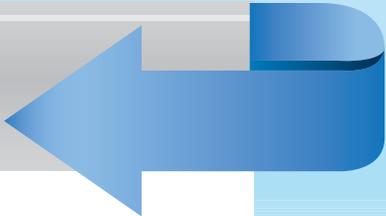


Module 11



Duration: 55 minutes

Planning for Getting a Job

This module is designed to help high school students learn about and practice job-seeking skills such as identifying job openings, completing a job application, and writing a resume.

Objectives

At the end of this module, students will be able to:

- State three good ways to identify job openings.
- Complete a job application in a neat, accurate, and legible form.
- Complete the worksheets for two different kinds of resumes and use Navigator to construct those resumes online.

Module 11: Overview

Components

- **Mini-Lecture: Job Seeking Skills and Tools**
15 minutes
- **Activity 24: Completing a Job Application**
10 minutes
- **Preparing a Resume in Navigator**
30 minutes

Facilitator Preparation

- Read the lesson plan and resource material.
- Arrange for use of a computer lab, ideally with one computer per student.
- Become thoroughly familiar with the Resume tool in Navigator.
- Make arrangements to show the PowerPoint presentation. This presentation can be accessed online from the ADMS.

Homework Assignment

Ask all students to look for job openings in at least one of the three occupations of their personal choice in an online job board such as www.monster.com or online job aggregator such as www.indeed.com, as well as in Navigator, using the search available under the tab **Find a Job**.

For high school students planning to pursue any kind of postsecondary education, assign the use of the **Find Schools** tool under **Plan for Education**, utilizing the instruction sheet included as [Handout 10: Using Navigator to Find Schools](#).

National Career Development Guidelines Addressed

- Indicator ED1.K7: Recognize that your educational achievement and performance can lead to many workplace options.
- Indicator CM4.A2: Demonstrate the following job-seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

ASCA Mindsets & Behaviors for Student Success Addressed

- B-LS 5. Apply media and technology skills.
- B-SS 1. Use effective oral and written communication skills and listening skills.

Module 11: Lesson Plan



SLIDES 11-1 TO 11-2

Introduction

Some of you will complete additional education after high school before getting a job. In fact, we encourage all of you to do that because of the decline in the 21st century of jobs that can be entered with a high school education only. All of you, however, will get a summer or part-time job in the near future and a full-time job later. This lesson will deal with some of the basics of how to find a job and complete the preparation to acquire it.



SLIDE 11-3

Mini-Lecture: Job-Seeking Skills and Tools

(15 minutes)

An early step in getting a job is to think seriously about what you want in a career. As an adult you will spend about half of your waking time at work. Further, your satisfaction with the job, the people you meet there, and the income it provides will affect all of your other life roles. So, this is one of life's big decisions, meriting the use of the Planful Decision-Making Model covered in module 3.

By now you have identified three occupations that seem most appealing to you. You have considered how they relate to your interests, skills, work values, and education plans. There is one more factor to consider as you approach the job market – characteristics that would cause you to select work with one employer over another, even though both allow you to work in the same occupation. Those characteristics are as follows:

- **Type of organization you want to work for.**
Do you prefer to work for a for-profit company, nonprofit organization, or government agency?
- **Reputation of organization.**
How important is it to work for an organization that has a reputation of making a fine product or providing outstanding service?
- **Salary.**
What is the lowest salary you will accept? What is the salary you realistically desire?
- **Employer benefits.**
Which employer benefits are desirable or essential for you?
- **Career ladder.**
Must the position provide an opportunity for promotion or expanded responsibility of some kind?
- **Distance from home.**
How far are you willing to commute?

- **Travel requirement.**

Do you want a job that requires travel or want one in which travel is never necessary?

- **Making use of education or training.**

How important is it that you use in this job the education or skills you have acquired?

A second step in approaching the job market is to find job openings in the occupation you wish to enter having the characteristics that you have selected from the above list (displayed on a PowerPoint slide). Your first tendency might be to scan online job listings, and there's nothing wrong with that. However, fewer than 10 percent of people find jobs that way. The single best way to find job openings, called networking, is achieved through making contacts with as many people as you can identify, including:



SLIDES 11-4 TO 11-5

- Your parents' friends and acquaintances.
- Adults you know from faith-based activities, school, or other settings.
- Relatives.
- Adults for whom you have worked or performed volunteer service.
- Teachers and counselors.

Make a list of these people, and be sure to tell each of them that you are looking for a job with the characteristics you have defined. Ask them to tell you of any opportunities they know about or any other people you could contact. The broader you spread your network, the more likely you are to hear about job openings.

*Once you know there is an opening in the occupation you want to enter and with the characteristics you desire, the next challenge is to get an interview. No one gets a job without an interview. There are two documents that may stand between you and the interview: a job application and/or a resume. The appearance and content of these documents will either cause a prospective employer to want to see you in person or discourage the employer from doing so. Remember that both **appearance** and **content** are important.*

Appearance includes neatness, having everything spelled correctly, being able to read the handwriting – in general, making yourself look like a competent person. Resumes are always word-processed while job applications are typically handwritten. **Content** includes completeness of information, accuracy of information, and the capability to relate your personal skills and training to the demands of the job.

There are two primary types of resumes. The first type is called a chronological resume.

- It is one typed page.
- It lists education, work experience, and other experience you have in backward chronological order, starting with the most recent event.

This type of resume is good for people who do not have any “gaps” in their lives (such as dropping out of college and traveling for two years or being unemployed for a long period of time) and have had a progression of jobs, each somehow better than the previous one.

A second type of resume is called functional.

- It is one typed page.
- It is organized around skills that the person possesses and how these skills were acquired rather than a sequence of work experiences by dates.

This type of resume is good for people who have acquired many of their skills through work at home or volunteer activities, those who have gaps in their work history, and for those – perhaps like yourself – who have not yet had any or much work experience.



ACTIVITY 24

Activity 24: Completing a Sample Job Application

(10 minutes)

Give each student a copy of [Activity 24: Completing a Job Application](#). Ask students to complete the job application, remembering all of the following:

- Use a pen.
- Write legibly or print.
- If uncertain about how something is spelled, look it up before writing it.
- Wherever possible, relate your own skills and experience to the requirements of the job.

After about eight minutes, or as soon as all students have completed the job application, stimulate discussion by use of the following questions:

- **What, if anything, did you find difficult about this activity?**
- **Whom did you use as references?**
Tell students that they should not use relatives or good friends; rather, they should list previous employers, teachers, a counselor, or anyone else who has had an opportunity to observe their work. Also, they should ask for the permission of people whom they wish to list as references and come prepared with phone numbers.
- **Does your application present a picture of a competent person you would like to hire? If it doesn't, why not?**

Preparing a Resume in Navigator

(30 minutes)

You will now be able to use Navigator to prepare a resume, save it to your portfolio, and print it out in one of several formats.

There is no one right form for a resume, though there are two common formats: chronological and functional. As the word “chronological” implies, this kind lists education, work experience, and other relevant experiences in backward chronological order. By contrast, a “functional” resume focuses on skills that the person possesses without concern about chronological order.

In order to develop your resume, do the following:

- *Sign on to Navigator, entering the same username and password you created when you signed on the first time.*
- *Select **My Job Search Tools**.*
- *Choose **My Resumes** and click on **Create a New Resume**.*
- *Complete as many sections of the resume as you can (summary, work experience, education, skills, certifications, languages, honors and awards, and organizations. Add any other sections of benefit to you).*
- *Preview your resume in each of the possible formats.*
- *Print out your resume as a chronological resume and as a functional resume.*
- *Save your resume. You can edit it at any time.*



SLIDE 11-6

Homework Assignment

*Look for job openings in at least one of the three occupations of your personal choice in an online job listing such as www.monster.com or online job aggregator such as www.indeed.com as well as in Navigator using the search available under the tab **Find a Job**.*

Optional Activities

1. Invite a person from the human resources department of a local company to discuss job interviewing and/or resumes that attract positive attention.
2. For students planning any kind of postsecondary education, assign the use of the **Find Schools** tool under **Plan for Education**, using the instruction sheet included as [Handout 10: Using Navigator to Find Schools](#).



SLIDE 11-7

Module 11: Resource Material

Planning for Getting a Job

Of course, there is far too much information related to this topic to cover in one class period. The hope, however, is that what we are able to cover will raise awareness in the minds of students about the relationship between school, work, and future job placement.

The initial step in job seeking is determining what one wants in a job. By this time, students in this course have identified some possible occupations using values as one way to do that. Other criteria for consideration are desired job characteristics, such as the following:

- **Type of organization you want to work for.**
Do you prefer to work for a for-profit company, nonprofit organization, or government agency?
- **Reputation of organization.**
How important is it to work for an organization that has a reputation of making a fine product or providing outstanding service?
- **Salary.**
What is the lowest salary you will accept? What is the salary you realistically desire?
- **Employer benefits.**
What employer benefits are desirable or essential for you?
- **Career ladder.**
Must the position provide an opportunity for promotion or expanded responsibility of some kind?
- **Distance from home.**
How far are you willing to commute?
- **Travel requirement.**
Do you want a job that requires travel or one in which travel is never necessary?
- **Making use of education or training.**
How important is it that you use your education or skills in this job?

Once a person is able to describe the kind of job desired, the next step is to identify job openings. There are many ways to do that, including the following:

- Networking with friends and acquaintances (by direct contact or email).
- Classified ads (in local printed newspapers or on websites that display ads from hundreds of newspapers across the country).
- Placement agencies (the postsecondary school from which the student graduates, state job service offices without fees, or private placement agencies with a fee paid either by the applicant or the employer).
- Internet sites.

After identifying job openings, the next challenge is to get an interview. This is done by having an attractive and complete job application and/or resume. In large companies resumes are often electronically scanned to identify key skills needed for a particular job. In smaller organizations the initial review of resumes or job applications is typically done by someone in the Human Resources department. In both cases, the purpose is to sort out those candidates who should be interviewed. For that reason, it is essential to have a neat, legible, attractive, and well-written application or resume that will be outstanding enough that it gets placed into the “must interview” pile.

Organizations typically have their own job application form; however, the form will have a high similarity to the one included in this module. Since this is a standard form, there is little that an applicant can do to make it creative. The best chance of attracting attention with it depends on it having the following characteristics:

- It is neat and written or printed so it is legible, without erasures or words crossed out.
- All words are spelled correctly.
- All requested information is filled in.
- Wherever possible, the skills and training of the applicant have been applied to the requirements of the available job.

For a job that does not require postsecondary education, a resume is seldom needed; thus, the job application is the only document by which the applicant can present a positive image.

A **resume** is a one- or two-page document that represents a candidate’s educational background, skills, work experience, and other life experiences related to job success. Resumes should not exceed two pages, and for most individuals one concise page is sufficient. This document will either attract employers to set up an interview with an applicant or discourage them from doing so. Without an interview, of course, there is no possibility of getting the job.

There is no one right format for a resume. There are, however, two different general formats: chronological and functional. A **chronological resume** is one that presents the applicant's education, work experience, and other related experience in backward chronological order. This type of resume offers the potential to highlight continuity of employment or education as well as vertical advancement or expansion of job duties.

A **functional resume**, on the other hand, is arranged according to categories of skills (such as organizational, computer, and communication skills) and lists employment, training, or other experiences that have developed and exercised these skills. Thus, a functional resume may be better for those who have an interrupted work history, acquired many of their skills through volunteer or homemaking responsibilities, or are recent graduates with limited or no work experience.

There are also several styles to choose from in order to present an appropriate resume. The **basic** resume style has the least amount of formatting. It is suitable for copying into another program for additional editing as well as for use as an electronic resume that can be submitted in print form or on a disk that can be scanned into a searchable database or included in or attached to an e-mail. The **contemporary, elegant, and professional** styles are all suitable for printing. Simply choose the style you prefer.

In this class session, students will use Navigator to enter the standard data and then format the data either as a chronological or functional resume in different styles. This resume, and multiple others, can be stored in the student's electronic portfolio and edited at any time. These resumes may be marked as public or private. Public resumes can be sent electronically to anyone the student chooses. Private resumes can only be viewed by the student.

The next step in a successful job search is a job interview. Time does not allow coverage of this topic in any detail in this lesson. If your lecture time allows any coverage at all, these points may be helpful. They are covered in greater detail in Navigator under the tab **Plan for Work**.

- Always find out ahead of time exactly where the job interview is. Do a "dry run" by going to the exact place in order to estimate the time it will take to drive or go by public transportation. If you are going to drive to the interview, a dry run will also allow you to scout out in advance where to park.
- Learn as much as possible about the company or organization in advance of the interview by looking at its website, talking to others who work there, or acquiring public relations brochures from the Public Relations or Human Resources department. This will allow you to present an image of being informed about the organization and will make it possible for you to relate your own skills and experience to the needs of the organization

- Dress conservatively and appropriately. A good rule of thumb is to dress in the manner that an employee in the position for which you are an applicant would dress on his or her most “dressed up” day on the job. Women should be conservative about dress style, jewelry, makeup, and use of perfume. Men should be conservative about length of hair and use of body jewelry.
- Arrive five to 10 minutes early for the interview – but not earlier, and never late.
- While you are in the waiting room, do not smoke, put your feet on the furniture, slouch, or attempt to make friends with employees working in that area. Job applicants are often observed from the moment they enter.
- When you do meet the interviewer, greet him or her with a warm handshake and good eye contact. Be as calm as it is possible for you to be. Let the interviewer take the lead. Above all, remember to relate your own skills and education to the requirements of the job.
- Before having an interview that is really important to you, schedule two or three for jobs that are not important to you in order to get some practice and build your self-confidence.

Though this is a brief overview of the job-seeking process, it provides some general principles that can be reinforced by teachers of other subject matter. Speech teachers might set up mock job interviews, videotape them, and critique them. Teachers of any subjects might invite staff from the Human Resource department of local employers to talk with students about jobs related to their subject matter field, including what kinds of resumes, work and school experience, and interviewing skills enhance the students’ possibilities of getting a job.

Name _____

Date _____



Activity 24: Completing a Job Application

Fill out the sample job application below.

Name and Address					
Last Name		First Name		Middle Initial	Social Security Number - -
Street Address			City	State	Zip Code
Home Phone			Work Phone		
E-mail				May we contact you at work? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Position(s) For Which You're Applying					
Work Experience (list in order, beginning with most recent)					
Employer			Employer Phone		
Employer Address			City	State	Zip Code
Position			Supervisor		
Salary			Dates of Employment (MM/DD/YYYY)		
Per Hour \$	OR	Per Year \$	From	To	
Employer			Employer Phone		
Employer Address			City	State	Zip Code
Position			Supervisor		
Salary			Dates of Employment (MM/DD/YYYY)		
Per Hour \$	OR	Per Year \$	From	To	

Education (list schools in order, beginning with most recent)			
School Name			
School Address	City	State	Zip Code
Contact Person		Phone	
Degree or Certification		Date Completed (MM/DD/YYYY)	
School Name			
School Address	City	State	Zip Code
Contact Person		Phone	
Degree or Certification		Date Completed (MM/DD/YYYY)	
Availability			
If offered a job, when will you be available? (MM/DD/YYYY)			
How did you hear about our job opening(s)?			
References			
Name			
Address	City	State	Zip Code
Relationship To You		Phone	
Name			
Address	City	State	Zip Code
Relationship To You		Phone	



Handout 10: Using Navigator to Find Schools

Navigator includes a database of approximately 7,000 postsecondary schools that is maintained by the National Center for Education Statistics. The database includes all schools that are approved for receiving federal funds for financial aid. The information for a postsecondary school in the database is provided by the school itself, and it is updated on an annual basis.

You may search this database by all of the characteristics detailed in this handout. You may want to complete this worksheet before starting your online search. However, you may not be able to use all of the characteristics because your search may produce no schools at some point in the sequence. For that reason, you will want to start with the characteristics that are most important to you. As you add each characteristic, you will be able to see the number of schools remaining with all of your previous choices. If you do reach zero, you can remove a characteristic previously chosen.

In order to use the school search, sign on to Navigator with your username and password. Then, to access the school search:

- Choose **Plan for Education**.
- Select **Find Schools**.
- Click on Filter Options and fill in the fields that follow:

Region (select one)

- Any**
- U.S. Service Schools**
- New England** (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
- Mid-East** (Delaware, Washington D.C., Maryland, New Jersey, New York, Pennsylvania)
- Great Lakes** (Illinois, Indiana, Michigan, Ohio, Wisconsin)
- Plains** (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota)
- Southeast** (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)
- Southwest** (Arizona, New Mexico, Oklahoma, Texas)
- Rocky Mountains** (Colorado, Idaho, Montana, Utah, Wyoming)
- Far West** (Alaska, California, Hawaii, Nevada, Oregon, Washington)
- Outlying Areas** (American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Mariana Islands, Puerto Rico, Palau, Virgin Islands)

State: _____

Zip code: _____

Distance in miles: _____



Handout 10: Using Navigator to Find Schools, cont'd

Choose a General Field of Study (select one and then, in the next field, a specific major within that field of study, if applicable)

- Any
- Agriculture, Agriculture Operations, and Related Services
- Architecture and Related Services
- Area, Ethnic, Cultural, Gender, and Group Studies
- Biological and Biomedical Sciences
- Business, Management, Marketing, and Related Support Services
- Communication, Journalism, and Related Programs
- Communications Technologies/Technicians and Support
- Computer and Information Sciences and Support Services
- Construction Trades
- Education
- Engineering
- Engineering Technologies and Engineering-Related Fields
- English Language and Literature/Letters
- Family and Consumer Sciences/Human Sciences
- Foreign Language, Literatures, and Linguistics
- Health Professions and Related Programs
- High School/Secondary Diplomas and Certificates
- History
- Homeland Security, Law Enforcement, Firefighting, and Related Protective Services
- Legal Profession and Studies
- Leisure and Recreational Activities
- Liberal Arts and Sciences, General Studies, and Humanities
- Library Science
- Mathematics and Statistics
- Mechanic and Repair Technologies/Technicians
- Military Technologies and Applied Sciences
- Multi/Interdisciplinary Studies
- Natural Resources and Conservation
- Parks, Recreation, Leisure, and Fitness Studies
- Personal and Culinary Services
- Philosophy and Religious Studies
- Physical Sciences
- Precision Production
- Psychology
- Public Administration and Social Service Professions
- Science Technologies/Technicians
- Security and Protective Services
- Social Sciences
- Theology and Religious Vocations
- Transportation and Materials Moving
- Visual and Performing Arts



Handout 10: Using Navigator to Find Schools, cont'd

Types of Degrees (select one or more)

- Select All
- Less Than One-Year Certificate
- One but Less Than Two-Year Certificate
- Associates Degree
- Two but Less Than Four-Year Certificate
- Bachelors Degree
- Post-Baccalaureate Certificate
- Master's Degree
- Post-Master's Certificate
- Doctoral Degree
- Other Degree

Tuition (select one)

- In-state
- In-district
- Out of State

Fees (select one range)

- \$0 to \$5,000
- \$5,000 to \$10,000
- \$10,000 to \$15,000
- \$15,000 to \$20,000
- Over \$20,000

On-campus Room and Board

(select one range)

- \$0 to \$2,500
- \$2,500 to \$5,000
- \$5,000 to \$7,500
- \$7,500 to \$10,000
- Over \$10,000

More options include:

Test Scores SAT® Verbal Requirement

Score: _____

Or in the:

- Top 25 Percent
- Middle 50 Percent
- Bottom 25 Percent

SAT Math Requirement

Score: _____

Or in the:

- Top 25 Percent
- Middle 50 Percent
- Bottom 25 Percent



Handout 10: Using Navigator to Find Schools, cont'd

SAT Writing Requirement

Score: _____

Or in the:

- Top 25 Percent
- Middle 50 Percent
- Bottom 25 Percent

ACT® Composite Requirement

Score: _____

Or in the:

- Top 25 Percent
- Middle 50 Percent
- Bottom 25 Percent

Size & Type

Enrollment (select one range)

- Less than 1,000
- 1,000 - 5,000
- 5,000 - 10,000
- 10,000 - 20,000
- Over 20,000

Institution Type (select one)

- Any
- Not available
- Public
- Private Not-for-Profit
- Private for-Profit

On-campus Housing (choose one)

- No Preference
- Yes
- No

On-campus Daycare (for children of students)

- No Preference
- Yes
- No

Geographic Setting (select one)

- Any
- City: Large
- City: Midsize
- City: Small
- Suburb: Large
- Suburb: Midsize
- Suburb: Small
- Town: Fringe
- Town: Distant
- Town: Remote
- Rural: Fringe
- Rural: Distant
- Rural: Remote



Handout 10: Using Navigator to Find Schools, cont'd

Religious Affiliation (select one)

- African Methodist Episcopal
- African Methodist Episcopal Zion Church
- American Baptist
- American Evangelical Lutheran Church
- Assemblies of God Church
- Baptist
- Brethren Church
- Christ and Missionary Alliance Church
- Christian Church (Disciples of Christ)
- Christian Churches and Churches of Christ
- Christian Methodist Episcopal
- Christian Reformed Church
- Church of Brethren
- Church of God
- Church of the Nazarene
- Churches of Christ
- Cumberland Presbyterian
- Episcopal Church, Reformed
- Evangelical Christian
- Evangelical Congregational Church
- Evangelical Covenant Church of America
- Evangelical Free Church of America
- Evangelical Lutheran Church in America
- Free Methodist
- Free Will Baptist Church
- Friends
- Greek Orthodox
- Interdenominational
- International United Pentecostal Church
- Jewish
- Latter Day Saints (Mormon Church)
- Lutheran (Independent Control)
- Lutheran Church – Missouri Synod
- Mennonite Brethren Church
- Mennonite Church
- Missionary Church Inc.
- Moravian Church
- Multiple Protestant Denomination
- North American Baptist
- Not Applicable
- Original Free Will Baptist
- Other (none of the above)
- Pentecostal Holiness Church
- Presbyterian
- Presbyterian Church (USA)
- Protestant Episcopal
- Protestant, Not Specified
- Protestant, Other Protestant
- Reformed Church in America
- Reformed Presbyterian Church
- Roman Catholic
- Russian Orthodox
- Seventh Day Adventists
- Southern Baptist



Handout 10: Using Navigator to Find Schools, cont'd

- The Presbyterian Church in America
- Undenominational
- Unitarian Universalist
- United Brethren Church
- United Church of Christ
- United Methodist
- Wesleyan
- Wisconsin Evangelical Lutheran Synod

ROTC (choose one)

- Any
- Army
- Air Force
- Navy

Athletic Affiliation (select one)

- National Collegiate Athletic Association
 - Division I
 - Division II
 - Division III
- National Association of Intercollegiate Athletics
- National Junior College Athletic Association
- National Small College Athletic Association
- National Christian College Athletic Association

Other

Calendar System (choose one)

- Any
- Semester
- Quarter
- Trimester
- Four-One-Four Plan
- Differs By Program
- Continuous