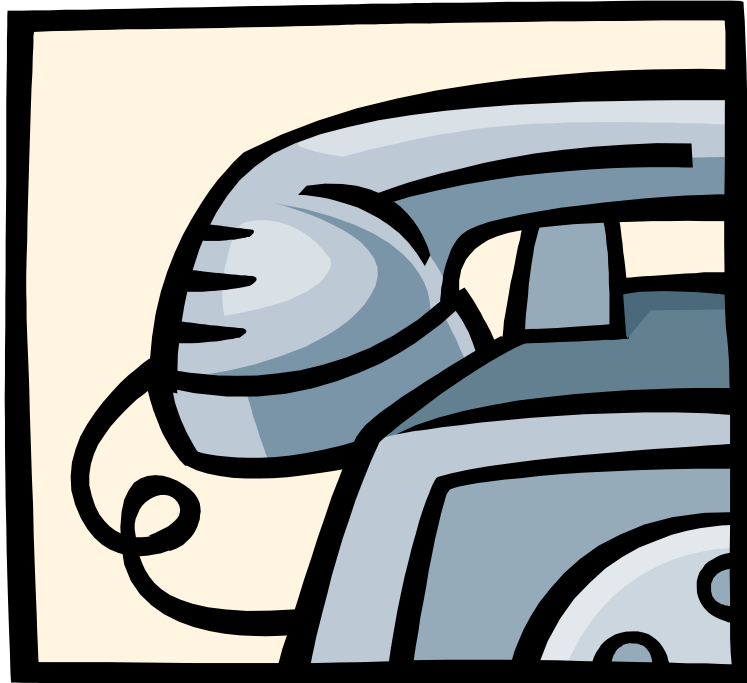


DON'T CALL US, WE'LL CALL YOU



COMPETENCY

CATEGORY: Job Attainment

CATEGORY

NUMBER: B.10

COMPETENCY: Use the telephone to arrange an interview.

OBJECTIVE: Upon completion of this module, students will be able to use the telephone to arrange an interview.



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INTRODUCTION

- State module topic and review module objective.
- Role-play the following situation with one of your students.

Note to Specialist: You should play the part of the student caller.

Caller: “Hey, how you doing? I’m callin’ about the job in the paper. I’m just the guy you are looking for!”

Respondent: “Which job are you calling about sir?”

Caller: “You know, the one in the paper. I don’t know what it was called, but I can do the job.”

Respondent: “I see. What type of work experience do you have related to the job?”

Caller: “Lots.”

Respondent: “Can you be a little more specific?”

Caller: “Well not at this point. I worked a couple of weeks at Bubba’s Bar-B-Q, but I didn’t like old man Jordan. He wanted me to work weekends!”

Respondent: “I see, Mr. _____ I didn’t get your last name. We will contact you if we would like to invite you for an interview. Don’t call us, we will call you.”

- Would you invite our “caller” for an interview? Why or why not?
- The purpose of this module is to provide you with the skills needed to use the telephone to arrange an interview.

Administer Pre-Assessment

OUTLINE

A. How it all gets started

1. A "Positions Vacant" advertisement is located in the local newspaper.
2. It sounds interesting, so you send in your resume.
3. One week later you follow-up with a telephone call to arrange for an interview.
4. Stop! It is very easy for you to make a poor impression at this point.
5. Who should you ask for?
6. What are you going to say?
7. Are there some key questions you should ask?

B. Two examples

1. Example 1:

(Caller) "Hey, I'm calling about the job announcement in the newspaper."

(Respondent) "Which one?"

(Caller) "**The Star-Telegram.**"

(Respondent) "No, I don't mean which paper. Which job announcement?"

(Caller) "The one that pays \$10.80/hour to start."

(Respondent) "Hold, please."

2. What did the caller do wrong?
3. How should the caller have handled this call?
4. Example 2:

(Caller) "Hello, my name is Michelle Garcia. I am calling in reference to the position of receptionist that was advertised in the **Star-Telegram** last Monday."

(Respondent) "Yes, Ms. Garcia, I have your resume right here. I was..."

5. What did this caller do differently from the first caller?

C. Step-by-step procedures for using the telephone to arrange an interview

1. Think through your opening line.

a. Examples:

1. "Hello, my name is _____ and I am calling about the...."
2. "Good morning, I'm answering the advertisement for the position of _____ that was listed in the **Dallas Morning News...**"
3. "Hello, Mrs. Jackson please. Good afternoon, my name is _____ and I'm interested in..."

Note to Specialist: Stress being polite and showing enthusiasm.

COMPLETE LEARNING ACTIVITY B.10-1
“HELLO...”

2. Think through possible questions you might ask.
 - a. Examples:
 1. “Can you tell me a little more about the position?”
 2. “What type of work would I be involved with?”
 3. “What are the job responsibilities?”
 4. “I was wondering what additional information about the job you might provide me with?”

Note to Specialist: Stress to your students that this is NOT the appropriate time to discuss salary!

3. Establish a meeting date and time for your interview.

Note to Specialist: Be sure to stress the importance of canceling appointments.

COMPLETE LEARNING ACTIVITY B.10-2
“QUESTIONS TO ASK”

4. Establish interview location.
5. Establish the name and office location of the person conducting the interview.
6. Ask if there is any additional information you need to bring with you to the interview.
7. Thank the respondent for his/her time.
8. Write down all important information.

Note to Specialist: Stress the importance of writing down all information.

9. Now it's time to get ready for your interview! (See Module B.13 – Complete a Job Interview.)

COMPLETE LEARNING ACTIVITY B.10-3 “PUTTING IT ALL TOGETHER”

D. What to do if you are called for an interview

1. When you apply for a job or respond to a job announcement you will sometimes have to respond for a request for an interview.
2. Many of the same procedures just covered will apply, but there are a few differences.
3. When being asked to come in for an interview, follow these simple steps:
 - a. Respond positively that you are indeed interested in coming in for an interview. If you are not interested, decline the offer.
 - b. Gather more specific information about the job:
 1. Duties/Responsibilities
 2. Full-time or Part-time?
 3. Location?
 4. Do not ask about salary at this point.

Note to Specialist: Point out to your students that they may need to be prepared to answer some questions at this time.

- c. For example, you might be asked questions about the following:

1. Type of work experience?
2. Why you want to work for _____
(Business/Company)?
3. What type of work schedule you are looking for?
4. What level of education have you reached?
5. What are your favorite subjects?
6. What type of salary are you looking for?

Note to Specialist: Brainstorm with your students other questions (and responses) which might be asked.

- d. Establish a meeting date and time for your interview.
 1. Establish an interview location.
 2. Establish the name of the person who you will be interviewing with.
 3. Ask if there is any information you should bring with you to the interview.
 4. Thank the caller by name.
 5. Write down all important information.

COMPLETE LEARNING ACTIVITY B.10-4
“YES, THIS IS...”

COMPLETE LEARNING ACTIVITY B.10-5
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY B.10-6
“SERVICE LEARNING”

COMPLETE READING ACTIVITY B.10
“DRESSING THE PART”

COMPLETE MATH ACTIVITY B.10
“USING A DIAGRAM”

Administer Post-Assessment

LEARNING ACTIVITY B.10-1
“HELLO...”

OBJECTIVE: To demonstrate proper opening lines to arrange for an interview

RESOURCES:

- Telephone, one for each pair of students
- Cassette recorder and tapes, one for each pair of students

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to groups of two.
2. Have students write out their opening line that they would use when calling to request an interview.
3. Have students record their opening lines.
4. Play back recordings with the students and provide feedback.
5. Discuss strengths and suggest areas for improvement.

LEARNING ACTIVITY B.10-2
“QUESTIONS TO ASK”

OBJECTIVE: To demonstrate proper questioning skills when arranging an interview

RESOURCES:

- Telephone, one for each pair of students
- Cassette recorder and tapes, one for each pair of students

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to groups of two.
2. Have students write out their questions to ask when calling to request an interview.
3. Have students record at least 3 questions.
4. Play back recordings with the students and provide feedback.
5. Discuss strengths and suggest areas for improvement.

LEARNING ACTIVITY B.10-3
“PUTTING IT ALL TOGETHER”

OBJECTIVE: To demonstrate the proper procedures for using a telephone to arrange for an interview

RESOURCES:

- Telephone, one for each pair of students
- Cassette recorder and tapes, one for each pair of students
- Work Sheet—Learning Activity B.10-3
- Classified ad section of local newspaper

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign students to groups of two.
2. Have students write out their opening line, questions and record the meeting date and time, interview location, and name and office location for the interview.
3. Distribute copies of the work sheet for Learning Activity B.10-3.
4. Have each student record their interview request, while their partner plays the role of the respondent (the one answering the call).
5. Play back the recording with the students providing feedback.
6. Discuss the strengths and suggest areas for improvement.

LEARNING ACTIVITY B.10-3
“PUTTING IT ALL TOGETHER”
WORK SHEET

DIRECTIONS: Select an ad from the classified section of the newspaper that you would be interested in calling about. Write out your thoughts in the space provided. You will be asked to record your telephone skills with your partner. Use this work sheet only as a guide; do not “read” directly from your work sheet when recording your request.

Job you are calling about _____

1. Your opening lines:

2. Three (3) possible questions you might ask:

3. How do you plan to establish a meeting date and time?

4. How do you plan to establish an interview location?

5. How do you plan to name an office location of the person who will conduct the interview?

6. How are you going to ask if any additional information should be brought to the interview?

7. How are you going to thank the respondent (other party) for his/her time?

LEARNING ACTIVITY B.10-4
“YES, THIS IS...”

OBJECTIVE: To demonstrate the proper procedures for handling a request for an interview

RESOURCES:

- Pre-recorded cassette tape, one for each student
- Cassette recorder, one for each pair of students

Note to Specialist: Use the information in this module under Section D to record your information. Pause between your statements or questions so that your students can record their responses.

SUGGESTED TIME: 2 ½ hours

DIRECTIONS:

1. Assign students to groups of two.
2. Distribute pre-recorded cassette tapes and recorders to each group.
3. Have students listen to the tape and record their responses to the request for an interview.
4. Play back recordings with the students and provide feedback.

LEARNING ACTIVITY B.10-5
“JOURNAL WRITING”

OBJECTIVE: Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY B.10-5
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY B.10-6
“SERVICE LEARNING”

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity B.10-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages” sheet).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources” sheet).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of vocational rehabilitation
		Job training partnership program

(Source: Handbook for Vocational Support Service Teams in Maryland)

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

(Source: Sarkees-Wircenski, M. & Scott, J. Vocational Special Needs)

SERVICE ACTIVITY ACTION PLAN

ACTIVITY/IDEA FOR IMPLEMENTATION	
STEPS FOR IMPLEMENTATION	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY B.10
“DRESSING THE PART”

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity B.10

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Reading Activity B.10.
2. Direct the students to read the activity.
3. Have students answer the recall questions.
4. Have students share their answers with the class.

DISCUSSION:

1. Discuss the Reading Activity with the class.

“DRESSING THE PART”

“Hey, Joe! Get a load of Mr. Clean over there!”

I looked up to see who Skip was talking about. There, walking down the other side of the street was Jack Hanley. He was wearing clothes I never even knew he owned. It was the first time I’d ever seen him wear anything but blue jeans. Plus he had on a white shirt, sweater, and tie!

“Hey man, you didn’t tell us you were getting married!” I yelled across the street.

Jack crossed the street and came across to where we were hanging around. He laughed. “Have your fun, guys. But I have a job interview, and I want to look my best.”

Skip snorted. “You’ve got it all wrong if you think fancy clothes make a difference. If you’re wrong for the job they won’t hire you no matter how you look.”

“Yeah,” Jack said, “but how about if I’m right for it, and I look like a slob? Do you think they’d take me then?”

I shrugged.

“I’m not taking any chances,” Jack said. “I really want this job.” And he took off down the street.

I looked at Skip. “Do you think there’s anything to what he says?”

Skip scowled. “No, are you kidding? He doesn’t know what he’s talking about.”

I wasn’t so sure. I had never dressed up for any job interview. But I’d never gotten a job either. “Let’s wait and see if he gets the job,” I said.

A couple of nights later we were down at Artie's playing pool. In walks Jack with a big smile on his face. "Hey, gang, the next game is on me."

Artie leaned across the counter. "What's up, Jack? Did you rob a bank or something? And where did you get those fancy pants?"

"I just got myself a job, Artie! And now that I've got bucks to spend you're going to be seeing clothes like this a lot more often. Even the guy that hired me noticed my clothes. He said, 'It's nice to see a young man who takes pride in the way he looks.'"

I looked over at Skip. He just shrugged and picked up a pool cue.

But I walked over to where Jack was standing. "Congratulations, Jack," I told him. "Maybe sometime soon you can give me some tips on how to dress for an interview. I just might give it another try."

He nodded. "Sure thing, pal. Let's play pool."

RECALL QUESTIONS

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Jack was all dressed up because he
 - a. _____ wanted to show off.
 - b. _____ was going to a wedding.
 - c. _____ was going to a job interview.

2. Skip said that
 - a. _____ fancy clothes are sure to get you a job.
 - b. _____ if you're wrong for the job, it doesn't matter how you dress.
 - c. _____ he liked Jack's new clothes.

3. The man that hired Jack said he
 - a. _____ liked to see young people who dressed nicely.
 - b. _____ was looking for more people to hire.
 - c. _____ didn't care how people dressed.

PART II

DIRECTIONS: Fill in the blanks to complete the paragraphs below.

Skip told Joe to _____ at Mr. Clean. Mr. Clean was _____ friend, Jack. He was _____ up in his best _____. He came across the _____ to talk to them. _____ told Skip and Joe he was dressed up _____ he had a job _____. He wanted to look _____ good as possible. Skip _____ it doesn't make any _____ how a person dresses _____ a job interview. He _____ if you are wrong _____ a job, you will _____ get hired. It won't _____ how you look. Jack did _____ agree with him. He _____ how you look is _____ important.

A few days _____ Skip and Joe were _____ pool down
at Artie's. _____ walked in. He said _____ would pay
for the _____ game. He told them _____ had a job. He
_____ wearing new pants. He _____ Skip and Joe that
_____ nicely can help you _____ a job. Skip didn't
_____ anything. But Joe said _____ would like to have
_____ tips on how to _____ for an interview.

MATH ACTIVITY B.10
“USING A DIAGRAM”

OBJECTIVE: To use a diagram

RESOURCES: Work Sheet—Math Activity B.10

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet to each student.
2. Have students complete the questions on the work sheet.
3. Review the answers with your students.

MATH ACTIVITY B.10
“USING A DIAGRAM”
WORK SHEET

DIRECTIONS: This activity will give you practice with using a diagram. Answer the questions shown below.

1. Skip has 4 interviews to go to this afternoon. Below is a diagram representing the times between Skip’s home and the places where the interviews are. Assume that Skip will spend a half hour at each interview and that Skip must be back home at 5:00 p.m. He leaves the house at 1:00 p.m. Show the path Skip must take to get home on time.

2. Has Skip any time to spare?

PRE-ASSESSMENT **POST-ASSESSMENT**

1. What are the 8 steps for using the telephone to arrange an interview?

2. What are the 9 steps to follow if you are called for an interview?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

DIRECTIONS: Answer the following questions to the best of your ability. A listing of points as opposed to sentences is suggested.

1. What are the 8 steps for using the telephone to arrange an interview?
 - Think through your opening line
 - Think through possible questions you might ask
 - Establish meeting date and time
 - Establish the name and office location
 - Ask if there is any additional information you might bring to the interview
 - Thank respondent
 - Get ready for interview

2. What are the 9 steps to follow if you are called for an interview?
 - Respond positively
 - Inquire more specific information about the job
 - Establish meeting date and time
 - Establish interview location
 - Establish name of person conducting interview
 - Ask if there is any additional information you might bring to the interview
 - Thank caller
 - Write down all important information
 - Get ready for the interview

ANSWER KEY
READING ACTIVITY

PART I

1. Jack was all dressed up because he
 - a. _____ wanted to show off.
 - b. _____ was going to a wedding.
 - c. **x** was going to a job interview.

2. Skip said that
 - a. _____ fancy clothes are sure to get you a job.
 - b. **x** if you're wrong for the job, it doesn't matter how you dress.
 - c. _____ he liked Jack's new clothes.

3. The man that hired Jack said he
 - a. **x** liked to see young people who dressed nicely.
 - b. _____ was looking for more people to hire.
 - c. _____ didn't care how people dressed.

PART II

Skip told Joe to look at Mr. Clean. Mr. Clean was their friend, Jack. He was dressed up in his best clothes. He came across the street to talk to them. He told Skip and Joe he was dressed up because he had a job interview. He wanted to look as good as possible. Skip said it doesn't make any difference how a person dresses for a job interview. He said if you are wrong for a job, you will not get hired. It won't matter how you look. Jack did not agree with him. He said how you look is very important.

A few days later Skip and Joe were playing pool down at Artie's. Jack walked in. He said he would pay for the next game. He told them he had a job. He was wearing new pants. He told Skip and Joe that dressing nicely can help you get a job. Skip didn't say anything. But Joe said he would like to have some tips on how to dress for an interview.

**ANSWER KEY
MATH ACTIVITY**

1.

Interview
half-hour

1st
Interview
Half-hour

32 minutes

Leave 1:00 pm
HOME
Return 5:00 pm

Interview
half-hour

Interview
half-hour

2. No