

# Job Search Strategies

**Unit.** Employability in Family and Consumer Science

**Problem Area.** Gaining Employment

**Lesson.** Job Search Strategies

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Describe information sources for job opportunities.**
- 2 Develop a system to evaluate job openings.**

■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication



■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ career interest assessments
- ▶ direct calling
- ▶ job advancement
- ▶ job description
- ▶ job security
- ▶ placement services
- ▶ private employment agencies
- ▶ public employment agencies

■ **Interest Approach.** Use an interest approach that will prepare students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

*Have students identify an adult with whom they are acquainted. Ask them to indicate the type of job this person holds. Ask the students to list possible methods of how this person found his or her job. Include information sources, such as the Internet, print media, and employment offices. Let this lead to a discussion of the various sources that are available for people looking for a job.*

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Describe information sources for job opportunities.

**Anticipated Problem:** What are the sources of information for job opportunities?

- I. Finding a job is a search process. The first step in the process involves locating information or sources for job opportunities.
  - A. **Placement services** help people find jobs. They are typically associated with high schools, post-secondary schools, and colleges and universities. These services are usually offered at no charge to students completing a program of study at the school. Specific placement services include:
    1. **Career interest assessments** are tests that help identify the types of careers that would match well with a student's interest.
    2. Résumé and application writing services involve instruction and training in how to write a résumé and how to fill out applications.
    3. Interview training involves instruction in how to act in an interview situation.

- B. Employment agencies consist of two types: public and private.
  - 1. **Public employment agencies** are operated by local and state governments.
  - 2. **Private employment agencies** provide many of the same services as public agencies, except they charge a fee.
- C. Media include newspapers, magazines, radio, and television. All of these sources are used to advertise job openings.
- D. The Internet is becoming an increasingly important source of information for job openings. Companies routinely list employment opportunities on their Web pages. Several communities list job opportunities in their area at their Web sites.
- E. Friends and family are excellent sources of information. These individuals know you best. They can make you aware of jobs that would match your interests and goals.
- F. **Direct calling** involves personally contacting employers to ask about job openings. These calls can be by telephone or in person.

*Many techniques can be used to help students master this objective. Use VM–A to reinforce the content. Summarize the content on the classroom writing surface.*

**Objective 2:** Develop a system to evaluate job openings.

**Anticipated Problem:** How can a job opening be evaluated?

- II. Opportunities in family and consumer science may be as entrepreneurs or as employees. An individual can be successful in either type of employment. Evaluating whether a potential job is right for a candidate involves researching certain topics.
  - A. **Job description**—this is a written explanation of the type of service to be performed by the job holder. Job candidates must make judgements as to whether they are suited for the work described.
  - B. **Job security**—this is an understanding as to how long the job will last. The job candidate must consider whether the job will be available for the short- or long-term.
  - C. Training opportunities—this is an explanation of the training and instructional programs the company offers. Will the job seeker be trained before actually starting the job?
  - D. **Job advancement**—this is the opportunity for job holders to advance in the company if their performance meets expectations. The job candidate should determine whether employees in higher positions began working for the company in lower positions.

*Use a range of teaching strategies to illustrate the factors to be considered when evaluating a job opening. Have students develop a list of occupations and*

*careers in the family and consumer science industry. Call upon students to discuss the similarities and differences in the occupations and careers. Have students complete LS–A to reinforce the factors to be considered when evaluating a potential job. Instruct students to list at least three other factors, such as health and physical requirements, working conditions, hours of work, relocation, etc.*

- **Review/Summary.** Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be retaught. The anticipated problems can be used as student review questions.
- **Application.** Use the included visual master and lab sheet to apply the information presented in the lesson.
- **Evaluation.** Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The sample written test provided can also be used.
- **Answers to Sample Test:**

#### **Part One: Matching**

1. a
2. d
3. c
4. e
5. b

#### **Part Two: Completion**

1. Placement services
2. job advancement
3. Interview training
4. Public

#### **Part Three: Short Answer**

1. Students can list any three of the following: placement services, public or private employment agencies, media, Internet, friends and family, and direct calling.
2. private, public
3. Students can list any of the following: job description, job security, training opportunities, and job advancement.

# Job Search Strategies

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

- |                   |                               |
|-------------------|-------------------------------|
| a. direct calling | d. job description            |
| b. job security   | e. career interest assessment |
| c. media          |                               |

- \_\_\_\_ 1. Personally contacting employers to ask about job openings.
- \_\_\_\_ 2. A written explanation of the type of service to be performed by the job holder.
- \_\_\_\_ 3. Includes newspapers, magazines, television, and radio.
- \_\_\_\_ 4. Test that helps to identify types of jobs that suit the interests of the candidate.
- \_\_\_\_ 5. An understanding of how long the job will last.

## ► Part Two: Completion

**Instructions:** Complete the following statements.

1. \_\_\_\_\_ are associated with schools and help people find jobs.
2. The ability to move up in a company is known as \_\_\_\_\_.
3. \_\_\_\_\_ involves instruction in how to act in an interview situation.
4. \_\_\_\_\_ employment agencies are operated by local and state governments.





# Job Search Strategies

## Overview

Students will research summer job opportunities that are available in their area, develop an organized chart of them, complete with contact information and job descriptions, and present to the teacher and the other students in the class a copy of his or her findings accordingly:

- ◆ *Research:* The research should be thorough and involve more than two forms of media (Internet, paper, word of mouth).
- ◆ *Content:* The jobs included should be age-appropriate, available for summer term, and located within a 30-mile radius of the school. There should be at least 15 job opportunities listed.
- ◆ *Organization:* The information should be listed in an easy-to-read format. Information listed should include everything an individual needs to determine his or her level of interest and then be able to contact the employer.

## Procedures

Prior Student Learning Opportunities

1. In order to be able to locate, organize, use, and communicate information from various sources, students should be provided with sufficient learning opportunities to develop the following skills:
  - ◆ Distinguish among kinds of data needed to solve a problem, present possible solutions, or extend information about a topic.
  - ◆ Evaluate a number of informational sources for relevancy and accuracy.
  - ◆ Develop, collect, and analyze various kinds of information related to a topic.
  - ◆ Organize information for a presentation.

## Student Task

2. Provide each student with a copy of the task sheet and the rubric. Have students review and discuss the task to be completed and how the rubric will be used to evaluate their work.
3. Students will research summer job opportunities in their area. The research should be thorough and involve more than two forms of media (Internet, newspaper, temp agency, word of mouth).

4. The student will develop an organized chart of summer job opportunities for students his or her age. The jobs included should be age-appropriate, available for summer term, and located within a 30-mile radius of the school. There should be at least 15 job opportunities listed. The chart should be complete with contact information and job descriptions. The information should be listed in an easy-to-read format. Information listed should include everything an individual needs to determine his or her level of interest and then be able to contact the employer.
5. Each student will present the teacher and the other students in the class with a copy of his or her findings. The copies should be prepared in advance of class time and be ready to be handed out at the time that the project is due.

### Evaluation

6. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

### Time Requirements

- ◆ Three 40-minute class periods

### Resources

- ◆ Job Search Strategies scoring rubric
- ◆ Student task sheet



# Job Search Strategies

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1. You are to research summer job opportunities in your area. The research should be thorough and involve more than two forms of media (Internet, newspaper, temp agency, word of mouth).
2. You will develop an organized chart of summer job opportunities for students your age. The jobs you include should be age-appropriate, available for this next summer term, and located within a 30-mile radius of your school. There should be at least 15 job opportunities listed.
3. The information in the chart should be listed in an easy-to-read format. Information to be listed should include everything an individual needs to determine his or her level of interest in the job and then be able to contact the employer.
4. You are to present the teacher and each student in class with a copy of your chart. The copies should be prepared in advance of class time and be ready to be handed out at the time that the project is due. Your work will be evaluated using the attached rubric.



# Job Search Strategies

- ◆ Exceeds standard (11–12 total points)
- ◆ Meets standard (8–10 total points)
- ◆ Approaches standard (5–7 total points)
- ◆ Begins standard or absent (3–4 total points)

	Research	Content	Organization
4	<ul style="list-style-type: none"> <li>Student appropriately uses 4 or more forms of media.</li> <li>Student shall be able to correctly analyze all sources found and select for inclusion only those that meet the requirements for accuracy, currency, and reliability.</li> <li>Student shall find more than 15 acceptable jobs.</li> </ul>	<ul style="list-style-type: none"> <li>All jobs listed are age-appropriate.</li> <li>All jobs listed are available for summer term.</li> <li>All jobs listed are located within a 30-mile radius of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently organizes information in chart form.</li> <li>Consistently uses accurate and relevant information.</li> <li>Consistently provides supporting details.</li> <li>Consistently uses easy-to-read format.</li> </ul>
3	<ul style="list-style-type: none"> <li>Student appropriately uses 3 forms of media.</li> <li>Student shall be able to correctly analyze most sources found. One source may not meet the requirements for accuracy, currency, and reliability.</li> <li>Student shall find 15 acceptable sources.</li> </ul>	<ul style="list-style-type: none"> <li>Most jobs listed are age-appropriate.</li> <li>Most jobs listed are available for summer term.</li> <li>Most jobs listed are located within a 30-mile radius of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Most information in chart form.</li> <li>Usually uses accurate and relevant information.</li> <li>Usually provides supporting details.</li> <li>Usually uses easy-to-read format.</li> </ul>
2	<ul style="list-style-type: none"> <li>Student appropriately uses 2 forms of media.</li> <li>Student shall be able to correctly analyze some sources found. The list may include both acceptable and unacceptable sources, based on the criteria.</li> <li>Student shall find less than 15 acceptable jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Some jobs listed are age-appropriate.</li> <li>Some jobs listed are available for summer term.</li> <li>Some jobs listed are located within a 30-mile radius of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Some information in chart form.</li> <li>Occasionally uses accurate and relevant information.</li> <li>Occasionally provides supporting details.</li> <li>Occasionally uses easy-to-read format.</li> </ul>
1	<ul style="list-style-type: none"> <li>Student is able to use and analyze one or no sources correctly.</li> <li>The student shall find one or no acceptable jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Few or no jobs listed are age-appropriate.</li> <li>Few or no jobs listed are available for summer term.</li> <li>Few or no jobs listed are located within a 30-mile radius of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Little or no information in chart form.</li> <li>Seldom/never uses accurate and relevant information.</li> <li>Seldom/never provides supporting details.</li> <li>Seldom or never uses easy-to-read format.</li> </ul>
Score			

# SOURCES FOR JOB OPPORTUNITIES

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- ◆ **Placement services:** typically associated with schools
- ◆ **Employment agencies:** public and private
- ◆ **Media:** newspapers, magazines, radio, and television
- ◆ **Internet:** becoming increasingly important
- ◆ **Friends and family:** most familiar with your interests and goals
- ◆ **Direct calling:** personally contacting employers to ask about job openings



# Factors to Be Considered When Evaluating Job Openings

## Purpose

Job seekers need to evaluate job openings based upon several factors. This evaluation will help potential workers determine if the job is right for them.

## Procedure

Identify two job openings by using the sources for information about job openings. After you identify the jobs, answer the following questions with a yes or no.

	Job #1	Job #2
1. Does the job description fit your interests?	_____	_____
2. Does the future outlook of this job satisfy you?	_____	_____
3. Will the company provide training?	_____	_____
4. Will you be able to advance as rapidly as you would like?	_____	_____

Develop three other questions that include factors that would determine whether you took the job.

