

14 Make a Good First Impression

TRANSITION OBJECTIVE

Students will practice making a good first impression.

RELEVANCE TO SUCCESSFUL TRANSITION

In spite of how well the questions are answered, appearance and non-verbal communication are crucial and affect the outcome of an interview.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I will dress appropriately for my interview by wearing . . .

❑ STEP 2: Convene Roundtable

"When I make a good first impression with someone, I feel ____."

❑ STEP 3: Advance Organizer

"Today you will practice making a good first impression."

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CAREER MANAGEMENT: Unit 2		LESSON 14
Non-Verbal Communication		
Grooming	Check your grooming: Is your hair clean? Are you clean? Have you shaved? Are you wearing just the right amount of make-up?	
Dress	Check your clothing: Are you wearing something the interviewer might wear? Are your clothes clean and pressed? Are your clothes appropriate for this job?	
Handshake	Check your handshake: Do you shake hands with a firm grip?	
Eye Contact	Check your eye contact: Do you look at others when they talk to them? Do you look at others when they talk to you?	
Posture	Check your posture: Do you keep your shoulders back when sitting or standing? Do you keep your back straight when sitting or standing?	
Voice Tone	Check your voice tone: Do you speak clearly? Can people hear you when you talk? Is your voice respectful (not sarcastic) when you talk?	
Attention	Check your behavior: When you are talking to someone, are you calm? Do you keep your hands and feet still? Can you sit still in a chair without shifting and wiggling?	
Respect	Check your attitude: When you are talking to someone, do you make eye contact? Do you lean toward the person who is talking and give your full attention?	
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CAREER MANAGEMENT: Unit 2		LESSON 14
Non-Verbal Skills Critique		
		Excellent Okay Poor
Grooming	Takes care:	
	Hair and body are clean	5 4 3 2 1
	Shaved/appropriate make-up	5 4 3 2 1
Dress	Clothes are:	
	Clean and pressed	5 4 3 2 1
	Appropriate for this situation	5 4 3 2 1
Handshake	Shakes hands:	
	By offering her/his hand	5 4 3 2 1
	With a firm grip	5 4 3 2 1
Eye Contact	Looks directly when:	
	Talking to others	5 4 3 2 1
	Listening to someone	5 4 3 2 1
Posture	Sits or stands with:	
	Shoulders back	5 4 3 2 1
	Back straight	5 4 3 2 1
Voice Tone	Speaks:	
	Clearly and loud enough	5 4 3 2 1
	With respect	5 4 3 2 1
Attention	Focuses:	
	Keeps hands and feet still	5 4 3 2 1
	Sits still with no wiggling	5 4 3 2 1
Respect	Attentiveness:	
	Learns to ward person talking	5 4 3 2 1
	Gives full attention	5 4 3 2 1
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❑ STEP 4: Activity - 10 Minutes

Review the definition of non-verbal communication: body language, facial expressions, eye contact, hand movement and posture. Tell students about an experiment that was done to find out how important appearance and non-verbal communication are in the interviewing process. Actors were videotaped doing two interviews. First, they were dressed appropriately for the job, made good eye contact, spoke clearly and had good posture. In the second taping, the actors were dressed inappropriately and chewing gum, they had poor eye contact, did not speak clearly and they sat slumped over. Even though the actors answered the questions with exactly the same words,

they made very different impressions on the employers who were shown the tapes. In every case, those interviewees with good non-verbal communication were asked to return for another interview while the very same interviewees who showed poor non-verbal communication skills were given a second interview only 12% of the time (Farr, 1996).

□ STEP 5: Activity - 20 Minutes

Discuss each of the eight areas on **Non-Verbal Communication**, giving and accepting examples of the different ways people communicate without saying a word. Then have students critique themselves and each other by answering the questions on the handout. After discussing their responses, explain the importance of the handshake and the difference between a "wet noodle" grip and a firm grip. Have students practice shaking hands with each other and with you. Make sure they learn to stick their hand out and shake with a firm grip.

□ STEP 6: Activity - 15 Minutes

In groups of three, students will practice the eight forms of non-verbal communication

by conducting mock interviews. Each will take a turn as the Interviewer, Interviewee and Observer. When you say "Go," the Interviewer will ask, "Tell me about your favorite movie or TV show and why you like it." The Interviewee will talk to the Interviewer for one minute, concentrating on using good non-verbal skills. The Observer will watch the Interviewee and fill out a **Non-Verbal Skills Critique**. Allow the groups two minutes to go over the critique, which must be positive and have no put-downs. You may want to take more time with this activity by extending it into another day.

□ STEP 7: Evaluate Outcomes

How I look during my interview is important because "_____."

□ STEP 8: Connecting Activity

Have students use the **Non-Verbal Skills Critique** to evaluate the non-verbal communication skills of their favorite TV character and discuss the results with a partner.

KEY WORDS

non-verbal

critique

effect

expressions

interviewee

MATERIALS AND PREPARATION

- Student Handouts: **Non-Verbal Communication**, page 85; **Non-Verbal Skills Critique**, page 86.
- Prepare to tell an interviewing story illustrating verbal and non-verbal communication.
- Prepare for discussion and activities and make a screen image of **Non-Verbal Communication**.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Problem Solving, Knowing How to Learn
- Personal Qualities: Self-Esteem, Self-Management, Sociability