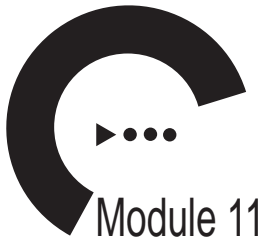


# Looking Through the Telephoto Lens - Planning for the First Job

## Module 11

Overview:	In this module students learn about job-seeking skills: how to identify job openings, how to complete a job application, and how to write a resumé.						
Duration:	55 minutes  Note: This lesson plan could easily be extended to two class periods.,						
Objectives:	At the end of this module, students will be able to <ul style="list-style-type: none"> <li>▪ state three good ways to identify job openings.</li> <li>▪ complete a job application in a neat, accurate, and legible form.</li> <li>▪ complete worksheets for two different kinds of resúmes and use the <i>Kuder</i> web site to construct those resúmes online.</li> </ul>						
National Career Development Guidelines Addressed:	<p><b>High School:</b></p> <ul style="list-style-type: none"> <li># 2 Skills to interact positively with others</li> <li># 7 Skills to prepare, seek, obtain, maintain, and change jobs</li> <li>#12 Skills in career planning</li> </ul>						
National Standards for School Counseling Programs Addressed:	<p><b>Career Development Standard A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (Competency: Apply job readiness skills to seek employment opportunities; learn how to write a resumé)</p> <p><b>Career Development Standard B:</b> Students will employ strategies to achieve future career success and satisfaction. (Competency: Use research and information resources to obtain career information)</p>						
SCANS Competencies Addressed:	<b>Workplace Competencies:</b> Resources, Interpersonal Skills, Technology						
Components:	<table border="0" style="width: 100%;"> <tr> <td>*1. Mini-Lecture on Job Seeking Skills and Tools</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td>*2. Snapshot 15: Job Application</td> <td style="text-align: right;">15 minutes</td> </tr> <tr> <td>*3. Snapshot 16: Chronological Resumé Worksheet and Snapshot 17: Functional Resumé Worksheet Build online resumé</td> <td style="text-align: right; vertical-align: top;">30 minutes</td> </tr> </table>	*1. Mini-Lecture on Job Seeking Skills and Tools	10 minutes	*2. Snapshot 15: Job Application	15 minutes	*3. Snapshot 16: Chronological Resumé Worksheet and Snapshot 17: Functional Resumé Worksheet Build online resumé	30 minutes
*1. Mini-Lecture on Job Seeking Skills and Tools	10 minutes						
*2. Snapshot 15: Job Application	15 minutes						
*3. Snapshot 16: Chronological Resumé Worksheet and Snapshot 17: Functional Resumé Worksheet Build online resumé	30 minutes						
Facilitator Preparation:	<ol style="list-style-type: none"> <li>1. Read the lesson plan and facilitator resource material.</li> <li>2. Arrange for the class to meet in a lab setting in which each student has access to the <i>Kuder</i> web site.</li> <li>3. Become thoroughly familiar with the resumé-building capability on the <i>Kuder</i> web site.</li> </ol>						



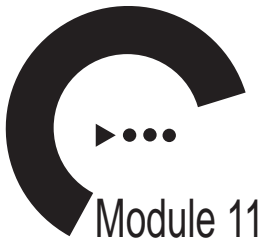
## Module 11

### Facilitator Preparation: continued

4. Duplicate Snapshot 15: Job Application; Handout 9: Sample Job Descriptions; Snapshot 16: Worksheet for Chronological Resumé; and Snapshot 17: Worksheet for Functional Resumé, one per student.
5. Prepare transparencies and arrange for a projector and screen, or arrange for a computer and display device in order to show the *PowerPoint* presentation.

### Homework Assignment:

1. Ask students to look for job openings in at least one of the three occupations of their personal choice in the local newspaper and on the Internet in America's Job Bank at <http://www.ajb.org> (can also link to this site through the *Kuder* site).
2. If students do not have time in class to complete the entry of information written on the two resumé worksheets, ask them to complete entry as a homework assignment.



# Lesson Plan for Module 11

## Looking through the Telephoto Lens: Planning for the First Job

### Introduction:



T 11-1  
and  
T 11-2

*Some of you will complete more 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 invite you to use a telephoto lens to look into the future and consider some of the basics of how to find a job and do the paperwork you will need to apply for it.*

### Mini-Lecture: Job Seeking Skills and Tools (15 minutes)

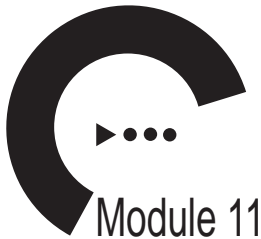


T 11-3

*An early step in getting a job is to think seriously about what you want in a job. You will be spending slightly more than one-third of your waking time at work. Further, as we learned in Module 3, 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.*

*By now you have identified two or three occupations that seem most appealing to you. You have considered how they relate to your interests, skills, work values, and educational 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, non-profit 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 level of salary you realistically desire?)*
- *Fringe benefits (What fringe 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?)*



# Module 11

## Job Seeking Skills and Tools: continued



T 11-4

*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 transparency). Your first tendency might be to scan the classified ads in the newspaper, and there's nothing wrong with that. However, fewer than 10% 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*

- *your parents' friends and acquaintances*
- *adults you know from church, 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 will be to hear about job openings.*



T 11-5

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

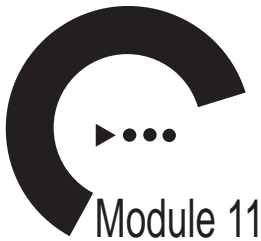
*There are two primary types of resumés. The first type is called a chronological resumé.*

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

*This type of resumé 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 of which is somehow better than the previous one.*

*A second type of resumé is called functional.*

- *It is also one typed page.*
- *It is organized around skills that the person possesses and how he/she got them rather than in a sequence by dates.*



Job Seeking Skills and Tools: continued

Snapshot 15: Job Application (15 minutes)

Preparing a Resumé: (20 minutes)

*This type of resumé 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 – like yourselves—who have not yet had any or much work experience.*

*In today's activity, we will complete worksheets that will be used as a basis for developing these types of resumé, learn about the resumé-building capabilities on the Kuder web site, and begin to enter your information.*

### **Complete a Sample Job Application**

Give each student a copy of Snapshot 15: Job Application and Handout 9: Sample Job Descriptions. Ask students to complete the job application after choosing one of the sample job descriptions, remembering all of the following:

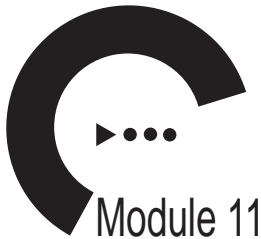
- ✓ Use a pen.
- ✓ Write very legibly, or print.
- ✓ If uncertain about how something is spelled, look it up in the dictionary before writing it.
- ✓ Wherever possible, relate your own skills and experience to the requirements of the job.

After about 10 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 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 not, why not?

*We will now complete two worksheets that could be the basis of your resumé, show you how to enter data from them into your career portfolio, and give you some time to do that. If you do not finish entering the information during this class period, you should finish doing so as homework.*

*There is no one right form for a resumé 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” resumé focuses on skills that the person possesses without concern about chronological order. Either form may be used in an electronic resumé—that is, one that is sent to a prospective employer*



# Module 11

## Preparing a Resumé: continued

via the Internet. The worksheets that I am going to give you can be used to record everything you would need to develop either kind of resumé. (Facilitator passes out worksheets.)

*Please take 10-15 minutes to complete these worksheets; then we will discuss them.*

After all or most students have completed the worksheets, demonstrate the capabilities of the *Kuder* web site for building, editing, storing, and electronically sending resumé. Before the demonstration, point out the following:

- *You can store up to five different resúmes in your career portfolio.*
- *You may give each resumé a unique title, such as “Chronological Resumé,” “Functional Resumé,” or “Resumé for J.C. Penney,”*
- *You can edit and add to these resúmes at any time you wish.*
- *Resúmes may be marked “Public” or “Private.” If the resumé is marked as Public, it can be sent electronically to anyone whose e-mail address you enter.*
- *It is very easy to enter the information needed to create the resumé as you will see from the demonstration.*

Then, demonstrate the resumé-builder functionality of the *Kuder* web site by following these instructions:

- *Access your personal portfolio by directing your Internet browser to the Kuder web site at [www.kuder.com](http://www.kuder.com), clicking on returning users, and entering the user name and password you created when you took the assessments.*
- *Select Get a Job from the navigation menu on the left.*
- *Select Resumé Builder.*
- *Choose Add New Resumé.*
- *Give your resumé a title, type in a job objective (if desired), and choose to make this resumé Public (can be viewed by others or sent electronically) or Private (can only be viewed by you).*
- *Scroll down the page and select the fields (Work Experience, Activities/Affiliations, Awards/ Honors, Skills, References) that you want to build or update by clicking on Add or Edit.*
- *Whenever you want to see what your resumé looks like, click on the Print Resumé option at the top of the page.*

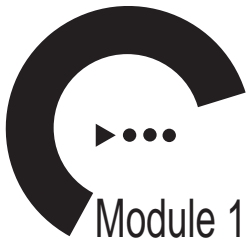
If time allows, ask students to follow these directions and begin to enter the data they have already placed on their worksheets, creating two separate resúmes titled *Chronological Resumé* and *Functional Resumé*.

## Homework Assignment:



T 11-6

1. Ask students to look for job openings in at least one of the three occupations of their personal choice in the local newspaper and on the Internet in America’s Job Bank at <http://www.ajb.org> (can also link to this site through the *Kuder* site).
2. If students do not have time in class to complete the entry of information written on the two resumé worksheets, ask them to complete entry as a homework assignment.



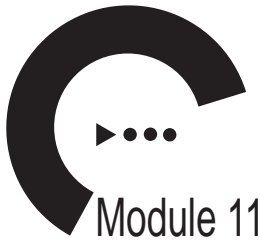
## Module 11

### Optional Activities:



T 11-7

1. Display sample resumés to students from one of the web sites included in the resource material.
2. Invite a person from the Human Resource Development Office of a local company to discuss job interviews - how to prepare and have a successful interview.



# Resource Material

Looking  
Through the  
Telephoto  
Lens -  
Planning for the  
First 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.

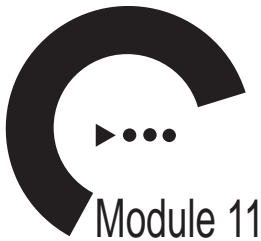
The initial step in job seeking is to determine what one wants in a job. By this time, students studying this course have identified some possible occupations, using values as one filter to do that. Other criteria for consideration are desired job characteristics, such as the following:

- Type of organization you want to work for (Do you prefer to work for a for-profit company, non-profit 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 level of salary you realistically desire?)
- Fringe benefits (What fringe 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 by e-mail).
- Classified ads (in local printed newspapers or on web sites that display ads from hundreds of newspapers across the country).
- Placement agencies (postsecondary school from which student graduated; state Job Service offices without fee; private placement agencies with a fee paid either by the applicant or the employer).
- Internet sites (private, such as Monster.com (<http://www.monster.com>); or public, such as America's Job Bank (<http://www.ajb.org>), listing almost a million jobs reported by employers nationwide).

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 resumé. For some jobs there are many applicants. Someone in the Human Resources Development office scans through a pile of job applications, or resumé, and selects those candidates that appear to be the best from that review. For that reason, it is essential to have a neat, legible, attractive, and well-written application, or resumé, that will be outstanding enough that it gets placed into the "must interview" pile.



Looking  
Through the  
Telephoto  
Lens -  
Planning for  
the First Job:  
continued

Organizations typically have their own job application form which will, however, 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 lies with characteristics such as the following:

- It is neat, written or printed so that it is legible and without erasures or words crossed out.
- All words are spelled correctly.
- All information requested 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 resumé is seldom needed; thus, the job application is the only document by which the applicant can present a positive image.

A *resumé* is a short document that represents a candidate's educational attainment, skills, work experience, and other life experiences related to job success. Resumés 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 will discourage them. Without an interview, of course, there is no possibility of getting the job.

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

A *functional resumé*, on the other hand, is arranged according to categories of skills (such as organizational skills, computer skills, communication skills, etc.) and lists employment, training, or other experiences that have developed and exercised these skills. Thus, a functional resumé may be better for those who have an interrupted work history, have 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 resumé. The *basic* resumé style has the least amount of formatting. It is suitable for copying into another program for additional editing or for use as an electronic resumé which can be submitted in print form or on diskette to be scanned into a searchable database or included in or attached to an e-mail message. The *contemporary*, *elegant*, and *professional* styles are all suitable for printing. Simply choose the style you prefer.

In this lesson, students will use worksheets to record information needed for preparation of a chronological and a functional resumé. They will see a demonstration of the capabilities of the *Kuder* site, which include building, editing, printing, and storing up to five different resumés in the electronic portfolio. These resumés may be marked as public or private. Public resumés can be sent electronically to anyone the student chooses. Private resumés can only be viewed by the student.



Looking  
Through the  
Telephoto  
Lens -  
Planning for  
the First Job:  
continued

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:

- 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 web site, talking to others who work there, or acquiring public relations brochures from the Public Relations or Human Resources Development office. 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, make up, and use of perfume. Men should be conservative about length of hair and use of body jewelry.
- Arrive 5-10 minutes early for the interview, but not earlier, and never late.
- While 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 hurried overview of the job-seeking process, it provides some general principles that can be reinforced by teachers of other subject matter. English teachers, for example, could assign completion of job applications and resumés. Speech teachers might set up mock job interviews, videotape them, and critique them. Teachers of any subjects might invite staff from the Human Resource Development Department of local employers to talk with students about jobs related to their subject matter field, including what kinds of resumés, work and school experience, and interviewing skills enhance the students’ possibilities of getting a job.

# Snapshot 15: Job Application

Name (last, first, middle): \_\_\_\_\_ Social security #: \_\_\_\_\_  
Address (street, city, state, zip): \_\_\_\_\_ Home phone: \_\_\_\_\_  
\_\_\_\_\_ Work phone: \_\_\_\_\_  
\_\_\_\_\_ E-mail: \_\_\_\_\_  
Date of birth: \_\_\_\_\_ May we contact you at work? \_\_\_\_\_  
Position(s) for which you are applying: \_\_\_\_\_

## Work Experience (list in order, beginning with the most recent)

Employer: \_\_\_\_\_ Dates of employment: \_\_\_\_\_  
Address: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_  
Position: \_\_\_\_\_ Salary: \_\_\_\_\_

Employer: \_\_\_\_\_ Dates of employment: \_\_\_\_\_  
Address: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_  
Position: \_\_\_\_\_ Salary: \_\_\_\_\_

## Education (list schools in order, beginning with the most recent)

School name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Contact person: \_\_\_\_\_ Phone: \_\_\_\_\_  
Degree or certification: \_\_\_\_\_ Date completed: \_\_\_\_\_

School name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Contact person: \_\_\_\_\_ Phone: \_\_\_\_\_  
Degree or certification: \_\_\_\_\_ Date completed: \_\_\_\_\_

## Military Service

Branch of military: \_\_\_\_\_ Dates of service: \_\_\_\_\_  
Occupational specialty: \_\_\_\_\_  
Contact person and address: \_\_\_\_\_  
Rank upon discharge: \_\_\_\_\_

## Availability

If offered a job, when will you be available? \_\_\_\_\_  
How did you hear about our job openings? \_\_\_\_\_

## References

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Relationship to you: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Relationship to you: \_\_\_\_\_ Phone: \_\_\_\_\_

## Handout 9: Sample Job Descriptions

*To accompany materials in Module 11.*

### **SAMPLE JOB DESCRIPTION 1**

Publisher located in suburban town seeks person with excellent skills in word processing and desktop publishing for full-time position. Must have high school diploma and some work experience. Company offers good fringe benefits, including tuition reimbursement and opportunity for advancement. \$15 per hour, beginning salary. Call xxx-xxxx for a job application.

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### **SAMPLE JOB DESCRIPTION 2**

Global telephone company seeks sales representatives. Flexible work hours and place of work. Good fringe benefits. Applicants must have high school diploma, some previous sales experience, and a pleasant telephone voice. Base annual pay of \$18,000 plus commission on sales. Call xxx-xxxx for a telephone interview and an application.

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### **SAMPLE JOB DESCRIPTION 3**

Computer company seeks programmers with experience in Java and other web languages. Preference given to applicants with an associate's degree and experience in web page design and implementation. Salary negotiable, dependent upon training and experience. Call xxx-xxxx.

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### **SAMPLE JOB DESCRIPTION 4**

The Bo-Peep Day Care Center seeks day care workers with experience in early childhood education. Applicants must have good references, at least an associate's degree, and pass drug and background checks. Beginning salary without experience, \$21,000. Call xxx-xxxx.

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### **SAMPLE JOB DESCRIPTION 5**

Local landscaping firm seeks groundskeepers and landscape assistants. No previous experience necessary. Hours may exceed 40/wk. Start at \$14-18/hour. Good opportunities for learning and advancement. Call xxx-xxxx.

# Snapshot 16: Worksheet for Chronological Resumé

**Complete name** (first, middle, last) \_\_\_\_\_

**Complete address:** (street address, city, state, zip, spelled out fully) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Telephone numbers** (work, home) \_\_\_\_\_  
\_\_\_\_\_

**Career objective** (not more than two sentences; may be tailor-made for each specific job application):  
\_\_\_\_\_  
\_\_\_\_\_

**Work Experience** (List full- and part-time jobs, beginning with the most recent)

Employer	Company/organization	Dates of employment (month/year)
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_____	_____	_____
_____	_____	_____
_____	_____	_____

**Education** (List schools from present and go backward. Do not include schools below high school level)

School	City, State	Dates of attendance (month/year)
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_____	_____	_____
_____	_____	_____
_____	_____	_____

**Activities/Affiliations** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Awards/Honors** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**References** (to be furnished upon request)

Name	Address	Phone	Relationship to you
------	---------	-------	---------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# Snapshot 17: Worksheet for Functional Resumé

**Complete name** (first, middle, last) \_\_\_\_\_

**Complete address:** (street address, city, state, zip, spelled out fully) \_\_\_\_\_

**Telephone numbers** (work, home) \_\_\_\_\_

**Career objective** (not more than two sentences; may be tailor-made for each specific job application):

**Summary of work experience and skills** (job titles you've had as skill words with company name, city, state and list and describe skills you have acquired)

Examples: Served customer needs McDonald's Springfield, IL  
*Dealing positively with difficult customers* – While working at McDonald's I learned to deal with customer concerns and complaints in a positive manner, resulting in converting a disgruntled customer into one that would come back again.

Provided maintenance service Jiffy Lube Springfield, IL  
*Selling products to customers* – While working at Jiffy Lube I learned to explain maintenance problems to customers in a way that assisted them to understand them fully, typically resulting in selling services and products beyond those they requested upon arrival.

# Snapshot 17: Worksheet for Functional Resumé

## Education

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## Activities/Affiliations

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## Awards/Honors

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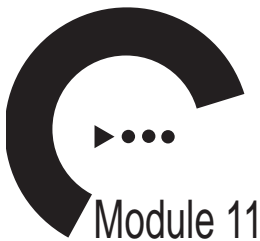
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## References (to be furnished upon request)

Name	Address	Phone	Relationship to you
<hr/>	<hr/>	<hr/>	<hr/>
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# Transparencies

Prepare the following transparencies to display with a projector and screen, or arrange for a computer and display device to show the slides as a *PowerPoint* presentation. [Click here to access the following \*PowerPoint\* presentation.](#)

Looking Through the  
Telephoto Lens -  
Planning for the First Job

Module 11:  
Develop Your Future

T 11-1

Objectives for Module 11

At the end of this module, you will be able to

- state three good ways to find job openings.
- complete a job application neatly and accurately.
- Write resumes in two different formats.

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T 11-2

Characteristics Related to Jobs

- ✓ Type of organization
- ✓ Reputation of organization
- ✓ Salary
- ✓ Fringe benefits
- ✓ Career ladder
- ✓ Distance from home
- ✓ Requirements for travel
- ✓ Use of education or training

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T 11-3

Steps in Getting a Job

- ✓ Finding job openings (networking, using the Internet, watching the classified ads, placement agencies)
- ✓ Preparing documents (job application, resume)
- ✓ Getting an interview
- ✓ Being successful in presenting yourself and your skills in the interview

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T 11-4

Important Documents

- ✓ Job Application
- ✓ Resume
  - Formats
    - Chronological
    - Functional
  - Styles
    - Basic
    - Contemporary
    - Elegant
    - Professional

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T 11-5

Homework for Next Session

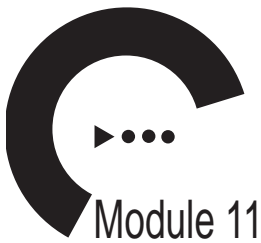
Look for job openings in one of the occupations of your choice by

- ✓ looking in the local newspaper.
- ✓ searching in *America's Job Bank* at <http://www.ajb.org>.

Complete the online versions of your two resumes.

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T 11-6



## Transparencies, continued

Prepare the following transparencies to display with a projector and screen, or arrange for a computer and display device to show the slides as a *PowerPoint* presentation.

[Click here to access the following \*PowerPoint\* presentation.](#)

A rectangular transparency slide with a blue header and footer. The header contains a small version of the Module 11 logo and the text 'Module 11'. The main content area is white with a blue border and contains the title 'Keys to a Successful Interview' and a list of six bullet points. The footer contains a small copyright notice and the text 'T 11-7'.

Module 11

### Keys to a Successful Interview

- ✓ Be on time or a little early.
- ✓ Learn about the organization in advance.
- ✓ Dress conservatively and appropriately.
- ✓ Greet the interviewer with a confident handshake and good eye contact.
- ✓ Listen carefully.
- ✓ Relate your skills to the job's requirements.

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