

Instructor's Guide
for
GETTING THE JOB YOU REALLY WANT VIDEO SERIES

Getting a Job with Traditional and Nontraditional Job Search Methods

Overview

This video covers all of the ways—both traditional and nontraditional—that your students can use to *uncover* job leads. This includes the following:

- Responding to help-wanted ads in print or online
- Following up leads from friends, family, and other contacts (networking)
- Registering with a private employment service
- Filling out applications in person or online
- Using a public employment service
- Using school, union, or other employment center services
- Contacting employers directly

While the video introduces each of these, it emphasizes the need to use the more active strategies of networking and making cold contacts to find a job quicker. The fact is that relatively few people get jobs using traditional job search methods because employers often hire for a position before it's advertised. Though most people search for open positions, it's more fruitful to search for employers who need people with your skills, whether there's a current opening or not.

To that end, the video offers specific suggestions for establishing a network of contacts—both warm and cold—while encouraging students to use a wide variety of effective approaches to finding a job. It also introduces students to the way the job market really works in order to show them the importance of being proactive in their job search.

Presentation Suggestions

As a group, make a list of all of the strategies students have used to find jobs. Put that list on the board or overhead. Be sure that networking and contacting employers directly are included. When the list is finished, conduct two polls. The first should ask how many students have used each strategy. The second should ask how many students have actually gotten an interview using each strategy. Remember, it doesn't matter if they got

the job. The key at this point is just to score the interview. Get a sense of what methods have been most and least effective for your students. If the majority of students have conducted their job search online, be sure to ask them how many positions they have applied for and how many resumes they have submitted compared to how many interviews they've gotten.

When you feel the students have begun to think about the relative effectiveness of each of these job search methods, give them the **Anticipation Quiz** to complete prior to viewing the video. If you wish, allow the students to state their answers and discuss them.

Show the video. Encourage students to make changes to the answers they put down for the Anticipation Quiz while watching the video. At the conclusion of the video, ask students to discuss any changes they made to the answers on the Anticipation Quiz.

Follow up the discussion with the **Activities**. Use the **Discussion Questions** to request oral or written responses from students, or assign the questions as homework essays. Give the **Quick Quiz** at the conclusion of class and correct the quizzes as a group. Finally, you can assign the **Homework Option**, if desired.

Anticipation Quiz

Directions: Answer these questions as completely as possible. You may revise your answers as you watch the video.

1. What is networking?
2. When is your best chance to get a job? After it is advertised or before?
3. Give an example of a passive, traditional job search method.
4. Name one social networking site that can help you in your job search.

Answer Key

1. Using people you know or are referred to to find job leads.
2. Before.
3. Answers will vary but may include responding to help-wanted ads, using employment services, filling out applications, and positing resumes online or mass mailing them to employers.
4. Answers will vary but may include Linked In, Twitter, and Facebook.

Activities

Activity #1: Making the Call

Format: Pairs

Time: 20–25 minutes

Materials: Paper, pencil or pen

Procedure:

1. Because it takes courage to cold call employers, it often helps to practice with someone familiar ahead of time. Divide students into pairs and assign them the roles of “job seeker” and “employer.” Have students sit facing away from each other so that they can hear but not see one another. Once roles have been assigned, go to each “employer” and give them one of the following responses:

Sorry, there are no jobs available. Call back later.

I don't have anything open right now, but I'd still be willing to meet with you in case something comes up.

Actually we are looking for a new [whatever the “job seeker” is applying for]. When can you come in?

Alternatively, you can write the three responses on the board and have “employers” choose whichever one they want.

2. Tell the “job seekers” that their goal is to introduce themselves, give a brief description of their job objective and their skills, and ask for an interview. Allow two minutes for the conversation.
3. When the “cold call” is over, have the “employer” comment on what he or she liked or didn't like about the “job seeker's” approach. Then switch roles.
4. When everyone has had a chance to make the call, come back together as a class and share what they've learned.

Activity #2: Networking

Format: Individual

Time: 20–25 minutes

Materials: Paper, pen

Procedure:

1. Have each student write down each of these categories at the top of a piece of paper (one piece of paper for each category): Family, Friends, Former coworkers, People I went to school with, Professional associations, Sports/social clubs.
2. Ask students to take about 15 minutes to think of people they know in each of those categories and to list them on the appropriate piece of paper.

3. Ask students to rank the contacts they've listed for their ability to lead to a referral to somebody who could hire a person with the students' skills from 1 to 3 (1 being most likely, 3 being least likely).
4. Now have students choose three of those contacts who are most likely to result in a referral and write a short paragraph outlining a plan for networking with each of those contacts.

Discussion Questions

1. Why is networking the best strategy for finding job leads? What are some specific actions you can take to expand your network?
2. How do you know who to ask to speak to if you just 'drop by' a potential employer's office? How would you open a conversation with that person?
3. How can you use the Internet effectively throughout your job search? When can using the Internet be ineffective?
4. What agencies and resources—both public and private—are available in your area? What services do they offer?

Quick Quiz

Note: You may read these questions out loud, allowing time for students to respond, or copy and hand this out as a written exercise. If you read the quiz, write responses on the board or overhead.

Directions: Indicate whether each statement is true or false, according to the video.

1. Approximately 65% of jobs are filled before they are even advertised.
2. Employers prefer to hire someone who has been directly referred to them.
3. Private employment agencies can charge up to 15 percent of your salary as a fee for their services.
4. Your first priority in the job search should be to make direct contact with the person who can hire you.
5. Government one-stops should only be used as a last resort.
6. Just because there is no opening doesn't mean an employer won't hire you.
7. Your entire job search can be handled online.
8. If a contact in your network doesn't know of a specific job, there is no reason to contact him again.
9. Cold contacts are people you know or have been directly referred to.
10. Passive job search methods are more effective than active ones.

Answer Key

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| 1. True | 6. True |
| 2. True | 7. False |
| 3. True | 8. False |
| 4. True | 9. False |
| 5. False | 10. False |

Homework Option

Have students write an e-mail announcement they can send to their friends and family explaining that the students are looking for work and asking for their friends and family's help. Have students explain what kinds of skills they have and what kind of job they are looking for. Have them ask for two referrals to people they know who might know of job openings. Have them try to make the announcement as positive as possible. Then have students write a sample thank-you note they could send to somebody who provides them with referrals.