

Your Job Search

Navigating the Roads to Employment



EDUCATOR'S RESOURCE GUIDE

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Program Summary

Finding an interesting and rewarding job or career is a process that requires planning and effort. Job-seekers need to identify a job that matches their skills and interests, gather tools, and create a balanced plan of action. Successful job seekers know how to self-market and use a variety of methods to learn about job opportunities. This video examines how to prepare for a job search, how to carry out a search, and how to apply for a job.

Unit Teaching Points:

1. Essential job search preparation includes identifying the type of job you want, creating a quiet and organized work space, and gathering tools.
2. An elevator speech is a 30- to 40-second statement about who you are and what you offer an employer. An effective elevator speech can catch an employer's attention and land an interview.
3. A job-search action plan should be realistic and include several methods of locating jobs: networking, informational interviews, job fairs, internet job sites, social networking, pounding the pavement, and want ads.
4. People say that 75% of all jobs are obtained through networking. Networking is telling everyone you know that you're looking for a job and asking those people to put you in contact with others.
5. The purpose of an informational interview is to learn about a job or company and to network.
6. An online job search should include a wide variety of sources, such as online job sites and the websites of businesses, companies, and organizations and associations you belong to.
7. To make a good impression when networking and interviewing, always dress appropriately, use your elevator speech, and follow-up by thanking the potential employer for their time.
8. The most common way to apply for jobs is by e-mail or online. When you respond to any job posting, be sure to follow the instructions precisely.

Related Learning Seed Programs

Mapping a Career Path: Know Your Aptitude, Interests, Values & Personality
Engaging Resumes & Covers Letters: How to Hook the Job You Want
Solid Interview Skills: Your Journey to a Job Offer

National Standards

American School Counselor Association (ASCA)

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning

- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.9 Utilize time- and task-management skills

- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information

American Association of Family and Consumer Sciences (AAFACS)

Career, Community and Life Connections

- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.
- 1.2.8 Demonstrate work ethics and professionalism.

Additional Resources

50 Best Jobs for Your Personality

by Michael Farr

Instant Interviews: 101 Ways to Get the Best Job of Your Life

by Jeffrey G. Allen. Wiley, 2009.

What Color Is Your Parachute? 2011: A Practical Manual for Job-Hunters and Career-Changers

by Richard N. Bolles

Adventures in Education

<http://www.aie.org/finding-a-career/Exploring-your-options/making-a-career-plan.cfm>

<http://www.aie.org/finding-a-career/job-hunting/job-hunting-techniques.cfm>

Goodwill Industries: Job Hunting Tips

<http://www.goodwill.org/goodwill-for-you/jobs-and-careers/job-hunting-tips/>

Job-hunt: Informational Link to 16,366 Employers and Job Search Resources

<http://www.job-hunt.org>

JobStar Central: Job Search Guide from your Local Public Library

<http://jobstar.org/tools/career/index.php>

Occupational Outlook Handbook: 2010-2011 Edition

<http://www.bls.gov/oco/ocos291.htm>

<http://www.bls.gov/k12/index.htm>

Lesson Plan 1a (page 1 of 2)

Purpose: Guide and Create Expectations
Name: “From Here to There”
Type: Collaborative Reflection and Writing
Est. length: 50 minutes

Lesson Summary

With a partner, students will discuss a past (or future) job search and use a graphic organizer to categorize and list the tasks and strategies they used (or will use) to secure a job.

Lesson Materials

- Copies of “From Here to There” (Worksheet A in the Appendix) or each student
- Pen/Pencil
- Notebook paper

Lesson Objectives

- The student will create a list of tasks and strategies used to find a job.
- The student will understand that a job search is a process that includes several steps.

Lesson Plan 1a (page 2 of 2)

(Estimated Time: 50 minutes)

I. Lesson Set-up (5 minutes)

1. To assess what students know about job searches, write the following prompt on the board:
 - What do you want or need to know about finding a job that's right for you?
2. Allow students 1-2 minutes to journal., then lead a brief discussion of some responses

II. Learning Activity (40 minutes)

1. Group students in pairs.
2. Distribute "From Here to There" (Worksheet A).
3. Instruct students to take turns telling their partner what they did to find a current or past job. Instruct students who have never had a job to describe what they think they will do to find a job. Suggest they use the graphic organizer as a guide when they talk about their job search.
4. Each person talks for 5 minutes while their partner listens and asks questions. After listening to each other, students list the job-search tasks or strategies they heard.
5. If time allows, encourage students to brainstorm and add other tasks and strategies that could lead to a job.
6. After 20 minutes, bring the class together; ask each pair to share one or more items from their worksheet.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing discussion about job searches.

- Why is it important to identify jobs that match your skills and interests?
- What can you do to stay organized and focused when you are searching for a job?
- What are some of the ways you can learn about job opportunities, even before they're posted?
- How can you impress and catch the attention of potential employers?
- Why is it important to follow job application instructions precisely?

Lesson Plan 1b (Alternative)

Purpose: Guide & Create Expectations
Name: Unit Pre-test
Type: Lesson Type
Est. Length: 15 minutes

Unit Pre-test

As an alternative to Lesson 1a: “From Here to There,” you can guide and create student expectations with the Pre-test found on Worksheet B of the Appendix.

Answer Key

Finding your dream job is a process that times time and effort. The first step to a successful job search is **preparation**. To start, you must **identify** the type of job you’re looking for. Then you need to create a quiet, uncluttered **workspace** at home where you can be **organized** and make job-related calls. You will also need to write and **practice** an “elevator speech,” a **brief** statement about who you are and what you can **offer** a potential employer. To search for a job, use several methods. One of the best methods is **networking**, when you tell everyone you know that you are looking for a job and ask them to connect you with people who might give you **information**. Attending a job **fair** is a good way to meet many employers face-to-face. Make sure you have appropriate, **professional** clothing. Definitely use the internet to search **online** job boards and the websites of companies that interest you, but don’t forget to try traditional job-search methods, such as **newspaper** want ads or “pounding the **pavement**” (walking from business to business). When you are ready to apply for a job, be sure to read the job **posting** carefully and follow the **instructions** precisely—it shows that you pay attention to **details**. And finally, whenever you meet or **interview** with a potential employer, be sure to follow-up with a note of **thanks**.

Lesson Plan 2 (page 1 of 2)

Purpose: Define & Interpret Information
Name: “Tools for the Road”
Type: Independent Practice
Est. Length: 50 minutes

Lesson Summary

While watching the video, *Your Job Search: Navigating the Roads to Employment*, students will take notes on the ten tools suggested for a successful job search. Students will explain the importance of a contact list, internet access, professional clothing, and an elevator speech.

Lesson Materials

- Optional: Completed “From Here to There” pages (Worksheet A in the Appendix)
- Copies of “Tools for the Road” (Worksheet C in the Appendix) for each student
- Pen/Pencil
- Notebook paper
- Video: *Your Job Search: Navigating the Roads to Employment*



Lesson Objectives

- The student will identify ten tools that are helpful in the job-search process.
- The student will define and know the importance of an elevator speech.
- The student will know what a contact list is and understand its role in networking.
- The student will know several ways to make a good impression on a potential employer.
- The student will understand the ways the internet can be used in a job-search.

Lesson Plan 2 (page 2 of 2)

(Estimated Time: 50 minutes)

I. Lesson Set-up (5 minutes)

BEFORE the video:

1. If students completed the graphic organizer in “From Here to There” (Worksheet B), ask them to review their notes in the “Prepare and Plan” box. If not, proceed to the questions below.
2. Ask the following questions and lead a discussion of student responses:
 - What are some ways people prepare for a job search?
 - What tools might help a job search be more successful?

II. Learning Activity (40 minutes)

DURING the video:

1. Distribute “Tools for the Road” (Worksheet C).
2. Instruct students to complete Part A while they watch the video *Your Job Search: Navigating the Roads to Employment*.

AFTER the video:

Instruct students to finish Part B after they have watched the film.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing class discussion about job searches.

- Why is it important to identify jobs that match your skills and interests?
- What can you do to stay organized and focused when you are searching for a job?
- What are some of the ways you can learn about job opportunities, even before they’re posted?
- How can you impress and catch the attention of potential employers?
- Why is it important to follow job application instructions precisely?

Note to Teacher: Students may want to use their completed “Tools of the Road” worksheet for the Unit Assessment. Direct them to keep the worksheet in a folder or binder.

Lesson Plan 3 (page 1 of 2)

Purpose: Define & Interpret Information
Name: "My Billboard"
Type: Independent Research/Writing and Group Practice
Est. Length: 50 minutes

Lesson Summary

Students will use the internet to find information about a job that interests them. Students will then use the information to write and present an elevator speech.

Lesson Materials

- Copies of "My Billboard" (Worksheet D in the Appendix) for each student
- Highlighter
- Pen/Pencil
- Computer with online access



Lesson Objectives

- The student will use the internet to research a specific job or occupation.
- The student will identify skills and abilities required for a specific job or occupation.
- The student will identify personal skills and traits that can be applied to a specific job or occupation.
- The student will write and present a 30- to 40- second elevator speech

Note to Teachers: Students may want to use their completed "My Billboard" worksheet for the Unit Assessment. Direct them to keep the worksheet in a folder or binder.

Lesson Plan 3 (page 2 of 2)

(Estimated Time: 50 minutes)

I. Lesson Set-up (5 minutes)

Journal & Discussion

1. Ask students to recall the definition of an elevator speech. (A compelling 30- to 40-second statement that tells who you are, what you can offer a potential employer, and why people like working with you.)
2. Write the following prompt on the board: Why is an elevator speech like a billboard along the highway?
3. Give students 1-2 minutes to journal. Then lead a brief discussion of some responses.
4. Tell students that to market yourself to a potential employer, you need to know what skills, experience, and personality traits are desired for a particular job. The internet is one place to find this information.

II. Learning Activity (40 minutes)

1. Tell students to first find information about a job that interests them.

Our suggested source: Occupational Outlook Handbook (http://www.bls.gov/oco/oooh_index.htm).

2. Each student will print information for one job and highlight skills, experience, and personality traits the job requires.
3. Using “My Billboard” (Worksheet D), each student will use the highlighted information to write an elevator speech.
4. After 30 minutes, have students present their elevator speeches to each other in preset groups of four.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing class discussion about job searches.

- Why is it important to identify jobs that match your skills and interests?
- What can you do to stay organized and focused when you are searching for a job?
- What are some of the ways you can learn about job opportunities, even before they’re posted?
- How can you impress and catch the attention of potential employers?
- Why is it important to follow job application instructions precisely?

Lesson Plan 4 (page 1 of 2)

Purpose: Generate & Differentiate Ideas
Name: "Site-seeing"
Type: Collaborative Learning
Est. Length: 50 minutes

Lesson Summary

Students will work with a partner to evaluate and compare two internet job sites and one company website.

Lesson Materials

- Copies of "Site-seeing" (Worksheet E in the Appendix) for each student
- Computer with online access



Lesson Objectives

- The student will become familiar with the features of several online job sites.
- The student will evaluate several online job sites based on given criteria.
- The student will understand that online job sites differ in format, capabilities, and resources offered.

Note to Teacher: Students may want to use their completed "Site-seeing" worksheet for the Unit Assessment. Direct them to keep the worksheet in a folder or binder.

Lesson Plan 4 (page 2 of 2)

(Estimated Time: 50 minutes)

I. Lesson Set-up (5 minutes)

1. Write the following prompt on the board: What are some reasons people use online job sites to find jobs?
2. Give students 1-2 minutes to journal. Then lead a brief discussion of some responses.

II. Learning Activity (40 minutes)

1. Student computer access is needed to complete this session. Instruct students to work in pairs.
2. Distribute “Site-seeing” (Worksheet E) from the Appendix.
3. Tell students they will compare two online job sites. To compare the sites, each student should select a different job to search for.
4. Instruct students to fill out the chart on the “Site-seeing” worksheet as completely as possible and to add additional notes or comments as they see fit.
5. After 25 minutes, lead a discussion so students can share some of their findings. Ask students if they preferred one website over another and why.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing class discussion about job searches.

- Why is it important to identify jobs that match your skills and interests?
- What can you do to stay organized and focused when you are searching for a job?
- What are some of the ways you can learn about job opportunities, even before they’re posted?
- How can you impress and catch the attention of potential employers?
- Why is it important to follow job application instructions precisely?

Lesson Plan 5 (page 1 of 2)

Purpose: Generate & Differentiate Ideas
Name: “Many Routes”
Type: Written Exercise
Est. Length: 50 minutes

Lesson Summary

Students will complete a checklist to differentiate between several methods of searching for jobs. They will reflect on the method they prefer and consider why it might be helpful to use methods they find less appealing.

Lesson Materials

- Copies of “Many Routes” (Worksheet F in the Appendix) – one for each student
- Pen/Pencil
- Notebook paper

Lesson Objectives

- The student will compare several methods for finding job opportunities.
- The student will reflect on which job-search methods are personally appealing.
- The student will consider the value of using a variety of job-search methods.

I. Lesson Set-up (5 minutes)

1. Instruct students to write the heading “How to Find a Job” in their journals.
2. Give students 1-2 minutes to create a list of ways people learn about job openings.
3. Lead a brief discussion of items students listed.

II. Learning Activity (40 minutes)

1. Explain to students that just as a driver can usually use several routes to get to a certain destination, job-seekers can use several methods to find jobs.
2. Distribute “Many Routes” (Worksheet G) from the Appendix.
3. Instruct students to read the statements on the chart and mark an X for each job-search method to which the statement applies. This part of the activity may be done as a whole class, in pairs, or individually.
4. Have students individually write answers to the questions that follow the chart.
5. Lead a discussion of the students’ responses to the questions. Encourage students to consider the value of each job-search method and to consider broadening their approach to searching for a job.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing class discussion about job searches.

- Why is it important to identify jobs that match your skills and interests?
- What can you do to stay organized and focused when you are searching for a job?
- What are some of the ways you can learn about job opportunities, even before they’re posted?
- How can you impress and catch the attention of potential employers?
- Why is it important to follow job application instructions precisely?

Lesson Plan 6a - Unit Assessment

Purpose: Develop & Evaluate Performance
Name: My Job Search
Type: Essay
Est. Length: 50 minutes

Assessment Summary: Students write an essay in which they explain the importance of 3 job-search tasks or strategies and describe how they will carry out those tasks in their next job search.

Assessment Materials

- Copies of “My Job Search” (Worksheet G in the Appendix) for each student
- Completed worksheets: “Tools for the Road,” “My Billboard,” “Site-seeing,” and “Many Routes”
- Pen/pencil
- Notebook paper
- OPTIONAL: Copies of “My Job Search Rubric” (Worksheet H in the Appendix) for each student

Assessment Objectives

- The student will demonstrate mastery of the unit by identifying the key tasks or strategies of a job search.
- The student will demonstrate mastery of the unit by explaining the importance of the key tasks or strategies of a job search.

I. Lesson Set-up (5 minutes)

1. Write the following prompt on the board:
 The next time you look for a job, what will you be sure to do?
2. Lead a brief discussion of some responses

II. Assessment Activity (45 minutes)

1. Tell students that they will write an essay to demonstrate their mastery of the ideas in this unit. For support, students may use worksheets completed earlier in the unit, such as “Tools for the Road,” “My Billboard,” “Site-seeing,” and “Many Routes.”
2. Distribute “My Job Search” (Worksheet G). Make sure all students have notebook paper.
3. Instruct students to follow all directions on the worksheet.
4. Remind students that the purpose of this essay is to show what they have learned about job searches, but it is also important to write well, using correct spelling, capitalization, and punctuation.
5. An assessment rubric for the teacher and students (Worksheet I in the Appendix) is available.

Lesson Plan 6b - Unit Assessment (Alternative)

Purpose: Develop & Evaluate Performance
Name: Unit Post-test
Type: Multiple Choice
Est. Length: 15 minutes

Note to Teachers: As an alternative to Lesson 6a: “My Job Search,” you can define and evaluate student performance with the Post-test found on Worksheet I of the Appendix.

Unit Post-test Answer Key

1) A job search requires all of the following EXCEPT: b) lots of money	6) The key to networking is: a) getting organized
2) An “elevator speech” can be thought of as: b) a self-marketing tool.	7) People say that ____ of jobs are filled by networking. d) 75%
3) An effective elevator speech should: c) highlight what you can offer an employer.	8) The purpose of an informational interview is: d) to learn and to network.
4) All of these are examples of personal data to have available for job applications EXCEPT: c) your eye and hair color	9) An advantage of a job fair is: a) you can meet many employers face-to-face.
5) A good way to find a job in your local area is to: d) pound the pavement.	10) When you apply for a job posting online, be sure to: e) follow the instructions precisely.

Appendix:

Student Worksheets

Glossary

Rubric

Directions:

- 1) Work with a partner. Take 5 minutes to tell your partner about the tasks or strategies you used (or think you will use) to prepare for, search for, and successfully apply for a job.
- 2) Fill in the chart with both of your ideas. Then brainstorm other tasks and strategies and add them to your chart.

1

Prepare and Plan

2

Search for Job Opportunities



<p>How do you decide what job to look for?</p> <p>What do you need?</p> <p>How do you come up with a plan?</p>	<p>Where do you look?</p> <p>Who do you talk to?</p> <p>How do you get information?</p>
--	---



Apply

3

What are ways to apply?

How do you make a good impression?



The Job!

Your Job Search: Navigating the Roads to Employment

Name _____

Directions: Fill-in-the-blanks with the correct words from the Word Bank at the bottom of the page.

Finding your dream job is a process that takes time and effort. The first step in a successful job search is _____ . To start, you must _____ the type of job you're looking for. Then you need to create a quiet, uncluttered _____ at home where you can be _____ and make job-related calls. You will also need to write and _____ an "elevator speech," a _____ statement about who you are and what you can _____ a potential employer. To search for a job, use several methods. One of the best methods is _____ , when you tell everyone you know that you are looking for a job and ask them to put you in contact with people who might give you _____. Attending a job _____ is a good way to meet many employers face-to-face. Make sure you have appropriate, _____ clothing. Definitely use the internet to search _____ job boards and the websites of companies that interest you, but don't forget to try traditional job-search methods, such as _____ want ads or "pounding the _____" (walking from business to business). When you are ready to apply for a job, be sure to read the job _____ carefully and follow the _____ precisely —it shows that you pay attention to _____. And finally, whenever you meet or _____ with a potential employer, be sure to follow-up with a note of _____.

WORD BANK

brief details fair identify information	instructions interview networking newspaper offer	online organized pavement posting practice	preparation professional thanks workspace
--	--	---	--

Your Job Search: Navigating the Roads to Employment

Name _____

Your goal is to create an elevator speech to market yourself. You will be a walking, talking billboard about YOU!

1. Learn which skills, experience, and personality traits you need for the job you want. Go to the Occupational Outlook Handbook, http://www.bls.gov/oco/oooh_index.htm, and search for your job.
2. Print the page(s) and highlight any skills, experience, or traits mentioned. Focus on the sections headed **Nature of Work**, **Work Environment**, and **Job Requirements**. Notice words that repeat.
3. Write the highlighted skills and traits in the **Job Requirements** column of the table below.
4. In the **My Assets** column, write an ability, experience, or accomplishment that shows you have the desired skill or trait. (see example)

Job Requirements	My Assets
<i>example:</i> communicate effectively and persuasively	<i>example:</i> I have a knack for convincing people they need the products I sell.

5. Now, use the “My Assets” column to write an elevator speech on a separate piece of paper.
 - Opening: Write 1-2 sentences about who you are and what you do. (Get your listener’s attention!)
 - Assets: Write 3-4 sentences about your skills and accomplishments. (Tell how you can benefit an employer.)
6. Practice delivering your elevator speech in your small group. Try to sound confident, yet relaxed, and graciously accept feedback!

Your Job Search: Navigating the Roads to Employment

Name _____

Directions: You and your partner will explore two online job sites.

Each partner should choose a specific job to search for on the sites:

Partner A's job: _____

Partner B's job: _____

Choose two of these online job sites to explore, or any other site your teacher suggests:

- www.monster.com
- www.careerbuilder.com
- www.collegegrad.com
- www.careermole.com
- www.job.com
- www.retailgigs.com
- www.linkup.com
- www.careeronestop.org
- www.simplyhired.org

Explore one site at a time. Check out the pull-down menus. Search for your jobs. Then fill in the chart.

	Site 1:	Site 2:
Do you have to join to use the site?		
How do you search for job postings? (by job title, field or industry, location?)		
How many job postings appear for: Partner A's job? Partner B's job?		
How recent are the job postings?		
Can you post your resume on the site?		
Can you get e-mail alerts about new jobs?		
What other resources are offered? (resume help, networking, etc.)		
Are there a lot of distracting ads?		

Which site will you use when you look for a job? _____

Your Job Search: Navigating the Roads to Employment

Name _____

Directions: There are many ways to search for a job. Use this checklist to compare the methods.

1. Read each statement in the first column of the chart.

	Networking	Informational Interviews	Job Fairs	Online Job sites	Social Networking	Print Ads	Pounding the Pavement
I can talk to many people face-to-face.							
I can find out about jobs that aren't posted.							
I can get my resume to many employers.							
I can be alerted when new jobs come up.							
I can learn about companies and careers.							
I don't have to worry about how I'm dressed.							
I can use my elevator speech.							
I can make new contacts.							
I can get/find advice and resources.							

2. Mark an X if the statement is true for a search method.

3. Which search method do you prefer? Explain why it appeals to you.

4. Which search method do you find least appealing? Explain why it would be helpful to try to use that method.

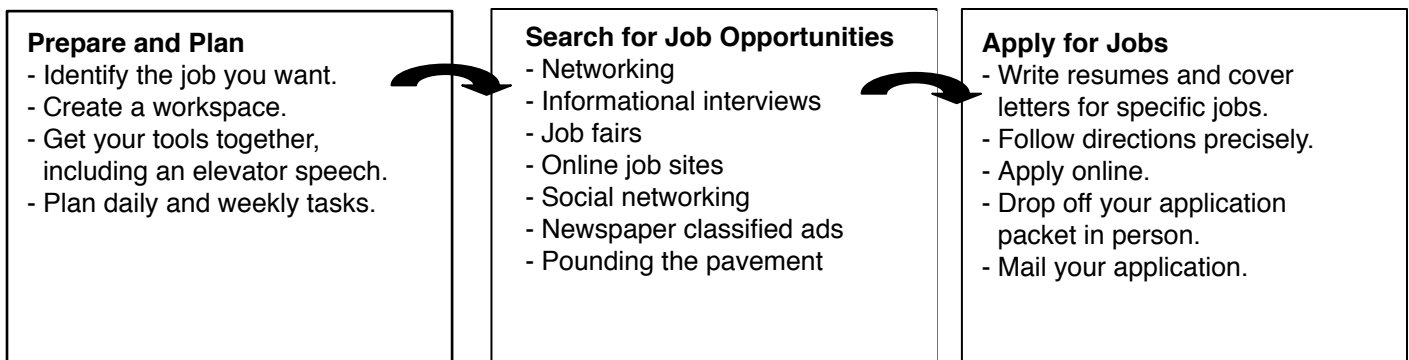
Your Job Search: Navigating the Roads to Employment

Name _____

Write an essay in which you identify the three job-search tasks/strategies you think will be most important in your next job search, and describe how you will carry them out.

Suggestions:

1. In the diagram below, circle 3 tasks/strategies you think are important and worth working on.
2. For support and ideas, look at the worksheets you completed in earlier lessons: “Tools for the Road,” “My Billboard,” “Site-seeing,” and “Many Routes.”
3. Title your essay “My Job Search,” or something similar.
4. Begin your essay with a short introduction that summarizes what you’ve learned about job searching or why you’re excited to begin a job search.
5. Write one paragraph for each of the tasks/strategies you circled. For each task/strategy, do the following:
 - Explain why you think it will be an important part of your next job search.
 - Describe what you will need to do to carry out that task/strategy.
 - Tell what you expect or hope will be a result of carrying out that task/strategy.
6. Wrap up your essay with a conclusion that summarizes the points you’ve made!
7. Proofread your paper – the ideas count, but so do spelling, capitalization, and punctuation.



Name _____

CATEGORY	4	3	2	1
Concepts & Ideas	Writer shows excellent understanding of 3 job-search tasks/strategies and their importance.	Writer shows good understanding of 3 job-search tasks/strategies and their importance.	Writer shows good understanding of 1 or 2 job-search tasks/strategies and their importance.	Writer shows understanding of no job-search tasks/strategies and its importance.
Clarity & Organization	Ideas are expressed in a clear and organized fashion. The essay is easy to follow.	Ideas are expressed in a mostly clear manner, but the organization could be better.	Ideas are somewhat organized, but are not very clear. It takes more than one reading to figure out what the essay is about.	The ideas are confusing and seem unrelated. It is very difficult to figure out what the essay is about.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed (no fragments or run-ons), and of varied structure.	All sentences are complete and well-constructed. Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs a lot of work.
Grammar & Spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.

How to Use this Rubric

A rubric is a useful tool for ensuring fair and consistent grading methods while enabling a student's work and performance to be evaluated in a variety of categories. To use our rubric, identify where a student's work falls in each category. Each level of the category is assigned a number value. Add the scores that your student's work has earned and divide by a perfect score of 20 to assign his or her grade. For example: $4 + 3 + 1 + 3 + 4 = 15$, the grade is 15/20.

Name _____

Directions: Circle the choice that best completes each statement.

<p>1) A job search requires all of the following EXCEPT:</p> <ul style="list-style-type: none"> a) good planning b) lots of money c) focused time d) sincere effort e) plenty of patience 	<p>6) The key to networking is:</p> <ul style="list-style-type: none"> a) getting organized b) creating a workspace c) finding a career counselor d) having internet access e) wearing professional clothing
<p>2) An “elevator speech” can be thought of as:</p> <ul style="list-style-type: none"> a) a quick interview. b) a self-marketing tool. c) a useful social skill. d) a research opportunity. e) a substitute for your resume. 	<p>7) People say that ____ of jobs are filled by networking.</p> <ul style="list-style-type: none"> a) 10% b) 25% c) 50% d) 75% e) 90%
<p>3) An effective elevator speech should:</p> <ul style="list-style-type: none"> a) detail your job search process. b) describe your long-term career goals. c) highlight what you can offer an employer. d) explain why you like the career you chose. e) include your past jobs and volunteer work. 	<p>8) The purpose of an informational interview is:</p> <ul style="list-style-type: none"> a) to ask for a job. b) to promote your skills. c) to make a new friend. d) to learn and to network. e) to develop a career plan.
<p>4) All of these are examples of personal data to have available for job applications EXCEPT:</p> <ul style="list-style-type: none"> a) your GPA b) your social security number c) your eye and hair color d) your school attendance dates e) your previous employers 	<p>9) An advantage of a job fair is:</p> <ul style="list-style-type: none"> a) you can meet many employers face-to-face. b) you can go without much preparation c) you can dress in your casual clothes. d) you can skip writing thank you notes. e) you can tell employers what salary you’d like.
<p>5) A good way to find a job in your local area is to:</p> <ul style="list-style-type: none"> a) attend a job fair. b) search online job postings. c) join a social network. d) pound the pavement. e) read the classified ads. 	<p>10) When you apply for a job posting online, be sure to:</p> <ul style="list-style-type: none"> a) attach an attractive photo of yourself. b) send your resume by whatever means you like. c) make up any information you don’t have. d) always call the employer after you apply. e) follow the instructions precisely.

Action Plan	a list of daily and weekly tasks to accomplish during your job search; an ideal action plan has enough time for each task, as well as time for a healthy, balanced life
Career Counselors	professionals dedicated to helping people develop a career plan and job-search skills
Cover Letter	an introduction to an employer; informs employers why an applicant is qualified for the job; should be engaging and used to catch an employer's attention
Elevator Speech	a 30- to 40- second statement that tells who you are, the benefits you can bring to the job, and why people like to work with you; an important tool for self-marketing that should be prepared and practiced
Informational Interview	an interview for the purpose of learning and networking; you take the role of interviewer and ask questions; you seek to make a professional connection to someone in your field.
Job Fair	a venue at which numerous prospective employers or representatives of companies are available to provide information about their business and its employment opportunities.
Networking	telling everyone you know that you're looking for a job and asking those people to connect you with people who may know of jobs or could offer helpful career information.
Personal Data	information requested on job applications, such as your contact information, social security number, driver's license number, school attendance and employment dates, degrees and GPA, and previous employers and their contact information.
Pounding the Pavement	visiting businesses in your local area on foot to see if there are job opportunities
Resume	a concise history of relevant work experience, skills, and education; shows an employer, at a glance, that an applicant possesses the skills they require.
Self-marketing	communicating about yourself in a way that makes an employer want to work with you and desire the benefits you offer.