

## Employer Survey Follow-up

### The **BIG** Idea

- How do you follow up after an interview to make a positive impression on employers?

## AGENDA

Approx. 45 minutes

- I. Warm Up (15 minutes)
- II. A Short Thank You Goes a Long Way (10 minutes)
- III. Write Your Own Thank You Note (15 minutes)
- IV. Wrap Up (5 minutes)

## MATERIALS

### STUDENT HANDBOOK PAGES:

- Student Handbook page 100, Sample Thank You Note
- Student Handbook page 101, Sample Addressed Envelope
- Student Handbook page 102, Thoughts on a Thank You Note

### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Finding a Job 3: Employer Survey Follow-up
- Facilitator Resource 2, Job Survey Executive Summary
- Facilitator Resource 3, Job Survey: Participating Employers
- Facilitator Resource 4, Sample Teen Surveys
- Facilitator Resource 5, Stationary with Roads to Success Logo

Business envelopes, one per pair of students, plus extras

Postage stamps, one per pair of student

## OBJECTIVES

During this lesson, the student(s) will:

- Describe the informational interview process.
- Recognize the value of sending thank you notes.
- Discover what behaviors and personal characteristics employers value.

## OVERVIEW .....

In this lesson, students will share their experiences from their phone surveys with employers that hire teens. (Next week, they review an executive summary of the results from all the surveys, and consider what they learned.) Next, they discuss the importance of thank you notes, and review some basic tips for writing these critical letters. Finally, they work with their partners from the previous lesson to write a thank you note to the employer they interviewed.

## PREPARATION .....

- List the day's **BIG IDEA** and activities on the board.
- At the end of this lesson, have students turn in their **Teen Job Survey Form**. Before the next lesson, compile the results into **Facilitator Resource 2, Job Survey Executive Summary** and **Facilitator Resource 3, Job Survey: Participating Employers**. Make enough copies of both resources for each student.
- Make copies of the stationery with Roads to Success Logo (one copy per student).
- Make copies of **Facilitator Resource 4, Sample Teen Surveys** (one copy per student).

## BACKGROUND INFORMATION .....

Thank you notes are an important part of any job search. In a survey of executives, 86 percent said they consider a post-interview thank you note helpful when evaluating candidates. Yet only 39 percent of job applicants send thank you notes (Survey: Accountemps). This simple gesture can make a big impact on an employer, making an applicant stand out and demonstrate responsibility and interest in the job. A thank you note could even mean the difference between getting a job and getting passed over. In another survey, nearly 15 percent of managers interviewed said they would reject a candidate who didn't send a thank you note after an interview (Survey: Careerbuilder.com).

## IMPLEMENTATION OPTIONS .....

### DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

#### Questions:

1. What do you think are the three most important qualities employers look for when hiring teenagers? Explain why.
2. What do you think is one quality that is NOT impressive to an employer? Explain your answer.

[Call on students to read their answers and continue with the Warm Up as written.]

In **Activity II: A Short Thank You Goes A Long Way**, if you think your students will struggle to understand the need for writing thank you letters, you may choose to act out a short role play for the class. Pretend that you are a busy store manager who has taken time out of his day to answer questions for an RTS student. Make sure to stress the importance of acknowledging the time this person spent helping out their class.

If you think students will need more time to write and proofread their letters, you may wish to abbreviate the discussion in **Activity II: A Short Thank You Goes A Long Way**.

If you think your students will have difficult time writing their thank you letters in pairs, you may have each student write his own thank you letter. Students can then have their partner from the last lesson proofread and edit their thank you letters. Note: You will need to provide each student with an envelope and a stamp.

In **Activity III: Write Your Own Thank You Note**, students who did not make a phone call could write a letter to someone in their school who has helped them in the past. This may help to better motivate students who do not see the point in writing a letter to an employer they did not talk to.

You may wish to assign a pair of students to compile the Teen Job Survey results under your supervision, creating both the executive summary (**Facilitator Resource 2**) and the list of participating employers (**Facilitator Resource 3**). These sheets should be completed and copies made

before the next week's class.

If only a few or no students made their phone calls, assign students to groups of four or less. Each group should receive four copies of one of the employer responses from **Facilitator Resource 4, Sample Teen Surveys**. Depending on your class size, multiple groups may be assigned the same employer. Give the students time to read their survey and then pass out one copy of **Facilitator Resource 2, Job Survey Executive Summary** to each group. Each group will need to tally the results from their employer survey onto this sheet. For **Activity III, Write Your Own Thank You Note**, each student will write a thank you letter to the employer whose survey they read. Explain to the students that these are actually employers who took the time to complete this survey for the Roads to Success staff.

**Here is the connection of each employer:**

3 Bums Pizza: a former facilitator who owns a pizza place

Duane Reade: an actual manager at a NYC store

McDonald's: an actual manager at a NYC store

The GAP: sister of a Roads to Success staff member

Roberta Wells Conservatory: Ex-coworker of a Roads to Success staff member

## ACTIVITY STEPS

### I. WARM UP (15 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Since our last lesson, some of you interviewed local business owners about jobs for teens. In this lesson, we'll be talking about what that experience was like. At the end of class, I'll ask everyone to turn in your results so we can compile them before next week's class. Today we'll also talk about the best way to follow up with employers, so they feel appreciated (and so you get remembered!) – a thank you note. You'll learn some tips for writing thank you notes, then practice writing your own to the employer you (or one of your classmates) interviewed.
  
2. **SAY SOMETHING LIKE:** First of all, let's talk about what it was like to make an informational phone call. [Give students who participated in an interview time to share their experiences. The following questions could guide the discussion:
  - How many of you did the survey? Who did it by phone? Who did it in person?
  - Who was nervous? What did you do to stay calm during the call?
  - How closely did you follow the script? Did you practice beforehand?
  - How did you finally get in touch with the right person to interview? How many people did you have to talk to first? Did you have to call back a few times? Was anyone not able to reach the correct person at all?
  - What were the employers you talked with like? Did any of them not agree to participate in the survey? Did any of them ask you questions? How would you feel about working at their company after talking with them?
  - What did you like about the doing the survey? What was the hardest thing about doing it?
  - What was the best tip your employer gave you about applying for a job?
  
3. **SAY SOMETHING LIKE:** Next week, we'll take a look at the results from all the surveys. Even if you felt like you didn't come away with a lot of information, I hope you'll see how, collectively, the information is really valuable.

### II. A Short Thank You Goes A Long Way (10 minutes)

1. **SAY SOMETHING LIKE:** What could we do to make all the people who answered our questions feel it was worth the effort? [Allow students to respond.] Who has ever received a thank you note? How did it make you feel? How did it make you feel about the person who sent it? [Allow students to respond to each question.]

Why is a thank you note important in this situation? [Give students time to answer.] For one, it's what you should always do when people go out of their way to help you – it lets them know that their efforts are appreciated. A thank you note will also leave a good impression, not just for you, but for other teens. These employers might be more inclined to help out in the future if they feel like their time wasn't taken for granted.

2. **SAY SOMETHING LIKE:** Even if this is the first thank you note you've written, it will definitely not be your last! This activity will be good practice for the future. Thank you notes are an important part of any job search – especially after an interview. It is in your best self-interest to write these letters. They can help you build a relationship with an adult who might be able to help you in the future. [Talk about some reasons that thank you notes might be important after an interview. For example, they can:
  - Leave a positive impression, by showing that you are professional and responsible.
  - Give you another chance to include something about yourself, your skills, or your experience that you didn't get to mention in the interview.
  - Let an employer know that you're truly interested in the job.
  - Make you stand out from the crowd – most job applicants forget this crucial step! In fact, the difference you make writing a thank you note could make the difference in getting a job.]
  
3. [Display **Student Handbook page 100, Sample Thank You Note** using an overhead or written on chart paper. Have a different student read each paragraph aloud. Then use this sample thank you note to go over these three simple tips for writing thank you notes:
  - **Send it soon!** Send a thank you note within 24-hours of the interview. It can be typed or handwritten, mailed or emailed. If you know the employer is making a decision about a position soon, email might be the best bet.
  - **Proofread:** Make sure there are no misspellings or grammatical errors. And if you choose to handwrite the note, make sure it's neat. (This includes the spelling of the interviewer's name.)
  - **Include all who helped:** Send thank you notes to everyone who helped you with your job search, including the person who referred you to the job. Let them know you appreciate their help – you never know when you might need it again!]

### III. Write Your Own Thank You Note (15 minutes)

1. **SAY SOMETHING LIKE:** Now it's time to write your own thank you notes. Each student will be working with a partner to write the note together. Remember, this shouldn't be a long, formal letter – a short, handwritten one is just fine. In your letter, you should:

- Thank the person for taking the time to speak with you.
  - Let the employer know that the information you collected was very helpful.
  - End with another brief thank you.
2. **SAY SOMETHING LIKE:** Of course, you don't want your note to sound like a form letter. Try to personalize your letter if you can. For example, you could mention something in particular that you talked about in the interview. Think about something that really made an impression on you. Here are a few examples:
    - "I've been thinking about what you said about punctuality, and I realize now how important it is to always be on time."
    - "I was surprised to hear that teenagers help with kids' activities at the ball park. That sounds like a fun and challenging job! I will definitely be in touch when I start looking for a summer job."
  3. Give students time to write a draft of their note. Stress that both students should be contributing to the letter. One student may be in charge of writing, while the second student may be sharing key points to include in the letter. Have the writer in each pair quietly read their notes aloud to their partners. Then have partners proofread the final note. They may either type their final letters on computers, or handwrite them onto stationery you provide.]
  4. [Give each pair of students a stamped envelope. Students should find the correct address on the list of participating employers. Remind students to use the school address, not their home address, as the return address. Write the school's address on the board so students have the correct format and spelling. If students need more direction, discuss **Student Handbook page 101, Sample Addressed Envelope**. Make sure to review all letters before sending them to the employers.]

#### IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** Remember, thank you notes aren't just important in a job search, they're important in life. What are some other times that you should send thank you notes?
2. **SAY SOMETHING LIKE:** Before we end for the day, I'd like you to answer two questions about the note you and your partner wrote together. [Refer students to **Student Handbook page 102, Thoughts on a Thank You Note**. Give students a few minutes to complete the activity.]

3. [Have all students who participated turn in their **Teen Job Survey Forms.**]
4. **SAY SOMETHING LIKE:** In the next lesson, we'll look at the compiled results from your surveys. Then we'll read some help wanted ads and identify skills needed in entry-level jobs. You'll think about your own experience and which skills you have to offer.



## DO NOW

### Finding a Job 3: Survey Follow-up

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. What do you think are the three most important qualities employers look for when hiring teenagers? Explain why.

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2. What do you think is one quality that is *NOT* impressive to an employer? Explain your answer.

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## JOB SURVEY EXECUTIVE SUMMARY

This survey was conducted from \_\_\_\_\_ (start date) to \_\_\_\_\_ (end date).  
 \_\_\_\_\_ (number) students interviewed \_\_\_\_\_ (number) of employers in the  
 \_\_\_\_\_ (city, state) area.

(See the attached list of participating employers.)

### SURVEY FINDINGS

**Directions:** For each answer, place a tally mark in the correct box below.

#### Minimum hiring age

14 or less	15	16	17	18	19	20	21 or more

**Jobs for high school students** (Write all answers in the gray boxes. Tally the number of times each answer was given in the white box below.)


#### Hourly wages for high school employees

Less than \$5/hour	\$5.01 - \$6/hour	\$6.01 - \$7/hour	More than \$7/hour

#### Time of year most likely hiring

January	February	March	April	May	June
July	August	September	October	November	December

## JOB SURVEY EXECUTIVE SUMMARY (continued)

**Directions:** Write all answers in the gray boxes. Tally the number of times each answer was given in the white box below it.

### Most important employee qualities


### Most impressive quality in applicant


### Least impressive quality in applicant


### Suggestions for applicants with no previous job experience


# JOB SURVEY: PARTICIPATING EMPLOYERS

Company name and address	Employer name	Student interviewer

## TEEN JOB SURVEY 1

CONTACT INFORMATION	
<b>Company name</b> Roberta Wells Conservatory	<b>Type of business</b> Non-profit youth arts organization
<b>Company address</b> 23-51 97 Street, East Elmhurst, NY 11369-1217	
<b>Phone</b>	<b>Email (if available)</b> tspellman@robertawellsconservatory.org
<b>Name and title of person interviewed</b> Tracie Spellman, Executive Director	
<b>Date and time of interview</b> March 31, 2008	

### QUESTIONS (Continue answers on the back if you need more room.)

- How old do you have to be to work here? **14**
- What types of jobs are available for high school students? **Class assistants**
- What's the pay range for high school students? **\$8 and up**
- What time of year are you most likely to be hiring? **Fall and/or Spring**
- What qualities are most important in an employee? **Communicative, timely, respectful**
- What's one quality that impresses you in a job applicant? **Helpfulness without being asked**
- What's one quality that makes you unlikely to hire a job applicant? **Negative attitude, arrogant**
- Do you have any suggestions for applicants with no previous job experience?  
**Be the first to arrive and the last to leave. Stay away from cliques, lazy people, and gossipers. Focus on the work and save socializing for your personal life. Don't think of yourself too highly. Be willing to do what it takes to get the work done. Don't think of yourself too lowly. Remember who you are and if need be graciously ask to be treated with respect. Be polite and respectful to everyone – from the janitor up. Learn people's names. Do not pre-judge people based on their race, religion and/or sexual preferences. Surround yourselves with people who are like you in work ethic. Be willing to step out of your comfort zone. Call elders Miss, Mr. or Mrs. unless or until they ask you to address them informally. Work hard and trust that your work is worthy and of service even if it seems as if no one cares.**

## TEEN JOB SURVEY 2

CONTACT INFORMATION	
<b>Company name</b> GAP, Inc.	<b>Type of business</b> Retail- clothing
<b>Company address</b>  	
<b>Phone</b>  	<b>Email (if available)</b>  
<b>Name and title of person interviewed</b> Lisa Scheer	
<b>Date and time of interview</b> March 27, 2008	

**QUESTIONS (Continue answers on the back if you need more room.)**

1. How old do you have to be to work here? **Sixteen.**
2. What types of jobs are available for high school students? **Sales and stock positions.**
3. What's the pay range for high school students? **Minimum wage with merit increases annually.**
4. What time of year are you most likely to be hiring? **July for Back to School. October for the holiday season.**
5. What qualities are most important in an employee? **Outgoing, enthusiastic, fun-loving, yet hard working.**
6. What's one quality that impresses you in a job applicant? **Someone that is good at communicating with adults and kids.**
7. What's one quality that makes you unlikely to hire a job applicant? **Someone who can't look me in the eyes. Also, someone who communicates poorly.**
8. Do you have any suggestions for applicants with no previous job experience? **Don't let "no experience" scare you. With no experience, you have no bad habits that might need changing. If you have no experience, demonstrate your ability to work in a group: school sports, youth group, choir, babysitting, etc. Show how you have been responsible in other areas of your life.**

## TEEN JOB SURVEY 3

CONTACT INFORMATION	
<b>Company name</b> 3 Bums Pizza	<b>Type of business</b> Restaurant
<b>Company address</b> 47 S. Main St, Belfast, NY 14711	
<b>Phone</b>	<b>Email (if available)</b>
<b>Name and title of person interviewed</b> Jake, Owner/Manager	
<b>Date and time of interview</b> Spring 2008	

**QUESTIONS (Continue answers on the back if you need more room.)**

1. How old do you have to be to work here?  
**Generally, you have to be at least 16 years old to work for me. That way, there are no restrictions on certain jobs that employees need to do around the restaurant.**
  
2. What types of jobs are available for high school students?  
**We have two types of positions. The first is a cook or kitchen worker and the second is a delivery person.**
  
3. What's the pay range for high school students?  
**Our employees all start out at minimum wage. For kitchen workers this is \$7.15/hr in New York. Delivery drivers start out at \$4.60/hr plus tips. This is the minimum wage for workers in New York that work for tips. If my high school employees are good workers and consistently improve and work hard they are eligible for raises. The highest paid high school student that I currently employ makes \$8.00/hr.**
  
4. What time of year are you most likely to be hiring?  
**The busiest time for our business is during the warm weather spring and summer months. We have to hire several extra employees to keep up during these times.**
  
5. What qualities are most important in an employee?  
**There are several qualities that are particularly important to me. Some of these are cleanliness, punctuality, or being on time, a strong work ethic and desire to work, good communication skills, and the ability to be a positive representative of me as well as my business.**

## TEEN JOB SURVEY 3 (continued)

6. What's one quality that impresses you in a job applicant?  
**Prospective employees that demonstrate an ability to interact positively with my customers impress me. Much of my business is based on quality customer service. When an applicant comes in for an interview, I can immediately get a sense for how comfortable they are dealing with people. If they are uncomfortable they would probably not do well working for me.**
7. What's one quality that makes you unlikely to hire a job applicant?  
**The one quality that makes me unlikely to hire an applicant is lack of cleanliness. Since our business deals with preparing and serving food to customers, cleanliness is extremely important. If a high school student comes in to get an application and their appearance doesn't leave me with a positive impression, they are unlikely to even get an interview. It's very important for high school students to remember that you're making a first impression when you first walk through the door to ask for an application.**
8. Do you have any suggestions for applicants with no previous job experience?  
**At my restaurant, we hire mainly high school students. It can be a very good first job for someone just entering the work force. Because of this, the majority of our new employees have no previous work experience. The important thing to remember is that an employer will be willing to put in a lot of time and effort to train you, if you show that you're willing to put in the time and effort to learn and improve at your job. You need to show that you are eager to work and learn on the job, no matter what the responsibilities include. If you can convince an employer that you will be an asset to the company, despite your lack of experience, you stand a very good chance of being hired and excelling at your new job.**



## TEEN JOB SURVEY 4

CONTACT INFORMATION	
<b>Company name</b> McDonald's	<b>Type of business</b> Fast Food chain
<b>Company address</b> 688 8th Ave New York, NY 10018	
<b>Phone</b> 212-221-3363	<b>Email (if available)</b>
<b>Name and title of person interviewed</b> Brenda Bryant/ Manager	
<b>Date and time of interview</b> April 8, 2008/ 3pm	

**QUESTIONS (Continue answers on the back if you need more room.)**

1. How old do you have to be to work here? **16 years old**
2. What types of jobs are available for high school students? **Students can work on the register, cook, and the lobby (dining room).**
3. What's the pay range for high school students? **\$7.15 (NY state minimum wage)**
4. What time of year are you most likely to be hiring?  
**The summer is one of our busiest times. For summer positions we begin hiring in April and finalize our staff by the end of June. The December holiday time is also a really busy time. We start out hiring for the December seasons in September.**
5. What qualities are most important in an employee?
  - **Coming to work on time for every shift**
  - **Looking professional- neat, clean and wearing all parts of the uniform.**
  - **Being courteous to the customers**
6. What's one quality that impresses you in a job applicant?  
**If a job applicant comes in looking presentable- neat, clean, appropriate clothing I am more likely to hire him/her. It shows me that this person is serious about this job and took the time to make themselves look professional.**

## TEEN JOB SURVEY 4 (continued)

7. What's one quality that makes you unlikely to hire a job applicant?  
**We get a lot of teenagers coming in during our peak lunchtime, impatiently asking for a job application. A lot of times, they'll come in talking on their cell phones acting like they can't wait 5 minutes until I am free to talk to them.**
  
8. Do you have any suggestions for applicants with no previous job experience?  
**If you don't have any previous job experience, you can talk about activities from your high school. Often times, the skills you need to do well in activities such as: sports teams, clubs, theater are useful for a job here. Many of our employees are on the track team, which helps them quickly take orders and get our customers their food.**

## TEEN JOB SURVEY 5

CONTACT INFORMATION	
<b>Company name</b> Duane Reade	<b>Type of business</b> Pharmacy chain store
<b>Company address</b> 625 8th Ave New York, NY 10018	
<b>Phone</b> 212-273-0889	<b>Email (if available)</b>
<b>Name and title of person interviewed</b> Kabir/ Manager	
<b>Date and time of interview</b> April 11, 2008/ 2:45 PM	

**QUESTIONS (Continue answers on the back if you need more room.)**

1. How old do you have to be to work here? **18 years old**
2. What types of jobs are available for high school students? **Stock and cashier positions**
3. What's the pay range for high school students? **\$7.15 (NY state minimum wage)**
4. What time of year are you most likely to be hiring?  
**We do not have any time of year that is more or less busy. We hire employees regularly thorough the year.**
5. What qualities are most important in an employee?  
**It is important that an employee be reliable, professional, and courteous. Always arriving to work on time and dressing in the appropriate dress code/uniform are two ways that an employee can demonstrate the qualities described above.**
6. What's one quality that impresses you in a job applicant?  
**Good public speaking is one quality that really impresses me when someone applies for a job here. If a person can speak in a professional manner, I know they will be able to work well with our customers.**
7. What's one quality that makes you unlikely to hire a job applicant?  
**If a job applicant comes in dressed very sloppy and unprofessional I am unlikely to hire him or her.**

## TEEN JOB SURVEY 5 (continued)

8. Do you have any suggestions for applicants with no previous job experience?  
**Don't worry if you don't have any work experience. Many of our employees have never had a job before. At Duane Reade we take a lot of time to train our employees, so you will learn on the job everything you need to know. During your interview, you just need to show that you are interested in this position and that you will be willing to work hard during the training.**



## SAMPLE THANK YOU NOTE



Westover High School  
307 West 38th Street, #1101  
New York, NY 10018

May 28, 2008  
Ms. Olivia Thompson  
Manager  
Old Town Cinemas  
123 Main Street  
Bantam, CT 04328

Dear Ms. Thompson:

Thank you for taking the time to speak with me yesterday to answer questions for the survey our class is conducting about teen jobs.

The information you provided was very helpful, both to me and to the rest of the class. I was surprised to hear how many different jobs there are for teens at your movie theater. It sounds like a challenging place to work, but lots of fun too.

Thank you again for your time. I hope to meet you in person someday, maybe as one of your employees!

Sincerely yours,

*Jeff Miller*

Jeff Miller

*Thank the employer for taking the time to talk with you. Include the date of the interview.*

*Let him or her know that the information was helpful. If you can, include a personal note about your conversation.*

*Say thank you again at the end of your letter.*

## SAMPLE ADDRESSED ENVELOPE

Westover High School  
307 West 38th Street, #1101  
New York, NY 10018

*Put your name, school name, and school address in the upper left-hand corner.*

*In the center, write the employer's name, title, company name and address.*

Ms. Olivia Thompson  
Manager  
Old Town Cinemas  
123 Main Street  
Bantam, CT 04328

Stamp

## THOUGHTS ON A THANK YOU NOTE

Look closely at the thank you note you wrote to the employer who participated in the job survey, and answer the following questions.

1. What phrase in my letter will make the employer feel that he or she has made a valuable contribution to my class?

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2. How will my letter leave the impression that teen workers are responsible and capable?

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