



## SESSION 1: WHAT EMPLOYERS EXPECT

### OBJECTIVES:

Students will be able to:

- \* Articulate employer expectations for new hires.
- \* Analyze a work situation and explain how employers expectations impact a workplace positively.

### OVERVIEW:

Students watch a video highlighting the character traits employers seek in prospective employees, with a specific focus on customer service, teamwork, and professionalism. After debriefing the video, students will break into groups to analyze several case studies that illustrate the different traits valued. Each team will share their scenario with the class, and during the following discussion, the class will create a list of the values highlighted in each scenario. The students will end by brainstorming three questions that would be appropriate for them to ask a potential employer during an interview.

## SESSION 2: MY PERSONAL BRAND

### OBJECTIVES:

Students will be able to:

- \* Define personal brand.
- \* Explain how personal brand can impact employees' appeal to a potential employer and success in the workplace.

### OVERVIEW:

Students are introduced to the concept of personal branding and learn how they can develop a brand that would appeal to employers. Students create a pitch to sell themselves as a product or brand. They use a graphic organizer to identify the key selling points and brand characteristics and then describe their brand in the third person.

## SESSION 3: JOB HUNTING

### OBJECTIVES:

Students will be able to:

- \* Effectively search for jobs
- \* Understand how work experience, education, and skills contribute to a job candidate's eligibility.

### OVERVIEW:

Students will learn how to find and apply for jobs through the lens of a fictional character on the hunt for a new job. Each group will be assigned a different character, but all characters will be either high school or college aged. Students will need to consider the applicant's availability, experiences, and career aspirations. They will learn about various job websites and applications and learn how to match their character's experiences to the desired qualifications of a position.

## SESSION 4: BUILDING A RESUME

### OBJECTIVES:

Students will be able to:

- \* Understand how each job in a career path can enhance a candidate's resume.
- \* Understand how a job that they might apply for now can get them started on the path to their target career.
- \* Identify the components of their resume.
- \* Publish a resume.



**OVERVIEW:**

Students will analyze a fictional job applicant's resume in comparison with a job posting. They will explain why different experiences and skills should or should not be included on the resume and how they prepare the applicant for their aspirational role. The students will then examine the different parts of a resume and begin completion of their own resume.

## SESSION 5: PROFESSIONAL COMMUNICATION

**OBJECTIVES:**

Students will be able to:

- \* Identify mistakes in email communication.
- \* Understand how to professionally answer a phone call and leave a voicemail.

**OVERVIEW:**

Students learn and practice professional written and verbal communication skills. They will practice professional communications while composing emails, conducting phone calls, and recording voice mail greetings. An extending learning opportunity will address professional texting conduct, including when this method of communications is appropriate.

## SESSION 6: INTERVIEW SKILLS

**OBJECTIVES:**

Students will be able to:

- \* Apply what they have learned during JA Personal Success to an interview simulation.
- \* Interact with a member of the community to experience and develop a comfort level with the interview process, if applicable.

**OVERVIEW:**

Students will participate in peer-to-peer mock interviews. After they have completed their mock interviews, the volunteer will debrief each question with the class, asking for example responses and helping the students understand what an employer is hoping to learn from each question.

**ADDITIONAL IMPLEMENTATION METHODS:**

- \* Students take a field trip to the volunteer's business or organization. Students participate in a company tour and a round of mock interviews.
- \* The volunteer brings friends or co-workers to the classroom to help facilitate mock interviews.