

Complete
**Job
Search
System**

**Finding
a Job**



Introduction

This Instructor's Guide provides information to help you get the most out of *Finding a Job*. The contents of the guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program's key learning points.

Finding a Job, third in the five-part series *Complete Job Search System*, introduces viewers to the process of finding specific jobs to which to apply and submitting appropriate application materials. Looking for a job can be a full-time job itself, and it can often take six months to a year to find employment. Additionally, this employment is often found via channels outside typical job listings and advertisements. Viewing this film will help students approach the job hunt and application process realistically and successfully. From scouring the Internet to making use of networking and referrals, from creating a flawless resume to writing a useful cover letter, from exercising patience to thinking creatively outside the box, the hunt for a great job takes effort, thoroughness, and time. This program will help students to understand the realities of the experience and provide them with steps to follow to lead to job interviews and, hopefully, offers!

Learning Objectives

After viewing the program, students will be able to:

- Understand how and where to look for job openings
- Explain the importance of networking and referrals to the successful job search
- Demonstrate how to compile a flawless, effective resume
- Describe a concise, appropriate cover letter
- Understand the role of patience, perseverance, and creativity in the process of finding a job

National Educational Standards

English Language Arts

This program correlates with the Standards for the English Language Arts from the National Council of Teachers of English. The content has been aligned with the following educational standards and benchmarks from this organization.

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Gathers and uses information for research purposes.
- Uses strategies to adapt writing for different purposes (e.g., to explain, inform, analyze, entertain, reflect, persuade)
- Uses discussions with peers as a way of understanding information.
- Uses listening and speaking strategies for different purposes.

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Life Work

This program correlates with *What Work Requires of Schools* from the Secretary's Commission on Achieving Necessary Skills (SCANS). The content has been aligned with the following educational standards and benchmarks from this organization.

- Interpersonal: Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.

- **Information: Interprets and Communicates Information:** Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multimedia methods.
- **Systems: Understands Systems.** Knows how social, organizational, and technological systems work and operates effectively within them.

Educational Standards from What Work Requires of Schools reprinted with permission.

Technology Standards

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

Program Overview

Complete Job Search System: This comprehensive, concise five-part job search series is ideal for introducing job-seekers to information and techniques that will be helpful in selecting a career and getting a job. Designed to be of use to a wide variety of viewers including secondary, vocational, and trade school students, these programs are entertaining and informative.

Finding a Job: This program discusses the many varied ways and methods a person can utilize to find job openings—online job boards, wants ad, employment services, networking, informational interviews, and more. The film discusses the advantages and disadvantages of each method, but stresses that making use of the widest combination of job search methods will likely lead to the broadest choices of job interviews and offers in the shortest amount of time. A great overview to the most effective ways to find, apply for, and land a job, this film will get students started on the right path!

After viewing this program, students are ready to start searching the Internet and newspapers for ads, networking with family, friends, and acquaintances, and gearing up to be creative and thorough as job-seekers—all in pursuit of landing a fantastic job! Students learn that their ideal job is likely not going to be listed online or in the newspaper; instead, they might find this job by reaching out to their networks and getting the word out about what they are hoping to do career-wise. A resume and cover letter might seem like simple documents that are easy to create, but, as this program points out, effective job application materials require a great deal of time and effort. This film provides great advice and practical tips designed to help motivated students move smoothly through the job search process.

Fast Facts

- Looking for a job can be a full-time job itself! The successful job search can often take six months to a year.
- The Internet offers hundreds of job sites with thousands of jobs. While this makes searching for a job more streamlined, it also increases the competition, as these postings are accessible to many more people.
- Today, you are not likely to find your dream job through online listings or newspaper advertisements. Instead, networking, referrals, and word of mouth will often be key to your finding employment.

- A tip: create your own career Web page or blog. List what you have done and what type of position you are looking for, and a potential employer might find you first.
- Everyone needs a resume, a document that gives your name and contact information, lists education, training, and experience, and summarizes the skills and strengths you would bring to an employer.
- Resumes must be absolutely flawless, with no misspellings. Take the time to present yourself in the best possible light.
- Four important resume tips to remember: resumes should have no errors, be as concise as possible, include industry-specific keywords, and be absolutely truthful.
- Employers often use scanning technology that electronically searches for keywords on resumes and cover letters. Get to know your career field well so that you are sure to include the right keywords on your application materials.
- Cover letters tell employers what you are looking for and why you are a good fit for the job opening they have. The key is to make your cover letter distinct from your resume and include pertinent information that is useful to the employer.
- Cover letters should contain three paragraphs, as follows: why you are writing; an overview of your skills and experiences; a brief closing.

Vocabulary Terms

cover letter: Application document that accompanies a resume when applying for a job. A cover letter tells the employer what you are looking for in a job and why you are a good fit for an open position. Cover letters typically contain three paragraphs.

honesty: Critical attribute of your resume and all application materials. You should always be 100% truthful about education, skills, and experiences on your resume and your cover letter.

keywords: Industry-specific terms that indicate your knowledge of and experience with important skills and training in your field. Because employers have the ability to scan resumes for keywords and discard those materials without them, it's critical that your materials contain the appropriate keywords to be noticed.

networking: Making connections with family, friends, and acquaintances and ensuring they are aware of your job search. Many jobs are filled through networking connections.

referrals: Often an outcome of networking, a referral occurs when someone you know recommends you for a job or puts you in touch with an employer.

resume: Application document that lists your names and contact info, summarizes what you offer an employer, and lists your education, skills, training, and experience. Resumes must be error-free, concise, truthful, and contain keywords.

scanning technology: Ability of employers to automatically scan application materials for relevant keywords. Employers are then able to only review those resumes that the technology identifies as a good fit via the keywords.

Pre-Program Discussion Questions

1. If you started searching and applying for jobs today, how quickly do you think you might find one? Why?
2. If you started looking for jobs today, where might you find actual jobs listed?
3. Can you define networking? Have you ever networked with friends, family, and acquaintances before?
4. Have you ever created or seen a resume before? What does it look like? What information does it contain?
5. Can you think of why creativity and patience might be important to a job search? Describe.

Post-Program Discussion Questions

1. Start thinking about the networking you will do when you start your job search. Who will you reach out to? What will you ask them or tell them?
2. What information will go on your resume? Start listing the education, skills, training, and strengths you will include. What will you write in your summary statement?
3. If you were going to create your own job search Web site or blog, what would you include? Why?
4. Why is honesty so critical on your resume and cover letter?
5. Why do you think it can take six to twelve months to find a full-time job? What might you do to find a job as quickly and effectively as possible?

Group Activities

Group Resume Review

Your students should draw on each other as resources and count on each other for feedback and assistance during the job hunt. Remind students that they should always make and cultivate contacts along the way, even when they are not actively searching for a job. You never know when you might need to call on your network or ask someone for a suggestion or a referral.

To build on your students' abilities to serve as resources for each other, have them serve as resume reviewers for each other. Everyone should come to class with his or her resume. Divide the class into groups of six, and have groups sit in a circle. Make sure each group member has a different colored pen or pencil to utilize. Have each student hold his or her resume.

Ask all students to pass their resume to the group member sitting on their left. Group members should review the resume they have just been passed. Students need to make a minimum of two comments (in writing) on the resume in front of them. These comments might be praise or constructive criticism. Remind students that the goal of the exercise is to help everyone to improve his or her resume. After 5 minutes, have all students pass again to the left and review the new resume in front of them. Continue passing until all students have their own resume in front of them again.

When students have their own resumes back, encourage them to incorporate the feedback they've received into making changes and updates to their resume.

Acting as the Employer

When job seekers put themselves in the shoes of the person doing the hiring, it becomes easier for them to understand what impresses potential employers.

Provide the class with two pieces of information—a job description, and a profile with information on the training, skills, background, etc., required for the position.

Divide the class into four groups. Each group has two tasks. First, each should imagine that it is the employer hiring for the position you've outlined. What type of candidate are they looking for? What do they want to see in a resume? What resume would catch their eye? Groups should record their ideas. Next, groups should develop a resume for the job-seekers using the information on training, etc., that you have provided.

Next, groups should exchange resumes. Acting as the employer, they should consider the resume in front of them for the position description. What catches their eye? What's missing? What do they like about the candidate? What don't they like? Groups should draw on the notes they recorded in their own review earlier.

Groups should write notes accordingly on the resume they received, and indicate whether or not they would hire the candidate, along with an explanation of their decision. Groups should then return the resumes to the group that created them, and review the notes they have received when their own comes back to them.

Ask all groups to provide feedback to the class about the experience. Did thinking like the employer help them create an effective potential employee resume?

Network Web

Making the suggestion of networking might sound simple, but in action it can be a bit trickier. What might a student do, for instance, who wants to work in the music business, but can't think of a single person who is even remotely connected to that industry?

Get your students to start making these connections between themselves. Each student should think of 10 people that they know who are in different careers or might have a connection to a certain career. Have students write these down—they could be anything from an older sister who is a teacher to an uncle whose college roommate works in local government. Encourage students to think creatively.

Have each student make a list of these 10 contacts. The list should have first names only and the profession in which each person works or is connected. So for the sister who is a teacher, the list entry might look like: Mary—third grade teacher. For the uncle, the list entry might look like: Joe—knows assemblyman Samuel.

Post the completed lists so that students can see all the connections they have just through their own classroom. Ask students to reflect on the experience. Are they feeling differently about networking now?

Individual Student Projects

My Action Plan

Although all students should consider the same general job search information and all should try to pursue as many angles as possible, the actual job searches will be different for each student. Some students may already have a strong network in a field in which they are interested and would like to focus on Internet job postings, while others may already have experience creating resumes and want to strengthen another skills area. Personalized Action Plans allow students to acknowledge their areas of strength, while helping them focus on areas of need in the job search.

Ahead of time, create a general Action Plan outline that may be adapted by each student for personal use. Outlines should ask students to list between 5 and 15 people with whom they will network, at least 5 to 10 Internet and/or published sources of job advice or information, at least 5 job postings or leads to pursue, and a sample of a resume and cover letter. On the Action Plan, students will write out at least 5 steps to take to bring them closer to finding or preparing to find a job.

You might want to draft the Action Plan and have students take a copy to fill in, or give students the questions and have them set up and arrange as they choose. Encourage all students to spend time and attention ensuring their Action Plans are thorough and useful. As appropriate, ask students to turn in their Action Plans or present them to the class.

Capture My Interest

Cover letters should be concise, but they should also convey enthusiasm for the available position. When applicants are churning out lots of resumes, the cover letters sometimes start to sound generic and emotionless. Letting an employer know you are very interested and that the position fits well with both your skills and passions—while remaining professional and succinct in your letter—will help you as a candidate.

To do this effectively, students need to focus on why a particular job is a great match for them on many different levels. To this end, have them identify one job posting for a position they would love to land. Tell them that eventually they will apply for the position, but that first they are going to write a letter to *themselves* focusing on why the job is such a great match. The letter should be full of energy and enthusiasm, connecting their personal needs and wants with what the job offers.

Next, students should write a cover letter and resume for the position, but only after reading over the letter they wrote to themselves. The goal is to convey that same excitement in the new cover letter. By emphasizing their drive and passion for the position to the employer, students might catch the eye of those doing the hiring.

Building the Best Resume

By continually drawing on resources and improving their own application materials, students can work to strengthen their job applications on a regular basis.

Distribute at least 5 different resume examples to students, and invite them to review all of the examples carefully. What styles and phrasing do they see that they might like to emulate? What examples don't fit as well with the message and style they are trying to convey to employers?

Utilizing at least 3 different ideas from the sample resumes you handed out, students should either make changes to the resume they have already drafted, or start creating their own resume. Encourage students to be inspired by the examples they see, and not to take phrasing directly from them without any alterations. Also remind students that while the temptation to exaggerate slightly on a resume is certainly there, it's always the right choice to be completely honest.

Internet Activities

Learning from a Professional

There are so many job-related resources on the Internet, from job postings to resume advice to possible interview questions to tips for salary negotiation. Where to begin? How can your students turn just Web-surfing into making the Internet work for them?

Invite a professional in to discuss with your students ways to effectively use the Internet for a job search. This professional could be a guidance or career counselor, reference librarian, employee from a local college career center or nonprofit job search organization, or author of a book or Web site on job searches. Prepare for the speaker by having multiple computers with Internet access available for the speaker and students, and by having students prepare questions ahead of time. After the speaker leaves, have students try some of the tips and techniques they've just learned, and then report back on their experiences.

Class Resource Log

Encourage your students to collaborate on job search ideas and to use each other for networking and referrals. Eventually, the entire class could be a great source of potential job leads for each other! As students come across job postings or tips, ask them to share with classmates to whom they might be of interest. You might also encourage this by starting off one class a week having students share any job news, advice, interesting information, etc. they have heard with the rest of the class.

To this end, invite students to create a Job Internet Resource Log that is a shared class tool. First, have everyone brainstorm the best outline and structure for this project. What should be included—relevant Web sites, links to online postings, resume tips, useful addresses, etc.? Ask students to start listing all of the online resources that they would like to include in the Log.

Next, discuss the best structure for the Log. Is it a shared word-processing document that everyone can access and update? Is it a live Web site that is constantly added to during a set time in your class? Is it a large handwritten poster that all students add to? Encourage students to choose the structure that will best allow everyone to both contribute to and access the resources.

Finally, start searching the Internet and adding resources to the Log. Students should include as much information as possible about each resource—title, author, link, brief description, etc.—so that all students are able to quickly assess what links are the best match for their needs. You should also ensure that students are cataloging their resources so that they are easy to search—especially important as the list starts to grow! Have students add to and access this Log throughout the year; you should also contribute as appropriate.

Start Building the Job Search Site

In the film, viewers are advised to create a job search Web site or blog to get their names out to potential employers. This would not only expose them to a wider audience, but also demonstrate their technical skills. Brainstorm with students other ideas that would get them wider exposure while allowing them to demonstrate the skills necessary for their desired job. These additional ideas may be Web-based or not.

Next, work as a class to build an outline for a Web site or blog that can be adapted to individual job-seekers. What would students want to include on the site? What format, font, and graphics would be appropriate for potential employers to view? What would best demonstrate the skills and attributes of the job seeker? Try a few different ideas, and also leave certain sections customizable so students can personalize on their own. If possible, have students create their own Web sites from the template developed in class, and then demonstrate them for the rest of the class.

Assessment Questions

Q1: How long can it realistically take to find a job in the career field you are pursuing?

Q2: What are some resources you might utilize to find a job?

- a) Internet job postings
- b) Networking with friends, family, and acquaintances
- c) Job advertisements in the newspaper
- d) All of the above

Q3: What are some creative steps you might take to get the word out there that you are job hunting?

Q4: Match the cover letter paragraph to the content it should contain:

- | | |
|--------------|---|
| Paragraph #1 | Brief Closing |
| Paragraph #2 | Why you are writing |
| Paragraph #3 | Overview of your skills and experiences |

Q5: Define honesty in terms of your resume and cover letter. Why is it so important?

Q6: List the four key attributes of your resume.

Q7: What is a keyword on your resume? How do employers pick out keywords you have included?

Q8: The number one way of getting a job right now is through _____.

Q9: Will you likely find your ideal job in online or newspaper listings? Where else might you find it?

Q10: A cover letter tells employers _____.

Assessment Questions Answer Key

Q1: How long can it realistically take to find a job in the career field you are pursuing?

A: Six to twelve months

Feedback: The job search can be a full-time job itself! Make sure you are prepared with patience and creative strategies.

Q2: What are some resources you might utilize to find a job?

a) Internet job postings

b) Networking with friends, family, and acquaintances

c) Job advertisements in the newspaper

d) All of the above

A: d) All of the above

Feedback: Finding a job can be challenging, so don't limit yourself to just one resource. Make use of any angle you can think of for finding a job.

Q3: What are some creative steps you might take to get the word out there that you are job hunting?

A: Answers might include building a Web site, starting a blog, talking to friends and family, seeking informational interviews, and asking for help with your resume and cover letter.

Feedback: The more people who know that you are job hunting, the more resources you can draw on for leads, tips, and advice.

Q4: Match the cover letter paragraph to the content it should contain:

Paragraph #1

Brief Closing

Paragraph #2

Why you are writing

Paragraph #3

Overview of your skills and experiences

A: #1=why you are writing; #2=overview of skills and experiences; #3=brief closing

Feedback: It's important for your cover letter to be as truthful, flawless, concise, and effective as your resume—take just as much time to work on both.

Q5: Define honesty in terms of your resume and cover letter. Why is it so important?

A: Honesty on your application materials means being completely truthful about all of your education, skills, and training. This indicates your integrity to a job employer—an important characteristic in any industry.

Feedback: Honesty is critical—employers often check to verify the data on resumes. Even if they don't, your honesty speaks volumes about your integrity and trustworthiness. These are key attributes for any job-seeker; let potential employers see that you have them.

Q6: List the four key attributes of your resume.

A: Error-free; concise; includes keywords; completely truthful

Feedback: Take the time when you are completing your resume to present yourself in the best possible light.

Q7: What is a keyword on your resume? How do employers pick out keywords you have included?

A: A keyword is an industry- or job-specific term that highlights your familiarity and experience with areas of the field. Employers use scanning technology to automatically pull out resumes with the desired keywords.

Feedback: If you are unsure of the best keywords to use for your field, consult with a guidance or career counselor, books, or online resources.

Q8: The number one way of getting a job right now is through _____.

A: referrals

Feedback: Referrals happen when you start to network well. Always be looking to expand your circle of contacts.

Q9: Will you likely find your ideal job in online or newspaper listings? Where else might you find it?

A: Today, it is more likely that you will find your job through networking and referrals.

Feedback: Don't rule out any methods or avenues to finding a job. The wider a net you cast, the more opportunities will come your way.

Q10: A cover letter tells employers _____.

A: what you are looking for and why you are a good fit for the open position

Feedback: Don't overlook the opportunity the cover letter presents. Use your cover letter to demonstrate why you are the best fit for an open position and to highlight strong sections of your resume.

Additional Resources

The Top Keywords Recruiters Use to Find You

<http://content.monster.com/articles/3475/17263/1/home.aspx>

Resumes and Interviews

www.jobweb.com/Resumes_Interviews/default.htm

101 Best Cover Letters

by Jay A. Block and Michael Betrus, McGraw-Hill, 1999. ISBN: 0071342575

Get the Interview Every Time: Fortune 500 Hiring Professionals' Tips for Writing Winning Resumes and Cover Letters

by Brenda Greene, Kaplan Business, 2004. ISBN: 0793183022

The Resume Handbook: How to Write Outstanding Resumes & Cover Letters for Every Situation (Resume Handbook)

by Arthur D. Rosenberg, Adams Media Corporation, 2003. ISBN: 1580628540

Additional Resources at www.films.com

Available from Films Media Group • www.films.com • 1-800-257-5126

Log On for Success: Using Internet Job Sites

- VHS/DVD-R/Digital On-Demand
- Preview clip online at www.films.com (Search on 33359)
- Closed captioned
- Correlates to the career standards from the National Occupational Information Coordinating Committee.
- Includes viewable/printable instructor's guide
- Order # 33359

Show your students how to find great jobs fast—with the Internet. This video will tell them everything they need to know to start blazing an electronic path to outstanding career opportunities. It covers how to find and then effectively search mega-job sites, industry- or profession-specific sites, and individual company sites; how to prepare Web-ready and email-compatible resumes and cover letters; how to fill out online questionnaires; and how to save, organize, and keep track of what's been posted and sent. The video also clues viewers in to what information not to post, like social security numbers, so bad guys won't be able to scam them. A Cambridge Educational Production. (19 minutes) © 2004.

The Complete Career Clusters

- 16-part series
- VHS/DVD/Digital On-Demand
- Preview clip online at www.films.com (Search on 36947)
- Closed captioned
- Correlates to national science education standards
- Order # 36947

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. A Cambridge Educational Production. The series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance*. (16-24 minutes each) © 2002-2007.

Cambridge Career Center

- CD-ROM
- Preview clip online at www.films.com (Search on 32736)
- Correlates to the Life Work standards published in "What Work Requires of Schools" from the Secretary's Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.
- PC platform: Windows 95, 98, NT4, Me, 2000, XP
- Macintosh platform: OS 8.x, 9.x, Classic
- Order # 32736

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor's Occupational Information Network (successor to the time-honored *Dictionary of Occupational Titles*)—America's primary source of career information. Includes the fastest-growing careers highlighted in 80 video clips and an overview of 23 job categories. A Cambridge Educational Production. (200 minutes of video, with 20 minutes of audio narration) © 2004.

Career Advantage: Strategies for Success

- 26-part series
- VHS/DVD-R/Digital On-Demand #34491
- Preview clip online at www.films.com (Search on 34491)
- Closed captioned
- Designed according to National Occupational Information Coordinating Committee (NOICC) Guidelines.
- Recommended by the National Employment Counseling Association (NECA).
- Silver Apple award, National Educational Media Network
- International TV Association Gold Level award for Broadcast/Cable, Informative
- ITVA Gold level award for Best of Show
- 128-page faculty guide available with the complete series
- Order # 34491

This 26-part series guides students through the three phases of career development—Self-Knowledge and Exploration, Career and Educational Exploration, and Career Planning and Implementation. As students create a step-by-step work search strategy based on personal background, life goals, and current and potential skills, they will also observe a variety of people in the work force who describe their experiences, decisions, and ambitions. Commentary from *What Color is Your Parachute* author Richard Bolles and other experts, as well as an information-packed 128-page faculty guide available with the complete series, top off this powerful set of tools for navigating a challenging future. (28 minutes each) © 2004.

The series includes *Introduction to Career Advantage; Where Are You Now?; Self-Knowledge and Beliefs; Career and Life Values; Personality and Interests; Knowledge, Skills, and Abilities; Keeping Track of Self-Knowledge and Exploration; Introduction to Career and Educational Exploration; The Changing Workplace: Technology and Globalization; What Employers Want: Skills and Attitudes; What's Out There: How the World of Work is Organized; Generating Career Options; Researching Career Options: New Technologies and Current Techniques; Informational Interviewing and Networking; Evaluating Career Options; Overcoming Barriers to Employment; Lifelong Learning; Introduction to Career Planning and Implementation; Decision-Making Strategies; Goal-Setting and Action-Planning; Finding Opportunities: New Technologies and Current Techniques; Staying on Track in Your Work Search; Resume Preparation; Interviewing Strategies; Interview Follow-up; Career Advantage: Series Conclusion.*



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