Unit 6 - Putting your Skills to the Test

Soft Skills Background:

- **Definition** the transferable skills needed by an individual to make them "employable"
- Employers are not only looking for good technical understanding and subject knowledge, they are often looking for the development of an expertise, knowledge base or mindset that makes you more attractive as an employee. They often improve your performance, minimize errors and promote collaboration with your coworkers, enabling you to perform your role more effectively.
- Other names: employment skills, work-readiness skills or foundational skills
- Why are they useful- another job candidate may have the same qualifications and experience as you but your advantage may come from a broader set of employability skills that are conveyed concisely and are particularly useful for that role.
- These lessons can take anywhere from 10-30 minutes. Use these outlines to fit your classroom style!
 - The last lesson in this unit can potentially take up two days of class time.
 - If you have a student that prefers individual work over group work check out the individual work section after our categories that involve group work!

Putting your skills to the test background: In this unit, students will be able to put all their soft skills to the test. Students will go through each lesson learning about cover letters, resumes, references and interviews. All of these lessons will build skills to complete the final lesson "putting it all together". In the final lesson students will research a job they would be passionate about and prepare a relevant cover letter, resume, references and complete an interview. This unit is built to prepare individuals for the workforce and give them a real-life hands-on scenario of the job hiring process.

Journal or Self-Reflection Entry: Take a second to think about your dream job. Think about the questions that may come up when going through the hiring process. Make a list of things you think you need to work on, learn more about and worry you about applying for your dream job and going through the hiring process.

Teaching Guide: Lessons are in order of the job hiring process. It starts with cover letters then moves into resumes and references then wraps up with interviews. All materials are listed.

Important Notice and Disclaimer

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Cover Letters



Materials

- How To Write a Cover Letter (Plus Tips and Examples) (Indeed.com)
- Cover Letter Tips: How to Write One and When It's Necessary (Youtube)
- A way to stream video
- Cover Letter Tips Video Worksheet
- Paper
- Writing utensil

Procedure

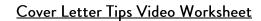
- Give each student a cover letter tips worksheet and have students watch Indeed's <u>Cover Letter Tips:</u> How to Write One and When It's Necessary video. Students should answer the questions as they are covered in the video. You may need to pause them as they are presented to give students time to write. There is a section about gaps in employment that students can watch or you can skip ahead to the next section titled "closing" that starts at 9:35. The main portion of the video ends at 16:41, but there are five additional questions that are optional to watch.
- 2. Once students are finished with the video and worksheet have them use what they have learned, as well as the article, to write their own cover letter.
- 3. Once they have written their cover letter have them give their cover letter to a peer to review.
- Once the peer makes edits the student should read it one last time and turn it in to be graded.

Additional resources

Key Elements of a Cover Letter (Disabilities, Opportunities, Internetworking, and Technology)







Use Cover Letter Tips: How to Write One and When It's Necessary video to answer the following questions.

1. What is the purpose of a cover letter?

2. What three things do employers consider when evaluating candidates?

3. What is the formula for a successful cover letter?

4. What should your header include?

5. What should be included in your attention getter?

6. What is the STAR method?





7. What are examples of closing words?

8. List two best practices

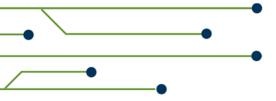
9. What is the best length for a cover letter?

10. T or F you should use a decorative font to make you stand out

Answer Key

- What is the purpose of a cover letter?
 - Answers will vary, but a solid answer is to tell your story and give the employer a chance to get to know you beyond your resume
- 2. What three things do employers consider when evaluating candidates?
 - Skill sets, background, culture fit
- 3. What is the formula for a successful cover letter?
 - Header
 - Greeting
 - attention getter
 - skills and qualifications
 - wrap-up
 - closing
- 4. What should your header include?
 - Your name
 - Your address
 - Your phone number
 - Your email address
 - Date
- 5. What should be included in your attention getter?
 - Introduction to yourself, explain why you are applying for the position, discuss how the position aligns with your career goals and your background
- 6. What is the STAR method?
 - Situation
 - Task
 - Assessment/Action
 - Results
- 7. What are examples of closing words?
 - Best, thank you, sincerely, respectfully, regards
- 8. List two best practices
 - Proofread, ask someone else to proofread, include a cover letter even if the job posting doesn't specifically ask for one, read the job description carefully, use key words from the job description, don't include a cover letter if you can't/they tell you not to.
- 9. What is the best length for a cover letter?
 - One single page
- 10. T or F you should use a decorative font to make you stand out
 - False, keep it simple





Resumes



Materials

- Knowledge Center "resumes" PowerPoint
- Resume Writing: 4 Tips on How to Write a Standout Resume Video Worksheet
- Writing utensil
- Way to stream video

Procedure

- 1. Go through PowerPoint and Indeed video having students answer questions on the worksheet.
- 2. Have students create their own resume. A resume template is attached that the Knowledge Center has created, but it does not have to be used.

Additional resources

16 Resume Resources To Help You Write, Edit or Submit One (Indeed.com)



Resume Writing: 4 Tips on How to Write a Standout Resume Video Worksheet

- 1. What is step one?
- 2. What is the difference between a chronological and functional resume?
- 3. What is step two?
- 4. Resume format
- 5. What should be in your resume summary
- 6. What should you list under each employer?
- 7. Write down one soft skill and one hard skill you could include in your resume
- 8. What is step three?
- 9. How to write a bullet point
- 10. What is step four?
- 11. What two audiences do you have to impress?



Resume Writing: 4 Tips on How to Write a Standout Resume Video Worksheet

- 1. What is step one?
 - Determine your resume strategy
- 2. What is the difference between a chronological and functional resume?
 - List work experience in order of when it occurred, most recent at the top.
 - Skills and abilities other than work experience
- 3. What is step two?
 - Format your resume to make your accomplishments shine
- 4. Resume format
 - Contact info
 - Resume summary
 - Work experience
 - Educational history
 - Skills
 - Award, publications, hobbies
- 5. What should be in your resume summary
 - You and your professional offering
- 6. What should you list under each employer?
 - The company name, the role title you had, dates of employment, three bullet points about your key duties responsibilities, and achievements
- 7. Write down one soft skill and one hard skill you could include in your resume
 - This will be based off the students skills
- 8. What is step three?
 - Perfect your bullet points
- 9. How to write a bullet point
 - Start with a strong action verb
 - Include umbers and impact
 - Stay concise
- 10. What is step four?
 - Tailor your resume
- 11. What two audiences do you have to impress?
 - Application tracking system
 - The recruiter



Personal Info:
Name (first and last):
Address:
City, State, Zip Code:
Email Address:
Phone Number:
Resume: Summary:
Work/Volunteer Experiences:
Work/Experience:
Dates worked/volunteered/participated:
Tasks Completed:
Work/Experience:
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Work/Experience:
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Education: (Fill this out for each school attended)
School:
Dates attended and expected graduation date:
GPA or applicable courses taken:
Skills and Certifications (MSDOS, W!SE, child care certification, First Aide, animal care, etc)
Leadership Opportunities (Clubs, civic groups, religious groups, etc):
Awards and Honors (scholarships, awards, etc):



References



Materials

- Knowledge Center "references" PowerPoint
- Writing utensil
- Paper

Procedure

- 1. Begin by going through the Knowledge Center "references" PowerPoint. You can ask students to take notes. There is a beginning reflection question.
- 2. At the end of the PowerPoint have students come up with three references and write down any information they have on their references.

Additional resources

<u>Tips for Choosing the Best Job References</u> (Indeed.com)



Interviews



Materials

- Knowledge Center "Interviews" PowerPoint
- Writing utensil
- Paper

Procedure

1. Go through the Knowledge Center "Interviews" PowerPoint. Have students take notes and answer questions as they come up.

Additional resources

How To Prepare for an Interview in 11 Steps (Indeed.com)

Graphics





Putting it all together



Materials

- Knowledge Center "Interview Questions" document
- Scissors
- Writing utensil
- Paper
- Research device

Procedure

- Have students research their dream job and find a listing. It does not have to be in your area. Once they find one have them read through the job description and take time to read up on the company. Have them find the company's vision, mission, and values. Let them spend time on the company's website and get to know the expectations and work environment.
- 2. Have students begin by creating a resume and cover letter that they would create if they were actually applying for this position. Students can use the cover letter and resume they already wrote, but find a way to incorporate the job they are researching. Students should attach their references to their resumes.
- 3. After students have created their cover letter and resume they should begin reviewing interview questions and deciding how they could answer them.
- Students should then be paired up or put in groups. Students should swap job descriptions, resumes, references and cover letters. Students should then ask other students at least 10 questions. These can be from the provided list, or students can create their own.
 - To add to this experience, you could ask students to dress professionally for interview day.
- 5. After students complete their interview with their partner(s) they should write them a follow-up letter or email.

