
LESSON D

Exploring Your Role as a Wage Earner

CAREER AND JOB SELECTION

FOCUS: With over 30,000 different jobs to choose from, one of the most important decisions a student will make will be a career choice. This lesson consists of four parts to help students consider issues such as their aptitude, abilities, interests and personality. In addition to these traits looking at educational level, physical and environmental considerations as well as earnings, hours and future outlook of a particular area or specific will aid in making a career choice.

- Part 1:** Aptitude and abilities
- 2: Interests and personality traits
 - 3: Job requirements and conditions
 - 4: Getting a job and keeping it
 - a. Where to look
 - b. How to apply
 - c. Keeping your job and common mistakes to avoid

PART 1

“Identify Aptitudes and Abilities”

FOCUS: Is the job something I enjoy? Can do?

ACTIVITIES:

1. Review the meaning of interests and abilities in the context of wage earning. Use Teacher Information, “Identifying Aptitude and Ability.”
2. Have students visit with the school counselor and review their test scores from tests previously given. Discuss with the counselor possible career choices based on their interest, aptitudes and abilities.
3. Contact the school counselor to take one of the following aptitude tests: GATB (General Aptitude Test Battery), DAT (Differential Aptitude Test), Apticom (a computerized aptitude test battery), the CPP (Career Planning Program), ASFAB (given by the United States Air Force), etc. Perhaps you will have already taken one of these tests, if not, contact your school counselor.
4. Help students understand the need for all women to prepare for a job or career. Play the “Game of Life.” See Teacher Information.

“Identifying Aptitude and Ability”

Abilities and Aptitude - Is the job something I can do?

Abilities indicate skills and activities that you can perform successfully. Some abilities are gained through hard work, others seem to come naturally. Someone born with a talent may also be considered to have an aptitude for that activity or skill.

Aptitudes are also ratings of a person’s ability to learn different skills. These try to tell you how quickly and easily you learn. A variety of aptitude tests are available that will help you get an accurate measurement of your abilities. In order to set realistic goals and not overlook some undeveloped talent, identifying aptitudes is important.

THE GAME OF LIFE

This object lesson can be used effectively with students, educators and employers including both women and men. You should introduce this lesson by explaining to the group that they represent a random sample of all women in the U.S.

- Before presenting this object lesson, obtain some black, red, yellow, orange and green colored markers. The markers may be colored jelly beans, name tags, cut pieces of colored construction paper, suckers, etc.
- Separate the markers into groups of ten. Each group of ten should contain one black, one red, one yellow, three orange, and four green markers. Note: When the markers are divided into these proportions, they represent the number of women in each of the following categories:

10% black	=	widows
10% red	=	never married
30% orange	=	divorced
40% green	=	married, and will be in the paid labor force at least 25 years
10% yellow	=	married, but will not participate in the paid labor force

(By separating the marker into groups of ten, it is not necessary to know the exact size of your audience before the presentation).

- Put each group of ten into a small plastic bag. Then, as the audience arrives, give each person a marker from one of the bags of ten. Use all of the markers from one group of ten before opening the next group of ten. This will ensure the audience is divided into the correct proportions.
- Explain to the audience that they are to consider themselves as a random group, representing women either nationally, statewide, or community wide, etc. Ask the members of the audience to stand if they have the black markers. Tell them that they represent the 10% of the total population of women who will be widowed by age 50. Have them sit down.
- Ask the audience members to stand if they have red markers. Explain that they represent the 10% of the total population of women who have never married. Have them sit down. Ask the audience members to stand if they have an orange marker. Explain that they represent the 30% of the total population of women who will be divorced. Have them sit down.
- Ask the audience members to stand who have green and yellow markers. Tell them that they represent the 50% of the total population of women who are married. Ask those with green markers to be seated. Explain that the 10% left standing represent those women of the total population who will not work for at least 25 years regardless of their status.
- Point out that the seated audience members represent the women who will be part of the labor force for at least 25 years of their lives.
- Have the group with the yellow markers be seated. Explain that individuals do not know what the future holds for them. Discuss what "The Game of Life" Exercise means to them. Both boys and girls should understand the importance of women's future career plans.

"The Game of Life" developed by Barbara Hales

PART 2

“Interests and Personality Traits”

FOCUS: Interests indicate activities you like and enjoy. What you like to do and personal traits you have will impact your career choice. Many of these will seem obvious to you. Making lists of how you like to spend your time and things you enjoy will help you see yourself more objectively. Several interest inventories are available to help you identify interest you have.

ACTIVITIES:

1. The Holland Types is based on a theory that says people and occupations fall into six different groups - Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

Before students arrive to class write each of the six Holland types on poster paper and place in different areas around the room. Use Teacher Information, “Holland Types”. Read the description of each and have students congregate at the one that best describes them. This may be repeated for a 2nd and 3rd choice also to give students a broader choice. Give students the list of descriptive words. Use Teacher Information “Describer Words for Holland Types”. After students have circled the words that best describe them identify which category each section describes. Use Teacher Key. After completing this activity give the students a description of each group and the jobs that are related to each category. Use Transparency Masters on “Realistic Occupations”.

2. Have students complete “Values and Interests that Influence Career Choices.” The students will determine to what degree each of the items listed affects their choice of a certain career. Have students identify interests and potential career areas.
3. To assess personal characteristics related to job skills, have the students complete “What Kind of Job is Best for You?” Discuss with the students what they found out about themselves and whether they agree or disagree. Discuss as a class.

“Holland Types”

REALISTIC:

Persons of this type have good coordination and motor skills, usually see themselves as mechanically inclined, prefer hands-on to abstract problems, may avoid social settings that require verbal and interpersonal skills; like to create things with tools; and prefer outdoor to indoor work.

INVESTIGATIVE:

Persons of this type have a strong science-math orientation; prefer to think problems through rather than act them out; have a need to work independently; are confident of their scholastic ability; often avoid jobs where there are a lot of rules; and dislike repetitive tasks.

ARTISTIC:

Persons of this type prefer free, unstructured situations with a lot of self expression; similar to investigative in not liking to work under a lot of rules; are creative, especially in artistic and musical media; usually like to work alone; and avoid scientific problem-solving, focusing on artistic self-expression.

SOCIAL:

Persons of this type like to work in groups; have good verbal-interpersonal skills; have a strong concern for people and like to help them solve their problems; prefer to solve problems through talking and interaction; and are usually not interested in working with machines or in scientific problem-solving.

ENTERPRISING:

Persons of this type have verbal skills suited to selling, dominating, and leading; seek leadership positions; clever at thinking of new ways to lead and convince people; like power, status, and wealth; and tend to avoid work situations requiring long periods of intellectual effort.

CONVENTIONAL:

Persons of this type prefer well-ordered life and working conditions; are effective at well-structured tasks; avoid disorganized situations and problems requiring interpersonal relationships; like systematic verbal and numerical activities and value material possessions and status.

Source: UTAH'S CAREER GUIDE, Edition, L. Kristine Dobson, Project Director, Tammy Thorin Stewart, Utah State Occupational Information Coordinating Committee, 140 East 300 South, P.O. Box 11249, Salt Lake City, Utah 84147, (801)536-7806

DESCRIBER WORDS FOR HOLLAND TYPES

Circle 10 words that best describe your personality

PHYSICAL	PERSISTENT	STABLE	COORDINATED
PRACTICAL	THRIFTY	HONEST	SHY
DIRECT	DISORGANIZED	IMPULSIVE	ORIGINAL
EXPRESSIVE	INDEPENDENT	EMOTIONAL	IMAGINATIVE
NONCONFORMING	CREATIVE	ADVENTUROUS	CONVINCING
IMPULSIVE	AMBITIOUS	SELF-CONFIDENT	POPULAR
ENERGETIC	SOCIABLE	DOMINEERING	ANALYTICAL
CAUTIOUS	INDEPENDENT	CURIOUS	PRECISE
METHODICAL	INTELLECTUAL	RESERVED	ACHIEVING
COOPERATIVE	HELPFUL	VERBAL	FRIENDLY
RESPONSIBLE	IDEALISTIC	GENEROUS	UNDERSTANDING
TACTFUL	CONSCIENTIOUS	ORDERLY	CONFORMING
CONSERVATIVE	PERSISTENT	CAUTIOUS	EFFICIENT
WELL-CONTROLLED	DEPENDABLE		

TEACHER KEY
FOR HOLLAND TYPES PERSONALITY TRAITS**REALISTIC:**

PHYSICAL
PRACTICAL
DIRECT

PERSISTENT
THRIFTY

STABLE
HONEST

COORDINATED
SHY

ARTISTIC:

DISORGANIZED
INDEPENDENT
CREATIVE

IMPULSIVE
EMOTIONAL

ORIGINAL
IMAGINATIVE

EXPRESSIVE
NONCONFORMING

ENTERPRISING:

ADVENTUROUS
SELF-CONFIDENT

CONVINCING
POPULAR

IMPULSIVE
ENERGETIC

AMBITIOUS
SOCIABLE

DOMINEERING

INVESTIGATIVE:

ANALYTICAL
METHODICAL

CAUTIOUS
INTELLECTUAL

INDEPENDENT
RESERVED

CURIOUS
ACHIEVING

PRECISE

SOCIAL:

COOPERATIVE
RESPONSIBLE
TACTFUL

HELPFUL
IDEALISTIC

VERBAL
GENEROUS

FRIENDLY
UNDERSTANDING

CONVENTIONAL:

CONSCIENTIOUS
PERSISTENT

ORDERLY
CAUTIOUS

CONFORMING
EFFICIENT

CONSERVATIVE
WELL-CONTROLLED DEPENDABLE

REALISTIC OCCUPATIONS

Persons of this type have good coordination and motor skills, usually see themselves as mechanically inclined, prefer hands-on to abstract problems, may avoid social settings that require verbal and interpersonal skills; like to create things with tools; and prefer outdoor to indoor work.

Air Traffic Controller
Aircraft Mechanic
Asbestos and Insulation Worker
Assembler, Electronics
Auto Body Repairer
Auto Mechanic
Baker
Billing Machine Operator
Bus Driver
Cabinetmaker
Carpenter
Cement Mason
Cook
Cook, Short Order
Correction Officer and/or Jailer
Crane, Derrick, or Hist Operator
Dental Lab Technician
Diesel Mechanic
Drafter
Drywall Applicator
Dump Truck Driver
Electrical/Electronic Technician
Electrician
Electronics Mechanic
Emergency Medical Technician
Engineering Equipment Mechanic
Farm Equipment Mechanic
Firefighter
Food Preparation and Service Worker
Forester
Fuel Pump Attendant
Furnace Installer and Repairer
Gardener and Groundskeeper
Glazier
Industrial Truck Operator
Janitor
Landscape Architect
Line Installer and Repairer

Machinist
Mail Carrier
Maintenance Mechanic
Maintenance Repairer, General Utility
Meat Cutter
Mechanical Engineering Technician
Millwright
Mine Machinery Mechanic
Motorcycle Repairer
Office Machine Servicer
Offset Press Operator
Operating Engineer
Optician
Painter, Construction
Peripheral EDP Equipment Operator
Pipe Fitter
Plumber
Refrigeration Mechanic
Repairer, Electrical Appliance
Roofer
Rotary Driller
Roustabout
Sheet Metal Worker
Shipping and Receiving Clerk
Stationary Engineer
Stock Clerk, Sales Floor
Stock Clerk, Stockroom or Warehouse
Structural Steel Worker
Surveyor
Surveyor Helper
Tool and Die Maker
Tractor-Trailer Truck Driver
Truck Driver, Light
Upholsterer, Furniture
Welder

INVESTIGATIVE:

Persons of this type have a strong science-math orientation; prefer to think problems through rather than act them out; have a need to work independently; are confident of their scholastic ability; often avoid jobs where there are a lot of rules; and dislike repetitive tasks.

Airplane Pilot, Commercial
Chemist
Civil Engineering Technician
Computer Operator
Computer Programmer
Computer Systems Analyst
Dentist
Economist
Electrocardiograph (EKG) Technician
Electroencephalograph O(EEG) Technician
Engineer, Chemical
Engineer, Civil
Engineer, Electrical/Electronic
Engineer, Industrial
Engineer, Mechanical
Engineer, Metallurgical
Geographer
Geologist
Geophysicists
Mathematician
Medical Assistant
Medical Technologist
Optometrist
Pharmacist
Physician
Physician's Assistant
Physicist
Radiologic Technologist
Statistician
Television and Radio Repairer
Urban and Regional Planner
Veterinarian

ARTISTIC:

Persons of this type prefer free, unstructured situations with a lot of self expression; similar to investigative in not liking to work under a lot of rules; are creative, especially in artistic and musical media; usually like to work alone; and avoid scientific problem-solving, focusing on artistic self-expression.

Actor/Actress

Announcer, Television and radio

Architect

Commercial Artist

CopyWriter

Designer

Editor

Interior Designer

Manager, Advertising

Photographer

Public Relations Representative

Reporter

Technical Writer

SOCIAL:

Persons of this type like to work in groups; have good verbal-interpersonal skills; have a strong concern for people and like to help them solve their problems; prefer to solve problems through talking and interaction; and are usually not interested in working with machines or in scientific problem-solving.

Barber
Bartender
Case Aide
Caseworker, Social Services
Child Care Worker
Claim Adjuster
College Instructor
Cosmetologist
Counselor, School
Dental Assistant
Dental Hygienist
Dietician
Group Recreation Worker
Historian
Host/Hostess
Hotel/Motel Manager
Instructor, Vocational
Librarian
Medical Assistant
Medical Records Technician
Nurse Aide
Nurse, Licensed Practical (LPN)
Nurse, Registered
Occupational Therapist
Parole Officer
Physical Therapist
Police Officer
Psychologist, Clinical
Personnel and Labor Relations Specialist
Respiratory Therapist
School Principal
Social Worker, Medical or School
Sociologist
Speech Pathologist and Audiologist
Surgical Technician
Teacher Aide
Teacher, Elementary
Teacher, Secondary
Ticket Agent
Vocational Rehabilitation Counselor
Waiter/Waitress

ENTERPRISING:

Persons of this type have verbal skills suited to selling, dominating, and leading; seek leadership positions; clever at thinking of new ways to lead and convince people; like power, status, and wealth; and tend to avoid work situations requiring long periods of intellectual effort.

Administrative Assistant
Airplane Flight Attendant
Buyer
Construction Inspector
Delivery and Route Worker
Dispatcher, Fire or Police
Health Administrator
Insurance Agent
Judge
Lawyer
Legal Assistant (Paralegal)
Manager, Auto Parts
Manager, Personnel
Manager, Restaurant
Manager, Retail Store
Purchasing Agent
Real Estate Agent
Sales Clerk
Security Guard
Travel Agent
Wholesaler

CONVENTIONAL:

Persons of this type prefer well-ordered life and working conditions; are effective at well-structured tasks; avoid disorganized situations and problems requiring interpersonal relationships; like systematic verbal and numerical activities and value material possessions and status.

Accountant
Bank Teller
Billing Machine Operator
Bookkeeper
Cashier
Central Office Operator
Clerk Typist
Collection Clerk
Court Clerk
Court Reporter
File Clerk
General Clerk, Office
Key Data Entry Operator
Library Assistant
Mail Clerk
Payroll Clerk
Personnel Clerk
Post Office Clerk
Production Clerk Receptionist
Secretary
Sewing Machine Operator
Statistical Clerk
Stenographer
Telephone Operator
Word Processor Operator

Values and Interests That Influence Career Choice

Name _____

Directions: Indicate the general importance you place on each item by choosing the corresponding number. 1 = Unimportant, 2 = Of some importance, 3 = Very important, 4 = Can't say.

1. Job offers high earnings _____ 1 2 3 4
2. Job will permit much leisure time. _____ 1 2 3 4
3. Job offers prestige (fame, recognition, respect). _____ 1 2 3 4
4. Job offers chance to influence the lives of others. _____ 1 2 3 4
5. Job allows me to be my own boss. _____ 1 2 3 4
6. Job will require little or no travel. _____ 1 2 3 4
7. Job allows me to follow a set routine, knowing exactly what to do at all times. _____ 1 2 3 4
8. Job provides a variety of tasks to do. _____ 1 2 3 4
9. I could do something that makes use of my abilities. _____ 1 2 3 4
10. The job could give me a feeling of accomplishment. _____ 1 2 3 4
11. The job would provide an opportunity for advancement. _____ 1 2 3 4
12. I could tell people what to do. _____ 1 2 3 4
13. My pay would compare well with that of other workers. _____ 1 2 3 4
14. I could try out some of my own ideas. _____ 1 2 3 4
15. I could do the work without feeling that it's morally wrong. _____ 1 2 3 4
16. The job would provide for steady employment. _____ 1 2 3 4
17. I could do something different each day. _____ 1 2 3 4
18. The job would have good working conditions. _____ 1 2 3 4

Look at the statements you circled for number 3. What do they have in common? What jobs could you do that would allow you to keep those values and interest most important to you?

Source: Colorado Core Curriculum, Life Management, Colorado State University, 1992

What Kind of Job is Best for You?

Name _____

Directions: "Doctor, lawyer, merchant, chief?" Fortunately, we are not all suited to do the same thing. It would be a worry if everyone wanted to be farmers or a truck driver or a dentist. This quiz will give you some hints about yourself and the kinds of jobs for which you have the greatest aptitudes. Answer yes or not on the line which precedes each question. Then turn to the next page to find out where your greatest talents lie. In addition, answer the questions after the explanations.

- _____ 1. When you read a murder mystery, do you often know who the criminal is before the author tells you?
- _____ 2. Would you rather attend a concert than a rock and roll session?
- _____ 3. Has it always been easy for you to spell correctly?
- _____ 4. Are you bothered if a picture on the wall is crooked?
- _____ 5. Do you prefer nonfiction to a novel?
- _____ 6. Do you usually remember facts you have read or heard?
- _____ 7. Would you say you tend to do one thing very well rather than a number of things fairly well?
- _____ 8. Do you enjoy chess or bridge?
- _____ 9. Do you conscientiously keep some sort of budget book?
- _____ 10. Do you enjoy learning what makes things, such as a clock, switches or motors work?
- _____ 11. Do you adapt to change easily and maintain flexible routines?
- _____ 12. In your leisure time, do you prefer to participate in a sport rather than read a book?
- _____ 13. Are arithmetic and science difficult for you?
- _____ 14. Do you enjoy being with people who are younger than you are?
- _____ 15. Can you list five people who you think of as close friends?
- _____ 16. Do you enjoy parties?
- _____ 17. Do you dislike small detail work?
- _____ 18. Do you read rapidly?
- _____ 19. Do you think the old saying, "Don't put all your eggs in one basket" is good advice?
- _____ 20. Do you enjoy new people, places and things?

Source: Rate your Own Personality by Harrison J Benson. (1979) Hart Association.

ANSWER KEY

“What Kind of Job is Best For You?”

There are no wrong or right answers to this quiz. Your answers merely show how you think.

1. Circle all your Yes answers.
2. Count the number of Yes answers for the first 10 questions.
3. Count the number of Yes answers for the last 10 questions.
4. Compare the two numbers.

If the majority of your Yes answers are for the first 10 questions rather than the second 10 you are an intellectual person who will do well with meticulous jobs requiring patience, care and research. (Doctor, lawyer, scientist, mechanic, repair person, technician, editor, philosopher, engineer or skilled worker.)

If the majority of your Yes answers are for the last 10 questions rather than for the first 10, you are a social person whose greatest strength will be in jobs dealing with people. You will have the ideas, but prefer to have someone carry them out for you. (Personnel director, consultant, receptionist, sports director, cab driver, server, actor, sales person or advertising executive.)

If your Yes answers are fairly evenly divided, you will do well with jobs that require detail work coupled with good human relationships. (Nurse, teacher, farmer, secretary, business executive, artist, lecturer, librarian or politician.)

Answer the following questions dealing with your findings:

1. What did you find out about yourself/ Do you agree or disagree? Why?

2. How do you feel about the job area this assignment found best for you? Do you feel it describes you? Why or why not? What other job/career can you see yourself doing?

PART 3

JOB REQUIREMENTS/CONDITIONS

FOCUS: After identifying aptitudes, abilities, interests and personality traits it's important to look at characteristics of specific jobs. Educational level, physical and environmental considerations as well as earnings, hours and future outlook of a particular area or specific career will aide in making a choice. (See Teacher Information "Job Requirements/Conditions")

SUGGESTED LEARNING ACTIVITIES:

ACTIVITIES

1. Use Teacher Information, "Job Requirements / Conditions." Have students research three jobs that appeal to them. One that requires only a high school diploma. One that requires vocational training two years or less and one that requires a bachelor degree or four years or more college. For each job list:
Job title and description of duties
Required Education/training and sites where that training is given
Starting Salary
Employment Outlook

For information:
 - Visit your schools counseling/career center.
 - Go to the public library, look in the career section or go to the 300 section, look under numbers 317.425, 331.128, and 331.7.
 - Use the Occupational Outlook Handbook published by the US Department of Labor, updated every 2 years, found in the reference section of the library.
 - Also available is the Dictionary of Occupational Titles by the US Department of Labor and The Encyclopedia of Careers and Vocational Guidance Volume II: Careers and Occupations, edited by William E. Hopke
2. Invite a school counselor or guest speaker in to talk about jobs, training/education and future outlook. Use Transparency Master, "Fastest Growing Occupations"
3. Interview 4 different people who have jobs you think you'd like. Ask them about hours, working conditions, job satisfaction, personal growth and future outlooks. Share what you find with the class.
4. Find a business you like and make arrangements to job shadow for a day. Observe working conditions and activities. Interview some of the people at the business. Research the specific job you like. Find out the educational requirements, salary scale, and future outlook.
5. Do a self appraisal. Use Teacher Information and Transparency Master "Getting a Job the Right Way."

“Job Requirements/Conditions”

Educational Level

How much education do you presently have? What will you need to qualify for the specific career that interests you? Do you have a desire to get that much education or are you under estimating what you can do or will need to do to get the job you want? Many careers have various entry levels. Perhaps identifying such careers and exploring the possibilities will help you identify the level most suited for you.

Education doesn't always mean a college degree. There are several educational options. Sometimes technical training with specialized training and then working as an apprentice will be what you need for your career. Learning on the job is common for electrician's carpenter's plumber's or refrigeration specialist's helper. Eventually you can take an exam and earn certification in one of these specialties.

Earn an applied technical degree in construction, restaurant management and other career fields. Some have entrepreneurial schools. Take an adult education course to help you with accounting, medical terminology, computer language etc. Enlist in the military and train in an area of your interest.

According to the U.S. Bureau of Labor Statistics, eight of 10 occupations expected to grow the most between 1990 and 2005 generally require a high school education or less. For example the Bureau projects that the United States will need an additional 2.6 million retail sales people, cashiers, custodians and waiter/waitresses as compared with only 1.2 million more lawyers, doctors, engineers, writers, artists or entertainers. However, during the 1980's a wide gap opened between the earning power of college graduates and those with high school diplomas. During the 1970's, as university-educated baby boomers entered the job market, there was a glut of college graduates, many of them competing with the less skilled for entry-level jobs. By 1979, the median annual salary for a working male with a high school diploma was \$23,939, compared with \$26,598 for a college graduate making higher education look unprofitable. However with the changes in competition particularly from abroad the gap between college graduates' earnings and those with a high school education or less widened to 55 percent in 1989.

Physical Demands, Type of Work, Worksite

Some jobs never require you to lift anything over 10 pounds while others may require lifting 50 to 100 pounds on a regular basis. Some jobs require sitting long hours and at some others you may never get the chance to sit. Do you want to be inside all the time, or outside, or a combination of both? Do you mind getting dirty or being out in the weather? Looking at the requirements of a specific job and knowing your personal traits will help you make a good choice.

Hours/Earnings

All of us work because we want to earn money, however sometimes doing something fulfilling or something you enjoy may be as important to you as earning money. Most jobs require you to start at a lower wage and work up? What are the possibilities? Will you be able to adequately provide for yourself and others you may be responsible for? How will the hours you work effect your personal life style? Do you require a regular schedule or will being on call be okay for you and your life style?

Future Outlook

Several reliable sources predict how many jobs there will be in the future. Spending time qualifying for a job that will not exist in 5 years or has too many applicants already will not be in your best interest. In addition looking at a future within a job or job promotion is also important. (For additional information see transparency "Fastest Growing Occupations Requiring Some Post-secondary or Extensive Employer Training," transparency "Fastest Growing Occupations Requiring a High School Education or Less"

Source: "Can I get a Job if I Don't have a College Degree?" Under 25, Summer 1992, pp 18-19.

**Fastest Growing Occupations
Requiring Some Post Secondary or Extensive Employer Training:**

PARALEGALS	85%
MEDICAL ASSISTANTS	74%
RADIOLOGIC TECHNOLOGISTS/ TECHNICIANS	70%
PHYSICAL AND CORRECTIVE THERAPY ASSISTANTS	64%
DATA-PROCESSING EQUIPMENT REPAIRERS	60%
EEG TECHNOLOGISTS	57%
OCCUPATIONAL THERAPY ASSISTANTS/AIDES	55%
SURGICAL TECHNOLOGISTS	55%
MEDICAL RECORDS TECHNICIANS	54%
NUCLEAR MEDICINE TECHNOLOGISTS	53%
RESPIRATORY THERAPISTS	52%
ELECTOR-MEDICAL/BIO-MEDICAL	51%
LEGAL SECRETARIES	47%
REGISTERED NURSE	44%
LICENSED PRACTICAL NURSE	42%
RESTAURANT COOKS	42%
PRODUCERS, DIRECTORS, ACTORS ENTERTAINERS	41%
DENTAL HYGIENISTS	41%
DANCERS AND CHOREOGRAPHERS	38%
DISPENSING OPTICIANS	37%

Fastest Growing Occupations Requiring a High School Education or Less:

HOME HEALTH AIDES	92%
PERSONAL HOME CARE AIDES	77%
HUMAN SERVICE WORKERS*	71%
MEDICAL SECRETARIES	68%
SUBWAY AND STREETCAR OPERATORS	66%
TRAVEL AGENTS	62%
CORRECTION OFFICERS	61%
FLIGHT ATTENDANTS	59%
CHILD CARE WORKERS	49%
RECEPTIONISTS AND INFORMATION	47%
NURSING AIDES, ORDERLIES, ATTENDANTS	43%
PRIVATE DETECTIVES	41%
GARDENERS AND GROUNDSKEEPERS	40%
FORMS-COMPLETION CLERKS	39%
MANICURISTS	38%
ANIMAL CARETAKERS	38%
TELEVISION AND MOVIE CAMERA OPERATORS	37%
BREAD AND PASTRY BAKERS	37%
TEACHER AIDES AND EDUCATIONAL ASSISTANTS	34%
SCHOOL BUS DRIVERS	34%

*RESIDENTIAL COUNSELORS, SOCIAL WORK ASSISTANTS, WORKERS IN HALFWAY HOUSES, ALCOHOLIC TREATMENT CENTERS, ETC.

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GETTING A JOB THE RIGHT WAY

SELF-APPRAISAL

The first step in getting a job is deciding exactly what your qualifications are. You need a detailed inventory of your background and experience so that you will know exactly what assets you have to offer an employer.

No matter what type of job you seek, your inventory will be a basic tool in your search. If you are marketing your skills for a professional or office position, it will contain the information you need to prepare your resume. If you are looking for work in a skilled trade or other field in which resumes are not expected, your inventory will help you decide how to present your qualifications at a job interview. It can be your

source for the facts, dates, and other information you will need to give an employer.

To prepare your inventory chart, follow the outline below. Write out, on a separate sheet of paper, all the information you think might help you in your job search. Later, you can weed out the list and select the assets that are relevant to the job you seek.

1. Work History: List all of your jobs, including part-time, summer, and freelance work. For each job, give the name and address of your employer, your job title, the details of your duties, and dates you were employed. Then ask yourself:

What did I like about each job? Why?

What did I dislike about each job?

Why did I leave?

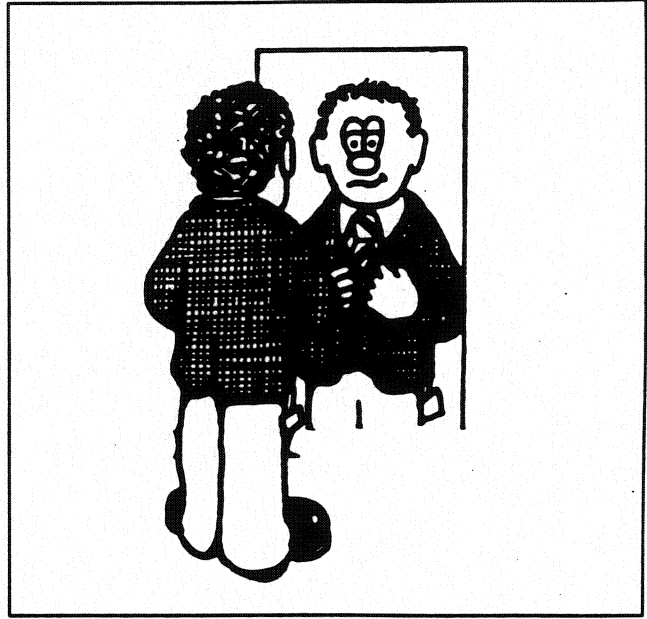
2. Skills and abilities: Ask yourself: What personal qualities do I have that make me good at certain work? Think back over your job experience, school, and volunteer activities and try to be honest with yourself. Are your strong points imagination, leadership, ability to organize, willingness to follow orders, interest in detail, or an ability to work with people? What did you learn on the job that you can use in another position?

3. Education: List the schools you attended and the dates, the principal courses you took, and the degrees you received. Also list business, vocational, military and other special courses you took, the dates, and any certificates you received. Then ask yourself:

What courses or training did I like best and why?

What courses or training did I dislike and why?

Now list your scholarships or honors and your extracurricular activities. If you are a recent graduate, your activities may be a significant part of your job qualifications. Even if they are not directly related to a job, they may help you decide what your best talents are.



4. Interests, talents, and aptitudes: Ask yourself:

What are my hobbies or volunteer activities?

What are my special talents or aptitudes? For example, can I fix a car? Play a musical instrument? Speak a language besides English? What do I learn most easily? How can I relate my talents and interests to a job?

5. Does my physical condition limit me in any way?

6. Is it necessary for me to change my field of work?

7. How long can I afford to be out of work?

8. Career goal: What kind of work do I want to be doing 5 or 10 years from now? What sort of job should I seek now in order to prepare for my goal?

9. Jobs I want: Considering all the information in your inventory, list the types of jobs you feel you are best qualified for and want. List them in order of your preference.

“SELF APPRAISAL”

- 1. Work History**

- 2. Skills and abilities**

- 3. Education**

- 4. Interests, talents, and aptitudes**

- 5. Does my physical condition limit me in any way?**

- 6. Is it necessary for me to change my field of work?**

- 7. How long can I afford to be out of work?**

- 8. Career goal?**

- 9. Jobs I want**

PART 4

GETTING A JOB AND KEEPING IT

A. Where to Look

FOCUS: While the prospect of earning your own money is exciting, finding a job is stressful and may take considerable time, energy and money. Where do you start?

ACTIVITIES:

1. Bring in newspapers and review the want ad's or assign students to look in the newspaper and bring the information back to class on how many positions for which they could apply. Use Teacher Information "Locating Job Openings."
2. Invite a guest speaker in from Job Service.

“Locating Job Openings”

To locate job openings try:

Want Ads

- can be found in newspapers, professional journals and trade magazines
- include a wide variety of job openings.
- usually specify the manner in which the employer wishes to be contacted

Visiting businesses that have a need for your skills or interest you

Help Wanted signs or posted openings, also professional journals

Job Service, run by the state, very helpful and there is no charge.

- frequently knows about job listings before they are listed anywhere else
- has local offices in all parts of the country
- operates computerized job banks with up-to-the-minute information
- offers job and career counseling; provides aptitude and proficiency testing
- mails notification of openings in your specified area of work

U.S. office of Personnel Management (formerly Civil Service)

- handles U.S. Government civilian jobs
- fills jobs in a variety of professional, technical, clerical, craft and other occupations.
- fills jobs on the basis of merit as determined by the results of examinations and ratings of experience and education.
- provides application forms and information on job opportunities

Private Employment Agencies

- usually specialize in a few specific occupations
- frequently charge applicants a fee for registration and/or job placement; some collect fees from employers.

School or College Placement Services or hotlines

- usually available only to students or alumni of the school

Libraries/Career Information Systems

- have a vast array of materials such as directories of manufacturers, yellow pages of telephone books, industrial guides, and other reference publications.
- computerized systems are available free of charge
- have information on hundreds of occupations in your area
- also may describe educational and training opportunities.

Industrial and Craft Unions

- are a productive source of job information for members especially for those with seniority
- deal with a limited number of occupations
- may have exclusive hiring authority for some firms

Network of family, friends, relatives, neighbors etc.

- perhaps the most successful source, let people know you are looking!

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

B. How to apply

FOCUS: The resume, cover letter, application and interview will determine who gets hired and who doesn't. There are simple guidelines and rules that help create success.

ACTIVITIES:

1. Find a job in the classified ads you would like to apply for. Write a resume and a cover letter to the firm concerning the position. If possible obtain an application and complete it. It is not possible to get an application from the firm get a generic from your teacher and fill it out. Hand in the ad, your resume, cover letter and the completed application.

Use Teacher Information, "Application Forms," "Resumes," and "Letters of Application"

Use Student Handout, "Resume Worksheet"

Use Transparency Master, "Cover Letter," and "Letters Responding To A Blind Ad,"

2. Obtain copies of Job Search Guide, "How to Get the Job You Want" by Bruno Vassel III. Human Resource Services, Inc. 13 Northridge Way, Suite 300, Sandy, UT 84092 (801)572-5805 FAX:(801)571-9862 for each student to complete.

Human Resource Services also offers a seminar available to secondary schools at no charge. For more information call the above phone number.

3. Have several faculty members and/or community members serve as interviewers for the students in your class to practice interviewing. Instruct students to select one of the faculty members or members of your community that have been identified as interviewers. Make an appointment, fill out an application and go for an interview. Ask the interviewer to give the student a critique to help him/her prepare for the real thing. This critique could also be part of the students grade.

See teacher information "The Job Interview and Follow-Up,"

4. Have students complete the "Job Interview - STAR Event" assignment specifically designed to prepare students to participate in the FHA/HERO Job Interview STAR Event.

See Student Handout "Job Interview - STAR Event" located in the Leadership FHA-HERO unit of this curriculum guide.

5. As an alternate assignment for writing a resume, completing an application, participating in an interview have the student complete the "Design a Business STAR Event" assignment.

See Student Handout "Design a Business - STAR Event" located in the Leadership FHA-HERO unit of this curriculum guide.

APPLICATION FORMS

Nearly all employers require job seekers to fill out an application form. Employers review the forms and then decide which people to interview. First, find out if you can complete the form at home. This way you can use a typewriter or take the time to print all the information clearly and neatly. Your self-appraisal inventory should contain the details you need to answer the questions.

When completing job applications:

- Gather all the information you need - Social Security number, names, addresses and dates of school attendance, former employers and references, and special licenses or certificates you may need.
- Read the form carefully all the way through before you begin to fill it out. Then you'll know what information goes where without having to guess, or erase.
- Don't be careless. Take your time.
- Be accurate and complete. If you need to leave a blank, write "NA" (not applicable) so the employer will know you read the question.
- Don't leave gaps in your employment record. Account for all periods of time.
- Give yourself credit for part-time, summer, and volunteer work you have done, especially if you have no full-time work experience.
- Under "Work History" use active verbs to briefly describe each of the tasks you have done, such as wrote, typed, operated or produced.
- Clearly explain the tools or equipment you have used.
- When stating reasons for leaving a previous job, keep it positive. Never downgrade former employers or co-workers.
- If a desired salary is listed, simply write "open" unless you know exactly what salary is offered.
- List three persons (not relatives) as references who can speak about your abilities. Include their positions, address and telephone number.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

RESUMES

Your job search should be an organized venture, beginning with a well-written resume. Hiring officials usually expect a type-written resume from applicants seeking a professional, technical, administrative, or managerial position. Resumes are also used by experienced workers in the sales and clerical fields. However, a resume, or the more informal Personal Data Sheet, can be useful by all job seekers. An effective resume can get your foot in the door and provide the opportunity for an interview.

To hold the attention of a busy employer, a resume should be neat and brief. Highlight job experience and education related to the job opening. Use a concise, narrative style with appropriate action verbs to describe the things you have done. Avoid personal pronouns, especially the work "I."

LETTERS OF APPLICATION

A letter of application is a good way to ask for a job interview. Your primary objective is to interest the employer in hiring you. A cover letter should always be enclosed when you mail out a resume. This letter can also be used to answer want ads. The following guidelines may help you write a letter of application.

- Address your letter to a specific person, by name, whenever possible.
- The first three or four sentences are the most important; they should attract the reader's attention by relating your skills to the needs of the firm.
- Convey your interest and general qualifications in terms of the contribution you can make to the employer. That is, relate the work you do to the employer's work.
- Keep it short; you need not cover the same ground as your resume. Your letter should sum up what you have to offer the firm and act as an introduction to your resume.
- Be clear, brief, and businesslike.
- Your letter should reflect your individuality, but not at the expense of appearing "cute," familiar, aggressive, pushy, or humorous. You are writing to a stranger about a serious subject.
- If you enclose a resume, be sure to mention it in the cover letter.
- Type neatly on a good grade of letter-sized white bond paper.
- Use care in sentence structure, spelling, and punctuation. Ask someone else to proofread your resume and check for errors before you send it.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

Resume Worksheet

PERSONAL DATA

EMPLOYMENT OBJECTIVE

EDUCATION

WORK HISTORY

to present

date

MISCELLANEOUS

REFERENCES

SAMPLE COVER LETTER

Letter of Application

7439 East Madison Avenue
Rochester, New York 20003
April 20, 1990

Mrs. Margaret Church, President
Barr Manufacturing Company
583 East Monroe
Salt Lake City, Utah 84114

Dear Mrs. Church:

Recently, I had the pleasure of attending a meeting conducted by Dr. Reynolds, Barr's Western Regional Director, in which he mentioned the expansion of your firm's operations in Utah and your plans to create a new Instrumentation Section. Because of my interest in the field of measurements, I would be very interested in being considered for any openings for a Mechanical Engineer.

Since completing a B.S. in Mechanical Engineering with specialization in measurements, I have had progressively more responsible and diverse experience in the measurements field. Much of this experience has been with manufacturing firms similar to your own.

My resume is attached for your consideration. If, after reviewing my background, you feel that a personal interview is in order, I can be available at your convenience.

Sincerely,

Robert White

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security,
174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

LETTER RESPONDING TO A BLIND AD

*732 East Manson Avenue
Boulder, Colorado
April 15, 1990*

*Box Number 38-B
Salt Lake Tribune
Salt Lake City, Utah 84115*

Dear Sir:

This letter is in response to your advertisement in the April 3, 1990, edition of the Salt Lake Tribune for the position of sales manager. My resume is attached for your consideration. I will be available for a personal interview at your convenience.

Thank you for your consideration. I am looking forward to your reply.

Sincerely,

William Abbott

Source: **Helpful Hints for Job Seekers, Utah Department of Employment and Security,
174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147**

THE JOB INTERVIEW AND FOLLOW-UP

The employment interview is the most important part of a job search. During the interview the employer judges your qualifications, appearance and general fitness for the job. Every seasoned job seeker has had the experience of going to an interview with trembling knees, quaking heart, chattering teeth, and an uncooperative tongue.

Keep in mind that most employers have also gone through the job interview process many times to get to the positions they are now occupying. Is there an antidote for the "employment interview jitters?" Sure! It's called SELF-CONFIDENCE! Advance preparation can enable you to conduct a more successful interview.

Assemble all the papers you need to take with you. The principal one is your resume - unless you have submitted it before the interview. If you have not prepared a resume, take your school records, Social Security card, and work records. (Prepare your own list if you have no formal records.) You may also need any licenses, union card, or military records you have. If your work is the sort that you can show at an interview, you may want to take a few samples (such as art or design work or published writing.)

Self-confidence, that is faith in oneself and in one's powers and abilities, is essential for the successful accomplishments of any goal. If other words, you are at least 75 percent closer to your goal if you believe you will be successful in reaching it. The reason for this is that self-confidence fuels your determination to reach your goal, which in turn makes you work harder to get what you want.

Follow these tips when preparing for your interview:

- Learn all you can about the company - its product or service, standing in the industry, kinds of jobs available, and hiring policies.
- Know what you have to offer - what education and training you have had, what work you have done, and what you can do.
- Be prepared to furnish the names and addresses of three persons (not relatives) who are familiar with your work and character. If you are a recent graduate, you can list your teachers.
- Learn the area salary scale for the type of job you are seeking.
- Never take anyone with you to the interview.
- Allow as much uninterrupted time for the interview as it may require. (For example, do not park your car in a limited time space.)
- Dress conservatively. Avoid either too formal or too casual attire.

YOU AND THE INTERVIEW

When the time for the interview arrives, greet the employer with a smile and a firm handshake. After the employer is seated, sit down with your shoulders squared and your hands at rest in your lap. Be pleasant and friendly, but businesslike.

- Let the employer control the interview. Your answers should be frank and brief but complete, without rambling. Avoid dogmatic statements.
- Stress your qualifications without exaggeration. The employer's questions or statements will indicate the type of person wanted. Use these clues in presenting your qualifications.
- If you have not sent your resume in advance, present it or your work records, references, personal data, work samples, or other materials to support your statements when the employer requests them.
- In discussing your previous jobs and work situations, avoid criticizing former employers or fellow workers.
- Don't discuss your personal, domestic, or financial problems unless you are specifically asked about them.
- Don't be in a hurry to ask questions unless the employer invites them. Don't be afraid to ask what you need to know. If the employer offers you a job, be sure you understand exactly what your duties will be. You should also find out what opportunities for advancement will be open to you.
- Be prepared to state the salary you want, but not until the employer has introduced the subject. Be realistic in discussing salary.

-
-
- If the employer does not definitely offer you a job or indicate when you will hear about it, ask when you may call to learn the decision.
 - If the employer asks you to call or return for another interview, make a written note of the time, date, and place.
 - Thank the employer for the interview. If the firm cannot use you, ask about other employers who may need a person with your qualifications.

Know why you want to work for the firm. "Why should I hire you?" is a frequently asked question at job interviews, so don't panic when you hear it. This is your opportunity to relate your skills and abilities to what the employer has described. Once again, being ready for this question will give you more self-confidence during the interview.

If you still feel unsure of yourself, have a friend ask you questions in a mock interview situation until you feel comfortable and confident. Keep in mind that the purpose of the employment interview is two-fold: to give the employer a chance to see how you handle yourself, and to provide you with the opportunity to become more informed about the firm conducting the interview and the job for which you are applying.

AFTER THE INTERVIEW

After the interview is over and you have heaved a sigh of relief, a review of the questions and your answers should be the next order of business.

- How did the interview go?
- Did you talk too much or too little?
- Did you present your qualifications well?
- Did you overlook any qualifications that were relevant to the job?
- What points did you make that seemed to interest the employer?
- Did you interview the employer rather than permitting him or her to interview you?
- How can you improve your next interview?

Following the interview, you may wish to send a follow-up letter reaffirming your interest in the firm and thanking the employer for the opportunity to interview for a job.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

C. Keeping Your Job and Common Mistakes to Avoid

FOCUS:

Perhaps the most stressful part is over when you finally get that phone call you've waited for announcing that you're hired, but that's just the beginning. Pleasing your boss and getting along with fellow co-workers will offer day to day challenges.

See teacher information "Keeping Your Job," and "Common Mistakes to Avoid"

ACTIVITIES:

1. Role play being on time, getting along, lending a hand and quitting your job.
2. Make visual for the common mistakes or have students act each one out and discuss.
3. At the completion of this unit, have students select a job and their employment circumstances. (See Teaching Aid "Job Assignments," and "Job Summaries/ Salaries".) Have students plan a budget etc. to see the impact career has on living or use these assignments throughout the remainder of the course for time management, budgeting, meals management, clothing, transportation, housing etc.

KEEPING YOUR JOB

Your first job is a new experience. You aren't exactly sure what's expected of you or how to act. But everyone starts somewhere. Every worker has experienced the trembling knees of the first day.

It takes time to learn the ropes, but you can speed up the process by learning in advance what employers are likely to expect from you, and what you can expect from them. The key word is cooperation. The best way to help yourself is to help the employer get the job done.

Many new workers find themselves in an adversary position—"me against them." This only makes life miserable for everyone. Instead, think of yourself as part of a team. Keep a positive attitude and recognize the benefit and value of your work.

TIME FOR WORK

It is very important that you arrive at work on time and return from lunch promptly. Even though your boss may not say anything to you the first few times you are late, it is a sure bet that your tardiness has been noticed and will have an effect on how your work is evaluated.

Staying up late the night before is not a good excuse for being late, or for doing a poor day's work. Get a good night's sleep so you can get to work on time and put in a good day's work.

GET ALONG

There will probably be times when your job requires you to work with a person you do not like. Even though you are not expected to like everybody, you must learn to get along. Remember, the person you may not like has a job and bills to pay just like you. You are both there to get the work done.

Do your best to get along with all the people you work with. It will make your job easier. If you feel you cannot possibly "keep your cool" working with a certain person, talk it over with your supervisor. Arguing and fighting are sure ways to lose your job.

LEND A HAND

Don't be afraid to make suggestions that could improve morale, increase production, or otherwise help your employer. Think about your idea carefully and then discuss it with your boss. It may be put into effect immediately or your boss may discuss it with other first.

If your idea isn't used immediately, don't be discouraged. It may take a while for the executives in your company to discuss it completely. Or, they may find it more useful to combine your idea with several others. In either case, you've gotten involved in the management of your company by showing that you're trying to improve its operation.

IF YOU LEAVE

If you find it necessary to quit your job, give your supervisor enough notice to hire a replacement. Usually, two week's notice is enough.

Never walk off the job! All companies and government agencies keep personnel files on their employees. Make sure yours doesn't end with "quit without notice." This information may stay in their file for several years and be available to other employers who wish to check on your work habits. Don't leave a bad record.

Remember your employer has a lot invested in you and want you to succeed. He/she is concerned with your attitude and actions on the job. It is your responsibility and to your advantage to produce high quality work and develop your skills in order to advance your career. The key is to consider yourself part of a team.

**CLIMBING
THE
CAREER LADDER**

Most workers start their career in entry-level positions. This provides the opportunity to gain work experience, become acquainted with the firm, and develop some personal employment goals. What do you want to be doing in five years? Will you need additional education or vocational training? Develop a plan of action. Your plan should be realistic, flexible, and subject to change when it becomes necessary.

It is much easier to talk to an employer if you have developed some short and long-term goals based on your training and talents. Barriers to reaching your goals should be determined, so you can take steps to overcome or minimize them. Moving up the career ladder will be easier if you plan carefully and take the time to gain some solid work experience.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

COMMONLY MADE ERRORS

THE OSTRICH

One of the most commonly made errors is taking too long to realize that you should be scouting around for a new job. Some people are totally unaware that the ax is about to fall and they may lose their jobs. They don't know what their boss and co-workers think of their work performance and their ability to get along with others. Economic factors may be signalling an impending layoff.

In this situation, it is wise to decide if a change of job is needed and to begin making preparations. You should not, of course, quit a job until you have another one lined up. It is easier to find a new job while you are still employed.

THE PANIC BUTTON

Some people become unglued at the loss of a job and begin making frantic telephone calls and writing letter haphazardly. Their only thought is to get a job, any job, fast.

This is the time to be calm, cool and collected. Almost everyone has lost a job or performed poorly at some time in their working life. If you find yourself facing this situation, have a heart-to-heart talk with yourself. Perhaps you should consider a different line of work, a refresher course, or additional education. Before beginning a new job search, determine what skills you have to offer an employer. Where is the strongest need for people with your background? Which employers look most promising? Develop a list of possibilities and then decide how to make your first contact. Plan a systematic job search campaign.

Rejections are part of job hunting and can be discouraging and at times embarrassing. Many people find their self-confidence slipping away. When discussing their abilities in a job interview, conviction fades from their voices. They may begin applying for positions for which they are obviously over-qualified. From the employer's point of view, something must be wrong with a person willing to accept a job far beneath his or her skill level.

Keep in mind that when you are unemployed, you are not any less able than you were when you were working. Hold onto your self-confidence; it is a valuable and necessary ingredient for a successful job search.

PAYCHECK PRESSURE

Being unemployed is a serious strain on the pocketbook. There is a tendency for impoverished job seekers to become so eager for a paycheck that they judge a position by the money it pays, without regard to other factors. In fact, that may be the very reason why they are looking for work now - perhaps they grabbed their last job too soon.

Before accepting a position, be sure it suits you, that it will last, that there are good opportunities for advancement, and that you will have a chance to make ample use of your abilities. Try to determine if the company's outlook and general working conditions are satisfactory. Many attractive starting salaries conceal poor pay and promotion policies.

THE LONE RANGER

Even the Lone Ranger had a friend to turn to in times of trouble. Friends, relatives, teachers, business acquaintances, and even former co-workers are all potential sources of information for the job seeker. Contacts do not have to be in management positions. "A friend of a friend" in an organization that might hire you can obtain routine information that would normally be difficult to discover and could be very helpful to you as a job seeker.

In seeking the help of others, try to be specific about the kind of job for which you are looking. "Let me know if you hear of something" is too vague and rarely produces results. Ask instead for names of companies and agencies, people to contact, and other suggestions and leads.

IGNORANCE IS NOT BLISS

If you were an employer, would you be impressed with a job applicant who knew nothing about your company or the job opening? Obviously, you can improve your chances for employment by learning all you can about the firm and the job for which you are applying. What skills does the job require? How large is the firm? What products does it make or sell? What services does it deliver? This information can be obtained from manufacturing or business directories, receptionists, telephone books, public relations offices, or from company publications.

THE PAPER TIGER

The first impression a potential employer receives of your job performance potential is frequently based on the appearance and content of an application form, resume, or cover letter. Sloppy, slipshod paperwork tends to suggest a sloppy, slipshod worker who will have sloppy, slipshod work habits. Most employers are not looking for that kind of worker.

Another error commonly made by over-eager applicants is to make the resume too long. Nothing is going to turn off an employer faster than having to read a fourteen page resume. The resume is intended to be a summary of the high points in your education, experience, and background, not your life history. It should be one or two pages in length and should emphasize your experience and education related to the type of position you are seeking.

NOT SO NEAT NICOLE

Getting a job is something like borrowing money. The less urgently you appear to need it, the more willing people seem to be to give it to you. You don't want to appear desperate. Never say, "I will be glad to take anything." Pay special attention to your personal appearance. Hair should be neatly combed and cut, and your clothes clean, fresh and moderate in style. A flashy, overdressed appearance can be almost as harmful as a seedy appearance. Clean fingernails, shiny shoes and a fresh shave or a little makeup can do much to enhance your image, and thereby improve your chances of getting a good job.

TANGLE TONGUE TOM

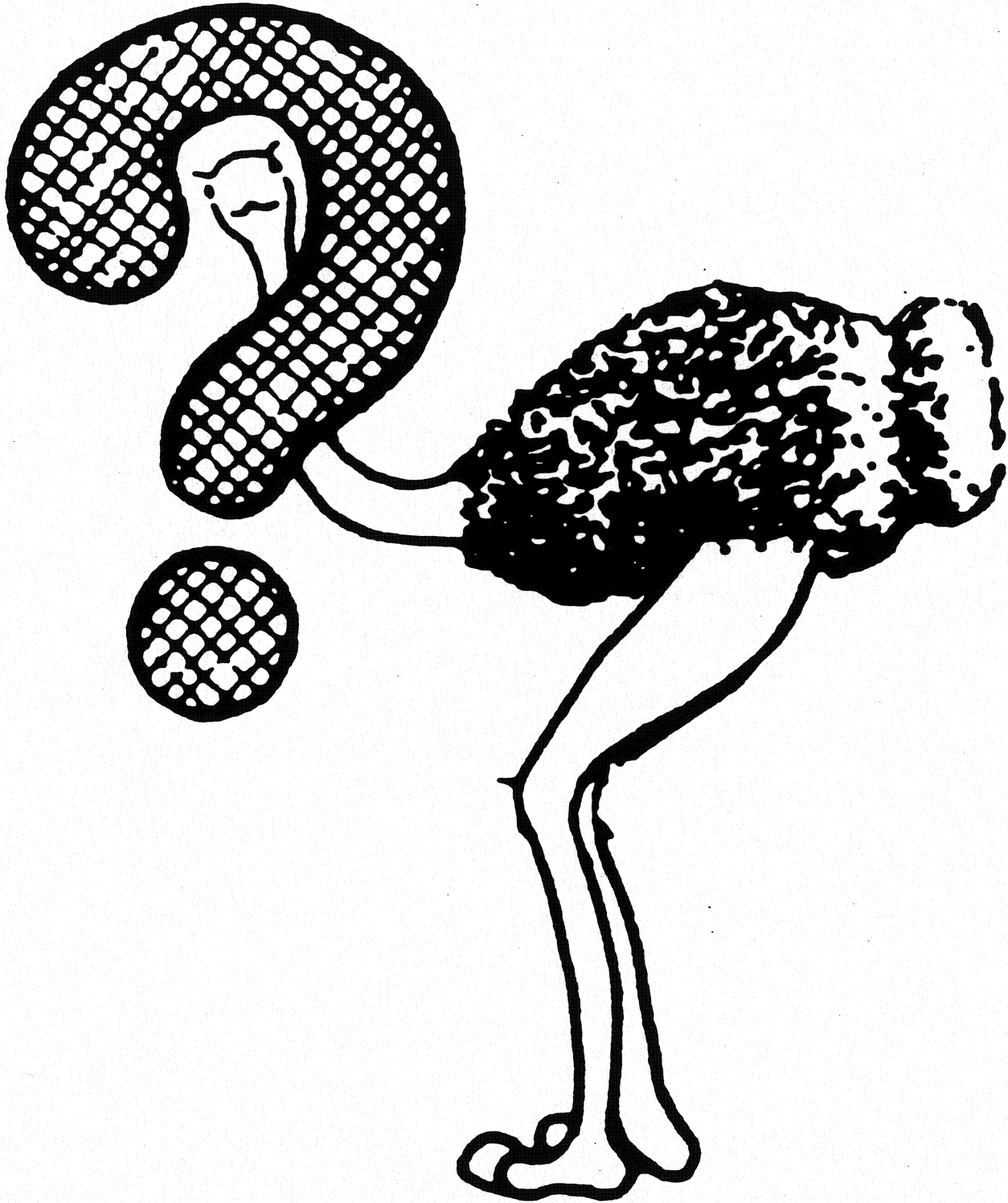
Many job seekers are tripped-up by the employment interview. They cannot seem to get to the point and speak clearly and concisely. They are unable to discuss the type of job they are seeking and to describe their related experience. Some reel off endless trivia about jobs held years ago, while others grope inarticulately for words.

For best results, do not go to an interview unprepared. Be prepared to give explicit answers to direct questions. What sort of job are you looking for? Why did you leave your last job? What experience do you have? Plan short, factual answers for these and similar questions.

**THE
ARMCHAIR
STRATEGIST**

You can plan your job search campaign from the security of an armchair, but it's pretty difficult to locate a job without doing some leg work. Although the telephone and the mail are useful job search tools, also plan to visit prospective employers yourself. Check out the newspaper ads. Stop by the local Job Service office. Try to schedule a few interviews every day. Do not sit back and wait for calls from those who say they will "be in touch with you if something comes up." By actively looking for work, you are increasing the likelihood of finding a job.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security,
174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147



"THE OSTRICH"



"THE PANIC BUTTON"



"NOT SO NEAT NICOLE"

JOB ASSIGNMENTS

● Cut apart and have students randomly select one.

GOING TO COLLEGE AND WORKING PART-TIME

WORKING FULL-TIME AND GOING TO NIGHT SCHOOL

WORKING FULL-TIME

WORKING FULL-TIME

WORKING FULL-TIME

GOING TO COLLEGE AND WORKING PART-TIME

● GOING TO NIGHT SCHOOL AND WORKING FULL-TIME

WORKING FULL-TIME

WORKING FULL-TIME

WORKING FULL-TIME

Life Management Budgeting Assignment

You will be given an assigned job to work with. You need to use this to plan a budget, realistically, to live on your own. You need to budget an apartment in the local area, including deposit, lights, gas, telephone, food (21 meals a week for 4 weeks), transportation (bus fare, car payments, gas, insurance), savings, entertainment/recreation. You need to be realistic and stay within your budget.

Name _____ Job _____ Salary _____

Full-time _____ Part-time _____

Total income _____

Less 12% Fed taxes _____

Less 7.5% _____

Less 2.5% State taxes _____

Net Income _____

Apartment _____ Deposit _____

Address _____ Rent _____

Gas _____

Lights _____

Phone _____

Savings _____

Medical _____

Recreation _____

Food _____

Transportation (type) _____

Gasoline _____

Car maintenance _____

Insurance, car _____

Insurance, apt. _____

Insurance, medical _____

Miscellaneous _____

Total expenses _____

Income left over _____

JOB SUMMARIES AND SALARIES

Use these descriptions as a springboard for describing jobs, salaries, and wages in the local area. This information needs to be updated periodically.

Secretary: Schedules appointments, gives information to callers, takes dictation, and performs other clerical duties. Reads and sorts incoming mail. Types letters. Files correspondence and other records. Schedules employer's appointments and handles visitors. Answers telephone. May need word processing skills. Salary: \$11,000

Carpenter: Builds and repairs structures and fixtures of wood, plywood and wallboard to conform to building codes. Studies blueprints and prepares layout. Cuts, shapes and assembles materials using handtools and power tools. Verifies trueness of structure with level. Puts up framework for structures and builds stairs and walls. Installs prefabricated window frames, doors and trim. Salary: \$15,000

Child Day Care Worker: Organizes and leads activities of pre-kindergarten children in nursery schools or in playrooms. Organizes and participates in games, reads to children, teaches painting, crafts, music, and similar activities. Directs children in eating, resting, and toileting. Maintains discipline. Serves meals and refreshments to children and regulates rest periods. Salary: \$9,500

Cashier-Checker: Operates cash register to itemize and total customer's purchases in self-service grocery or department store. Reviews price sheets for changes and sale items. Records prices, store information, tax and purchase total on cash register. Receives payment from customer and makes change. Stocks shelves and marks prices on containers. Salary: \$7,000

Fast Foods Worker: Requests customer order and depresses keys of multi-counting machine to simultaneously record order and compute bill. Selects items from serving or storage areas and assembles items on serving tray or in takeout bag. Serves cold drinks using drink-dispensing machine, or frozen milk or desserts using milkshake or frozen custard machine. Makes and serves hot beverages using automatic water heater or coffeemaker. Receives payment. Cooks or apportions french fries and performs other minor duties to prepare food. Salary: \$6,700

Janitor: Keeps hotel, office building, apartment house or similar building in clean and orderly condition and tends furnace, air conditioner and boiler to provide heat, cool air and hot water for tenants. Performs minor and routine painting, plumbing, electrical wiring and other maintenance activities. Notifies management if major repairs are needed. Mows lawn, trims shrubbery and cultivates flowers. Salary: \$8,000

Waiter/Waitress, Informal: Serves food to patrons at counters and tables in coffeeshops, lunchrooms, and other places where food service is informal. Gives menu to diner. Suggests dishes and answers questions about food and service. Takes order and gives it to kitchen. Serves food from kitchen and service bars. Brings additional items as requested by diners. Totals bill. Accepts payment or refers diner to cashier. Salary: \$6,000