

Follow Up and Action Plan

The **BIG** Idea

- How do I follow up with my interviews and contacts? What are my next steps in finding a job?

AGENDA

- I. Warm Up: Job Hunt Reflection (5 minutes)
- II. Interview Follow-Up Role Play (15 minutes)
- III. Job Hunt True or False Quiz (10 minutes)
- IV. Job Hunting Planning Pyramid (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 19-22, Grade 12 Skills Checklist (Finding a Job skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook page 79, Reflecting on the Job Hunting Process
- Student Handbook page 80, Thank-You Letter Sample 1
- Student Handbook page 81, Thank-You Letter Sample 2
- Student Handbook pages 82-83, Job Hunting True or False Quiz
- Student Handbook page 84, Planning Pyramid

FACILITATOR PAGES:

- Facilitator Resource 1, Interview Follow-Up Role Play Script
- Facilitator Resource 2, Job Hunting True or False ANSWERS

Overhead projector

Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Know how and why to write a thank-you note.
- Develop an action plan for obtaining work (part- or full-time) after graduation.

OVERVIEW

In this lesson, students reflect on what they have discovered about the job hunting process. First, students assess their strengths and weaknesses as they relate to looking for jobs, as well as identify tools that can help them with their job search. Next, a role play helps students recognize the importance of thank-you notes. Then, students complete a true/false quiz and consider additional job hunting strategies. Finally, students use a planning pyramid to focus their own job searches.

PREPARATION

- List the day's BIG IDEA and activities on the board.
- Make the following handouts into overhead transparencies or copy onto chart paper:
 - Student Handbook page 80, Thank-You Letter Sample 1
 - Student Handbook page 81, Thank-You Letter Sample 2
 - Student Handbook page 84, Planning Pyramid
- Make three copies of **Facilitator Resource 1, Interview Follow-Up Role Play Script**
- For **Activity II**, prior to class, select three students to participate in the role play.

BACKGROUND INFORMATION

Richard Bolles, award-winning author of best-selling career books, points out that the success job hunters experience is in direct proportion to the time and effort they put into their job hunt. Bolles acknowledges there are many factors that contribute to success in landing a job, but that generally, the more hours you put in to finding a job, the faster you will land a job you really want, particularly if you use (up to four) multiple strategies simultaneously.

Bolles suggests changing job strategies if you're not getting the results you desire, for example, going on more informational interviews, or spending more time researching companies that are of interest. And perhaps most importantly, Bolles suggests talking to job hunters who have had success to find out what worked and what didn't work for them.

As with any successful learning experiences, it will serve your students well to reflect upon what they have learned about the job hunting process, including the tools they need, the steps they will take, the contacts they will reach out to, etc. By reviewing what they have learned, students can mentally prepare themselves for the task that lies ahead.

Source: Bolles, Richard Nelson, Carol Christen, and Jean M. Blomquist, *What Color Is Your Parachute? For Teens: Discovering Yourself, Defining Your Future*, Ten Speed Press, 2006.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [As students enter the classroom, ask them to complete **Student Handbook page 79, Reflecting on the Job Hunting Process.**
2. [Give students a few minutes to complete the page. Debrief as a class by asking for a few volunteers to share their answers. Talk about common concerns and strategies for addressing them.]

II. Interview Follow Up (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we talked about strategies for a successful job interview. Is your job done once you walk out the door of your interview? [Give students a chance to respond]. You're right! Your job is not done! After an interview, there are still some tasks you need to do. Who can tell me what those tasks are? [As students give responses, record their answers on the blackboard or chart paper. Answers should include: alert their references that they might be contacted, send thank-you notes.]
2. [Address the issue of references as follows:]

SAY SOMETHING LIKE: Most companies will require job candidates to provide references. Last year, we talked about appropriate references for a college or job application.

- Who should you ask to be your references? (Not family or friends. Instead, ask people who know you in a "professional" context, like a teacher or coach.)
- What kinds of questions will be asked? (You'll be asked about your reliability, ability to work as part of a team, strengths and weaknesses, work-specific skills.)
- When should you let them know you'd like to use them as a reference? (Ask permission when you begin your job search.)

Once you've been interviewed, it's a good idea to remind your references that you've given their names as references. This serves two purposes: 1) It gives the reference a chance to prepare in case the employer calls; and 2) It gives you an opportunity to let your reference know what skill the employer is most interested in, enabling the reference to describe your skills in that area.

3. **SAY SOMETHING LIKE:** There's one more task that should follow all interviews . . .

[Invite the three volunteers to the front of the class with copies of the **Facilitator Resource 1, Interview Follow-Up Role Play Script**. Introduce the students as “Chris” who is interviewing at Camp Madison; “Camp Director” and “Head Counselor.” Then have them complete the role play.]

4. **SAY SOMETHING LIKE:** You'll notice that Chris took advantage of the opportunity to send thank-you notes to both of the people who interviewed him. How was this helpful? [Students respond.]

You also may have noticed that Chris's thank-yous did more than convey politeness. How did he use his notes to strengthen his position as a candidate?

5. [Project **Student Handbook page 80, Thank-You Letter Sample 1** on the overhead. Have students underline the additional information that might help convince the employer that Chris is the right person for the job. Then compare answers as a class.]
6. [Now project **Student Handbook page 81, Thank-You Letter Sample 2** on the overhead. Again, have students identify the additional information that Chris has provided. Note that he's addressed a concern raised in the interview and given specifics about his ability to do this part of the job.]

III. Job Hunting True or False (10 minutes)

1. **SAY SOMETHING LIKE:** Job hunting requires its own skills and strategies, and you've had the opportunity to accumulate lots of information over the past eight weeks. Let's take a moment to look at a few more words of wisdom from the experts, and then each of you will create a quick personal plan for moving forward with your own job search.

Please turn to **Student Handbook pages 82-83, Job Hunting True or False Quiz**, where you'll see a number of statements about finding a job. Unfortunately, not all of them are correct. Read each statement about job hunting and decide whether it's true or false. If the statement is false, identify why it is false in the third column. Then we'll talk about which statements offer helpful advice, and why.

2. [After students complete the handout, invite the class to share their answers, explaining why the false statements are false. Use **Facilitator Resource 2, Job Hunting True or False ANSWERS** to confirm answers.]

IV. Job Hunting Planning Pyramid (10 minutes)

1. **SAY SOMETHING LIKE:** Many of you are probably wondering about the best time to begin a job hunt. There are a couple of things to keep in mind. If you're looking for work that's seasonal, like summer camp counselor or retail clerk, you'll want to begin your search a few months in advance — now, if you've not started already. If you're looking for a permanent full-time job, people say that it's easier to look for work while you have work (in this case, as a full-time student). If you start your job search now, you look like a “go-getter,” someone people will want to hire. If you wait until summer or fall, you may feel a little desperate, and employers may wonder what you've been doing for the last few months. Finding just the right job may take weeks or even months; beginning early will keep you from freaking out because you're running out of time or money.
2. **SAY SOMETHING LIKE:** Job hunting experts say that looking for work is a full-time job – and recommend spending 40 hours a week looking for work. Experts say working people should spend 10 hours a week on their job hunt. How much time do you think you should spend if you're a full-time student? Ten hours includes research and writing cover letters. Is two hours a night on weeknights too much? What would be reasonable? Remember, the more time you spend on this, the more successful you'll be.
3. [Have students open to **Student Handbook page 84, Planning Pyramid** and project a copy of the page on the overhead.]
4. **SAY SOMETHING LIKE:** The question you might have now is “Where do I start?” To get the ball rolling, you'll want to have an action plan — organized steps that tell you what to do first, next, etc. This planning pyramid can help you get organized.
5. [Direct students' attention to the planning pyramid on the overhead project. Explain each section of the pyramid, as follows:

Job Hunting Goal: This is where you state your ultimate goal. This is one sentence identifying the job you hope to get. Having that goal front and center at all times will help you focus your job hunt as well as motivate you.

Career Coach: This is a teacher, friend, family member, athletic coach, or any one who has your best interest at heart. Your career coach can serve many roles, including reviewing your resume and cover letters, practicing interview questions with you, making sure you follow through as needed, and cheering you up when you get frustrated. You should check in with your career coach weekly to stay on track.

Three References: References are people who know you well, and who can vouch for your skills, personality, etc. Choose your references carefully. You want to select people who know your strengths and abilities. Always ask a reference before giving his or her name to anyone. Use this pyramid space to brainstorm whom you might ask to serve as references.

Four Personal Qualities or Skills: List personal skills that you feel make you well qualified for the job you seek. These may be job-specific skills mentioned in your resume or cover letter, or personal qualities you identified when working on your college essay. See **Student Handbook pages 23-24, My Main Strengths** for ideas, and add any others.

Five Companies of Interest: You may look back at **Student Handbook page 48, Who's Hiring?** for companies you identified earlier in the unit. Or, you can add new ones to replace ones you may have eliminated.

Six People Who'll Help: These are people you identified on **Student Handbook pages 42-44, Who's In Your Network?** Refer to these pages, if needed, and add any others that come to mind.]

6. **SAY SOMETHING LIKE:** Take a look at “Next Steps” at the bottom of the pyramid. This is where you will list very specific steps or “actions” you will take. For example, “I’m going to meet with my career coach, Ms. Greene, on Monday after school, and ask her to proof-read my resume.” Or, “After basketball practice on Wednesday, I will ask coach Willard if he will serve as one of my job references.” Or, “I will visit company X’s website on Thursday night to see what positions they offer high school graduates.”

V. Wrap Up (5 minutes)

1. [Have students open to **Portfolio pages 19-22, Grade 12 Skills Checklist** (Finding a Job Skills only). Have students complete the skills checklist question for this unit.]

FINDING A JOB

I can ...

Identify the most effective job hunting methods.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Name at least 15 people in my personal network.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Make a cold call to find out if a company is hiring.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research companies that interest me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Create a resume that describes my skills and relevant experience.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a cover letter that connects my skills to skills needed by an employer.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe the purpose of writing a thank-you note following an interview.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Organize and track my job hunting efforts and their results.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

2. **SAY SOMETHING LIKE:** Congratulations! You have completed the Finding a Job unit and are well prepared with the tools and strategies you need to find a job. Remember the words of job-search expert Richard Bolles: *The key to job hunting success is hope and perseverance.*

Next week, we'll begin a four-week unit on budgeting, which will help you decide what to do with all that money once you're earning it.

Interview Follow-Up Role Play Script

Camp Director (*sitting behind desk*): Chris, it has been a pleasure meeting you. Thank you for coming in today.

Head Counselor (*sitting at side of desk*): Yes, Chris, I really enjoyed meeting you, too.

Chris: Thank you for your time. I enjoyed learning more about Camp Madison. I believe my skills and interests are well matched to your job needs. Hope to speak with you soon.
(Chris shakes hands with each interviewer.)

Three days later...

Camp Director (*holding a letter, talking to Head Counselor*): I just received a nice thank-you letter from Chris, who we interviewed for the counselor position. Nice guy, and I'm impressed that he followed up.

Head counselor (*holding a letter, too*): That's great! I got a letter from Chris, too. Remember we were concerned about his ability to teach the astronomy workshop we're planning to offer this summer? Chris reminded me of his great grades in science, and says he's going to check out the astronomy exhibit at the American Museum of Natural History this month. He sure is motivated. I'm impressed, too.

Job Hunting True or False Quiz Answers

Statement	True or False?	Explanation
If you can't get exactly the job you want, adjust your expectations and apply for any job you remotely qualify for.	F	If you can't get exactly the job you want, expand your search to include related fields and activities.
Think about what an employer needs and how you can provide this, even if your "experience" involves work for no pay.	T	Experience counts, even if you weren't paid.
Job hunting is a solitary activity, so involving family or friends is not recommended.	F	Enlist the help of everybody you know. And designate one friend or supportive adult to be your career coach. A career coach can review your resume, practice interview questions, make sure you're following through as needed, and cheer you up when you get frustrated.
Effective job searches use as many strategies (for example, cold calling or networking) as possible.	F	Actually, no. Richard Bolles recommends using two to four methods at a time.
Answering want ads and posting your resume on the Internet are among the most effective job hunting strategies.	F	These are passive strategies. You send out lots of resumes, most of which will probably be ignored. Active strategies (where you have more control over the process) are better. Cold calling and networking are examples of active strategies.
Modern employers will Google you and check your Facebook page, so keep your online presence appropriate for a general audience.	T	They will. Make sure you're a model citizen online.
Proof-read! Errors and typos reflect badly on your attentshun to detail, and employers won't take you or your resume sirously.	T	Always proof-read. Don't let careless mistakes on your resume and cover letter land your resume in the "no" pile.

<p>Do not call employers about the status of your application. Such follow-ups waste time and jeopardize your chances of landing a job.</p>	<p>F</p>	<p>Although it's possible to be too aggressive, most people make the opposite mistake. Keep track of your job hunting efforts and put follow-up dates on your calendar. Be sure to follow up as planned.</p>
<p>Finding a job is largely a matter of luck, and putting extra time and effort into the search won't always yield results.</p>	<p>F</p>	<p>Though "being in the right place at the right time" plays a role in your success, the more time and effort you put in, the better your chances of finding a job.</p>
<p>Not every ad or interview will result in a job. Don't stop looking until you've accepted a real job offer.</p>	<p>T</p>	<p>Absolutely. For every job for which you're a final candidate, there are other finalists as well. Don't waste valuable time by postponing your job search while you wait to hear from an employer.</p>
<p>Saying thanks to everyone who assists in your job search keeps your personal network engaged and eager to help you.</p>	<p>T</p>	<p>Always thank everybody who helps you -- contacts, informational interviewers, job interviewers, etc. Keep track of these helpers, so you can return the favor and/or ask for help in the future.</p>
<p>Expect to hear "no" a lot. You only need one "yes." Keep going until you hear it.</p>	<p>T</p>	<p>"No's" can be discouraging, but they're part of the process. Get the feedback and support you need, and keep going.</p>

Reflecting on the Job Hunting Process

Congratulations! You have almost completed the Finding a Job unit and are well prepared to begin your job hunt. Take some time to reflect on what you have learned about yourself and the job hunt process by answering these questions.

1. Which of the following job hunting tools do you feel will be most useful and why?

- Networking
- Cold Calls
- Logs for Network Calls and Job Leads
- Company Research
- Resume
- Cover Letter
- Interviews

2. What obstacles might you face as you begin your job hunt? How can you overcome them?

Thank-You Letter Sample 1

Chris Jones
3024 Third Avenue
Bronx, NY 10455
(712) 555-1212 / cjones@example.com

Ms. Veronica Garcia, Camp Director
Camp Madison
201 Powder Mill Bridge Rd.
Kingston, NY 12401

Dear Ms. Garcia,

Thank you for taking time out of your busy schedule to interview me for the counselor position at Camp Madison. I am excited about the job and convinced that my experience and energy make me well qualified for the position.

During the interview, I mentioned my job as an assistant at an after-school basketball program. The program is in the Bronx neighborhood where I grew up, and includes students ages 8-14. Some students are referred to the program because of behavioral issues or problems at school or home. My job is to help them use their energy in positive ways by focusing on the discipline and teamwork needed to play basketball.

I believe that my experience working with kids from one of the neighborhoods you serve makes me a good fit for a job at Camp Madison.

Again, it was a pleasure to meet you and learn more about Camp Madison and the position. I look forward to hearing from you soon.

Sincerely,

Chris Jones

Thank-You Letter Sample 2

Chris Jones
3024 Third Avenue
Bronx, NY 10455
(712) 555-1212 / cjones@net.com

Mr. Bob Glass, Head Counselor
Camp Madison
201 Powder Mill Bridge Rd.
Kingston, NY 12401

Dear Mr. Glass,

Thank you for taking the time to interview me for the counselor position. I enjoyed meeting you and learning more about Camp Madison.

After learning about your needs, I am convinced that I have the qualities you are looking for in a counselor. I have experience working with children, I am energetic, and I am a quick learner.

During the interview, you mentioned an astronomy workshop you are offering campers this summer, and were wondering whether I had the knowledge to help lead it. I had mentioned that my science grades have been strong throughout high school, and I'm enclosing my transcript for your review. Additionally, I plan to visit the new astronomy exhibit at the American Museum of Natural History, which is opening this month.

Thank you again, Mr. Glass, for the opportunity to interview for the counselor job. I look forward to hearing from you soon.

Sincerely,

Chris Jones

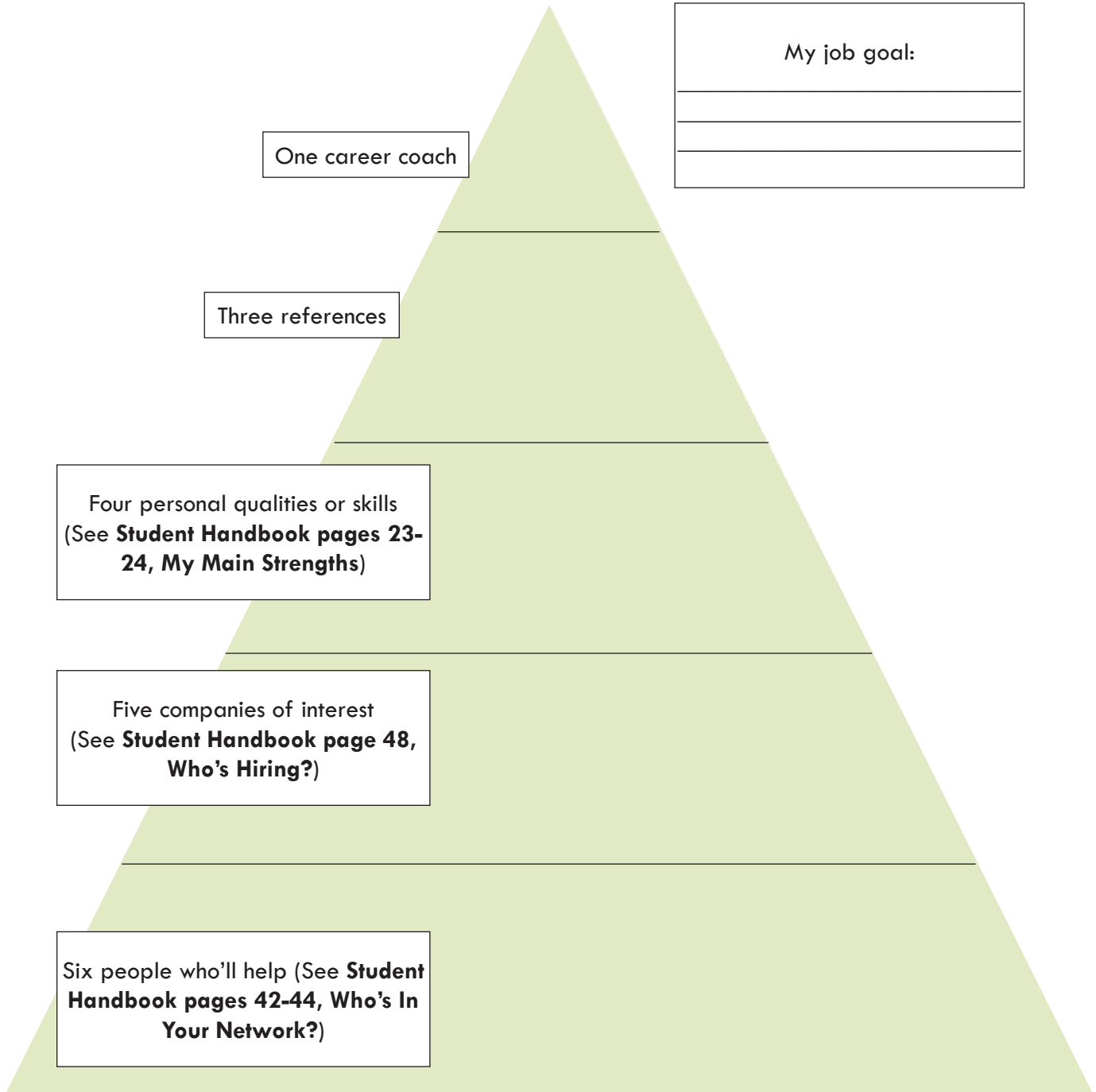
Job Hunting True or False Quiz

Read each statement and identify it as true or false. If a statement is false, explain why it's false in the third column.

Statement	True or False?	If False, Why False?
If you can't get <i>exactly</i> the job you want, adjust your expectations and apply for any job you remotely qualify for.		
Think about what an employer needs and how you can provide this, even if your "experience" involves work for no pay.		
Job hunting is a solitary activity, so involving family or friends is not recommended.		
Effective job searches use as many strategies (for example, cold calling or networking) as possible.		
Answering want ads and posting your resume on the Internet are among the most effective job hunting strategies.		
Modern employers will Google you and check your Facebook page, so keep your online presence appropriate for a general audience.		
Proof-read! Errors and typos reflect badly on your attentshun to detail, and employers won't take you or your resume sirously.		

<p>Do not call employers about the status of your application. Such follow-ups waste time and jeopardize your chances of landing a job.</p>		
<p>Finding a job is largely a matter of luck, and putting extra time and effort into the search won't always yield results.</p>		
<p>Not every ad or interview will result in a job. Don't stop looking until you've accepted a real job offer.</p>		
<p>Saying thanks to everyone who assists in your job search keeps your personal network engaged and eager to help you.</p>		
<p>Expect to hear "no" a lot. You only need one "yes." Keep going until you hear it.</p>		

Planning Pyramid



Next Steps:

