

Guideposts for Success: Lesson Plans and Activities

Developed by the Institute for Educational Leadership

LESSON 4: WHY SHOULD I HIRE YOU?

AT-A-GLANCE

Did you know that there could be in excess of 200 applicants for every job posting! For this reason (among a multitude of others), young adults should be prepared to impress. After all, there is only one chance to make a good first impression—and if you are being compared to many other young adults, you want to be sure you find a way to stand out. This lesson prepares students for learning how to present themselves in a way that allows them to stand out.

ICEBREAKER

This activity is geared to have students learn to think on the spot—and consider reasons to be hired based on skills, abilities and personality traits rather than simply wanting a job. When introducing themselves, students should practice using their first and last name and shake hands while offering good eye contact.

On the board or on chart paper, write: Who are you, what is the career of your dreams & why should I hire YOU?

Have students stand one at a time. **Shake hands** and introduce yourself by saying, “Hello. My name is [first *and* last name]. What is the career of your dreams?” When the student indicates his/her dream career, say, “Well, it just so happens that I have an entry level position in the area of [student’s stated career]. Please tell me...Who are you and why should I hire you?”

Examples:

Hello. My name is [first *and* last name]...

My dream career is to be a kindergarten teacher. You should hire me because I am highly creative, organized and have patience with children of all ages!

The career of my dreams is to work in the area of auto mechanics. You should hire me because I have great attention to detail; I am persistent and have excellent troubleshooting skills. My father has an auto body shop and I’ve practiced taking apart and putting together engines for the past 3 years.

ICEBREAKER DISCUSSION

We are judged by our handshake. A job interview begins with a handshake...and ends with one, too. Did you know that your handshake could give the impression that you are nervous, shy or lack self-confidence, or that you are overly aggressive or snobby?

Discuss and evaluate the following handshake examples. What type of impression could be made based only on a handshake?

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- The Limp Fish: Weak, limp and easy to slip out of grip (just sort of hangs) [*lack of self-confidence*]
- The Vise Grip: A bone-breaking grip [*overly aggressive*]
- Lady Fingers: Using only finger tips, or as one might think the Queen would offer a handshake [*snobbish*]
- The Water Pump: Exaggerated up and down movement as if pumping water [*too eager*]
- The Germ-a-phobe: Quick, barely touching handshake [*shy or scared*]

A positive handshake leaves others believing you are a self-confident, intelligent person with good social skills as well as someone with leadership qualities.

LESSON/ACTIVITY (Internet access needed – with Windows Media File capability)

Considering the fact that different careers involve different skill sets, have different environmental characteristics and educational requirements, there is a great deal of information that can be collected before deciding on a potential career. Use the Career One Stop video library to help students explore careers of interest (<https://www.careeronestop.org/Videos/video-library.aspx>). Videos are grouped into the following categories:

- Cluster and Career Videos - Videos showing the types of work people do in nearly 550 careers and videos for the 16 clusters recognized by the Department of Education.
- Skill and Ability Videos - Videos about skills and abilities people use to do certain types of work.
- Industry Videos - Videos for specific industries like Health Service and Insurance.
- Work Option Videos - Videos about specific types of work like apprenticeship, on-the-job training, and non-traditional work.

Students should choose one video from each of the four video categories. This can be done independently or with a partner. While watching each video, ask students to keep a record of things they already knew about the job—and of those things they didn't know. Students should record/list at least 3–5 items per category. Use the "Career Video Log" provided.

There are over 500 career videos (300 in Spanish) available for free from Career One Stop. All videos have both closed and open captioning capabilities, and do a nice job explaining the job, showing what people do on the job, briefly describe the education necessary for the occupation, and touch on the personality traits/characteristics needed for occupational success.

REFLECTION

Were the career videos helpful? Why or why not? What surprised you the most about the four you chose to watch? What occupation would you like to see in a video? Why?

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EXTENSION

Have students decide on a career of interest. In small groups or independently, create a video which shows what a day might be like working in that occupation.

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ACTIVITY 4.1 - WHY SHOULD I HIRE YOU - CAREER VIDEO LOG

<https://www.careeronestop.org/Toolkit/ACINet.aspx>

Cluster and Career video choice: _____

What I already knew about this occupation:	Wow! I didn't know that!
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
What are some of my personal skills or traits that I could use on this job?	

Skill and Ability video choice: _____

What I already knew about this occupation:	Wow! I didn't know that!
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
What are some of my personal skills or traits that I could use on this job?	

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Industry video choice: _____

What I already knew about this occupation:	Wow! I didn't know that!
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
What are some of my personal skills or traits that I could use on this job?	

Work Option video choice: _____

What I already knew about this occupation:	Wow! I didn't know that!
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
What are some of my personal skills or traits that I could use on this job?	