



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Lesson Plan: Interviewing Employers and Career Exploration

School Counselor: Ashley Dunn

Date: Beginning of school year (3-part lesson plan: one before career fair and two after career fair)

Activity: Interviews with current employers (Session 1 and 2)/Career Exploration (Session 3)

Grade(s): 11th and/or 12th grade

ASCA Mindsets and Behaviors

Category 1:4: Understanding that postsecondary education and life-long learning are necessary for long-term career success

Category 2: Learning Strategies: 7. Identify long and short-term academic, career and social/emotional goals

Category 2: Learning Strategies: 9. Gather evidence and consider multiple perspectives to make informed decisions

Category 2: Social Skills: 3. Create relationships with adults that support success

Learning Objective(s):

1. The student will evaluate career information, gather knowledge about how the workplace operates, and describe the effect of work on lifestyle by asking various employers questions about the skills and attitudes that they expect their employers to maintain
2. Students will use the employers as their information resource to gather knowledge about their career of interest
3. Students will learn the importance of self-care

Materials: Interview form (1st and 2nd session); Career Requirements Worksheet (3rd session); Education/Training Worksheet (3rd session); Exit Slip (3rd session)

Procedure:

1st session (Week Before Career Fair/30 minutes):

Could make this activity into a competition by providing rewards for the “winning team”

1. Explain that students will interview employers that attend the school-wide career fair, and once the interviews are completed, the results will be shared with the class, and they will determine the top ten skills and attitudes needed to be successfully employed.
2. Explain that this will occur at the career fair, and students can pair up to ask questions (could make students feel more comfortable as well as employers since they wouldn't have to be asked as many questions)
3. Encourage students to gather information from other professionals outside of the school before the career fair if they wish
4. Encourage students to speak with employers at businesses that they would be most interested in working
5. Define terms such as: employer, employee, skill, attitude
6. Hand out interview form and go over expectations while making sure students understand each question

2nd session: (After Career Fair/30 minutes):

1. Receive feedback about the process. Did the students enjoy conducting the interviews? What did they like/not like about it?
2. Ask students to give results to these questions: What is the most important skill you look for in a potential employee? What is the most important attitude you look for in a potential employee? What do you do outside of work for fun? List results on board.
3. Have class work together to list skills in order from greatest to least
4. Lead discussion asking: Do you agree with this list? Why do you think these skills and attitude are important to employers? Did any employers indicate which they think is more important: skills or attitudes? Were you surprised that many employers listed many of the same skills and attitudes? What skills are missing that you think are important? Talk about lifestyle and if employers had time to do fun things. Ask what students like to do for fun.

3rd session: (Week or two after 2nd session/30 minutes):

1. Review previous two sessions.
2. Talk about the careers the students saw at the career fair. What did they like? What did they dislike? What careers interested them most? Can also talk about careers that were not present at the fair.
3. Talk about how different careers have different education and training requirements. Explain that these requirements affect the planning that they have to do to prepare for those careers. Even if

some students don't have plans for after high school, still ask them to contribute to discussion. Make sure all levels and types of education and training are discussed.

4. With a partner, have students complete the Career Requirements worksheet and ask them to list at least 2-3 careers that require each type of education level (can use computer). Encourage students to look up careers that they would be most interested in (not supposed to be random)

5. Give each student the Education/Training Worksheet and have them record the names of their current three potential careers. If students don't have a plan in place, have them list random jobs that adhere to their strengths/interests.

6. Have students divide into groups and discuss their responses.

7. Have students fill out "Exit Slip": was this helpful? Why or why not? Did this information help confirm their plans? Or did some students change their minds? How much did they enjoy this experience? What could be improved for the future, etc.

Plan for Evaluation: How will each of the following be collected?

Process Data:

This lesson plan serves students in their junior or senior year of high school. Ultimately, every student would receive the opportunity to participate in this activity. Teachers would also be involved by identifying professionals to come to the career fair, and they would help monitor the students as they gather the information for their interviews.

Perception Data:

The student will be able to evaluate career information, gather knowledge about how the workplace operates, and describe the effect of work on lifestyle by examining the perspective of real world employers. Students will be able to identify skills and attitudes that they should encompass when they go into the workforce. Students will also be able to explain how self-care and wellness is necessary throughout one's job. At the end of the 3rd session, students would be given the "Exit Slip" to evaluate their perception of the process.

Outcome Data:

The school counselor will measure how many students were able to participate in the activity. For those who were absent or could not participate, the school counselor would spend 1:1 time with students to explain career development. The school counselor will generate a list of all the skills and attitudes that the students found out about from their employers. The school counselor will hand out that list to the students and post it online for easy access.

Follow Up:

Three to six months after the last session, the school counselor will send out an online survey to determine if students are still thinking about or using the helpful tools from the school counselor and the employers that they spoke with. The school counselor will provide a space for students to ask any questions that may have risen since their experience. Perhaps use incentives to have students complete survey.

Interview Form – Skills and Attitudes that are Important for Employers

Student Names	
Name and Title of Employer	
What is the name of your business?	
What does your business do?	
How many employees do you have?	
What is the most important skill you look for in a potential employee?	
What is the most important attitude you look for in a potential employee?	
What is the one thing that would disqualify a potential employee?	
What do you do for fun?	

Career Requirements

Directions: List 2 or 3 careers that require the degree or experience listed below.

High School Education

- 1.
- 2.
- 3.

Vocational/Technical School

- 1.
- 2.
- 3.

Bachelor's Degree

- 1.
- 2.
- 3.

Master's Degree

- 1.
- 2.
- 3.

Doctoral Degree

- 1.
- 2.

3.

Military Training

1.

2.

3.

Education/Training Worksheet

1. Career: _____

a. Education/Training level required? _____

b. Length of time to complete required training? _____

c. Am I prepared to complete this training? _____

i. If no, what are my options? _____

ii. If yes, where do I want to get the education/training? List two options:

2. Career: _____

a. Education/Training level required? _____

b. Length of time to complete required training? _____

c. Am I prepared to complete this training? _____

i. If no, what are my options? _____

ii. If yes, where do I want to get the education/training? List two options:

3. Career: _____

a. Education/Training level required? _____

b. Length of time to complete required training? _____

c. Am I prepared to complete this training? _____

i. If no, what are my options? _____

ii. If yes, where do I want to get the education/training? List two options:

Exit Slip

1. Was this exercise helpful for you? Why or why not?

2. Name two skills and two attitudes that you find most important for your future career.

3. Name one skill and one attitude that you feel you do well.

4. Name one skill and one attitude that you would like to work on.

5. Did the information that you gathered from the employers help solidify your current career plans? Did you change your mind about a career path you would like to follow? If you weren't sure about a career path before this exercise, did this exercise help you evaluate potential options? Explain.

6. Did you enjoy this experience? Why or why not?

7. Please provide any feedback about what could be changed for future activities like this one.

References

Modified lesson plan from: *Career Planning & Exploration: A Guidance Curriculum for Grades 9-12*. Retrieved from <http://schoolcounselor.org/school-counselors-members/asca-resource-center/career-development/lesson-plans>

Modified lesson plan from: The Top Ten On-The-Job Skills at Attitudes. Powertolearn.com. Retrieved from <http://schoolcounselor.org/asca/media/asca/Resource%20Center/Career%20Development/Lesson%20Plans/The-Top-10-On-The-Job-Skills.pdf>