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IDENTIFIERS *Job Search Skills Training Program

ABSTRACT

This competency booklet for individualized competency-based instruction is the second of five in the Job Search Skills package. (Instructor program and guides are available separately as CE 031 965 and 966, the other booklets as CE 031 967-971.) It contains seven operational units related to the job search competency of searching for available jobs. (The other competency is divided into tasks which are further divided into operational units or units of work that relate to the task.) Each operational unit is presented in this format: competency, task, operational unit, performance objective, steps to follow to do the unit of work with the procedures outlined, information sheets, worksheets, and evaluation checklist. The tasks (and operational units) covered include (1) identify potential employers (compile list of job leads, gather facts about job leads), (2) decide which employers to contact first (relate personal skills and personal preferences to job leads), and (3) follow job leads (prepare message, contact employers by telephone and in person). (YLB)

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Job Search

Search for Available Jobs

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COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.01: Identify Potential Employers

OPERATIONAL

UNIT 2.01A:

Compile a List of Job Leads

Performance Objective: Given a number of resources, the learner will be able to compile a complete list of job leads to the satisfaction of the instructor.

- STEP 1. Look in the yellow pages of your phone book.
- Read the entire index. Read from A through Z.
 - Read the titles (categories) of listings, e.g., Banks, Banquet Rooms, Barbers, Beauty Salons. Businesses are listed under special titles. These titles relate to the product and/or services the businesses provide. Example:

Title (category): Barber

Business: Cut & Curl
The New Wave

- Check every title that relates to the job you seek. For example:

Barber
Beauty Salon

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- d. List the pages where this information is found. Keep this list with your yellow pages. Soon you will contact employers under each title.

Barber, pp. 19-25
Beauty Salons, pp. 42-50

The yellow pages can give you many job leads. In a large city, the leads could number over one thousand.



- STEP 2. Look in trade, industry, or professional publications.
- a. Find information about new job markets.
 - b. Read the employment want ads.
 - c. Circle or list the job leads. Keep the publications or lists with the yellow pages of your phone book.
- STEP 3. Call your local Chamber of Commerce.
- a. Ask for names of companies that need your skills.
 - b. List these job leads. Keep this list with the other lists.
- STEP 4. Contact apprenticeship programs, unions, and other local organizations and associations.
- a. Look in the yellow pages. Check these categories: Associations, Organizations (Local, Trade, Retail, etc.).
 - b. List or check the groups to contact.



Associated Builders
and Contractors

Federation of Licensed
Practical Nurses

Bureau of Apprenticeship
Training

- c. Call or write for information. Describe your job needs and skills.
- d. Ask for a list of employers that hire for the type of job you want.
- e. Make a list of these names. Keep your lists together.

STEP 5. Contact friends, relatives, classmates, and other acquaintances.

- a. Contact people who will have good things to say about you and your skills.
- b. Tell the people that you are seeking a job. Tell them the kind of work you want. Tell them your career objective.
- c. Ask for advice. Find out names of employers you might contact.
- d. Keep a list of these employers.

STEP 6. List public employment agencies.

- a. Look in the yellow pages. Find the names of these agencies.
- b. Decide if you want to register at any of these agencies. There is no fee for their services.
- c. List names of agencies you might contact.

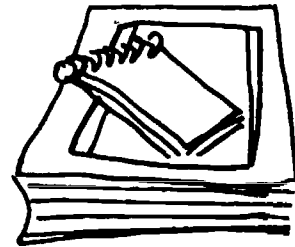
EMPLOYMENT
SERVICES



- STEP 7. Look through the want ads.
- Read the ads carefully.
 - Circle job leads that appeal to you.
- STEP 8. Contact school placement offices.
- Talk with a counselor from the placement office at the school you attend or attended.
 - List the job leads you get.
- STEP 9. Contact former employers and co-workers.
- Contact people who will say good things about you--your work attitude and performance.
 - Tell the people your job needs. Tell about your career objective.
 - Ask for a list of employers you might contact. Ask for names of specific people you should contact. These should be people who are managers or supervisors in the company(s).
 - Make a list of businesses and the people you should contact.
- STEP 10. List private employment agencies.
- Look in the yellow pages. Find the names of these agencies.
 - Be aware that these agencies charge for finding jobs. You should expect to pay at least 50-70 percent of your first month's wages.



- c. List the agency names you might consider.
- d. Put all your lists in one place. Keep the yellow pages and want ads and journals with the lists.

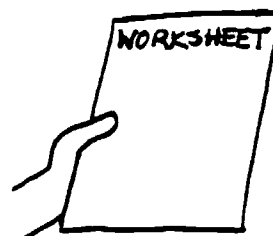
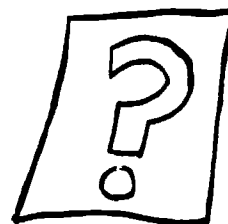


NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your lists to the instructor for evaluation. Your instructor will check them . . . and advise you, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you also.



Evaluation Checklist

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.01: Identify Potential Employers

OPERATIONAL
UNIT 2.01A: Compile a List of Job Leads

YOUR
CHECKLIST

Did you take the following steps
to get and list job leads?

INSTRUCTOR
CHECKLIST

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 1. Look in the yellow pages? | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Look in professional and trade journals? | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Call your local Chamber of Commerce? | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Contact unions, apprenticeship programs,
and local organizations and agencies? | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Contact friends, relatives, classmates,
and other acquaintances? | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Contact former employers and co-workers? | <input type="checkbox"/> |
| <input type="checkbox"/> | 7. Look through the want ads? | <input type="checkbox"/> |
| <input type="checkbox"/> | 8. Contact school placement services? | <input type="checkbox"/> |
| <input type="checkbox"/> | 9. List public employment agencies? | <input type="checkbox"/> |
| <input type="checkbox"/> | 10. List private employment agencies? | <input type="checkbox"/> |

Instructor _____

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.01: Identify Potential Employers

OPERATIONAL

UNIT 2.01B:

Gather Facts About Job Leads

*Performance
Objective:*

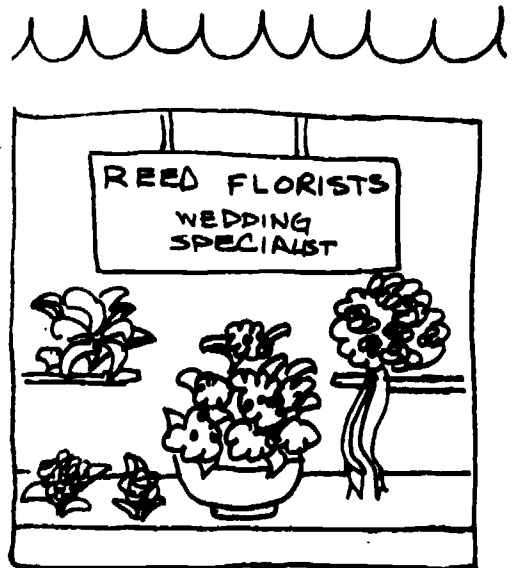
*Given a number of job leads,
the learner will be able to gather
facts about each of the businesses
and/or jobs on his or her list
to the satisfaction of the instructor.*

STEP 1. Find out about each job on your list.

- a. Read the description thoroughly.
- b. List the type and name of business on Worksheet 2.01B. Also list the type of job.

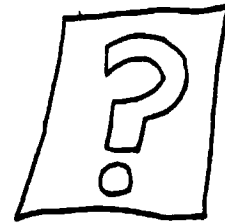
STEP 2. Find out the facts you need about each job.

- a. Contact the sources listed on Information Sheet 2.01B.
- b. Find out what each business does.
- c. List the facts next to each business's name. You should know what each business does, its products and services.
- d. Find out the address and phone number of each business. Note them on your worksheet.
- e. Find out how many employees are on staff in each business. Record numbers on your worksheet.

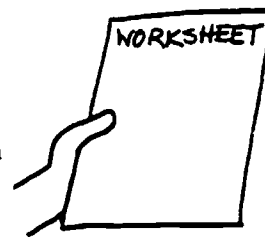


NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? Then, take your lists to the instructor. Your instructor will check them . . . and advise you, if necessary.



Next, rate yourself on the evaluation checklist. Ask your instructor to rate you also.

INFORMATION SHEET 2.01B

The following sources will give you facts about businesses. Look through the phone book first. You will be able to find most facts there. Then contact the other sources.

Phone book

Professional and trade journals

Chamber of Commerce

Unions and other local organizations and associations

Friends

Relatives

Acquaintances

Former employers

Former and current co-workers

Counselors, placement officers, teachers

WORKSHEET 2.01B

Get as many copies of this sheet as you need. Ask your instructor.

Job Leads	Phone results
Name of Business: _____	Date 1st call _____
Address: _____	Info _____
Phone: _____	Date 2nd call _____
Type of Business: _____	Info _____
Job Type: _____	Date 3rd call _____
No. of Employees: _____	Info _____
_____	_____
_____	_____

Job Leads	Phone results
Name of Business: _____	Date 1st call _____
Address: _____	Info _____
Phone: _____	Date 2nd call _____
Type of Business: _____	Info _____
Job Type: _____	Date 3rd call _____
No. of Employees: _____	Info _____
_____	_____
_____	_____

Job Leads	Phone results
Name of Business: _____	Date 1st call _____
Address: _____	Info _____
Phone: _____	Date 2nd call _____
Type of Business: _____	Info _____
Job Type: _____	Date 3rd call _____
No. of Employees: _____	Info _____
_____	_____
_____	_____

Evaluation Checklist

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.01: Identify Potential Employers

OPERATIONAL UNIT 2.01B: Gather Facts About Job Leads

YOUR CHECKLIST

Did you:

- 1. Find out about each job on your list?
- 2. Find out what each business does?
- 3. Find out the address and phone number of each business?
- 4. Find out how many employees are on staff in each business?

INSTRUCTOR CHECKLIST

-
-
-
-

Instructor _____

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.02: Decide Which Employers to Contact First

OPERATIONAL

UNIT 2.02A:

Relate Personal Skills to Job Leads

*Performance
Objective:*

Given lists of job leads,

*the learner will be able to identify
the jobs that most suit his or her
skills and experiences*

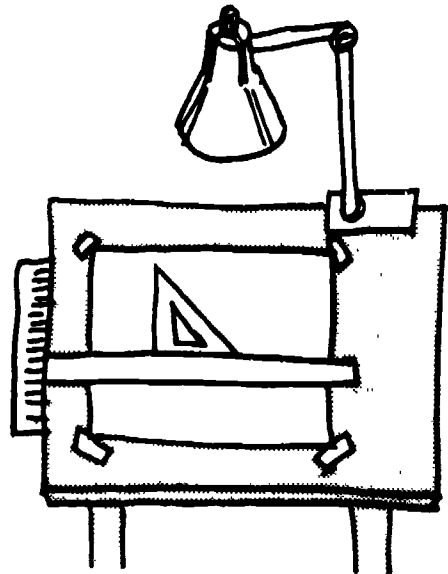
to the satisfaction of the instructor.

STEP 1. Look at your career objective, education and training, experiences, and skills.

- a. Review Worksheets 1.02A through 1.02I.
- b. Review Worksheet 1.01A.

STEP 2. Identify the jobs that most require the skills you have.

- a. Read descriptions of jobs. Look at your Job Leads list from Worksheet 2.01B.
- b. Decide which jobs seem most related to your skills. Place a check in front of those jobs. They are some of the first job leads you will follow.



τ

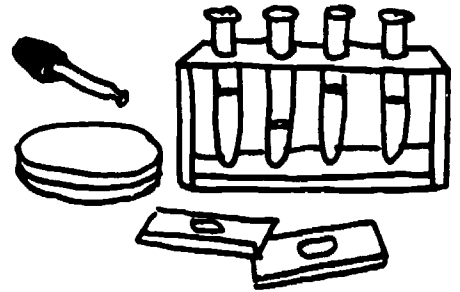
STEP 3. Note experiences that relate to each job.

- a. Read the jobs you checked.
- b. Think of your work and training experiences. Which ones relate to each job? Example:

Medical Lab Assistant

- Sales Clerk at Waldo Drugs
- Bookkeeper at Mt. Carmel Hospital
- Skill training course for medical laboratory assistant

- c. Briefly note these facts next to each job you checked.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your lists to the instructor. Your instructor will check your work . . . and advise you, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you also.



Evaluation Checklist

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.02: Decide Which Employers to Contact First

OPERATIONAL UNIT 2.02A: Relate Personal Skills to Job Leads

YOUR
CHECKLIST

Did you:

INSTRUCTOR
CHECKLIST

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 1. Look at your career objective, education and training, experiences, and skills? | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Identify the jobs that most require the skills you have? | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Note experiences that relate to each job you identified? | <input type="checkbox"/> |

Instructor _____

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.02: Decide Which Employers to Contact First

OPERATIONAL

UNIT 2.02B:

Relate Personal Preferences
to Job Leads

Performance
Objective:

Given a list of job leads,

the learner will be able to identify job leads that most match his or her personal preferences for size, location, and reputation of company

to the satisfaction of the instructor.

STEP 1. Identify the size of the company you prefer.

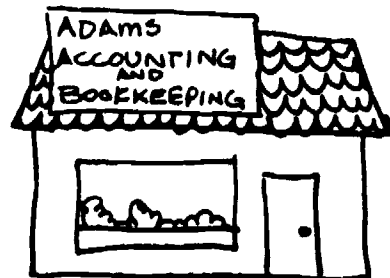
- a. List small or large to show your preference.
- b. List the highest number you consider "small."



STEP 2. Identify the areas (streets, sides of town, etc.) you find acceptable.

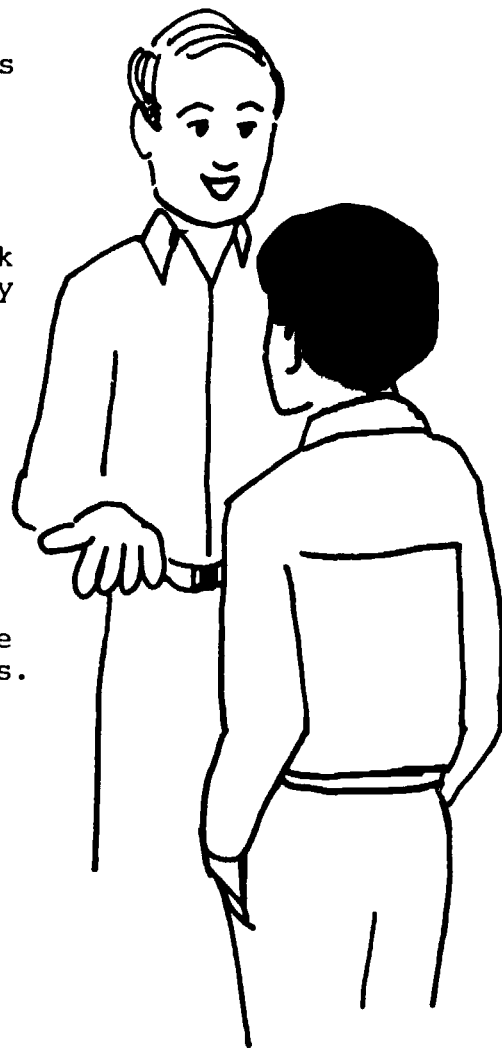
- a. Note if you must work near a bus line.
- b. Note the point at which there is a problem.

"I can travel within 20 miles of my home."



STEP 3. Find out the reputations of companies.

- a. Find out what employees have to say. Do they like the companies where they work? Are they treated fairly? Get several opinions. All workers may not feel the same way.
- b. Find out what other people think of each company. Is the company active in the community? Does it sponsor a city league baseball team? Does it contribute to the symphony?
- c. Find out special unpublicized facts. Are any companies, plants, or offices closing? Leaving town? Ask people who might know this information. But check it out. Don't believe rumors. Find out the real facts.



STEP 4. Match job leads to your preferences.

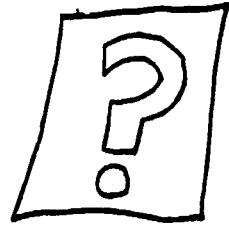
- a. Look at Worksheet 2.01B. Look at the job leads you checked. These are the jobs for which you feel most suited.
- b. Look at your preferences for company size and location.
- c. Look at any notes you have about company reputation.
- d. Decide which job leads are best suited to you and your wants. These are the jobs and employers you should contact first. Place an "X" in front of these employers.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your notes to the instructor. Your instructor will check your work . . . and advise you, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you also.



Evaluation Checklist

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.02: Decide Which Employers to Contact First

OPERATIONAL UNIT 2.02B: Relate Personal Preferences to Job Leads

YOUR CHECKLIST

Did you:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Identify the size of company you prefer? |
| <input type="checkbox"/> | 2. Identify the locations you find acceptable? |
| <input type="checkbox"/> | 3. Find out the reputations of companies? |
| <input type="checkbox"/> | 4. Match job leads to your preferences? |

INSTRUCTOR CHECKLIST

- | |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Instructor _____

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.03: Follow Job Leads

OPERATIONAL

UNIT 2.03A:

Prepare Your Message

Performance Objective: Given the need to contact employers and arrange for an interview,

the learner will prepare the message he or she will deliver

to the satisfaction of the instructor.

STEP 1. List whom to contact.

- a. Decide which employers you will call. Get your job leads list from Worksheet 2.01B.
- b. Find out the department or section where you might find work.
- c. Find out the name of the person who can hire you. Is it the manager? supervisor? Ask the telephone operator at the company. Ask friends. Ask your instructor. List the name on Worksheet 2.03A.



STEP 2. Outline your opening remarks.
(Use Worksheet 2.03A.)

- a. Write a sentence. State how you will ask for the person in charge of hiring.

"May I speak to Mr. Samuals?"

"I would like to speak to the manager, please. Could you give me that person's name?"



- b. Write a sentence you could say to a secretary. State how you would answer this question:
"What are you calling about?"

"I'm calling about the track program."



STEP 3. Outline your message. (Use Worksheet 2.03A.)

- a. Write your complete name.

"Hello. My name is Lester Alt."

- b. Write a sentence about yourself. Describe your skills, experiences, or interests.

"I am on the track team at Indiana University."

- c. Write a sentence to interest the listener. State some common interest, friend, or work experience. Reveal your knowledge about the company.

"I hear you have a new summer track program in Crete."



- d. Write a sentence telling what you would like to do. State the activity. Don't state the job or job title.

"I would like the chance to coach in that program."

or

"I would like to work in sales."

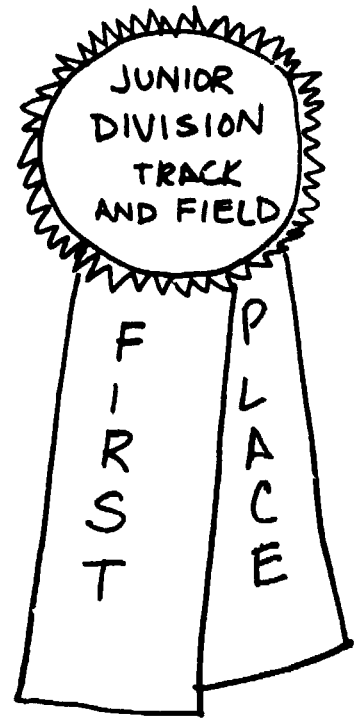


- e. Write a sentence telling about your experiences.

"I've worked for two summers with Parks and Recreation in Sidney. I taught children ages 7-13."

- f. Write a sentence. Tell the benefits you would bring to the company . . . or organization.

"I think you would like the way I work with young people. I'm patient and enthusiastic. I talk easily with children and they like me."



STEP 4. Outline your closing remarks.

- a. List your specific skills that relate to the job. List three. Don't give too much information over the phone. Save it for the interview.

"I can teach basic running and sprinting techniques."

- b. List other contributions you could make.

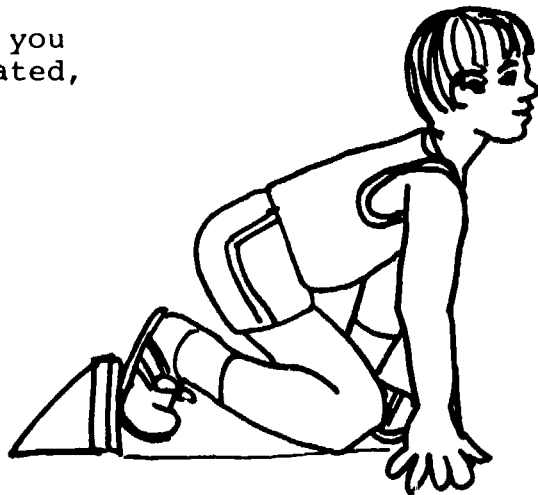
"I think I could build you an enthusiastic, dedicated, and winning team."

STEP 5. Outline ways you will ask for an interview.

- a. State your desire:

"I would like to come in for an interview."

- b. Explain why you want the interview.



"Then I could describe my skills and experiences to you in more detail."

- c. Ask for the interviewer's name.

"When I come in, whom should I ask for?"

- d. Ask for a specific time and date.

"What date would be convenient? time?"

- e. Ask where you should report.

"Which office shall I look for?"

- f. Extend thanks.

"Thank you for your time."

STEP 6. Keep the message short.

- a. Get a clock with a second hand.
- b. Time how long it takes you to read the message.
- c. Shorten the message if necessary.

Does it take you longer than 40 seconds to read the message? Then shorten it. The employer needs time to talk, too.

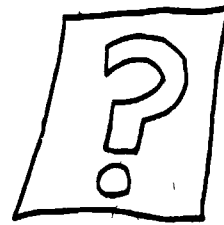
Your entire conversation should take less than one minute.

- STEP 7. Type or print the final message. Use it as a reference. You don't have to use the exact words. But you should have an idea of what you will say.

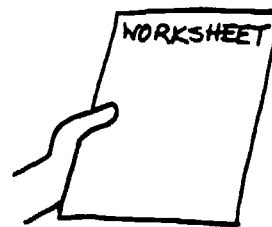


NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? Then, take your worksheet to your instructor for evaluation. Your instructor will check your outline . . . and advise you, if necessary.



Next, rate yourself on the evaluation checklist. Ask your instructor to rate you also.

WORKSHEET 2.03A

Name the contact person:

State your opening remarks:

Outline your message:

Name:

Description of your
skills, experiences,
and/or interests:

An item of interest
to the listener:

Statement telling what
you would like to do:

Statement telling about
your experiences:

Statement telling about
the benefits you would
bring to the company:

Outline closing remarks:

List specific skills
that relate to the job:

List other talents you have:

Outline ways you will ask for an interview:

State your desire for an interview:

Explain why you want the interview:

Evaluation Checklist

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.03: Follow Job Leads

OPERATIONAL UNIT 2.03A: Prepare Your Message

YOUR CHECKLIST

Did you:

INSTRUCTOR CHECKLIST

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 1. List the person to contact? | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Outline your opening remarks? | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Outline your message? | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Outline your closing remarks? | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Outline ways you will ask for an interview? | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Keep the message short? | <input type="checkbox"/> |
| <input type="checkbox"/> | 7. Type or print the message? | <input type="checkbox"/> |

Instructor _____

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.03: Follow Job Leads

OPERATIONAL

UNIT 2.03B:

Contact Employers by telephone

Performance Objective: Given lists of job leads and a prepared delivery,

the learner will be able to talk with employers on the telephone

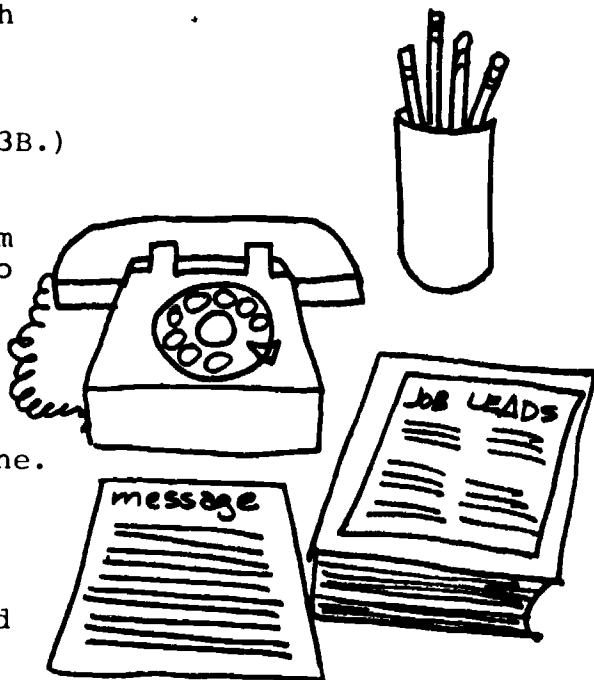
and secure job interviews.

STEP 1. Set up a practice situation.

- a. Use a disconnected phone as you practice the steps that follow.
- b. Ask a participant to work with you.
- c. Give the participant a checklist. (Turn to Worksheet 2.03B.)
- d. Ask the participant to assess your phone delivery. (Ask him or her to use the checklist to rate you.)

STEP 2. Prepare for the call.

- a. Find a quiet place with a phone.
- b. Sit at a desk or table by the telephone.
- c. Place your job lead sheets and phone books at your side.
- d. Place your prepared message in front of you.



- STEP 3. Place the call.
- Dial the phone.
 - Ask for the person who can hire you.
Ask for him or her by name or title.
 - Set a time to place a return call
if the person is not in the
office.

- STEP 4. Use good telephone techniques.
- Speak clearly.
 - Speak at a moderate pace.
 - Sound enthusiastic and interested.
 - Act pleasant.

- STEP 5. Deliver your message.
- Read the message you outlined.
 - Use expression in your voice.
But don't overdo it!

- STEP 6. Deliver your closing remarks.
- Refer to your outline. Read
the closing remarks.
 - Bring the conversation to its
goal--setting up the interview.

- STEP 7. Arrange for the interview.
- Read the message on your outline.
 - Write down interview information.
 - the name of the interviewer
 - the place of the interview
 - the time and date of the
interview.



- c. Repeat the information. Make sure you have it written correctly.
- d. Thank the employer for his or her time.

STEP 8. Explore other options within the company. (Do this if you are told there are no openings.)

- a. Describe other skills. Ask if there are other managers who are looking for someone with your skills.
- b. Seek other leads. Ask for names of other companies you could contact.
- c. Leave your name and phone number. Ask if you can call again in several weeks.
- d. Send a resumé.

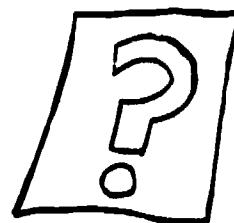
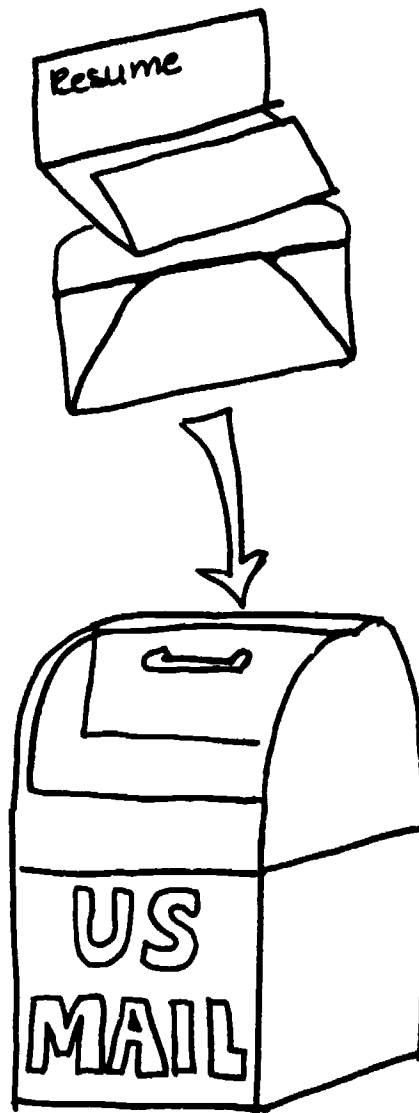
STEP 9. Practice this process.

- a. Keep a record of each call on your job leads list.
- b. Call until you have secured several interviews.
- c. Evaluate yourself after each call. Use the checklist.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, ask the instructor to evaluate you. Your instructor will advise you, if necessary.



WORKSHEET 2.03B

Following is a checklist. Use it to check yourself after you make each call. Ask other participants to use it when they are checking your practice calls.

Did you:

- Have all your materials at hand?
- Have a quiet place to work?
- Ask for the person who can hire you?
- Convey proper message to secretary, if necessary?
- Speak clearly?
- Speak at a moderate pace?
- Sound enthusiastic and interested?
- Act pleasant?
- Briefly describe your past experiences?
- Briefly express your interest in the company or job?
- Briefly explain what you want (the position or type of work)?
- Briefly state your most recent experiences that relate to the job?
- Briefly tell the benefits you would bring to the company?
- Briefly state your specific skills that relate to the job?
- Ask for the interview?
- Explain why you want the interview?
- Ask for the interviewer's name?
- Ask for the date and time of the interview?
- Ask for the location of the interview?
- Extend a thank you?
- Keep the conversation short?
- Keep a record of each call?

Evaluation Checklist

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.03: Follow Job Leads

OPERATIONAL
UNIT 2.03B: Contact Employers by Telephone

YOUR CHECKLIST

Did you:

INSTRUCTOR CHECKLIST

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | 1. Set up a practice situation? | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Prepare for the call? | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Place the call? | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Use good telephone techniques? | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Deliver your message? | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Deliver your closing remarks? | <input type="checkbox"/> |
| <input type="checkbox"/> | 7. Arrange for the interview? | <input type="checkbox"/> |
| <input type="checkbox"/> | 8. Explore other options within the company? | <input type="checkbox"/> |
| <input type="checkbox"/> | 9. Practice the process? | <input type="checkbox"/> |
| <input type="checkbox"/> | 10. Keep a record of your calls? | <input type="checkbox"/> |
| <input type="checkbox"/> | 11. Call until you have secured several interviews? | <input type="checkbox"/> |
| <input type="checkbox"/> | 12. Evaluate yourself after each call? | <input type="checkbox"/> |

Instructor _____

COMPETENCY 2.0: SEARCH FOR AVAILABLE JOBS

TASK 2.03: Follow Job Leads

OPERATIONAL

UNIT 2.03C:

Contact Employers in Person

Performance Objective: Given lists of job leads and a prepared delivery,

the learner will be able to meet and talk with employers

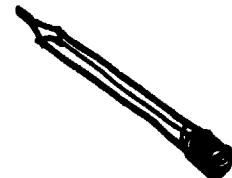
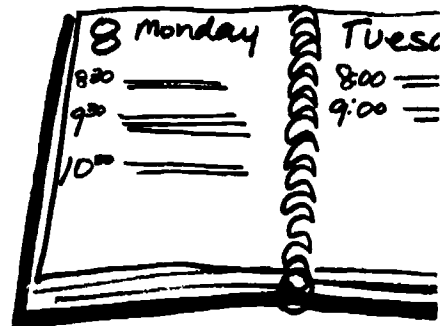
and secure job interviews.

STEP 1. Learn about the company or business.

- a. Read the facts on your job leads list. You should have listed some facts about each company.
- b. Find out more information if possible.

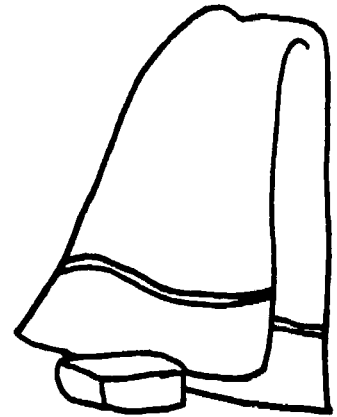
STEP 2. Plan the time for your visit.

- a. Set up a schedule for yourself. Plan to visit a number of businesses. Visit ones that are in the same area.
- b. Arrive early in the day. People are more alert then. And they are usually at their desks.



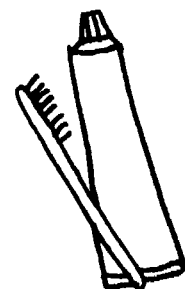
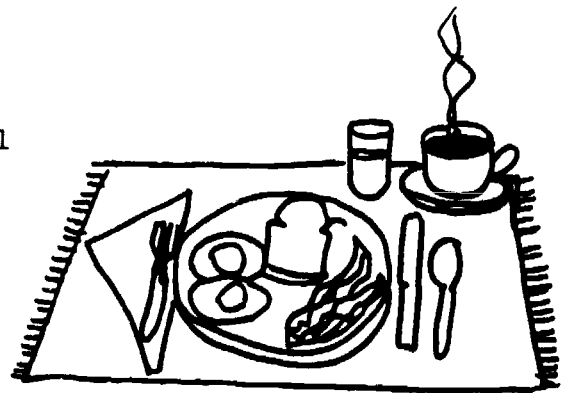
STEP 3. Set up a practice.

- a. Find a room where you can work.
- b. Ask a participant to work with you.
- c. Give the participant a checklist. (Turn to Worksheet 2.03C.)
- d. Ask the participant to assess your approach. (Ask him or her to use the checklist to rate you.)



STEP 4. Present a good appearance.

- a. Be clean and well groomed.
 - Shower and shave.
 - Trim nails.
 - Wash, comb, and style hair.
 - Use a limited amount of makeup.
 - Use perfume or after-shave lotion sparingly.
 - Brush teeth.
- b. Be well rested.
- c. Eat breakfast. Avoid alcohol and other drugs.
- d. Wear proper clothing. Wear clothes that are
 - clean, pressed, and in good condition,
 - the correct size,
 - correct style and lengths:
 - Don't wear jeans.
 - Don't wear clothes that are too short, too long, too tight, or too revealing.
 - appropriate:
 - Wear clean and casual clothes.
 - If the job requires certain clothes (suit), wear them when you contact employers.



STEP 5. Take copies of your resumé.

STEP 6. Take a typed copy of your message.

- a. Review it before you talk to each employer.
- b. Change the message a bit to suit each employer.

STEP 7. Greet the employer.

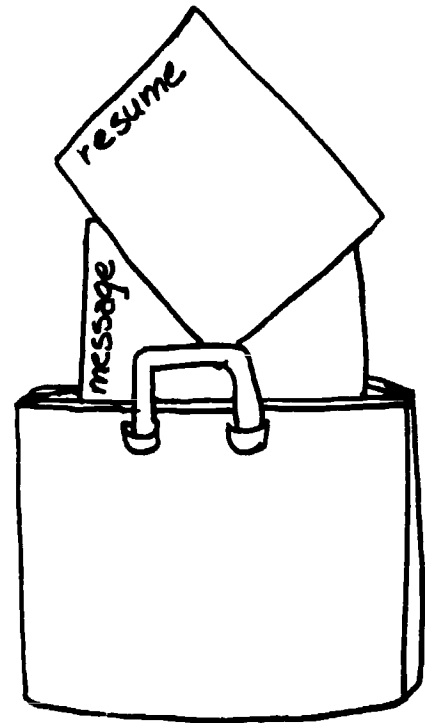
- a. Use the opening remarks on your outline.
- b. Introduce yourself.

STEP 8. Deliver your message.

- a. Use good nonverbal skills.
 - Use good posture.
 - Smile.
 - Show interest, enthusiasm.
 - Look at the person.
 - Shake hands.
- b. Use good verbal skills.
 - Speak clearly.
 - Speak at a moderate pace.
 - Use a pleasant tone of voice.
- c. Present the main part of your message. (See your outline.)
- d. Present your closing remarks.

STEP 9. Arrange for the interview.

- a. Ask if you may come in for an interview.
- b. Explain that you would like to discuss your skills and experiences in more detail.



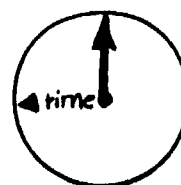
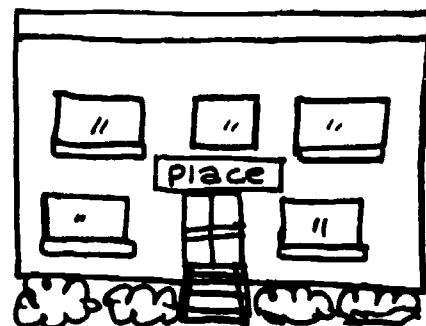
interview info:

- c. Write down the interview information.
- the name of the interviewer
 - the place of the interview
 - the time and date of the interview
- d. Repeat the information. Make sure you have it written correctly.
- e. Thank the employer for his or her time.



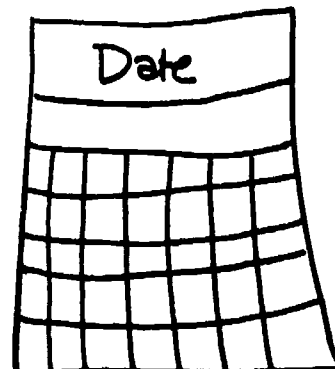
STEP 10. Explore other options within the company. (Do this if you are told there are no openings.)

- a. Describe other skills. Ask if there are other managers who are looking for someone with your skills.
- b. Seek other leads. Ask for names of other companies you could contact.
- c. Leave your name and phone number. Ask if you can call again in several weeks.
- d. Send a resumé.



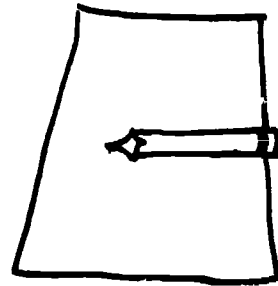
STEP 11. Practice this process.

- a. Get feedback (comments) from other participants.
- b. Take steps to improve. Follow suggestions given by others.



STEP 12. Begin your visits.

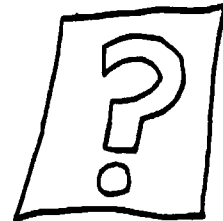
- a. Keep a record of each visit. Write on your job leads list.
- b. Visit until you have secured several interviews.
- c. Evaluate yourself after each visit. Use the checklist.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, ask the instructor to evaluate you. Your instructor will advise you, if necessary.



WORKSHEET 2.03C

Following is a checklist. Use it to check yourself after you make each call. Ask other participants to use it when they are checking your practice calls.

Did you:

- Learn facts about the company or business?
- Plan the time for your visits?
- Present a good appearance?
- Take your resumé copies with you?
- Take a typed copy of your message?
- Greet the employer?
- Use good nonverbal skills:
 - Use good posture?
 - Smile?
 - Show interest and enthusiasm?
 - Look at the person?
 - Shake hands?
- Use good verbal skills:
 - Speak clearly?
 - Speak at a moderate pace?
 - Use a pleasant tone of voice?
- Briefly describe your past experiences?
- Briefly express your interest in the company or job?
- Briefly explain what you want (the position or type of job)?
- Briefly state your most recent experiences that relate to the job?
- Briefly state other benefits of hiring you?
- Ask for the interview?
- Explain why you want the interview?
- Ask for the interviewer's name?
- Ask for the date and time of the interview?
- Ask for the location of the interview?
- Extend a thank you?
- Keep the conversation short?
- Keep a record of each call?

COMPETENCY 2.0: SEARCH FOR AVAILABLE

TASK 2.03: Follow Job Leads

OPERATIONAL UNIT 2.03C: Contact Employers in Person

YOUR CHECKLIST

Did you:

INSTRUCTOR CHECKLIST

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | 1. Learn about the company or business? | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Plan the time for your visit? | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Set up a practice? | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Present a good appearance? | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Take copies of your resume? | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Take a copy of your prepared message? | <input type="checkbox"/> |
| <input type="checkbox"/> | 7. Greet the employer? | <input type="checkbox"/> |
| <input type="checkbox"/> | 8. Deliver your message? | <input type="checkbox"/> |
| <input type="checkbox"/> | 9. Arrange for the interview? | <input type="checkbox"/> |
| <input type="checkbox"/> | 10. Explore other options within the company? | <input type="checkbox"/> |
| <input type="checkbox"/> | 11. Practice this process? | <input type="checkbox"/> |
| <input type="checkbox"/> | 12. Begin your visits? | <input type="checkbox"/> |
| <input type="checkbox"/> | 13. Keep a record of your visits? | <input type="checkbox"/> |
| <input type="checkbox"/> | 14. Evaluate yourself after each visit? | <input type="checkbox"/> |
| <input type="checkbox"/> | 15. Continue your visits until you have secured several interviews? | <input type="checkbox"/> |

Instructor _____