How do I learn about job opportunities? What’s the best way to find a job?

WHERE DO I GO FROM HERE?
USING JOB SEARCH INFORMATION AND SERVICES

SUMMARY
Students use a variety of resources to find information about job opportunities. Student groups report their findings to the class. A panel of guest speakers from employment services, the military, and college career/counseling services speak to the class describing their services to culminate the activity.

OBJECTIVES
Students will:
1. Locate, interpret, and use information about job openings and opportunities.
2. Identify specific job openings.
3. Select five questions to ask guest speakers on the topics of “services provided” or “job search information provided.”

PREPARATION
Review Job Search information in CIS to find “helpful web sites.” Review resources, such as:

http://cl.idaho.gov
http://www.ajb.org
http://www.monster.com
http://hotjobs.yahoo.com

Optional: Gather job announcements and newspaper classifieds. Contact guest speakers from the local employment office, the military, and a college career center or counseling department to present. Arrange room for a round-table or a panel discussion on their placement or admission services. Photocopy Job Search Information worksheet
Prepare overheads of the Compare and the Common Job Search Methods
Optional: Photocopy Compare and Common Job Search Methods for handouts

MATERIALS
Job Search Information worksheet—one per student
Compare and Common Job Search Methods overheads
Newspaper classified advertisements
Employer job announcements
Blackboard, white board, or flip chart and markers

COMPUTER USE
CIS: Occupations, Job Search
Optional: Job WORKS
Computer lab with Internet access

SUBJECT AREA
Any

continued
TIME REQUIRED Three class periods plus additional time out of class for designing creative reports

GROUP SIZE Groups of three

STEPS

DAY ONE

1. Explain to students that there are many sources of job information. This lesson will help students learn to critically review sources of job information.

2. Bring the newspaper classified advertisements from several newspapers to class as well as copies of job announcements from large public or private employers in your community.

3. Note: if you live in a rural area, you may need to phone or write the human resources office in a city requesting these, or contact the local branch of the state employment office.

4. Divide the class into groups of three and distribute the Job Search Information worksheet. Give each group one newspaper classified section, a stack of job announcements, and a web address to an Internet job bank site. Give groups 30 minutes to analyze these advertisements/listings and answer the questions on the Job Search Information worksheet.

5. Instruct groups to prepare a short report of their findings prior to Day Two. Encourage students to use the CIS Occupations information to look up general and comparative information about occupations in their job listings to find out outlook, wage, and skills information to include in their reports. Encourage groups to be creative in preparing written reports; use graphics, video, collage, poster, cartoon etc.

6. Inform groups that guest panelists from the State Employment office, the military, and a college will present on Day Three. Ask groups to formulate five questions for these panelists prior to day three. Provide guidelines for the content, and inform students that all questions must be in a typed format.

DAY TWO

7. Groups present reports.

8. Lead a class discussion on the similarities and differences among group reports. Discuss the outlook and employment information gathered from CIS pertaining to each area.

9. Project or distribute the Common Job Search Methods overhead as well as the Compare overhead. Talk about the advantages and disadvantages of each job search method. Reflect on the advertisements and postings the students reviewed the previous day and how those fit into the Compare overhead model. Discuss the different avenues for looking for jobs. Have class brainstorm other job search avenues, make a list of the results on the board.

10. Remind students that the guest speakers will be presenting at the next class and to have their questions ready. All worksheets and requirements for this activity will be turned in at the end of day three.

DAY THREE

11. Panelists present, describing their placement or admission services.

12. Each group is given time to ask its prepared questions.

13. Students create thank you notes for each guest panelist for teacher to send.

14. Students will turn in their group reports, list of questions for presenters, and individual Job Search Information sheets.

continued
VARIATIONS

1. Use only Internet for job listings.
2. DAY ONE – have small groups work together on steps 1-3. Groups break up and students work independently to choose 2 occupations they are interested in researching. Provide CIS for Internet username and passwords and instruct students to use at least two sources, one of which must be CIS for Internet to answer the questions on the Job Search Information worksheet to be completed before the next day.

DAY TWO — students work on preparing a short report/ presentations regarding their findings. Allow groups to be creative in preparing written reports. A list of five typed questions is also to be formulated for the presenters.

DAY THREE — same as the original activity.

ALLIED ACTIVITIES

Presenting Yourself Well on Paper
Presenting Yourself in Person

ASSESSMENT STRATEGIES

Students will:
1. Complete the Job Search Information worksheet.
2. Participate in small groups that present reports to class and develop five questions to ask guest panelists.

STUDENT WORKSHEETS

Job Search Information worksheet
Optional: Compare overhead as handout
Optional: Common Job Search Methods overhead as handout

OVERHEADS

Compare overhead
Common Job Search Methods overhead

PORTFOLIO

Reports could be included in portfolios.

CREDITS AND CITATIONS

Compare diagram and Common Job Search Methods sheet were reprinted with permission, courtesy: International Training, Educational, and Research Academy, University of Colorado at Denver.


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SORTING

Subject/Program Area: Any, Career Focus Area, English, Guidance, Arts
Grade Level: 10, 11, 12
CIS Component: Occupations, Job Search, Job WORKS

STANDARDS

Idaho Counseling Program Model Standards:
- Career Development - Standards A, B, C

Idaho Achievement Standards:
- Language Arts and Communications- Writing, Listening, Speaking
- SCANS: Information, Interpersonal, Technology, Thinking Skills
- NCDG: Career information skills, Job search and job retention skills
- ASCA: Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

Bloom’s Taxonomy: Knowledge

INSTRUCTIONAL NOTE:

Use the Job Search file in eCIS to find other Internet Job Searching sites:

Click on “Job Search” (on the blue tab), then select Step 5, “Locate Job Leads”. Select the file “Search for Job Leads on the Internet”, then scroll down to the last entry, “Helpful Web Sites”.

WHERE DO I GO FROM HERE?

DISCOVERY AND PASSAGE

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# Common Job Search Methods

## ADVANTAGES vs. DISADVANTAGES

<table>
<thead>
<tr>
<th>METHOD</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want ads</td>
<td>Easily accessed, delivered to home or newsstand.</td>
<td>Contains only 15% of job openings. Employers use as a last resort.</td>
</tr>
<tr>
<td>State employment services</td>
<td>In some areas of the country, 30% of job seekers get job leads. No fee.</td>
<td>Average of 5% get jobs here. Staff sees many people each week.</td>
</tr>
<tr>
<td>Private employment agencies</td>
<td>Employer must pay fee.</td>
<td>Job Seeker <em>may</em> pay a fee, (up to 15% of 1st years wages). Only one of 20 people get jobs from using an agency.</td>
</tr>
<tr>
<td>Targeted resume</td>
<td>Sending a resume to a specific person will increase your chances of an interview. Contacting an employer and then sending a resume is most effective.</td>
<td>This is time consuming and takes a lot of research.</td>
</tr>
<tr>
<td>Mass mailing resume</td>
<td>You may get lucky.</td>
<td>Response rate is 5% or lower to unsolicited resumes.</td>
</tr>
<tr>
<td>Personal contacts and cold calling</td>
<td>75% of all jobs are found of through these two methods of networking.</td>
<td>Takes good telephone skills, excellent communication skills, and is time consuming.</td>
</tr>
</tbody>
</table>

Courtesy: International Training, Educational, and Research Academy, University of Colorado at Denver
**THE PROBLEM:**
Most job seekers spend their time checking and responding to want ads, yet employers hire the least number of people through want ads.

**THE SOLUTION:**
Identify companies you want to work for, try to get informational interviews, leave a resume, fill out a job application, and check back periodically. Show enthusiasm but do not be a pest.

Courtesy: International Training, Educational, and Research Academy, University of Colorado at Denver.
Name___________________________________

Job Search Information

1. What industries seem to be hiring the most people?

2. What occupations seem to be most in demand?
   Now?
   In the future?

3. What is the average starting wages in jobs of interest to you?

4. What are the educational requirements of these jobs?

5. What sorts of benefits do employers discuss in their advertisements or job announcements?

6. By reviewing this information, can you deduce anything about the opportunities for advancement in occupations of interest to you?