Unit 2: Hiring Process

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **4 Weeks**
Status: **Published**

Summary

The Paths to College and Career course is designed to prepare students for post-secondary success by refining the hard and soft skills demanded by the 21st century workplace. Students will learn how to effectively utilize key Google Suite programs to meet professional objectives, such as Google Slides, Sheets, and Forms. Moreover, students will learn to navigate the job search process including researching open positions, developing a resume and cover letter, interviewing with prospective employers, and composing follow up thank you letters. Emphasis is placed on refining communication skills, including speaking and listening skills, written communication, such as composing proper emails, how to self advocate, and the importance of leaving a positive digital footprint. Students will leave the course better prepared to enter the college or career setting giving them an advantage in an increasingly competitive environment.

This unit is part of the larger aforementioned course sequence and specifically focuses on the hiring process where students will understand the verbal, non-verbal and written aspects of professionalism during the application and interview process. By the end of this unit, students will be able to conduct research on a business which interests them, write effective resumes, cover letters and thank you emails, prepare and engage in a successful interview, and evaluate the characteristics which allow an individual to carry out these skills.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

This course fulfills the 2.5 credits in 21st century skills coursework required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2023

Standards

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job

application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs o public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans)

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision□making in business.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM□ADM.2 Access, evaluate and disseminate information for business decision making.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.

9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.

9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.

9.3.IT.6 Describe trends in emerging and evolving computer technologies and their influence on IT practices.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking

measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using

advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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In support of the Information Literacy mandate (S588), this unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Essential Questions and Enduring Understandings

Essential Questions:

- How do employers make an informed decision when hiring employees?
- How does an individual communicate their qualifications when seeking employment?

Enduring Understandings:

- Individuals seeking employment will be assessed on a variety of factors in writing and in person.
- Preparation for different writing, speaking and listening tasks is essential for obtaining the role of your choice.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): resume, cover letter, active listening, references, protocol, punctuality, proactive and reactive solutions, norms
- The purpose of resumes, customized cover letters, and “thank you” emails during the hiring process.
- Professional norms of in-person interviews.
- Preparation tools and strategies for an interview.
- Common interview questions.
- The significance of both verbal and non-verbal communication.

Students will be skilled at:

- Effectively communicating responses to highlight experiences and attributes.
- Producing properly formatted and grammatically correct professional writing documents.
- Actively and passively communicating professionalism during an interview.
- Conducting online research in preparation for an interview.
- Preparing for and conducting both in person and phone interviews.
- Organizing a presentation which summarizes information in a clear manner.
- Selecting the proper software or tool to communicate information.
- Navigating Google Suite programs.
- Expressing active listening and responses.

Learning Plan

This unit plan includes but is not limited to:

Professionalism: Students will read an article regarding professionalism in the workplace. Students will create a word web of what they have read and additional characteristics which they believe are essential for professional behavior and communication.

Professionalism Role Play: Students will be presented with different situations which require professional characteristics and communication. They will prepare their response. Students can create their own scenarios for classmates/exit slips.

Business Letter: Students will write a properly formatted letter to a business of their choice expressing the strengths and suggestions for the business in a professional manner. This will act as an introduction to letter writing at the post-secondary level. Google Templates to be reviewed.

Career Exploration Expansion: Students will refer to their Unit 1 Final Project to begin to prepare for the hiring process and Resume Writing. Students will reflect as if they are 22 years old and are applying for their dream job. Students will outline their hard and soft skills, education, experiences, professional characteristics on a provided graphic organizer. “Backwards” design is suggested - ask students to first consider what was the end goal/dream job? How did you get there?

Resume Writing and Revision: Students will write a resume using Google Docs (template or self-formatting) to reflect professional categories and active language. Peer review will follow using a checklist.

Interviewing Skills: After direct instruction regarding interview skills and norms, students will view different movie clips to evaluate the strengths and weaknesses of fictitious candidates.

Interview Simulation: Students will prepare their final drafts of each professional document and be divided into career clusters for a competition involving interview skills. Each student will be interviewed and evaluated on various criteria.

Thank You Emails: As a review of email etiquette, students will thank their interviewer from the simulation in proper format. Exemplars will be provided. (Further examples or practice can be timed with Thanksgiving or additional times to express gratitude).

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Business course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips
- Class Activities
- Professionalism Role Play
- Career Exploration Expansion

Summative Assessments:

- Final Draft Resume
- Final Draft Cover Letter
- Thank You Email
- Interview Simulation

Alternative Assessment:

- Hiring Process Guide: Students will create a “Do’s and Don'ts Handbook” for a potential interviewee using Google Slides to include images, video clips, etc. that express their understanding of each phase and factor of the hiring process.

Benchmark Assessments:

- NextGen Personal Finance CareerActivities

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Professionalism Role Play Scenarios

Monster Article: 10 Ways to be Professional At Work

USA Today: Steph Curry model shoe inspired by young girl to debut for Friday's International Women's Day

Purdue Online Writing Program: Writing the Basic Business Letter

Resume Writing

Interview Video Clips

The Muse: 10 Rules of Interview Etiquette

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials and including graphic organizers when possible.