

Job Applications

Unit. Employability in Family and Consumer Science

Problem Area. Gaining Employment

Lesson. Job Applications

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Explain how to research a job opportunity.**
- 2 Describe two methods of applying for a job.**
- 3 Identify the common types of information requested on a job application form.**

■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication



■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ company literature
- ▶ cost of living
- ▶ employment desired
- ▶ formal letter of application
- ▶ market
- ▶ past employment
- ▶ personal information
- ▶ personal visitation
- ▶ quality of life
- ▶ references
- ▶ suppliers

■ **Interest Approach** Use an interest approach that will prepare students for this lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

This lesson should acquaint students with the intricacies of applying for a job. Have students gather job applications from area employers. Review the major parts of the applications. Are there particular parts that generate questions? Use applications from a variety of employers that cover different job levels and discuss the differences. For instance, what are the differences between an application form for a fast food restaurant and one for a position in your school district? Help to begin to acquaint students with the type of information employers are seeking to gather on application forms.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Explain how to research a job opportunity.

Anticipated Problem: What information should be studied before applying for a job?

- I. Prior to applying for a job, the candidate should conduct research about a potential job opportunity.
 - A. The employer—potential applicants should familiarize themselves with the employer and the type of business. This will allow the applicant to discuss the job opening in an intelligent manner. There are many sources for this information.

1. **Company literature**—catalogs, brochures, and reports produced by the employer will provide an overview of the products and services.
 2. Employees—people who already work for the employer can provide a good deal of information, such as company products, services, and working environment.
 3. **Suppliers**—businesses that supply goods and services to the employer are good sources of information. They will have knowledge of the company’s products and business practices.
- B. The **market**—the area of business or the industry in which the potential employer is engaged in. Does the company operate in a market that allows for growth and advancement?
- C. The community—job applicants should research the community in which they will be living.
1. **Cost of living**—the costs for housing, food, utilities, and insurance in a particular city or town.
 2. **Quality of life**—the recreational and social advantages to living in a community.
 3. School system—does the community have a good system of schools? This will be important to applicants with children.

Various techniques can be used to help students master this objective. Use VM–A to help students understand the types of information that should be researched before actually applying for a job.

Objective 2: Describe two methods of applying for a job.

Anticipated Problem: What are two common methods of applying for a job?

- II. There are two common methods of applying for a job.
- A. **Personal visitation** refers to completing an application in person. When applying in person, an applicant should:
1. Dress and groom properly—this is important in making a good impression.
 2. State the purpose of the visit—inform the company receptionist that the applicant is seeking employment. If the company is seeking applicants, they will have procedures to follow.
 3. Complete the employment application form—this form provides the employer with information about the candidate’s education, experience, and goals. Candidates should read and follow all instructions in completing the form.
 4. Allow sufficient time—candidates should schedule personal visits so that they have time to neatly and accurately complete the application form.
 5. Be prepared—candidates should bring information that will assist them in providing accurate information and dates on the application form. They should also bring their own pen for completing the forms.

- B. A **formal letter of application** is a business letter that indicates a candidate is applying for a job. It is an important tool in seeking employment.

Many techniques can be used to help students master this objective. Use VM–B to reinforce the important points to consider when applying for a job in person.

Objective 3: Identify the common types of information requested on a job application form.

Anticipated Problem: What are the common types of information asked for on an application form?

- III. Application forms commonly request the same types of information.
- A. **Personal information** includes the applicant’s name, address, telephone number, and social security number.
 - B. **Employment desired** refers to the position the candidate is applying for. It often includes the date the candidate could begin working and the salary or wages the candidate desires.
 - C. Education refers to the levels and types of education the candidate has completed. This section of the form may request specific locations and dates of a candidate’s education.
 - D. **Past employment** refers to previous jobs the candidate has held. Candidates should be prepared to provide their previous employer’s name and address, the time period they were employed, and their reason for leaving.
 - E. **References** are individuals who can provide the employer with your qualifications and character. It is important to provide complete information so that the employer may easily contact the references. Always obtain the permission of the references before listing them.

Various techniques can be used to help students master this objective. Use LS–A to reinforce the common types of information requested on an application form.

- **Review/Summary.** Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be retaught. The anticipated problems can be used as student review questions.
- **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson.

- **Evaluation.** Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The sample written test provided can also be used.

- **Answers to Sample Test:**

Part One: Matching

1. b
2. d
3. c
4. a

Part Two: Completion

1. market
2. personal visit
3. Personal
4. cost of living
5. past employment

Part Three: Short Answer

1. personal visitation, formal letter of application
2. Students can list any three of the following:
 - a. dress and grooming
 - b. statement of purpose of visit
 - c. accuracy of completed application form
 - d. allowance for sufficient time
 - e. adequate preparation
3. Students can list any two of the following:
 - a. personal information: candidate's name, address, telephone number, and social security number.
 - b. employment desired: the position the candidate is applying for.
 - c. education: the levels and types of education the candidate has completed.
 - d. past employment: the previous jobs the candidate has held.
 - e. references: individuals listed on the application who can vouch for the candidate's qualifications and character.

Job Applications

► Part One: Matching

Instructions: Match the term with the correct definition.

- a. company literature
- b. quality of life
- c. references
- d. formal letter of application

- ____ 1. The recreational and social advantages to living in a community.
- ____ 2. A business letter that indicates a candidate is applying for a job.
- ____ 3. Individuals listed on a job application that can vouch for a candidate’s qualifications and character.
- ____ 4. Catalogs, brochures, and reports that provide job applicants with an overview of a company’s products and services.

► Part Two: Completion

Instructions: Complete the following statements.

- 1. A _____ is the area of business or industry in which a company operates.
- 2. A _____ refers to completing an application in person.
- 3. _____ information includes the candidate’s name, address, telephone number, and social security number.
- 4. The cost of housing, food, utilities, etc., in a particular town is known as _____.
- 5. Previous jobs the candidate has held are referred to as _____.



► **Part Three: Short Answer**

Instructions: Answer the following questions.

1. List the two most common methods for applying for a job.
2. List three factors that should be considered when personally applying for a job.
3. List and explain two of the common types of information requested on a job application.

Job Applications

Overview

Students will research a company of their choice in order to gather information that is necessary to successfully apply for and acquire a job within the company. Each student will write an essay of at least 200 words to describe the company and types of jobs available within the company.

Procedures

Prior Student Learning Opportunities

1. In order to communicate ideas in writing to accomplish a variety of purposes, provide students with sufficient learning opportunities to develop the following skills:
 - ◆ Compose informational writing that supports a topic or thesis statement with well-articulated evidence.
 - ◆ Write creatively for a specified purpose and audience.
 - ◆ Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences.

Student Task

2. Provide each student with a copy of the task sheet and the rubric. Have students review and discuss the task to be completed and how the rubric will be used to evaluate their work.
3. Using various sources such as company literature, company Web site, or employees, research a company of your choice in order to gather information that is necessary to successfully apply for and acquire a job within the company.
4. Write an essay of at least 200 words to describe the company and types of jobs available within the company. Describe the history of the company, its current size in terms of number of employees and gross sales, and identify at least 10 more facts about the company that would be beneficial to know for a job interview.

Evaluation

5. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Time Requirements

- ◆ 120–180 minutes

Resources

- ◆ Computer
- ◆ Writing scoring rubric
- ◆ Student task sheet

Job Applications

1. Using various sources such as company literature, company Web site, or employees, research a company of your choice in order to gather information that is necessary to successfully apply for and acquire a job within the company.
2. Write an essay of at least 200 words to describe the company and types of jobs available within the company. Describe the history of the company, its current size in terms of number of employees and gross sales, and identify at least 10 more facts about the company that would be beneficial to know for a job interview.



Job Applications

- ◆ Exceeds standard (28–32 total points)
- ◆ Meets standard (21–27 total points)
- ◆ Approaches standard (15–20 total points)
- ◆ Begins standard or absent (6–14 total points)

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
6	<ul style="list-style-type: none"> • Effective opening (may or may not include specific preview) which displays sophistication through the use of anecdotes, quotations, definitions, personal appeals, or other effective strategies; may develop the focus inductively. • Writing is purposeful with logic maintained throughout. • Effective closing which relates to opening and unifies the writing (may invite exploration, raise relevant questions, or use other devices/ ideas). 	<ul style="list-style-type: none"> • All major points fully developed and supported evenly by specific detail throughout the paper. • Extensive, in-depth development of support using multiple strategies (e.g., explanation, evidence, and example). • Word choice enhances specificity. 	<ul style="list-style-type: none"> • Structure is clear, appropriate, and effective. • All paragraphs are appropriate and purposeful.* • Coherence and cohesion are demonstrated throughout with effective and varied devices. • All points logically presented and interrelated. • Varied sentence structure and word choice produce cohesion. 		<ul style="list-style-type: none"> • Fully developed for grade level. • Clear and purposeful focus; in-depth, balanced support; lines of reasoning identified and developed coherently and cohesively throughout.
5	<ul style="list-style-type: none"> • Clearly sets purpose of paper through thematic introduction, specific preview, or successful, more sophisticated introduction; may develop the focus inductively. • Maintains clear position/logic throughout. • Effective closing. 	<ul style="list-style-type: none"> • All major points developed evenly by specific detail (to the same degree of specificity). • Most support developed through multiple strategies (e.g., explanation, evidence, and example). • Word choice enhances specificity. 	<ul style="list-style-type: none"> • Structure is clear and appropriate to purpose. • All points are appropriately paragraphed.* • Coherence and cohesion are demonstrated by effective and varied transitions and/or other devices. • All points are logically presented and interrelated. • Varied sentence structure and word choice produce cohesion. 		<ul style="list-style-type: none"> • Developed for grade level. • All features are developed but not equally well developed throughout.

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
4	<ul style="list-style-type: none"> Clearly sets purpose of paper through thematic introduction or specific preview. May attempt a more sophisticated introduction (with varying degrees of success). If previewed, paper develops only previewed points. Maintains clear, logical subject/position. Clear closing. 	<ul style="list-style-type: none"> Most major points developed by specific detail. All key points supported, some key points may be more developed than others (not even or balanced). Word choice may enhance specificity. 	<ul style="list-style-type: none"> Structure is clear. Most major points appropriately paragraphed.* Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions and/or other devices; a variety of transitional devices may be present in more developed essays. Most points logically presented and organized. Some varied sentence structure and word choice produce cohesion. 		<ul style="list-style-type: none"> Bare-bones–developed paper for grade level. Simple and clear, presents nothing more than the essentials. Limited depth.
3	<ul style="list-style-type: none"> Subject/position (or issue) identified by only brief, general opening statement or established somewhere in the paper. If previewed, paper develops more or fewer points than previewed. Minor focus drift or lapses in logic (not really separate ideas—repetitious). Closing is absent or only a verbatim reiteration of the introduction. Lacks sufficiency to demonstrate a developed focus. 	<ul style="list-style-type: none"> Some main points are developed by specific detail (e.g., second-order ideas beyond major point), some may be general. Some elaboration of key points but lacks depth. Lacks sufficiency to demonstrate developed support. 	<ul style="list-style-type: none"> Structure is evident. May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., “Firstly,” “Secondly,” “Lastly” used within paragraphs). Some major points appropriately paragraphed.* Has coherence but lacks cohesion. May have a minor digression. May lack sufficiency to demonstrate developed organization. 		<ul style="list-style-type: none"> Partially developed. Some (or one) of the feature(s) may not be sufficiently formed, but all are present. Inference is usually required.

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
2	<ul style="list-style-type: none"> Subject/position is vague or prompt-dependent; may launch with no unifying statement anywhere or repeats prompt or a portion of it as the only focusing statement. Unrelated or illogical ideas that drift from focus; paper may consist mostly of repetitions and redundancies. Off-mode response that does NOT serve persuasive/expository purpose. Multiple subjects/positions without a unifying umbrella statement. May be insufficient writing to determine that subject/position (or issue) can be sustained. 	<ul style="list-style-type: none"> Most support is general or consists of repetition/redundancy. Simple list of specifics that may have some extensions. May be insufficient writing to determine that the support can be maintained. 	<ul style="list-style-type: none"> Structure is noticeable, but the reader must infer it. Limited evidence of appropriate paragraphing.* Little structure within paragraphs (e.g., little purposeful ordering of sentences). Lacks appropriate persuasive or expository structure. May have a major digression. May be insufficient writing to determine that organization can be sustained. 	<ul style="list-style-type: none"> Mastery of sentence construction. Very few run-ons or fragments in proportion to amount written. Mastery of verb tense and subject/verb agreement. Correct use of pronouns. Mastery of punctuation/capitalization. Few minor and very few major errors in proportion to amount written.** 	<ul style="list-style-type: none"> Attempts to address the assignment, but only rudiments of techniques for forming focus, support, and organization can be detected. Some confusion and/or disjointedness. Lacks appropriate persuasive or expository structure. May be insufficient writing to determine that features can be maintained.
1	<ul style="list-style-type: none"> Subject/position (or issue) is unclear. Insufficient writing to show that criteria are met. 	<ul style="list-style-type: none"> Support may lack clarity. Insufficient writing to show that criteria are met. 	<ul style="list-style-type: none"> Structure is attempted; the reader must work hard to infer it. Insufficient writing to show that criteria are met. 		<ul style="list-style-type: none"> Does not fulfill the assignment, barely deals with the topic, or does not present most or all of the features. Insufficient writing to show that criteria are met.
Score					

Remember: Integration scores are to be doubled when tallying totals.

*A well-developed, one-paragraph paper may receive a “4,” “5,” or “6.”

**Convention scores will be assigned on the basis of “2” for a developed score and “1” for an undeveloped score.

MAJOR AND MINOR ERRORS

SENTENCE CONSTRUCTION

Major Errors

- ◆ Incorrect subject/verb agreement
- ◆ Run-on(s)
- ◆ Fragment(s)
- ◆ Omitted words that interfere
- ◆ Incorrect usage
- ◆ Incorrect use of common words
- ◆ Incorrect pronoun reference
- ◆ Confusing tense shifts

Minor Errors

- ◆ Incorrect use of connectors between clauses
- ◆ Omitted words that do not interfere

USAGE

Minor Errors

- ◆ Commas in a series, for opening or clauses
- ◆ Awkward or odd use of words/phrases, but meaning is still clear
- ◆ Homonyms (its/it's, there/their/they're, to/two/too)

SPELLING

Major Errors

- ◆ Misspelled common words (same word misspelled is considered only once)

Minor Errors

- ◆ Inventive spellings for unusual or less frequently used words

PARAGRAPH FORMAT

Major Errors

- ◆ Using titles to delineate paragraphs
- ◆ Numbering paragraphs
- ◆ Mixed or incorrect paragraph formats

Minor Errors

- ◆ Inconsistent separation of paragraphs

PUNCTUATION/CAPITALIZATION

Major Errors

- ◆ Omission of initial caps
- ◆ Common proper nouns
- ◆ Missing or incorrect ending punctuation
- ◆ Missing or misplaced apostrophes

Minor Errors

- ◆ Missing periods for abbreviations

TOPICS TO RESEARCH BEFORE APPLYING FOR A JOB

- ◆ **The employer**—candidates should familiarize themselves with the company.
- ◆ **The market**—candidates should familiarize themselves with the industry in which the potential employer operates.
- ◆ **The community**—candidates should study the community to determine if they would want to live in it.



CONSIDERATIONS WHEN APPLYING FOR A JOB IN PERSON

- ◆ **Proper dress and grooming**—important in making a good impression.
- ◆ **Statement of purpose**—candidates should state exactly why they are there.
- ◆ **Accurate completion of the application form**—follow all directions and write neatly.
- ◆ **Sufficient time**—candidates should allow enough time to accurately complete all forms.
- ◆ **Be prepared**—candidates should bring a writing instrument and any information that will assist in completing the application form.



Name _____

Gaining Employment in a Family and Consumer Science Occupation

Application for Employment

Personal Information

Date _____

Name _____
Last
First
Middle

Present Address _____
Street
City
State
Zip

Permanent Address _____
Street
City
State
Zip

Phone No. _____ Social Security Number _____

_____ Referred by _____

Employment Desired

Position _____ Date you can start _____ Salary desired _____

Are you employed now? _____ If so, may we inquire of your present employer? _____

Ever applied to this company before? _____ Where? _____ When? _____

Education

	Name and Location of the School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business, or Correspondence School				

(continued on next page)

Former Employers (List below last four employers, starting with last one first.)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

References: Give below the names of two persons not related to you whom you have known at least one year.

Name	Address	Business	Years Acquainted
1.			
2.			