

# SEARCHING FOR A JOB



**COMPETENCY  
CATEGORY:** Job Attainment

**COMPETENCY  
NUMBER:** B.8

**COMPETENCY:** Conduct a job search.

**OBJECTIVE:** Upon completion of this module, students will be able to conduct a job search.



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## INTRODUCTION

- State module topic and review module objective.
- Ask the following questions:
  1. Are you serious about getting a job?
  2. Do you want the best possible job for which you are qualified?
  3. Are you willing to invest some time and effort to get a job?
- If you've said yes to all of the above, here is a process to help you get that job.
- There will be lots of tips for you to follow in this module entitled "Searching for a Job".

## Administer Pre-Assessment

## OUTLINE

- A. Developing a job search plan
  1. Once you have determined which jobs you are interested in pursuing, and the jobs for which you are qualified, you are ready to begin searching for job openings.
  2. Job hunting can be hard and frustrating work because there are no guarantees that you will get the job as a result of your efforts. During your job hunt, you will experience several UPS (getting an interview), and several DOWNS (being turned down for a job).
  3. Therefore, you should be ready for UPS and DOWNS before you begin your job hunt.

4. Think of things you can do or people you can talk to who will help you remain positive and enthusiastic during this time.

B. Where to look for job leads

1. It takes time and a lot of hard work to find a job.
2. When you get right down to it, looking for a job is a job.
3. If you want to find a job that provides satisfaction, you can increase the odds of getting the job you want by considering the many sources of job leads.
4. Some of the sources of job search information are listed below.
  - a. Direct contact with employers
  - b. Friends and relatives
  - c. Your school
  - d. Newspaper classified ads
  - e. Employment agencies
  - f. State Employment Services (Job Services)
  - g. Government agencies
  - h. Temporary services
  - i. Internet

C. Direct contact with employers

1. Going directly to the employment or personnel office of a company or to the owner or manager of a smaller business is the way most people find jobs.

2. You should call in advance to find out if a company is hiring and request an interview.
3. But remember, the most effective way is to visit the company in person.
4. Consult the yellow pages of the telephone directory for names, addresses and telephone numbers.
5. Use the following “Company Information Sheet” to keep track of the job sources that you research.

## COMPANY INFORMATION SHEET

Duplicate this form and complete one sheet on every company you research and/or visit.

Name of Company: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Contact(s): \_\_\_\_\_ Phone # \_\_\_\_\_

Key information (products, customers, size, history, number of employees, problems, growth, etc.):

Questions to ask in an informational interview:

- 1.
- 2.
- 3.
- 4.

Possible jobs to apply for:

How/to whom to apply:

(Sources: Preparing Teens for the World of Work.)

**COMPLETE LEARNING ACTIVITY B.8-1**  
**“DIRECT CONTACT WITH EMPLOYERS”**

**D. Friends and relatives**

1. Think about the network of people you know, what they do, and where they work.
2. Let them know you're looking for a job and discuss with them the kinds of work you would like to do.
3. Employers want good people, and a recommendation can give you an advantage when applying for a job.
4. Remember, though, that personal contacts will rarely win you a job unless you're qualified.
5. There is nothing wrong with getting a job through your family or a friend.
6. Many jobs are never advertised. They are filled through friends.
7. Keep a list of people who may help you with job leads.
8. Start with your own family.
9. Add names of friends of your family who work. One of them may have a job for you. Or they may know of others who are looking for workers.
10. Add names of school friends. The father or mother of a friend may work where there is a job for someone with your skills.

**E. School**

1. Your school may be able to help you in several ways.
2. Your school may have a work placement office. If it does, someone there can help you look for job leads.



3. Some schools have work experience programs.
4. Some schools have bulletin boards with lists of jobs.
5. Talk with your counselor and your teachers. Talk about the types of jobs you think you would like. Ask if they know of any jobs that are available.
6. Ask if they would be willing to give you a good recommendation for a job opening.
7. Your job specialist will be contacting employers this year to inform them of the program and to help employers find good employees. Keep in touch with your job specialist to be sure he/she knows you're serious about working, especially after you graduate.

**COMPLETE LEARNING ACTIVITY B.8-2**  
**“JOB CONTACTS IN YOUR SCHOOL”**

**F. Newspaper classified ads**

1. The want ads in the newspaper are a good source of job leads.
2. They also provide information on wages and requirements for many jobs.
3. You must follow-up on these ads very quickly, as they are often filled soon after the paper is delivered.
4. Don't overlook the newspapers from surrounding areas if you are willing to commute.
5. However, don't rely entirely on the want ads, as many employers do not use this means of posting jobs.
6. News articles about new businesses and expansions also can give clues to where jobs might be located.

7. Make it a habit to read these ads daily. Call or write to find out about the jobs that interest you.
8. *Abbreviations* are shortened forms of words.
9. Ads often use abbreviations to save space.

**COMPLETE LEARNING ACTIVITY B.8-3**  
**“CLASSIFIED AD ABBREVIATIONS”**

**COMPLETE LEARNING ACTIVITY B.8-4**  
**“WANT ADS”**

G. Employment agencies

1. Employment agencies find workers for employers.
2. Many employers call these agencies to find workers.
3. Employment agencies often have lists of many types of jobs.
4. People wanting work may go to an employment agency.
5. The agency also has lists of people who want jobs.
6. Then the agency matches workers with jobs.
7. There are two types of employment agencies.
8. One is public.
9. The other is private.
10. Public agencies do not charge a fee.
11. Private agencies charge the worker or the employer a fee for filling the job.
12. Most cities have both public and private agencies.

13. You can find the phone number and address in the telephone book. Look under *EMPLOYMENT* in the yellow pages.
14. If an agency sends you to see an employer, you will be given a card with the employer's name and address.

#### H. State Employment Services (Job Services)

1. The State Employment Services, through its Job Service, can also assist you in finding a job.
2. When you register with the Job Service you have access to a listing of jobs throughout your area.
3. Certain businesses exclusively use the Job Service when they have job openings.

#### I. Government agencies

1. Federal, state, county, and city governments hire many workers. Together, they hire more workers than any other kind of employer.
2. They hire thousands of new workers every year.
3. State and federal agencies offer civil service jobs.
4. To get a civil service job, you must pass a test.
5. The test covers the work you will do if you are hired.
6. Federal agencies are listed under *UNITED STATES GOVERNMENT* in the phone book.
7. State agencies are listed under the name of the state.
8. All cities have city government agencies that hire workers.

9. These agencies hire workers to do hundreds of different types of jobs.

J. Temporary services

1. Temporary agencies give you work experience while you can still look for a regular job.
2. You can find these types of agencies in the yellow pages.
3. Usually you are hired at skilled or unskilled jobs for a short to medium range of time.
4. These agencies rent your services to a company and then they pay you.

K. Internet search

1. The Internet can provide a lot of job search information.
2. The place to begin, once you connect with a search engine, is to type in “employment.”
3. This will take you to websites where there will be a great deal of information which can be helpful in a job search.
4. An example of a webpage on employment is shown below.  
(Note all of the job search information.)

## YAHOO! Employment

### Jobs Quick Search

--Location—  
--Function—  
Find a Job!

### Yellow Pages

- [Copy Centers](#)
- [Recruitment and Placement](#)
- [Resume Services](#)
- [Temporary Agencies](#)

### Career Resources

#### **Job Search**

More than 360,000 jobs

#### **Industry Research**

Guides for Job Seekers

#### **Salaries and Benefits**

Hiring Activity, Pay by Industry

#### **Advice**

Interview, Resumes, Negotiating

#### **High Tech**

Hot Industries, Hot Jobs

Post FREE Classifieds – Search Resumes

#### **Resume Post**

Let employers find you

#### **Company Research**

Free Profiles of Leading Companies

#### **Work Success**

Get Ahead, Work and Family

#### **College Central**

First Jobs, Internships

#### **Entrepreneurialism**

Franchises, Starting a Business

Daily Column from careers.wsj.com

#### **Hard Times Crack Facade Of Corporate Family**

When a dozen managers at People Soft Inc. met to plan layoffs, first, they wept. Then employees saw a different side to the tight-knit culture and its top executives.

[read more...](#)

### Yahoo! Categories

- [Career Planning](#)
- [Job Banks](#)
- [Recruiting and Placement](#)
- [Resume Banks](#)
- [Resume Services](#)
- [Training and Development](#)

### Weekly Features

- \* [Don't Compete With Yourself – Ask the Headhunter](#)
- \* [Featured Q&A – How should I present my salary requirements? – Ask the Headhunter](#)
- \* [What to Do Before the Big Interview – WetFeet.com](#)
- \* [How do you reprimand an employee? – Working Wounded](#)

### Relocation Resources

- [Salary Comparison](#)
- [City Comparison](#)
- [City Maps](#)
- [City Profiles](#)
- [School Reports](#)
- [Yahoo! Real Estate](#)

**COMPLETE LEARNING ACTIVITY B.8-5  
“INTERNET JOB SEARCH”**

L. Sources for obtaining job applicants

1. The chart below shows how employers fill positions and how people look for jobs.
2. Notice that very few jobs are listed in the Help Wanted Ads where most people invest the majority of their energy.
3. By studying the chart, you can see that most people check the Help Wanted Ads and visit private/public employment agencies.
4. Smart job seekers will do this but will expand their opportunities by spending most of their time in the upper areas of the chart.

<b>HOW JOBS ARE FILLED</b>		<b>HOW PEOPLE LOOK FOR JOBS</b>
8%	Vacancies within the internal market	Current Employers
31%	Personnel office, Applicant files	Active Job Hunters
28%	Informal Contacts, Business Associates	Friends, neighbors, Family
16%	Help Wanted Ads	Obtain and Read Newspapers
7%	Closed Systems, Unions, Civil Service, etc.	Union memberships, Civil Service Exam
5%	Public Employment Agencies	Application
5%	Private Agencies	Application and Possible Fee

*(Source: Jobs for Montana’s Graduates)*

**COMPLETE LEARNING ACTIVITY B.8-6  
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY B.8-7  
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY B.8  
“THE DEAD-END JOB”**

**COMPLETE MATH ACTIVITY B.8**  
**“MULTIPLICATION AND DIVISION”**

**Administer Post-Assessment**

**LEARNING ACTIVITY B.8-1**  
**“DIRECT CONTACT WITH EMPLOYERS”**

**OBJECTIVE:** To provide information on directly contacting employers during a job search

**RESOURCES:**

- Volunteer(s) from local companies to talk about the job search process (e.g., personnel manager)
- Poster paper and markers

**SUGGESTED TIME:** 1–2 hours

**DIRECTIONS:**

1. Have students select a local company (or companies).
2. Invite a representative from the company/companies to come to class to talk about the job search process.
3. Students should prepare questions prior to the scheduled visit.
4. Students should take notes and also jot down answers to the prepared questions for the guest speaker(s).
5. After the guest speaker leaves, break the students into small groups.
6. In small groups, students should compare notes and prepare a poster highlighting the job search process through direct contact with employers.
7. Display the posters in the classroom/school.
8. A thank you note should be sent to the guest speaker(s).



**LEARNING ACTIVITY B.8-2**  
**“JOB CONTACTS IN YOUR SCHOOL”**

**OBJECTIVE:** To locate sources of job contacts within the school

**RESOURCES:**

- Work Sheet—Learning Activity B.8-2
- Poster paper and markers

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Pass out copies of work sheet for Learning Activity B.8-2.
2. Divide students into small groups.
3. Tell students that they have \_\_\_\_\_ (established time limit) to cover the school and identify all the contacts/sources that they can find to help students with the job search process.
4. Have each group share their report with the class.
5. Create a “master poster” from the group reports which should be kept posted in the classroom.

**LEARNING ACTIVITY B.8-2**  
**“JOB CONTACTS IN YOUR SCHOOL”**  
**WORK SHEET**

Group Members:

**DIRECTIONS:** Find as many contacts/resources as you can find within the school and identify the type of job search assistance each can provide.

<b>Contacts/Resources</b>	<b>Job Search Assistance</b>

**LEARNING ACTIVITY B.8-3**  
**“CLASSIFIED AD ABBREVIATIONS”**

**OBJECTIVE:** To identify commonly used abbreviations from classified ads

**RESOURCES:** Work Sheet—Learning Activity B.8-3

**SUGGESTED TIME:** 1 ½ - 2 hours

**DIRECTIONS:**

1. Pass out copies of the work sheet for Learning Activity B.8-3.
2. Students use abbreviation sheet to complete the questions.
3. Facilitate an answer sharing session.

**LEARNING ACTIVITY B.8-3**  
**“CLASSIFIED AD ABBREVIATIONS”**  
**WORK SHEET**

**ABBREVIATIONS COMMONLY FOUND IN CLASSIFIED ADS**

Some often used abbreviations are shown below. Read them. They will help you understand ads for jobs in the newspaper.

acct. --	accountant	ed. --	editor, or	hosp. --	hospital
actg. --	accounting		education	HSG --	High School Graduate(s)
aft. --	afternoon	emp. --	employ,	husb. --	husband
agcy. --	agency		employee,	hvy. --	heavy
agt. --	agent		employer	hvy.tr.dr.	heavy truck driver
appt. --	appointment	eng. --	engineer		
asst. --	assistant	enr. --	engineer	hvy, equip.	heavy equipment operator
avail. --	available	Eng. --	English	op.—	operator
ave. --	avenue	entr. --	entry		
		EOE --	Equal Opportunity Employer	hwy. --	highway
bef. --	before			hwy.equip. -	highway equipment
ben. --	benefits	equip. --	equipment	incl. --	included
bk. --	bank	excl. --	excellent	imm/immed.	immediately
bkgr. --	background	exec. --	executive	indr. --	indoors
bkkpr. --	bookkeeper	exp. --	experience	info. --	information
bkpr. --	bookkeeper	exp'd. --	experienced	ins. --	insurance
bldg. --	building	exp.nded.—	experience needed	int. --	interest
bldg.main. --	building maintenance				interested
blvd. --	boulevard	eve. --	evening		
bur. --	bureau			jb. --	job
bus. --	business	f.pd. --	fee paid		
		f. --	female	lab. --	labor
cash. --	cashier	fact. --	factory	lenth. --	length
cas. --	cashier	fed. --	federal	lib. --	library
cshr. --	cashier	fl.tm. --	full time	lic. --	license
cert. --	certificate	flst. --	florist	lg. --	large
cler. --	clerical	for. --	forestry	lite. --	light
clk. --	clerk	fores. --	forestry	lit. --	light
clk. typ. --	clerk typist	freq. --	frequent		
co. --	company	Fri. --	Friday	m. --	male
comm. --	commission	frm. --	farm	mach. --	machine
comp. --	company	frm.wkr.	farmworker	mach.oper.-	machine operator
comp. --	companion	ftr. --	future		
cond. --	condition	fut. --	future	main.--	maintenance
constr. --	construction				

d/nt. --	day or night	gen. --	general	maj. --	major
dept. --	department	gd. --	good	man. --	manual
dir. --	director	govt. --	government	max. --	maximum
dntwn. --	downtown	gp. --	group	mech. --	mechanic
dom. --	domestic	grad. --	graduate		mechanical
domest. --	domestic	guar. --	guarantee	mfr. --	manufacturer
dr. --	drive	gtd. --	guaranteed	mgmt. --	management
dy. --	delivery	hlp. --	help	mgt. --	manager
		h. --	hour	milit. --	military
		hr. --	hour	min. --	minimum
		hlth.cert.	health	mo. --	month
				mod. --	moderate

### USING WANT AD ABBREVIATIONS

**DIRECTIONS:** Newspaper ads are commonly written with many abbreviations; they save space and money. Can you read abbreviations used in classified ads? Use the following worksheet from a classified ad section. You can make up more if you wish. Circle the abbreviations in the descriptions below and write the words for each abbreviation. Use the words and abbreviations in the attached list.

### ABBREVIATION ADS

1. **Welder Foreman** – 2 yrs. exp. nec. Hvy. equip. maint. Gd. Pay. Mach. shop N. of city. Call for appt. aft. 5 p.m. 462-6654.

- |          |          |          |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
| d. _____ | e. _____ | f. _____ |
| g. _____ | h. _____ | i. _____ |
| j. _____ | k. _____ | l. _____ |

2. **Recept'st** – For med. off. Age 22-35. 1 yr. exp. Type. 45 WPM. Exc. Ftr. Sal. open. Ph. 261-4435 bet. 9 and 11 a.m.

- |          |          |          |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
| d. _____ | e. _____ | f. _____ |
| g. _____ | h. _____ | i. _____ |
| j. _____ | k. _____ | l. _____ |
| m. _____ |          |          |

3. **Man and Woman Team** – Asst. mgr. and maint., 82 unit apt. house in N. part of city, good sal., plus apt. and utils. 845-1877.

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_  
g. \_\_\_\_\_

4. **P-T Receptionist** – Earn \$8.75/hr. 20 hrs. Fee pd. Legal or Recpt. exp. Good typing. Refs. 655-8561.

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_

5. **Delivery Driver** – Wholesale Co. 5 days, Yr. round only. Chauffeur's lic. 21 or over. 689-5912 aft. 9 a.m.

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_

6. **Tire Changer Up** – Exp'd., needed for a large co. Must be able to use a tire mach. \$3.50 per hr. Call AAA Empl. Fee 1-1/2 wk. sal. 110 N. Ocean Avenue, Boynton Beach.

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_  
g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_  
j. \_\_\_\_\_ k. \_\_\_\_\_ l. \_\_\_\_\_

7. **Exp. Institutional Sales Asst.** – Local territorial mgr. opportunity. Draw \$250. per wk. Call Sally Parks for appt. 305-423-0241 Orlando, Florida.

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_  
g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_  
j. \_\_\_\_\_

8. **Keypunch** - \$8.35 per hr. exp. Sick leave, med. Benefits. Call AAA Empl. Fee 1-1/2 wk. sal. 110 N. Ocean Avenue, Boynton Beach.

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_  
g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_  
j. \_\_\_\_\_

(Source: Jobs for Montana's Graduates)

**LEARNING ACTIVITY B.8-4**  
**“WANT ADS”**

**OBJECTIVE:** To determine whether sample want ads provide sufficient information

**RESOURCES:** Work Sheet—Learning Activity B.8-4

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Pass out copies of the work sheet for Learning Activity B.8-4.
2. Provide students with time to read the ads and respond to the questions.
3. Discuss the answers.
4. Bring in copies of your local newspaper. Review these and respond to the same questions. Facilitate a class discussion.



**LEARNING ACTIVITY B.8-4**  
**“WANT ADS”**  
**WORK SHEET**

**DIRECTIONS:** Use a separate sheet of paper to write your comments about the ads listed below. In each instance, answer the questions below as they apply to each ad. Include any additional comments you may have.

AD#1	AD #2	AD#3	AD #4
<p>SALES OFFICE ASSISTANT- mature, organized individual to fulfill busy position within our small marketing organization. Typing 60-65 wpm, filing, answer phones, customer contact, letter writing ability, light accounting, deliveries, maintenance of office appearance. IBM PC or Lanier word processing experience helpful. Complete health insurance &amp; vacation benefits. Salary \$11,000-\$13,000. Opportunity for advancement &amp; growth. Reply to Box M933, Kalamazoo Gazette, 401 S. Burdick, Kalamazoo MI 49007</p>	<p>AUTOMOTIVE SALES – Part time position available selling tires, batteries and car accessories. Apply at Montgomery Ward, 3030 W. Main St., Maple Hill Mall.</p>	<p>SALES SUPPORT- Hudson's now has an opening for a part time sales support person. This position is non selling. Responsible for stock functions, assist in flow of merchandise, process paper work &amp; participate in inventory. Should be available day time hours and possibly some weekends. Please apply at Personnel Office, Mon. – Fri., 10-4, Dayton Hudson Dept. Store, Crossroads Mall. EOE</p>	<p>ASSEMBLERS PRECISION AND PRODUCTION  Put your free time to work. Immediate job openings in:</p> <ul style="list-style-type: none"> <li>• Kalamazoo</li> <li>• Portage</li> <li>• Mattawan</li> </ul> <p>working with leading manufacturers with a variety of production details, looking for individuals who enjoy working with their hands and small parts. No experience necessary. Must have own transportation and phone, and be at least 18. All shifts available.  Call today, work tomorrow.</p> <p style="text-align: center;">KELLY SERVICES  381-7600  Not an agency  Never a fee.  EOE M/F/H</p>

1. Does the ad give enough information for you to decide if you are interested? Why or why not?

2. What are the benefits offered with the job?

3. What qualifications are required for the position offered?

4. What method are you to use to respond to the ad?

5. What questions does the ad leave unanswered that you feel are important?

*(Source: Jobs for Montana's Graduates)*

**LEARNING ACTIVITY B.8-5**  
**“INTERNET JOB SEARCH”**

**OBJECTIVE:** To use the Internet for job search information

**RESOURCES:**

- Access to the Internet
- Work Sheet—Learning Activity B.8-5

**SUGGESTED TIME:** 3 hours

**DIRECTIONS:**

1. Pass out copies of the work sheet for Learning Activity B.8-5.
2. Students should access the Internet and begin to search for job search information. Begin with the keyword “employment.”
3. Students take notes on job search websites as well as specific information provided at each website.
4. Students share the results with the class.

**LEARNING ACTIVITY B.8-5**  
**“INTERNET JOB SEARCH”**  
**WORK SHEET**

<b>Job Search Website</b>	<b>Internet Address</b>	<b>Specific Job Search Information</b>

**LEARNING ACTIVITY B.8-6**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY B.8-6**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY B.8-7**  
**“SERVICE LEARNING”**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity B.8-7

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

### TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of vocational rehabilitation
		Job training partnership program

*(Source: Handbook for Vocational Support Service Teams in Maryland)*



## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

*(Source: Sarkees-Wircenski, M. & Scott, J. Vocational Special Needs)*

## SERVICE ACTIVITY ACTION PLAN

<b>ACTIVITY/IDEA FOR IMPLEMENTATION</b>	
<b>STEPS FOR IMPLEMENTATION</b>	<b>RESOURCES NEEDED</b>

<b>PERSONNEL/AGENCIES/ COMMUNITY</b>	<b>REPRESENTATIVE INVOLVED RESPONSIBILITIES</b>
<b>POSSIBLE BARRIERS</b>	<b>CREATIVE SOLUTIONS</b>
<b>TIMEFRAME</b>	

**READING ACTIVITY B.8**  
**“THE DEAD-END JOB”**

**OBJECTIVE:** To read with comprehension

**RESOURCES:** Reading Activity B.8

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity B.8 and distribute to each student.
2. Have students read “The Dead-End Job.”
3. Have students complete the “Recall Questions” and check their answers for accuracy.
4. Discuss the story with your students.

## **“THE DEAD-END JOB”**

It was the summer after my graduation that I first went to work for Lincoln Glass. Some of my friends worked there. They told me that I wouldn't have any problem getting hired. They were right. Now that I was out of high school, this was just what I needed. I was still thinking about a community college or trade school. But, who knows, I might have stayed on there at Lincoln. Eight and a quarter an hour wasn't too bad for starters, and the guys in shipping were making nine and a quarter.

The job wasn't what I had expected. I hardly ever saw my friends there. They worked near the glass furnaces in another area of the building. This was where crushed glass was melted and shaped. The company used a lot of recycled glass because it was easy to crush and remelt it. Back by the furnaces it was blazing hot. In the summer it was torture. I only went back there maybe eight or ten times a day to empty the barrels of broken glass.

Most of the people I worked with were women. Their job was to inspect the glass as it came off the paint line and pack it in boxes. My job was supplying the packers with special boxes and cardboard inserts. Each type of glass went into a different shaped box with its own six-number code. This was a little confusing at first. After a week or two, though, it became a routine. And after a month, it was boring.

“Tim!” the other women barked, “bring me some ten double-o sixteens!” Then one would yell, “Barrels.” This meant I had to empty the barrels into which they had thrown bad pieces of glass. Some of it wasn't painted right, or else there were flaws in the glass. I wheeled these two barrels back to the crusher where the glass was prepared for melting. As soon as I would return: “Tim! I'm out of inners (cardboard inserts)!” “Hurry up with some fourteen-ten-fifty-twos!” I used to hear women shouting, “Tim!” in my sleep.

The job became more and more boring. There was no challenge to it. A simple machine could have done what I was doing. Still, I thought the money was good, and others were making a living at it. When I asked some other workers about benefits, they laughed. “The reason you got this job so easily is because no one wants it,” one said. “There aren't any benefits. No health plan, pension, paid vacations – and you'll be working at \$825 per hour until you quit.”

He was right. The company offered very little terms of promotions or raises. I think my friends all knew that I was going to leave at the end of the summer. Many of them stayed on because they needed the money, and it was the only place they could get work. As for me, I know I'll get a better job. I think next time I'll ask some questions about the place before I agree to work there.

*Working conditions are important. So are the benefits and chances for advancement. After all, who wants to get stuck in a dead-end job?*

## RECALL QUESTIONS

### PART I

**DIRECTIONS:** How well did you read? Complete the following sentences.

1. It was easy to get a job with Lincoln Glass because
  - a. \_\_\_\_\_ Tim knew some of the workers.
  - b. \_\_\_\_\_ it wasn't a very good place to work.
  - c. \_\_\_\_\_ Tim had a lot of skills.
  
2. Tim decided to quit his job because
  - a. \_\_\_\_\_ it got more and more boring.
  - b. \_\_\_\_\_ he wanted to go to college.
  - c. \_\_\_\_\_ he didn't get along with his boss.
  
3. In his next job Tim would look for
  - a. \_\_\_\_\_ better working conditions and better chances for advancement.
  - b. \_\_\_\_\_ better working hours.
  - c. \_\_\_\_\_ longer vacations.

### PART II

**DIRECTIONS:** Fill in the blanks to complete the paragraphs below.

The summer after I graduated from high school, I got a job at Lincoln Glass. \_\_\_\_\_ job was really easy \_\_\_\_\_ get. I got paid \_\_\_\_\_ an hour.

The job \_\_\_\_\_ not what I had \_\_\_\_\_. I had to empty \_\_\_\_\_ full of broken glass. \_\_\_\_\_ also had to supply \_\_\_\_\_ packers with special boxes. \_\_\_\_\_ got to be boring \_\_\_\_\_ a while. There was no \_\_\_\_\_ to it. Then I \_\_\_\_\_ out that the job \_\_\_\_\_ no benefits that came \_\_\_\_\_ it. There was no \_\_\_\_\_ plan, no pension,

and \_\_\_\_\_ paid vacation. Also, there \_\_\_\_\_ no chances  
of getting \_\_\_\_\_ raise.

When I found \_\_\_\_\_ out, I decided to \_\_\_\_\_. At the end  
of \_\_\_\_\_ summer I would look \_\_\_\_\_ a better a job. Next  
\_\_\_\_\_ I'll find out more \_\_\_\_\_ the company before I  
\_\_\_\_\_ a job.



**MATH ACTIVITY B.8**  
**“MULTIPLICATION AND DIVISION”**

**OBJECTIVE:** To practice multiplication and division

**RESOURCES:** Work Sheet—Math Activity B.8

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity B.8 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

**MATH ACTIVITY B.8**  
**“MULTIPLICATION AND DIVISION”**  
**WORK SHEET**

**DIRECTIONS:** After Tim had worked at Lincoln Glass for a while, he realized he should have found out more about the company before he started to work for them. The problems below show some of the things he should have found out about working at Lincoln Glass.

1. When Tim went to work for Lincoln Glass, he was making \$8.25 an hour. If he worked 40 hours a week, how much would he make each week?

2. Lincoln Glass has a total of 2,175 employees. The employees work on 5 equal shifts. How many workers are in each shift?

3. The night shift at Lincoln Glass gets paid \$9.25 an hour. Use your answer from question 2 to figure the total Lincoln Glass pays for 1 hour of night-shift work.

4. Lincoln Glass pays its workers overtime if they work on weekends or holidays. Overtime is  $1\frac{1}{2}$  times the usual hourly pay. If Tim was earning \$8.25 an hour, how much would he get for 1 hour of overtime? For 8 hours of overtime?

5. Lincoln Glass gives its workers 5 days a year for sick leave. If you miss more than 5 days, they subtract *a day's pay from your paycheck for each day you miss*. Tim works 8 hours a day and was sick 8 days. How much money will be subtracted from his paycheck? His rate of pay is \$8.25 per hour.

6. Lincoln Glass has a Christmas party for its employees each year. The cost of food for the party comes to \$24.95 a person. How much does it cost for 2,175 employees?

7. Tim volunteered to work one Saturday. He was paid for overtime at  $1\frac{1}{2}$  times his usual pay. If his usual pay was \$8.25 an hour and he worked 5 hours of overtime, how much did he earn that Saturday?

8. Lincoln Glass offers very little health insurance to its employees. Tim had to take out another insurance policy, paying \$15.66 a month. How much will he pay in 1 year for this insurance?

**PRE-ASSESSMENT**  **POST-ASSESSMENT**

**DIRECTIONS:** Answer the following questions to the best of your ability.  
A listing of points as opposed to sentences is suggested.

1. List nine (9) sources of job search information.

**ANSWER KEY**

**PRE-ASSESSMENT**    **POST-ASSESSMENT**

1. List nine (9) sources of job search information.

- Direct contact with employers
- Friends and relatives
- Your school
- Newspaper classified ads
- Employment agencies
- State Employment Services (Job Services)
- Government agencies
- Temporary Services
- Internet

**ANSWER KEY**  
**READING ACTIVITY**

**PART I**

1. It was easy to get a job with Lincoln Glass because
  - a. \_\_\_\_\_ Tim knew some of the workers.
  - b.   x   it wasn't a very good place to work.
  - c. \_\_\_\_\_ Tim had a lot of skills.
  
2. Tim decided to quit his job because
  - a.   x   it got more and more boring.
  - b. \_\_\_\_\_ he wanted to go to college.
  - c. \_\_\_\_\_ he didn't get along with his boss.
  
3. In his next job Tim would look for
  - a.   x   better working conditions and better chances for advancement.
  - b. \_\_\_\_\_ better working hours.
  - c. \_\_\_\_\_ longer vacations.

**PART II**

The summer after I graduated from high school, I got a job at Lincoln Glass. The job was really easy to get. I got paid \$8.25 an hour. The job was not what I had expected. I had to empty barrels full of broken glass. I also had to supply the packers with special boxes. It got to be boring after a while. There was no challenge to it. Then I found out that the job had no benefits that came with it. There was no health plan, no pension, and no paid vacation. Also, there were no chances of getting a raise. When I found this out, I decided to leave. At the end of the summer I would look for a better a job. Next time I'll find out more about the company before I take a job.

**ANSWER KEY**

## MATH ACTIVITY

1. \$330.00/week
2. 435/shift
3. \$4023.75
4. \$12.38; \$99.04
5. \$198.00
6. \$54,266.25
7. \$61.90 (rounded up)
8. \$187.92