

Instructor's Guide
for
GETTING THE JOB YOU REALLY WANT SERIES, VIDEO 1:

AN INTRODUCTION TO GETTING THE JOB YOU REALLY WANT, WITH MIKE FARR

"While you could get lucky, planning to meet your goals is a far more effective way to get what you want from life." --Mike Farr, Getting the Job You Really Want

Overview

This video begins by pointing out that the U.S. Department of Labor has shown that education and learning in school and on the job accounts for only half of the difference in an individual's earning level. The other determining factors include geography, career choices, and choice of employer. That means that no matter what your education, careful choices about your career and employer can make a big difference in your success.

This program introduces the typical mistakes that people make when career planning and job seeking, including waiting too long to begin the search; working alone instead of getting help; not knowing what they want to do; not utilizing all the resources available to them; and lack of job search experience.

The difference between passive and active job search techniques is explained. Traditional methods of sending resumes, posting resumes online, and visiting employment agencies get your name out but you can only passively wait for someone to contact you. Active techniques involve making contacts, networking, being self-directed, and getting in front of people who have the potential for hiring someone with your skills.

The value of understanding what's important to you is discussed. You should seek a job that stays true to the core parts of you and find a job that contains things you can feel joyful about.

Ask yourself what you want to be doing in 5 years and be flexible about getting there. You may not find the perfect job, but if you have identified what your ideal job is, the jobs you get along the way to it are likely to provide skills and experiences that get you closer to your goal.

Presentation Suggestions

List these jobs on the board/overhead in three columns: teacher, astronaut, garbage collector. Ask students to think of words that describe the good things about each job and list them under each job heading. If they can't think of anything, ask them questions about the work environment for each job, the pay, and the hours.

When the students have found at least 3 good things about each job, give them the **Anticipation Quiz** to complete prior to viewing the video. If you wish allow the students to state their answers and discuss them.

Show the video. Encourage students to make changes to the answers they put down for the Anticipation Quiz while watching the video.

At the conclusion of the video, ask students to discuss any changes they made to the answers on the Anticipation Quiz as a result of information in the video. Follow up the discussion with the **Activities**.

Use the **Discussion Questions** to request oral or written responses from students, or assign the questions as homework essays.

Give the **Quick Quiz** at the conclusion of class and correct the quizzes as a group.

Assign the **Homework Option**, if desired.

Anticipation Quiz

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

1. What the biggest factor in determining how much you can earn in your job?
2. T or F: Most jobs available today are with larger employers.
3. Do you think there is a perfect job for you?
4. What would be a passive job search technique?
5. How much of your life do you think you will spend working?

Answer Key

- | | |
|----|-------------------------------------------------------------------------------|
| 1. | Education |
| 2. | False |
| 3. | Probably not |
| 4. | Sending out a resume (or posting it online, or visiting employment agencies). |

5. One-quarter

Activities

Activity #1

Title: Job Analysis

Format: Small group

Time: 40-45 minutes

Materials: 3 x 5 index cards, pens

Procedure:

1. Organize the class into groups of three.
2. Give each group a set of set of three index cards with one job title written on them; provide a different job for each group (for example, doctor, actor, athlete, lawyer, waiter, or teacher).
3. Have the students discuss three aspects of their assigned job: overview of job activities, work environment, compensation and benefits. Have the students in each group write approximately 4 bullet points on each index card corresponding to these three aspects. If computers are available, allow them to spend 10 minutes researching the job online.
4. Ask each person in the group to give a brief presentation of one aspect of their assigned job, taking no more than 3 minutes per group for their presentations.
5. After all groups have presented, ask for a show of hands to see which job presented appeals most to which students. Point out that not all people enjoy the same types of work and that a key part of any job search is to identify the jobs you would enjoy.

Activity #2

Title: Lifestyle and Career

Format: Individual

Time: 20-25 minutes

Materials: Paper, pen

Procedure:

1. Write this list on the board: Location, Family life, Salary, Activities & Hobbies, Leisure activities.

2. Ask each student to write these headings on a piece of paper and then write a couple of sentences under each heading describing these areas of their life as they would like them to be like in 5 years time.
3. When they are done, ask them to write an advertisement for a job they think would support the lifestyle choices they have described.
4. Have students share their advertisements with the class.

Discussion Questions

1. Why isn't it advisable to set out to simply find "a" job?
2. In what way has looking for a job changed compared to twenty or thirty years ago?
3. If you had to identify a core part of yourself (something that's important to you) that you should keep in mind when looking for a job, what would it be? (Examples might be helping people or making a lot of money).

Quick Quiz

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

Directions: Fill in the blank with the best word choice from the word bank.

Word Bank:

Flexible	Joyful
Passive	Education
Active	Smaller
Lifestyle	Resources
Competitive	Eventually

1. Sending out a resume is a(n) _____ job search technique.
2. Whatever job you end up with, look for aspects to feel _____ about.
3. One mistake people make when searching for a job is that they don't use all the _____ available to them.
4. Our jobs have a direct bearing on our _____.

5. According to the U.S. Department of Labor, 50% of the difference in job earnings is due to _____.
6. Most jobs today are with _____ employers.
7. A(n) _____ job searching technique puts you in contact with people who have the potential to hire somebody with your skills.
8. Because there is probably not a perfect job out there, it's important that you remain _____ when searching for a job.
9. It's harder to get a job today because the job market is more _____.
10. Almost everybody who looks for a job _____ finds one.

Answer Key

1.	Passive
2.	Joyful
3.	Resources
4.	Lifestyle
5.	Education

6.	Smaller
7.	Active
8.	Flexible
9.	Competitive
10.	Eventually

Homework Option

Have students identify a job they think would be good for them and write a brief description of the job, including a list of 5 features of the job they think they would enjoy. They can use the Internet to research the job further if necessary.

Have students design a collage with images that reflect those 5 enjoyable job features. Encourage students to keep the collage throughout the course to remind them of the things they want in a job.