ✓ Students will be exposed to general interview questions and practice possible answers to these questions.
   ✓ Students will learn the importance of grooming, attentiveness, mannerisms, and body posture during an interview.
   ✓ Students will have completed at least one mock interview with a classroom peer, teacher, and/or business professional.
7) Career Field Exploration
✓ Students will complete a personality indicator to identify individual traits that may be beneficial in identifying a potential career.
✓ Students will complete a career inventory to assist in determining a career path field or fields.
✓ Students will research identified career fields.
✓ Students will prepare and present individual research highlighting their chosen career path or paths.

8) Career Site Research (Internship and Future Employment Aspirations)
✓ Students will research specific, local sites related to the career path field.
✓ Students will research local, national, and international companies, organizations, etc. that would represent the students’ “dream jobs.”

9) Internship and Career Expectations
✓ Students will understand that they are representatives of their schools as well as Fulton County Public Schools. Thus, exemplary behavior in school and at the internship site is expected at all times.
✓ Students will be introduced to their TAG Career Advisor and possibly current or former TAG Interns. During their visit, TAG Career Advisors will discuss internship parameters, protocol, expectations, etc.
✓ Students will be introduced to the topic of business ethics and positive, growth-oriented employee behaviors.

10) Professional Communication and Digital Identity
✓ Students will understand that they have an identity which is related to how you look, what you do, and what you say while using internet and/or cellular service.
✓ Students will understand that managing your online identity is critical to your reputation.
✓ The students will anticipate and address potential biases and expectations in communication with others.
✓ The student will understand and employ appropriate diction and register as needed in written and verbal communication.
✓ Students will establish and maintain appropriate communication channels (including, but not limited to an email account with a professional email address and a voice mail box with a professional or default greeting) and answer inquiries within a timely fashion.

Essential Products and Activities:
1) One Page Résumé
2) Formal and Electronic Cover Letter
3) Formal Reference List
4) Formal and Electronic Thank You Letter
5) Career Field Research (The product can vary, but an oral presentation is encouraged. Students should properly site outside knowledge.)
6) Site Research (This should be typed and printed. Student should bring this to the pre-internship interview with their TAG Career Advisor.)
7) Mock Interview and Business Dress Opportunity
8) Guest Visit from TAG Career Advisor (and, if possible, current or previous interns)

“Success is a peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming.” – John Wooden
Hire Me!- Skills for Career and Internship Success

Essential Topics and

Fulton County Gifted Standards Alignment

1) **Résumé Composition (1 page)** – 
   Advanced Communication Skills 1 - The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.
   Advanced Communication Skills 2 - The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.

2) **Cover Letter Composition (Traditional and Email)** – 
   Advanced Communication Skills 3 - The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.
   Higher Order Critical Thinking Skills 11 - The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences. The student draws conclusions based upon relevant information while discarding irrelevant information.

3) **Thank You Letter Composition (Handwritten and Email)** 
   Advanced Communication Skills 2 - The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.

4) **Reference List and Networking with Professionals** 
   Advanced Research Skills 1 - The student uses a variety of print and non-print resources to investigate a topic of interest.
   Creative Problem Solving 2 - The student designs, applies, evaluates, and adapts a variety of innovative strategies to when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution).

5) **Interview and Business Dress** 
   Advanced Communication Skills 2 - The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.
   Creative Problem Solving 8 - The student tolerates ambiguity when solving problems.

6) **Interview Skills** 
   Advanced Communication Skills 5 - The student applies interviewing techniques for a variety of purposes.
   Higher Order Critical Thinking Skills 1 - The student asks probing, insightful, and relevant questions.

7) **Career Field Exploration** 
   Advanced Research Skills 1 - The student uses a variety of print and non-print resources to investigate a topic of interest.
   Advanced Research Skills 2 - The student formulates original and appropriate questions to test the limits of an existing body of knowledge.
   Higher Order Critical Thinking Skills 11 - The student draws conclusions based upon relevant information while discarding irrelevant information.
   Higher Order / Critical Thinking Skills 14 - The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study.
   Creative Problem Solving 8 - The student tolerates ambiguity when solving problems.

8) **Career Site Research (Internship and Future Employment Aspirations)**- 
   Advanced Research Skills 2 - The student formulates original and appropriate questions to test the limits of an existing body of knowledge.
   Advanced Research Skills 6 - The student develops and uses systematic procedures for recording and organizing information.
   Higher Order Critical Thinking Skills 11 - The student draws conclusions based upon relevant information while discarding irrelevant information.
   Higher Order / Critical Thinking Skills 14 - The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study.
   Creative Problem Solving 8 - The student tolerates ambiguity when solving problems.
9) **Internship and Career Expectations**-
Advanced Communication Skills 2 - The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.
Higher Order / Critical Thinking Skills 14 - The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study.
Creative Problem Solving 5 - The student develops original ideas, presentations, or products through synthesis and evaluation.

10) **Professional Communication and Digital Identity**-
Advanced Communication Skills 2 - The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.
Advanced Communication Skills 4 - The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.
Higher Order / Critical Thinking Skills 14 - The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study.
Creative Problem Solving 4 - The student demonstrates skills in fluency and flexibility to solve problems or create new products.
Creative Problem Solving 5 - The student develops original ideas, presentations, or products through synthesis and evaluation.
Topic #1 Résumé Composition Lesson

OBJECTIVE:
Upon successful completion, students will be able to create a complete resume representing their skills, experience, and educational background.

CAREER PREPARATION LEARNING RESULTS MET OR PARTIALLY MET:
1. Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
2. Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.
3. Demonstrate job-seeking skills.
4. Assess personal, educational, and career skills that are transferable among various jobs.

SKILLS UTILIZED:
Listening, English grammar and composition, business etiquette, keyboarding, editing

NECESSARY SUPPLIES:
2. Sample Resume and Fill in the Blank Resume Form, if desired.

TIME REQUIRED:
Five minutes at the end of one class to assign the Resume Worksheet followed by one 45-minute class to discuss resume structure and formatting. A follow-up class allows students to peer review other resumes.

LESSON PROCEDURE:
1. Instruct students to complete the Resume Worksheet. (Note: You may want to assign this during the previous class so that students can gather the necessary information.)
2. Ask students if they know what a resume is and how one is used. If some students know what a resume is, follow-up by seeing what they think should and should not include on a good resume.
3. Hand out Creating the Effective Resume and Resume Tips and Suggestions to students. Walk students through these guides, making sure that all of the important points are highlighted.
4. At this point, students should be able to start transferring information from their worksheet into a resume. Stress that content is more important than format. Formatting can come later.
5. Hand out the Action Verbs to Strengthen Your Resume and Transferable Skills as students begin describing their work experiences in their resume. This is typically the most difficult part of the resume. People tend to think that a job title tells it all. Ask them why they think action words are good for a resume. It would be helpful for you to suggest descriptions utilizing strong action verbs reflecting your job as a teacher. Possibilities include:
   - Developed and taught activity based, cooperative learning units.
   - Participated in team teaching lessons with other faculty.
   - Evaluated school progress toward meeting the Learning Results.
6. Point out that students have developed many skills from coursework, extracurricular activities and their total life experiences that can be applicable when completing a resume. Refer to the list of Internet sites on the handout.

ASSIGNMENT:
Students will create a draft copy of a resume aimed at a career of interest.

SUGGESTED FOLLOW-UP: Students could conduct a peer review of their draft resumes. Good resumes often borrow ideas from other resumes.
Résumé Worksheet:

PERSONAL INFORMATION:
Full Name: 
Address: 
Telephone Number: 
Email Address: 

OBJECTIVE STATEMENT

EDUCATIONAL BACKGROUND
School Name: 
School Address: 
Course of Study (Honors, Tech Prep, etc.): 
Dates of Attendance: 
Degree/Diploma Received or Grade Level Completed: 
Extracurricular Activities (teams, clubs, volunteer work, etc.): 

Honors and Awards Received:

Leadership Roles:

Computer Skills (hardware and software you can use):

Specialized Skills (foreign language spoken, auto repair, etc.)

WORK EXPERIENCE (List Most Recent Position First)
Employer: 
Dates Employed: 
Address: 
Telephone Number: 
Position Held: 
Supervisor’s Name: 
Supervisor’s Title: 
Duties and Responsibilities:
1. 
2. 
3. 
Reason for leaving:
(Repeat if necessary)
CREATING THE EFFECTIVE RESUME

What is a Resume? A resume is a one page summary of your skills, education, and experience. The resume acts much like an advertisement for a company trying to sell something. The resume is your advertisement. Just as a sneaker company spends countless hours (and millions of dollars) designing their latest advertising campaign, you too must spend a good deal of time creating, proofreading, editing, and perfecting your resume. A resume is one of the most important pieces of writing you will ever create. A solid resume is the key that will open the door to good jobs. Don’t cheat yourself...work hard on it.

How long do employers typically look at a resume? A. Less than 30 seconds
B. 3 Minutes
C. 1 Minute
If you answered “A”, you are correct. Employers often receive hundreds of resumes for a single position. They do not have time to pour over every word on each one. This increases the importance of the smallest details.

What should be included in a resume? Not all resumes are the same, but there are some common elements that they all should include. The necessary elements are:
Heading - Your heading should include the essential personal information. Your formal name (not nickname) should appear at the top and it should stand out above all else on the paper. You want them to remember who you are in less than 30 seconds. Also include your address (both permanent and temporary) and phone number. If you use email, include your email address.
Objective - (Also called “Career Objective”) Employers often say this is the most important part of a resume. It is generally a one sentence explanation of the type of job you are seeking. Your objective should be fairly specific. If you are applying for different types of jobs, change your objective to match each type of job. If you are uncertain about the specific positions available, note your areas of interest.
Education - As students, this should be your next section of information. If you are in college, you only need to include college because it is assumed that you have graduated from high school. For the same reason, high school students should not include information from junior high/middle school. You should specify the dates of attendance or graduation (or expected graduation). As a college student, include your major and the degree you expect to receive. Some people include education-related honors in this section. If your education is particularly relevant to a job, you may want to include a section titled “Relevant Courses.” In this category, you can list classes that might contribute to your employability.
Experience - (Also called “Work Experience” or “Employment Experience”) In this section, you should include previous employers, their locations, your dates of employment, and your job title. You may have to create a job title if you did not have one. You should include at least two one-line descriptions of what your job duties and responsibilities were. You can not assume that the job title explains what you did to all readers. Use action verbs to start each of these descriptions. Do not use “I” in descriptions.
Activities - Employers like to see people who have been involved in school or community activities. In this section, list special activities you participated in (prom committee) and organizations you joined (drama club, baseball team, etc.). Include the years in which you participated. Be aware, however, that some employers may eventually view this information as irrelevant. As high school students, this should not be a concern.
Summary of Skills - Some people use this section to include special skills or talents that are not

(Continued on next page)
included elsewhere on the resume, but would be relevant to the employer. Some possibilities are:

- CPR and First Aid Certified
- Fluent in French

**How do I set up a resume?** Your resume should be divided into distinct sections. Headings should stand out as boldfaced, larger text. Employers tend to have certain headings that interest them most. Make it easy for them to find them. Here are some suggested headers:

**Major Headers** (to be used in almost all resumes): Objective, Education, Employment History/Work Experience, School Activities.

**Minor Headers** (to be used if appropriate): Computer Experience, Associations, Certifications, Community Activities, Highlights of Qualifications, Honors/Awards, Interests and Hobbies, Projects, Relevant Courses, Summary of Qualifications, Volunteer Experience.

**Should items be arranged in any particular order?** Yes! You want your resume to be coherently organized. There are two distinct types of resumes. Most young people utilize a **Chronological Format**. The chronological style is exactly what it sounds like: It follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format that you would most likely use if you are new to the workforce and have limited experience. Frequent job changes and work instability show up dramatically with this format. For someone who has held many jobs, the **Functional Format** is more useful. A functional resume is created without employment dates or company names. This format concentrates on skills and responsibilities and is more likely to be used after you have developed your career skills and have accomplishments to your credit.

**Should I place Education above Experience or vice versa?** Most high school and college students include the Education section directly after the objective. However, if you have experience that relates directly to the job you are applying for, you should place the Experience section above Education.

**How important is the format?** The importance of the format lies in its consistency. There is no one best resume format. Remember to stick to one format. It shows off your organizational abilities.

**Should I use complete sentences when describing jobs?** Not usually. Use action phrases instead. Leave out unnecessary words. Try to match your skills and experience with the employer's needs.

**Do the looks of a resume matter?** Absolutely! When sending a resume to an employer or college, don’t skimp. Use white or off-white professional weight paper and black ink. Avoid using colored paper or fancy graphics in your resume unless the job you are applying for is in a career area that might stress this type of formatting (art, graphic design, advertising, etc.) Always print resumes using a quality laser printer.
RESUME TIPS AND SUGGESTIONS

1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald’s arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.

2. Make sure your resume is PERFECT! It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.

3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.

4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.

5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.

6. Present your job objective in a manner that relates both to the company and the job description.

7. Sell yourself! Create a good first impression by highlighting skills and abilities appropriate to the position. If you don’t sell yourself, your resume will stay in the pile with all of the others. Separate yourself!

8. Tell the truth and nothing but the truth! Employers will pick up on “little” white lies when they interview you.

9. Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use “I.” Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities:

- accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate; direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others)

For more action verbs, refer to the list of Action Verbs to Strengthen Your Vocabulary.

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<td>ISSUE</td>
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Resume Checklist
For Parents AND Students

Parents,

Please look over your child’s resume and help them improve it. Look for any missing information—you know your child’s accomplishments best. I am listing below the same suggestions I gave your student. Can you suggest anyway to make it more professional? Our goal? It should be perfect enough to use in their internship search!

Thank you!

Why Complete a Resume Now?

1. Necessary for internship interview
2. Keep up with your awards and activities, otherwise you may forget!
3. Helpful for the recommendation letter writers.
4. Be ready for college and/or job applications.

Content suggestions:

— Name
— Address (don’t abbreviate)
— Phone number(s) with area code
— E-mail address (if appropriate)
— Goal Statement (type of internship and when. Be as specific as possible.)
— Education and school(s)
  - Milton High School
  - Relevant courses/honor classes
  - National Blue Ribbon School of Excellence (optional)
  - GPA and scale (if good)
  - Test scores and scale (if good)
— Skills or talents that are relevant to the career request
  - Certifications such as babysitting, AED, first aid, lifeguard, etc. if applicable
— Summer programs relevant to career area
— Computer skills—list specific software and proficiency
— Work/volunteer experience
  - List location, duties, skills or responsibilities
  - Qualifications which show you can do something.
  - Jobs that you have held which show you are responsible.
  - (You can even list babysitting, lawn care or working for relatives IF that is all you have.)
— Community involvement
  - Boy Scouts/Girl Scouts, etc.
  - Youth group, etc.
  - Religious
— Activities/extracurricular
  - In/out of school
  - Clubs, organizations, teams, sports, performing groups
— Honors and awards
— Offices held/leadership positions
— World language—define level of proficiency
— Talented and Gifted—seminars, independent projects, etc.
--- Hobbies and interests—at the bottom. Nothing silly.

References

--- Should be on a separate matching page.
--- Ask permission and ask if they will give you a "favorable reference".
--- Include their first and last name, relationship and business name, phone number and address.
--- Do not list family members or friends.

Letterhead

--- Will be used for cover letters and thank you letters.
--- Format should match the resume and reference pages.
# Parent Checklist

<table>
<thead>
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<td>Most recent information listed first</td>
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<td>Everything spelled out. NO abbreviations.</td>
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<td>Use phrases. Avoid long sentences and paragraphs.</td>
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<td>Explain when necessary.</td>
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<td>Specific info included (dates, skills, etc.)</td>
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<td>Action words! (to explain skills/responsibilities)</td>
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**Overall**
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<th><strong>Does this resume reflect your child’s best work?</strong></th>
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<td>Is it professional?</td>
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<td>Is this resume perfect?</td>
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<tr>
<td>(Could your child send this resume with a college application or turn it in with a job application?)</td>
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**REFERENCES**

- Separate sheet, should match resume
- Name, relationship, business, phone, email, address
- Three to five contacts

**LETTERHEAD**

- Should match resume page and reference page

**Comments/suggestions:**

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Parent Name ____________________________ Parent Signature ____________________________ Date ____________________________
Topic #2 Cover Letter Composition

Subject/Course:
Hire Me! Skills for Career and Internship Success

Topic:
Business Cover Letter

Lesson Title:
How to write a Business Cover Letter

Lesson Objectives:
Students will write a personalized business cover letter to an organization where they hope to intern.

Summary of Tasks / Actions:
Ask students to recall a letter or note of any kind they have written, perhaps to grandparents for a gift. As they share, write components of those letters on the board. Prompt them for details such as a salutation and closing. Attempt to get as many components as possible that will be found on a business cover letter (i.e. date, first paragraph which is general, second paragraph more detailed, closing paragraph, closing, signature, etc.) Once the “letter” is constructed on the board, ask them to brainstorm additional information that is necessary for a business letter. Prompt them to think about who is writing the letter (letterhead information) and to whom the letter must be addressed. Be sure to mention that both the contact’s full name and the organization name, along with the address, must be included. Discuss how the salutation is formatted (Dear Mr. Jones, Dear Ms. Smith, etc.) and how it differs from the full name in the address. Brainstorm what an applicant might want to say and why. Prompt them to reflect on the résumé and the fact that activities and accomplishments are not developed. Come up with an example of an activity or accomplishment that relates to an internship opportunity and develop it, personalizing how it will be of value to the potential internship employer. Point out that the date is always the date of the interview, and that “th” is never used (August 12th, 2014.) Discuss how a closing for a business letter is formal, and the sender’s name typed leaving space above it for a signature. Give students the Sample Cover Letter which outlines all the components and explains what each section should include. If you have copies of current or past interns’ cover letters, give them those samples, as well. Ask them to review what they like in each student letter and how they may adapt it for their own use.

Materials / Equipment:
Copy of Sample Cover Letter for each student.
Copies of current/past students’ cover letters
Whiteboard/dry erase markers

Take Home Tasks:
Students will write their own business cover letter to a potential internship site. If need be, they can create a contact name.
Date (i.e. April 1, 2010) [Note: The date is its own “paragraph.”]

Mr. John D. Smith
Power Nap Company
123 Sleepytime Street
Cat Lane, NY 19856
Dear Mr. Smith:

Opening Paragraph: The first paragraph should be a short introduction to you in two or four sentences. You should identify that you are a Roswell High School student and indicate why you are writing (i.e. for an internship in ________ career area). This paragraph is the appropriate place to mention how you became interested in this field and what about this particular company is appealing to you. You will need to choose a company in the field in which you are interested, do a little research on it, and target your letter toward that company.

Second Paragraph: The middle paragraph is the meat of the cover letter. This is the section in which you sell yourself and where you link your past experiences (classes, extracurriculars, volunteer experiences, previous jobs, etc.) to your future performance. It is important not to simply repeat the information that you have on your resume, but to synthesize the information and introduce experiences and skills which make you qualified for the particular job for which you are applying. (This is a good place to describe the transferrable skills you identified at the beginning of the semester.) Sometimes this means going into detail about projects which gave you applicable experience but are not detailed enough on your resume to make that clear.

Final Paragraph: The part of the letter usually reiterates your enthusiasm and your interest in the firm and indicates the action you will take (contacting the company) or are expecting (being placed in the internship). End the letter thanking the person for their time and consideration.

Sincerely,

Joe Job Seeker

Enclosure

Practice Career Advisor Email

Often times the job search is done via email, therefore, you will type a practice email to your Career Advisor.

Assignment:
- Type a short email which should be a condensed version of your cover letter
- Although it is an email, it MUST be professional which includes correct grammar & punctuation.
- Include a list/description of attachment files.

Sample format:
Mrs. Or Mr. ________
I am _____ interested in ________________
A few things about me ________________
Quick conclusion/wrap it up...
Full name and contact info (phone & email) at the bottom
Attached: resume and reference documents
Topic #3
Thank You Letter Composition

It takes a little time to send a thank you note. However, an AccountTemps Survey reported that over half of managers said they consider a thank you note influential when evaluating candidates.

When asked about the most appropriate way for candidates to follow up, 38% of managers surveyed said that handwritten notes were acceptable, while 87% said email worked. 81% said a phone call was appropriate, as long as the interviewee didn't call multiple times. Social media is another way to say thank you, with 27% of managers considering it acceptable. Only 10% thought text messages were appropriate.

It's always important to say thank you after a job interview and after a second interview as well. It's also important to thank everyone you interviewed with and everyone who assisted with your job search. Here are some tips on who you should thank and the best way to thank them.

Act Fast - Plan to send out your thank you letters as soon as possible (preferably within twenty-four hours) after your interview. If time is of the essence say thank you by email or call to say thank you.

Group Letters - Are individual notes appropriate or should you write a group letter? Choose your approach based on what you think will be most in keeping with the personality of the organization. Also, consider whether the interviews had very much in common with one another. If there was a great deal of similarity, perhaps a "group" letter will suffice. If so, address all the people on a master letter and add a personal note to each. Otherwise, send a personalized letter to each interviewer.

More Employment Thank You Letters - In addition to thanking your interviewers, thank everyone else who assists with your job search, including references, people who refer you to a job opening and any other employment contacts whose help you have appreciated and who you want to develop a good relationship with.

Make an Impression - According to the York Technical Institute, less than 4% of applicants send thank you notes, so, use your letter as a way to stand out from the crowd and make a good impression.

What You Didn't Say - If there was something that you wish you had mentioned during the interview, here's your chance to say it by including it in your thank you letter.

Thank You Letter Basics - Thank you letters can be handwritten, typed or sent via email. Each thank you letter should include a thank you for the interview, your interest in the job, your qualifications and skills, and a final thank you.

Short and Simple - Keep your thank you letters short and simple, but do use the letter to reiterate your interest in the job, your enthusiasm for the company and to sell yourself as the ideal candidate.

Proof Your Letter - Spell check and proof your thank you letter. Then ask someone else to proof it for you. That way you will be sure it's perfect.
Sample Email Thank You Letter

Dear Ms. Smith,

It was very enjoyable to speak with you today about the assistant account executive position at the Smith Agency.

The job seems to be an excellent match for my skills and interests. The creative approach to account management that you described confirmed my desire to work with you.

In addition to my enthusiasm, I will bring to the position strong writing skills, assertiveness, and the ability to encourage others to work cooperatively with the department.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you regarding this position.

Sincerely,

Jane Jones

Jane Jones
janejones@gmail.com
(555) 555-5555
LinkedIn: linkedin.com/in/janejones

Sample Handwritten Thank You Letter

Dear Mr. Stark:

Thank you for the interview yesterday for the Marketing Assistant position at Aramark. Aramark offers opportunities which strongly parallel my interests & career goals. The interview with you confirmed my initial positive impressions of your company, & I want to reiterate my strong interest in working for you.

Again, thank you for your consideration. If you need any additional information, please feel free to contact me. I look forward to hearing from you.

Sincerely,

Gail Theriot
### Topic #4
Reference List Composition and Networking with Professionals

**Career Shadow and Interview Guide**

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<td>Occupation:</td>
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<td>Company/Agency/Institution:</td>
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**Name at least five things this person is required to do in his/her job.**

1.  
2.  
3.  
4.  
5.  

**Questions:**

1. Describe the training or education needed for this job and the amount of time needed to acquire this training.

2. What is a typical day or week like?

3. How many hours per day or week does he/she work?

4. What particular duties does he/she find most enjoyable?
5. What aspect of his/her job is liked least?
In advance, create a list of eight to ten questions to be used in your interview in addition to the previous questions.

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Reflection

1. What did you find most interesting about this job?
2. Does this job fit the lifestyle you would like?
3. After interviewing and observing this person would you say your interest in this job is
   ________ high ________ medium ________ low
4. Explain
Lesson Objectives: To help students determine appropriate attire for internship and/or professional interviews.


Summary of Tasks/Actions: (Act. 1)
1. Pair students or put them in groups of 3s.
2. Give each pair/group a magazine.
3. Instruct them to find 2 samples of appropriately and inappropriately dressed people.
4. Have students do a “fashion” show using 1 picture chosen from the appropriate and inappropriate selection.
5. One student will “walk the catwalk” while holding up the picture and another will give a description of the outfit.
6. The “spectators” will, at their desks, will write one thing that makes the outfit “being modeled” is appropriate or not.
7. Close the activity by reviewing appropriate attire.

Summary of Tasks/Actions: (Act. 2)
1. Tear paper towels into 4 pieces and label them 1, 2, 3, & 4
2. Spray/wipe the scent on the paper towel.
3. Have students number a piece of paper “scent 1”, “scent 2”, etc.
4. Distribute paper towel pieces around the room for students to sniff.
5. They should rank scents from most favorite to least favorite.
6. Reveal the scents / Survey class to reveal how scents were ranked
7. Begin discussion with the following or variations of these questions:
   “What is it about scent # ___ that appeals to you?” “How many of you have been in a class with someone who was wearing a scent that you didn’t like? How did you feel?”
8. Explain that what smells good to one person, may not to another one. And for this reason, students should avoid bathing in perfume/cologne prior to their interview.

References: N/A

Take Home Tasks:
1. Students can do selfies in the mirror modeling appropriate/inappropriate attire and upload to the group’s Edmodo page (if applicable).
### Topic #6
**Interview Skills**

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<th>LESSON PLAN</th>
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<table>
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<th>HIRE ME! (SEMINAR)</th>
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<tr>
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<td>INTERVIEWING SKILLS</td>
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<td>Level:</td>
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<td>Lesson Duration:</td>
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#### Lesson Objectives:
- Students will practice interviewing and being interviewed.
- Students will learn to "think on their feet."

#### Summary of Tasks / Actions:

Think Speed Dating with an Interview Twist!

As preparation for this assignment, students should have researched and created a list of the Top Ten Most Asked Interview Questions and thought about how they might answer them. Students could/should be dressed for an interview.

As students arrive, ask them to pick any seat. One row of students is the "interviewers," the other row is the "interviewees." The interviewees will rotate clockwise at the sound of the alarm. Interviews will last 2-3 minutes and interviewers will have the option of choosing the interview questions and will be expected to take notes about the interviewees’ answers and give them a rating. Half-way through the period, students will switch roles.

#### Materials / Equipment:
- Desks or tables + chairs facing each other (for each student)
- Timer
- Interview Questions

#### References:
See attached Speed Interviewing Exercise doc.

#### Take Home Tasks:
Reflect on the interview process, and write a two-paragraph journal. First paragraph: In what areas of the interview did you excel? Second paragraph: In what areas could you improve during the interview process? How might you improve those skills?
LINK SPEED INTERVIEWING

Directions: Much like speed-dating, you will speed interview for an internship opportunity. The interviewer will ask you questions from the frequently asked list below. You will have 2 minutes to impress your “date.” Interviewers will record 3 words to describe you following the date.

Tips

1. Be Authentic
2. Firmly Shake Hands and Introduce Yourself
3. Maintain Eye Contact
4. Be an Active Listener – Ask Bridge Questions
5. Focus on the First Two Minutes

Frequently Asked Internship Interview Questions

1. Tell me a little about yourself.
2. Who is the worst (best) teacher/subordinate/classmate you have ever worked with?
3. What kinds of people do you find it difficult to work with?
4. Describe a situation where your judgment proved to be valuable.
5. Do you work better under pressure or with time to plan and organize?
6. What is more important--completing a job on time or doing it right?
7. What are your strengths and weaknesses?
8. What classes do you like the most and least?
9. Tell me about some of your school involvements and how they relate to this internship.
10. What are you most proud of?
11. What kinds of decisions are most difficult for you?
12. How would your teachers/friends/co-workers, etc describe you?
13. Why do you consider this to be a good opportunity?
14. Describe how you allocate your time and set your priorities on a typical day.
15. Are you a better planner or implementer?
16. Why are you interested in this internship?
17. What is your goal with this internship?
18. Why should we consider you?
19. Why are you interested in this industry/company?
20. Give an example of how you dealt with a conflict with another person/customer/classmate/teacher, etc.
21. Tell me a story either personal or professional that paints a picture of you.
22. What are your plans after graduation?
<table>
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Determining Personality Types

After completing this session, you will have 3 documents to submit.

Based on the ideas of Carl Jung and Elizabeth Myers-Briggs, David Kiersey created a questionnaire that divides people into 16 basic temperaments. Although no two people are alike and every individual has a unique set of characteristics that make up his personality, people belonging to one temperament group will tend to act and think more alike than people in other groups.

Some of the benefits of this personality typing include: a better understanding of work and personal relationships, an opportunity to develop a more objective view of other peoples’ personalities, and a chance to excel in ways that complement one’s natural abilities. People tend to have the most satisfaction in careers where they can express and use their preferences.

You have already taken one personality test. You will now take a second and use the information that you receive from participating in those two personality tests to shape your responses in the career inventory and the journal prompts.

Follow the instructions for each step of the process.

The personality test results, career inventory, and journal entry need to be submitted.

1. Take the 70-question personality quiz on http://www.humanmetrics.com/cgi-win/JTypes2.asp

2. Copy your results page (should be 4 letters with percentages) and paste it into a document which you will email to yourself and copy (cc) me swafford@fultonschools.org.

3. Copy the descriptions of your personality type and paste them into a document which you will email to yourself and copy (cc) to me swafford@fultonschools.org. Click on the links just below the results—one is by D. Deirsey and the other is by J. Butt and M.M. Heiss.

4. List your top 3-5 dream jobs and do some research. Salary? Skills necessary? Education?

5. Complete the career inventory on the following page based on research on one of the careers that you listed above and your results from the two personality tests that you completed. Email the completed document to yourself and copy (cc) me swafford@fultonschools.org.

STEP 5 (the journal prompt) is after the career inventory.
Name__________________________________  Personality Code (4 letter code)_____

Career #____: ______________________________

Job description:

Aptitudes necessary for the job:

Skills necessary for the job:

Educational requirements:

Unusual aspects of this career:

Top schools for study of this field:

Job market forecast for the next 5 -10 years:

Starting salary/ advancement possibilities:

Advantages to this career:

Disadvantages of this career:

How does particular career support your personality/interest survey?
6. Write a brief journal-style reflection (about 4 paragraphs) on these questions and this process. Be sure to answer the following questions with specifics as part of your journal:

- Do you think your results are accurate? Why or why not?
- How does your personality type influence your relationship with family, friends, teachers?
- How does your personality type influence your educational experiences?
- How does your personality type influence your career choices?

**Personality and the Perfect Job**

February 19, 2008

Author Kip Parent talks about how understanding your temperament will lead to more rewarding and successful employment

I recently spoke with Kip Parent, the chief executive officer of Keirsey.com, about personality and personality profiling. David Keirsey's book, Please Understand Me: Character and Temperament Types (with Marilyn Bates) has sold millions of copies since it was first published in 1978. The Keirsey organization provides one of the world's most widely used personality instruments online.

I have taken many different personality profile tests myself and they have always gotten me thinking. While I caution that these instruments should not be used to stereotype ourselves or other people, or to make people feel limited in their ability to change, I think they are useful in getting people to understand basic preferences for interaction. Kip and I recently spoke about personality profiling. Here are edited excerpts of our conversation:

Kip, why do you think personality assessment can be important in career choice?

Finding a career that best fits your personality profile may be a factor to consider when thinking about professional success. Far too often, people start out on career paths for the wrong reasons: direction by well-meaning parents or teachers, taking a job "while they figure out what they want to do" and never moving on, for example.

People who excel in their careers are usually highly motivated and energized by their jobs. They wake up in the morning eager to get to work because their career lets them take advantage of the natural preferences and strengths of their personality. Their job is not a chore to be endured but a vehicle to exercise their talents. They achieve the most important of things in job satisfaction: "a fit" with who they are.

So is college too early for people to take this information into consideration? Should it affect what majors students choose and careers they consider?

I wish I had known about this when I was a college student. I fell into the "chose my career by accident" category and happened to luck out in that I enjoyed it and it led to some great opportunities along the way. But there were many careers that I never considered that might have been a great fit for me had I ever worked with a career counselor that used temperament theory.

Through our research we have developed lists of career possibilities for each of the 16 personality types identified by Dr. Keirsey that offer each type high levels of satisfaction and success. I talk to many people who are making mid-life career changes and they consistently tell me that they wish they would have known about the link between their personality and career choice much earlier in life.

Isn't there a danger that employers who use personality tests as part of the employment process stereotype individuals?
Enlightened employers consider personality as only one facet of the selection process. Finding the right "fit" between the job and the person should be a win-win proposition and should be a matter of discussion for any professional interview process.

Some of the personality traits to consider: Do you prefer a structured environment, or is a variety of tasks more important? Do you thrive in crisis situations or value consistent processes? Would you rather work primarily by yourself, or as a member of a team? Are you a big-picture thinker, or do you excel in making sure all the details of a job are completed? Knowing both your own preferences and the requirements of a prospective job can help you (and the employer) make a choice that will give good prospects for ongoing success.

How can personality type affect your relationship with your boss, co-workers, or employees?

Research consistently shows that one primary reason people leave their jobs is they don't like their boss. In our work, we've found that this disconnect is often caused by addressable differences in the individuals' temperaments.

This doesn't mean trying to change their personalities. But if you know the personality type of your employee and what this means in how they hear what you are saying and react to what you do, you can avoid the misunderstandings that often occur because they interpret your words and actions differently than you intend.

With it looking like the economy is heading into recession, many people are worried about layoffs. How can they use personality analysis to advance their career, or start a new one?

First, every job change is an opportunity to find that career that makes you eager to start the day—to find the perfect fit. So the first step is better understanding yourself and what really makes you happy. Doing that will make the job-hunting process much more fulfilling as you're looking for a job that matches your unique talents and preferences.

Once you have decided what you want to do, you face the interview process. The most daunting question for most people is, "Tell me about yourself." Being able to answer this question based on your own temperament and how your personality could benefit you and your potential employer in the prospective job…will set you apart. You will be presenting a holistic picture of a valuable person, employee, leader, or co-worker.

Thanks a lot, Kip. I like the idea of people thinking about how their personality preferences may affect their careers and their lives. Where can people go to find out more?

Anyone can go to our Web site, click on "Take the KTS-II" and receive a free, customized Temperament report.

There's also a lot of good information there including career advice and tips, as well as information of other personality-related areas such as relationships, school, and personal finance. You can even see a temperament analysis of each candidate running for the 2008 Presidential election.
Lesson Plan for “Hire Me! Skills for Career and Internship Success” Career Research

Subject/Course:
Hire Me! Skills for Career and Internship Success

Topic:
Career Research

Lesson Objectives:
Students will conduct and present research on a career of their choosing.

Summary of Tasks / Actions:
Make sure students have conducted a career inventory prior to conducting research in one specific career field. Have students use the results of their career inventory to choose four potential careers. Take the students to the computer lab to research and fill out the careers at a glance worksheet for their four chosen careers. Make sure to guide students to appropriate career websites (see suggestions below). After completing the worksheet, ask students to circle all the positive aspects of each career then to rank the careers. Pass out the career research instructions and ask students to put together a five minute presentation on their top career choice (this should be done at home). At the next class meeting, have students present their research to the class.

Materials / Equipment:
Careers at a Glance Worksheet
Career research instructions

Websites:
www.gcic.peachnet.edu
www.bls.gov
www.careeroverview.com
www.jobprofiles.org

Take Home Tasks:
Students will write create a research and create a career presentation.
Name: ____________________________________________

Careers at a Glance
Below list four careers that interest you. Using the Georgia Career Information Program (GCIS), complete the worksheet. When you have completed the chart, circle positive aspects of each career. Research in greater depth those with the greatest number of circles.

<table>
<thead>
<tr>
<th>Career</th>
<th>Job Description</th>
<th>Education</th>
<th>Outlook</th>
<th>Expected Compensation</th>
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<tbody>
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</table>
Top 3 Career Research

Research your top three careers utilizing the GaCollege411 site. Other sites may be used, but start with GaCollege411. Before printing, remove the shading and fit to one page.

<table>
<thead>
<tr>
<th>Career</th>
<th>Education &amp; Preparation</th>
<th>State Annual Salary</th>
<th>Outlook</th>
<th>Hours</th>
<th>Environment/Travel</th>
<th>Was this career suggested by the GaCollege411 site?</th>
<th>What do you think now? Is this career for YOU? Are you still interested in this career? Do you have what it takes? Etc.</th>
<th>Rank these careers 1-3 with 1 being your favorite.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of years, degree, test, certifications, etc.</td>
<td>For Georgia unless you plan to move. Use the most recent year. List year and state.</td>
<td>What is the likelihood of you getting a job in ___ years when your coursework is complete.</td>
<td>Daily, evenings, weekends, 80 hours a week, etc.</td>
<td>At a desk, travel involved, calling on customers, etc.</td>
<td></td>
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Topic #8
Career Site Research

Subject/Course:
Hire Me! Skills for Career and Internship Success

Topic:
Career Site Research (1 Class Period- 55 Minutes)

Lesson Objectives:
Students will research at least 3 local (potential internship sites) and 3 dream jobs and provide a brief explanation of each company and the reason they included it on the list.

Summary of Tasks / Actions:
Students should research and type up a list of three local job sites. These should be sites which they might want to intern at if they were to join the Gifted Internship Program. They must be realistic! Have them keep in mind drive time and size of company. If a company is too big then they most likely will not take an unpaid high school intern. A good rule of thumb is if they are big enough to have an HR Department, then they are probably too big. Medium and smaller companies, especially when locally owned, are much more likely to host a high school intern. They should include the following information:
Name of Company or Organization
Location
Website
Career Fields of Student Interest Supported by Site
Explanation of Why the Student Would like to Intern at this Site

Students should then research three dream jobs. They should repeat the same information above, except on the last line they should replace the word “intern” with “work.”

Materials / Equipment:
Internet Access
Computer

Take Home Tasks:
Students will need to save this document and bring it with them to their Pre-Internship Interview with their TAG Career Advisor.
Topic #9
Internship and Career Expectations

Subject/Course:
Hire Me! Skills for Career and Internship Success

Topic:
Internship and Career Expectations (1 Class Period- 55 Minutes)

Lesson Objectives:
Students will gain firsthand knowledge of internship experiences in the Gifted Program and therefore develop more realistic expectations.

Summary of Tasks / Actions:
The TAG Career Advisor that regularly serves your school should be contacted far in advance to schedule a day and times to visit all of your Hire Me classes. It is also beneficially to organize a panel of two to three former or current interns to talk about their experiences in the program.

Materials / Equipment:
None

Take Home Tasks:
None
TAG Career Advisor Visit Agenda:

1) Introduction Video

2) Three Important Aspects of Link:
   - Professional Conduct
     A) Interviewing Skills
     B) Mature Speech and Actions
     C) Importance of Confidentiality
   - Professional Writing
     A) Resume, Cover Letter, Thank You Letters
     B) Answering Correspondence- Phone Calls, Emails, and Texts
   - Career Research and Internship Career Choices
     A) Research Fields and Possible Internship Sites (Dream and Local)
     B) Research Colleges that Offer Career Choice Major
     C) Provide Multiple Career Choices for Internship Placement

3) Providing a Copy and Discussing the Introduction of Internship Manual

4) Q & A
# Topic #10
Professional Communication and Digital Identity

<table>
<thead>
<tr>
<th>LESSON PLAN Ref:</th>
<th>Course Ref:</th>
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<thead>
<tr>
<th>Subject / Course:</th>
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</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Digital Identity</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>Overview for 3 lessons on digital identity</td>
</tr>
<tr>
<td>Level:</td>
<td>9 - 12</td>
</tr>
<tr>
<td>Lesson Duration:</td>
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**Lesson Objectives:**
- How can information you post on the Internet affect your future opportunities?
- How can you respect the privacy of others online?
- Who are you online?

**Summary of Tasks / Actions:**
- See attached files:
  - LESSON 1 The Digital Footprint pdf and video, Who am I Online Activity
  - LESSON 2 College Bound pdf and video
  - LESSON 3 Private Today Public Tomorrow pdf and video

**Materials / Equipment:**
- Internet
- Computers
- Handouts/Videos from lessons

**References:**
- [https://www.commonsensemedia.org/educators/scope-and-sequence](https://www.commonsensemedia.org/educators/scope-and-sequence)
- [Who are you online? www.futurecasting.com](http://www.futurecasting.com)

**Take Home Tasks:**
LESSON 1 THE DIGITAL FOOTPRINT
https://www.dropbox.com/s/84hja001pispg3t/02%20digital%20footprint.pdf
https://www.dropbox.com/s/omv911gc1pwq6qv/02%20digital-footprint.mp4
https://www.dropbox.com/s/atn172ea3w3sck2/02%20Who%20am%20I%20online%20follow%20up%20activity.docx

LESSON 2 COLLEGE AND CAREER BOUND
https://www.dropbox.com/s/dibpa3d0k32a5u2/03%20college%20bound.pdf
https://www.dropbox.com/s/ocfb0lbp56nmhhd/03%20College%20Bound.mp4

LESSON 3 PRIVATE TODAY PUBLIC TOMORROW
https://www.dropbox.com/s/7s7ezae2muses/04%20Private%20Today%20Public%20Tomorrow.mp4

The Bad:

The Good:

![Image of social networking times]

18.4 M AMERICANS SAY FACEBOOK LED TO THEIR CURRENT JOB
10.2 M AMERICANS SAY LINKEDIN LED TO THEIR CURRENT JOB
8 M AMERICANS SAY TWITTER LED TO THEIR CURRENT JOB