NAF Professional Ethics

Lesson 9

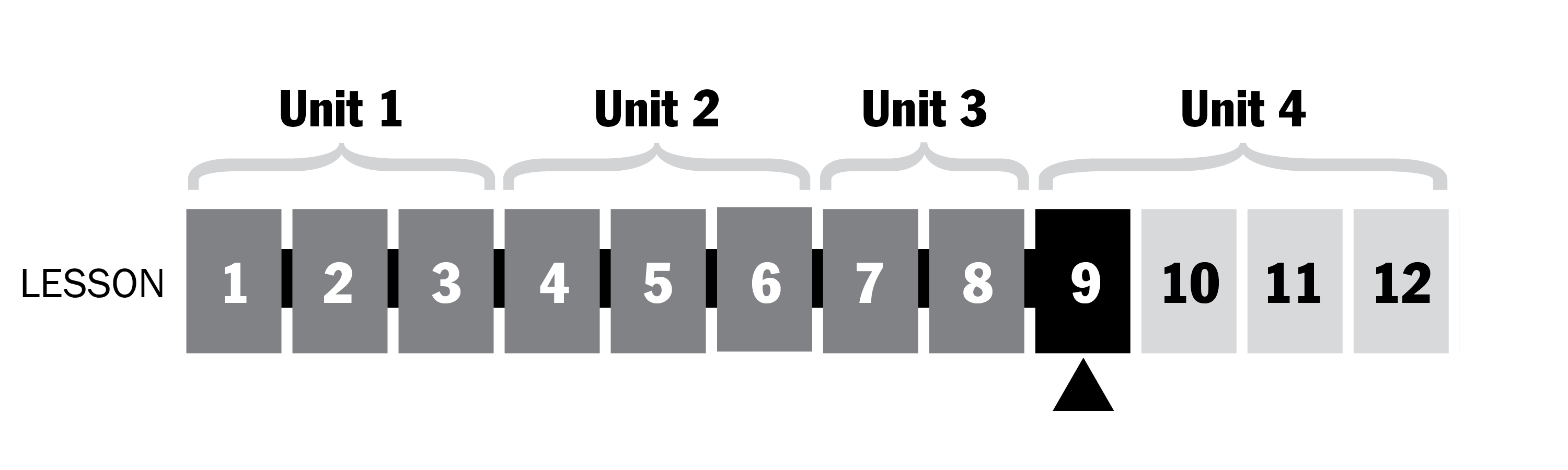
Ethics and Finding the Right Job

In this lesson, students imagine what characteristics a company would have that would be a perfect fit for them. They consider whether they’d work for a company that engaged in some kind of unethical or morally questionable practice. They explore careers that could be a good match for them, based on interest and skill set. They revisit the qualities of an effective resume and ensure that theirs are up-to-date. Students conclude this lesson by developing their own LinkedIn profile.

Advance Preparation

* Each student will need to use a computer with Internet access for some portion of every class period in this lesson. In Class Periods 1 and 2, students use a website created by the US Department of Labor called My Next Move to explore careers that align with their interests. To complete the interest survey and explore possible careers, each student will need access to <http://www.mynextmove.org/>.
* Consider having your school career or guidance counselor come to Class Period 2 and work with students as they research possible careers.
* You may wish to inform students in advance that they will need to bring a copy of their resume for Class Period 3.
* Before Class Period 3, make sure students will be able to access LinkedIn on the school network. If it is not possible, plan a workaround, such as having students create profiles using computers at home or at the library, or having students create a paper version of their LinkedIn profile.
* If you are not familiar with LinkedIn, take time to explore it and set up your own profile. Use the guidance and recommended resources provided in this lesson.
* Decide in advance whether you will link your profile to your students’, whether you will endorse students for specific skills, and whether you will write recommendations for students on LinkedIn. You may wish to find out if your school or district has any specific policies about interacting with students on social media and whether this type of interaction on LinkedIn would be included in those policies. Note that skill endorsements and recommendations are not required as part of this lesson, but it is likely that some students will ask you to endorse or recommend them, so it is good to be prepared.
* Determine how much detail you will expect students to provide in their LinkedIn profile (e.g., will they need to post artifacts from projects in previous classes?). If students already have a significant number of digital artifacts, it should be easier for them to include those on their profile. If they do not, it may be enough for them to list courses or projects and add their artifacts later.

This lesson is expected to take 4 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Evaluate personal experience and qualifications for potential employment opportunities
* Demonstrate the ability to create an effective online professional profile
* Identify the personal importance of working for an ethical employer

Academic Standards

* Act as a responsible and contributing citizen and employee (Career Ready Practices, Common Career Technical Core 2012)
* Communicate clearly, effectively, and with reason (Career Ready Practices, Common Career Technical Core 2012)
* Examine the role of ethics and social responsibility in decision making (NBEA National Standards for Business Education 2013, Management V, Ethics and Social Responsibility)
* Utilize employability skills to enhance employment opportunities and job satisfaction (National Health Science Standards 2015, Foundation Standard 4: Employability Skills)
* Apply technical skills required for all career specialties and demonstrate skills and knowledge as appropriate (National Health Science Standards 2015, Foundation Standard 10: Technical Skills)
* Study or pursue specific job interests (McREL Life Work Standards, undated, Standard 4)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| LinkedIn profile (Student Resource 9.4) | Assessment Criteria: LinkedIn profile (Teacher Resource 9.2) |

Prerequisites

* Understanding of basic ethical concepts that apply to job hunting
* A draft of a personal resume
* Familiarity with ethical issues common in the academy career field

Instructional Materials

Teacher Resources

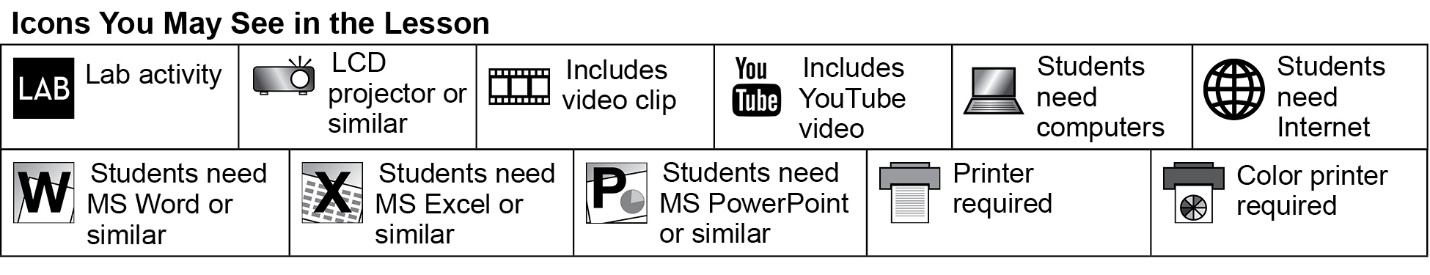
* Teacher Resource 9.1, Guide: Resume Analysis
* Teacher Resource 9.2, Assessment Criteria: LinkedIn Profile
* Teacher Resource 9.3, Key Vocabulary: Ethics and Finding the Right Job

Student Resources

* Student Resource 9.1, Survey: Would You Work for a Company That…?
* Student Resource 9.2, Analysis: Careers That Match My Interests
* Student Resource 9.3, Example: Student Resume
* Student Resource 9.4, Guide: Getting Started on LinkedIn

Equipment and Supplies

* Whiteboard, blackboard, or flip chart
* Computers with Internet access (one per student)



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 25 | Discussion: Would You Work for a Company That…?  To get the class thinking about how ethics does (or does not) affect their future career choices, students describe their dream company to work for. Then they consider some of their own ethical standards and criteria that would reinforce their desire to work there. This activity also focuses on the following college and career skills:  Working effectively with a diversity of individuals and perspectives  Prioritizing and completing tasks without direct oversight  At the start of class, divide students into small groups of three to four students. Then give groups several minutes to write down their top five criteria for deciding whether a company would be good to work for (e.g., salary, work hours, product or service you believe in). Ask them to consider what set of combined factors would make their dream company for employment. Then call on several to share their criteria as you note them on the board.  Discuss the following topics with the class:  How many students included “ethics” or a related criterion such as “ethical standards” or “ethical business practices”?  Where does ethics rank on their list, and why?  Based on what they have learned in this course, what kinds of issues or practices would fall under the category of ethical standards? Which are the most important, and why?  Next, ask students to consider some additional circumstances that might challenge their perception of a company’s ethical standards by having them respond to the questions in Student Resource 9.1, Survey: Would You Work for a Company That…?  Give students a few minutes to compare responses and opinions with a neighbor, and then ask them to report a few responses to the class. Students may discover that they do not necessarily share the same standards about which companies they would work for, and that’s fine. |
| 2  ../../../current%20resource%20docs%20/icons/Computer.jpg  ../../../current%20resource%20docs%20/icons/Internet.jpg | 25 | Career Research: O’Net Interest Inventory  Students use an online tool to explore careers that align with the kinds of tasks and activities that they think they’d enjoy.  Prior to class, queue the following website on computers to ensure that each student will be able to conduct the career interest inventory: <http://www.mynextmove.org/>  Tell students that in this lesson, they will explore careers from a range of angles. They have just thought about which sort of career they’d consider from an ethical perspective. Now they will think about careers from the point of view of what they think they’d really enjoy doing.  Review Student Resource 9.2, Analysis: Careers That Match My Interests. Explain that they will fill in this resource according to the results of an online inventory they will complete now. The results will give them food for thought about the sorts of careers that involve activities they think they will enjoy doing. Note that the results may show jobs that are not in their academy theme industry. This is perfectly okay! Now is the time to explore all options.  Answer any questions. Set students to taking the online interest inventory. Students should be able to get through Part I of Student Resource 9.2, which involves taking the interest inventory and researching jobs that align with their top two interest categories and that require different levels of education and training.  Tell students that they will work on Part 2 of Student Resource 9.2 in the next class period. Collect Student Resource 9.2 and take note of students’ interest results. Be prepared to return this resource to students in the next class period. |
|  |  | CLASS PERIOD 2 |
| 3  ../../../current%20resource%20docs%20/icons/Computer.jpg  ../../../current%20resource%20docs%20/icons/Internet.jpg | 30 | Career Research: Jobs that Align with My Interests  Students delve more deeply into the kinds of jobs that align with their interests.  If possible, this is a good time for your school career counselor to come to your class and check in with students about career options and current resources for learning more about their favorites. The counselor can also sit in on the small group discussions that follow the research activity and offer ideas.  Tell students that it’s time to work on Part 2 of Student Resource 9.2, Analysis: Careers That Match My Interests. Return this resource to students. Circulate as students work, answering questions and seeing what careers they are researching. |
| 4 | 20 | Small Group Discussion: Career Research Findings  Students compare their findings and discover factors that may affect their opinions as they discuss their research with classmates.  Organize students into groups of four. Ask them to take turns responding to the following prompts, which you can write on the board for their reference:  Summarize your findings on the three jobs you liked best.  Summarize your findings on the jobs you don’t like, and say why.  Answer questions about your findings from your group.  Instruct the listeners in the group to jot down notes. They may hear about a job that interests them and that they didn’t research themselves. They may also realize they have questions, which they can discuss with the group or do further research on for homework.  When about 5 minutes remain of class, bring the groups together. Ask for a show of hands in response to the following prompts:  Who researched jobs that sounded good but that weren’t in their academy theme?  Who researched jobs that might conflict with their personal ethics in some way?  Ask for a couple of volunteers to elaborate.  If students discover that some jobs that appeal to them greatly are not in their academy theme, that’s perfectly fine. They can now take stock of their educational path and see if they want to pursue a career in a different industry from their academy theme. Or, they can see if what they like about that job can be incorporated into a job in their academy theme. This is an important time in life for students to feel that they can change direction and not feel locked in to a decision that may have sounded great a year or two ago, but now doesn’t appeal nearly as much.  If students aren’t sure what the second question is asking, provide these examples: What if a job involves working with countries that have bad track records for treating employees well? What if a job involves lab testing on animals? Or using fuel sources that contribute to global warming? These questions go back to the ones they answered at the beginning of Class Period 1.  Encourage students to continue researching careers outside of class and to make an appointment with the career counselor. Also, tell students to bring a copy of their current resume to the next class period. |
|  |  | CLASS PERIOD 3 |
| 5 | 15 | Think, List, Group: What Makes a Good Resume?  In this activity, students evaluate a resume, determine the characteristics of a good resume, and apply this information to their own resume.  Write the following five elements on the board:  Organization  Format  Clarity  Detail  Language  Ask students to get out their copies of their resumes, which they should have brought to class. Then instruct students to review Student Resource 9.3, Example: Student Resume. Explain that this is a good example of a high school student’s resume, and that the five elements listed on the board represent the qualities of an effective resume.  Ask students to look over the sample resume and identify at least one example of each of these five areas. In other words, they should ask themselves: what is good about the way this resume is organized? About its format? And so on.  After students have had a few minutes to identify examples of the five major qualities, invite them to share their examples. Use Teacher Resource 9.1, Guide: Resume Analysis, to guide the discussion if students seem confused. Write the examples on the board, grouping them under each of the five qualities.  When there are several examples under each of the five qualities, ask students to look at their own resume. Ask them:  Which of these qualities do you see in your own resume?  In which places can you improve these elements? How?  Have the students label the places on their resume that need improvement and make notes about what improvement is needed.  Then ask them to consider:  What experience or skills can you add to your resume?  How might you incorporate information that demonstrates your ethical standards in your resume?  Maybe they’ve completed an internship or a summer job since the last time they worked on the resume. At a minimum, they should be able to list any projects they have completed in NAF courses and, if they are listing coursework on their resume, they can list this Professional Ethics course. Point out that students will be completing a project in this course, which they can add to their resume once the project is completed.  Ask students to think about one more question regarding their resume:  Why is it a bad idea to lie on your resume?  Immediately tell students that you want reasons beyond “it’s wrong to lie” or “it’s unethical.” Take some suggestions. As needed, point out that employers are on the lookout for resumes that sound too good to be true or that include embellishments that don’t sound quite right, and they can easily find out whether you’ve stretched the truth or outright lied. Will an employer care that you only worked as a crossing guard for three weeks, not three years? That you were never on the softball team? That your GPA is 3.2, not 3.8? The answer is yes. Before an employer even lays eyes on you, he or she would decide that you were untrustworthy and not worth interviewing. In other words, lying on your resume is not worth it.  Consider having the students share their resume with a NAF academy advisory board member for feedback, particularly if the students have made substantial changes.  Explain to the students that one goal of a good resume is to make you stand out to a potential employer, to help you get an interview. Let students know that in the next class period, they will be working on another tool to help them get an interview: a LinkedIn profile. Tell students to be sure to bring a copy of their updated resume to the next class period. |
| 6 | 35 | Assignment: Creating a LinkedIn Profile  To continue their development as aspiring professionals, students create a LinkedIn profile. This activity focuses on the following college and career skills:  Effectively using technology relevant to a profession  Demonstrating precision and accuracy in communications  Developing awareness of one’s own abilities and performance  Begin by asking students to raise their hand if they have ever seen someone’s Facebook page. Most students will probably say yes. Ask students:  What can you learn from someone’s Facebook page?  Answers may include: a person’s interests/likes/dislikes, their relationships (friends, family, etc.), their political or religious opinions.  Explain that just as Facebook offers a way to present your personal identity online, LinkedIn provides a way to present your professional identity online. Ask students:  What types of information do you think belong on a professional profile?  Answers may include: education, jobs held, training, volunteer experience.  Tell students that they already have some things they can include in such a profile, so they are going to take time now to create their basic LinkedIn profile, which they can use when they apply for internships, for college admission, or for full-time jobs after they graduate.  Direct students’ attention to Student Resource 9.4, Guide: Getting Started on LinkedIn. Briefly walk students through an overview of the guide. While they do not need to have read every detail of every section they will include in their profile, they do need a basic understanding of the types of sections they will be filling out. Also take time to go over the assessment criteria so that students understand how their work will be assessed.  Assign students to computers and have them get out a copy of their resume to use as a reference. Walk them through the process of setting up their LinkedIn account. Then have students begin filling out their profile.  While students are working, circulate to answer questions and keep students on task. Remind students to hit the Save button frequently so that they don’t lose the information they have entered into their profile.  When the class period is almost over, ask students to save and sign out of their LinkedIn account. Let students know that they will have some time in the next class period to finish their profile. However, if they made very little progress during this period, they will need to take time outside of class to make sure they finish their profile. |
|  |  | class period 4 |
| 7 | 20 | Assignment: Creating a LinkedIn Profile (Continued)  Students put finishing touches on their LinkedIn profile.  Begin class by telling students that they need to finish their LinkedIn profile during this class period. Remind students to refer back to the assessment criteria on Student Resource 9.4 so that they know they are doing their best work.  Give students approximately 20 minutes to finish their profiles. Circulate to evaluate how successful students have been at completing their profiles. If a large number of students have not been able to complete (or almost complete) their profiles, consider making adjustments to the end of this lesson so that each student has a finished profile. |
| 8 | 20 | Gallery Walk: LinkedIn Profiles  Students have a chance to view each other’s LinkedIn profiles and get new ideas for improving their own.  Tell students that even if their profile is not completely done, now is the time to show it to their classmates. Instruct students to use the View Profile As button to display their profile the way a connection would see it. Then give students time to circulate around the room and view the profiles of as many students as possible in about 15 minutes.  Conclude this part of the class by asking students to locate their profile address and share it with you, either through an email or by writing it down and turning it in to you. This will enable you to easily view the profiles on LinkedIn. Assess the profiles using Teacher Resource 9.2, Assessment Criteria: LinkedIn Profile. |
| 9 | 10 | Discussion: Ethics and LinkedIn  Students make connections between the LinkedIn profile they just created and what they have been discussing about ethics in a professional environment.  Ask students:  How does what you learned in this ethics class apply to creating a LinkedIn profile?  Student answers should acknowledge the need to be ethical when creating a LinkedIn profile by including honest and accurate information.  If possible, push students to think more closely about what they’ve learned about how ethical organizations operate and remind them of the “Would I work for a company that…?” activity they did at the start of this lesson. Point out that students have an opportunity in their profile headlines or summaries to tell potential employers what they are looking for or what ethical issues matter to them. Explain that students could also use LinkedIn to do research on potential employers to get a sense of whether or not those employers behave ethically. Remind students that while they are nearing the end of this course, it will be up to them to think about ethical issues as they continue to pursue their careers. |

Extensions

Content Enrichment

* As a Work-Based Learning (WBL) activity, practice filling out an internship application. Explain to students that many employers ask potential interns to fill out an application prior to an interview. Emphasize the importance of being thorough and accurate. This activity gives students time to practice the proper way to fill out this type of application. Key tips to discuss with your students prior to beginning, include:
  + Be honest. Employers will check the reliability of the information you provide, so avoid exaggeration.
  + Read closely and follow instructions exactly.
  + Always use blue or black ink.
  + Do not leave blank spaces—provide all the information that is requested.
  + Provide a professional email address (not *cooldude2020@yahoo.com*).
  + Refer to your resume and attach a copy.

A mock interview application can be found in the WBL resources of NAF’s Academy Support Hub.

* Introduce students to some of the self-evaluation tools designed to help people choose a career, such as those in *What Color Is Your Parachute?* Select a tool or tools that are appropriate for your students and have the students complete the tool in the classroom. To find further career resources, check with your school’s career or college office, if one exists.
* Organize a career fair in your school with the help of your NAF academy advisory board. Invite employers who might seek to hire teens as employees and/or interns. Have students follow up with one of the presenters to apply for a summer job or an internship.
* Have students test and compare several job search websites, such as[Monster.com](http://monster.com), [Indeed.com](http://indeed.com), and [CareerBuilder](http://www.careerbuilder.com), and then write a comparative analysis. Which one is the most user-friendly? Which one turned out the best results for your searches? How could the weaker sites improve?
* Ask students to explore the difference between ethics and integrity by reading <http://www.zoomstart.com/ethics-and-integrity/> and then discussing the difference in small groups. Ask the students to focus on whether they evaluate their own behavior and the behavior of others to a standard of ethics or to a standard of integrity.
* Ask students to research the use of buzzwords on LinkedIn profiles. Which buzzwords do they notice? Do the words seem overused? One reason buzzwords come and go, like teen slang, is that overuse diminishes their impact. Note that students should watch out for too many buzzwords on their own LinkedIn profile as well as on their resume.

STEM Integration

* Mathematics: Demonstrate how salaries compound over time by having students calculate annual raises. For example, ask them to compare starting salaries of $25,000 and of $40,000, assuming 5% increases each year.
* Technology: Many organizations today conduct first-round interviews on the phone or via Skype or FaceTime. Have students practice interviewing each other using these types of technology. What is different about interviewing in these ways compared to an in-person interview at a business? What else do students need to do to prepare? (For example: find a quiet place to take the call; make sure you look professional if you will be on a video call; consider what else the interviewers may see in a video call—e.g., does the room behind you look clean and professional?)

Additional Cross-Curricular Ideas

* English Language Arts, Social Studies, Science (Biology, Chemistry, Physics): Have students create a resume for a fictional character (e.g., Hercules), a historical figure (Abraham Lincoln), or a famous scientist (Albert Einstein). These resumes should include education, experience, ethical standards, and skills based on what is known of that person. Make sure students use proper format and display the resume when it is completed. This can be an effective way of reviewing characters in a literary work or from a particular historical period, or of introducing real-life biographies into a science class. If students complete a resume for a real person, ask students if they learned anything surprising (e.g., Einstein was an average student in his younger years).