

# SECTIONS:

## 3.1 SET GOALS

## 3.2 GET ORGANIZED

SUGGESTED TIME: 1 HOUR

### TRANSPARENCIES:

T-3.1-1 Objectives

T-3.1-2 Types of Goals

T-3.1-3 SMART

### PARTICIPANT OBJECTIVES:

- Set personal goals
- Get organized

### 3.1 SET GOALS (Page 38)

1. Display T-3.1-1, Objectives.
2. Ask for a show of hands as to who has set goals. Ask a few individuals for examples of their short, intermediate and long-term goals.

#### **KEY POINT**

- It is difficult to make decisions about which jobs to pursue if they do not know what their goals are, how they want their careers to grow, or how much they need to earn.
3. Display T-3.1-2. Discuss the importance of setting goals, the difference between long and short-range goals and the fact that goals must be somewhat flexible to adjust to changing life circumstances.
  4. Discuss the SMART Goal Setting Technique on page 40. Display T-3.1-3.
  5. Require the class to start setting goals using the SMART technique. Discuss this exercise, asking for examples of goals and emphasizing how the three types of goals relate.

## **NOTES**

### 3.2 GET ORGANIZED (Page 42)

1. Discuss the need for scheduling time and keeping accurate job search records. See the sample calendar on page 42 and the information records on pages 48 & 49.

#### **KEY POINT**

- Organization is the key to successful job search and information gathering. This will pay off in many ways including contact names, follow-up dates and information, keeping appointments and displaying your knowledge and abilities in an interview.
2. Emphasize importance of researching companies prior to contacting them. Job seekers need to sound knowledgeable about the company.
  3. Refer participants to company information record. Discuss how to fill out and use the information on page 48 & 49.

### **NOTES**



## SECTIONS:

- 3.3 APPROACH THE JOB SEARCH PROCESS
- 3.4 RESEARCH COMPANIES
- 3.5 JOB SEARCH ASSISTANCE
- 3.6 INTERNET JOB SEARCH
- 3.7 ANALYZE WANT ADS

SUGGESTED TIME: 1 1/2 HOURS

### TRANSPARENCIES:

- T-3.3-1 Objectives
- T-3.3-2 Looking for Work Triangles
- T-3.3-3 Networking
- T-3.5-1 Sources of Job Search Assistance
- T-3.5-2 Federal Sources
- T-3.5-3 Additional Sources

### PARTICIPANT OBJECTIVES:

- Plan an effective job search
- Understand how to conduct company research
- Learn about job assistance resources
- Understand how to begin using the internet as part of the job search process
- Analyze job announcements and ads for critical information

### 3.3 APPROACH THE JOB SEARCH PROCESS (Page 43)

1. Display T-3.3-1, Objectives
2. Discuss Effectiveness of Job Search Methods. Ask for job search stories; give some of your own. Display T-3.3-2, page 44 in your manual.

#### KEY POINT

- Few job seekers use all of the resources available to them. They should locate and use resources in the community where they wish to work.
3. Discuss the importance of networking and how to effectively establish and use a network. Display T-3.3-3, page 44.
  4. Ask class for examples of how to effectively use the phone as a job search tool. Expand upon their responses. Include cold calls, page 29.

#### KEY POINTS

- Use of effective strategies can reduce the length of unemployment.
  - Remind the participants to use the transition website to locate valuable resources.
5. Ask the group to define cold calling. Refer to page 29 and emphasize it is to expand their network and get information. Do not ask for a job!

Additional resources on job searching are suggested on the facilitator website.

### 3.4 RESEARCH COMPANIES (Page 46)

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1. Have the class list sources of company information. Record on chart paper. Discuss these sources.
2. Ask the class to brainstorm: Why would you want to know information about an employer? Record on chart paper.
3. Ask the class to suggest specific information you might want to know about an employer.

**KEY POINTS**

- There is a direct relationship between the research done on a company and chances of getting a job. The better research they do the more likely they are to get the job they want.
- Employers expect individuals to do their homework before they come to an interview. Not knowing vital information about a company makes the applicant appear careless and unmotivated.

## 3.5 JOB SEARCH ASSISTANCE

(Page 50)

1. Solicit group responses for sources of job search assistance and list on chart paper. Post on wall for further reference.
2. Display T-3.5-1 through T-3.5-3. Explain the different programs and eligibility criteria. Use pages 50-52 for details on these programs.

### KEY POINTS

- Links to agencies that provide job search assistance are available at the transition website. Refer participants to the website address inside the front cover of their manual.

## NOTES

## 3.6 INTERNET JOB SEARCH

(Page 53)

Discuss the use of Internet want ads in the job search process.

### KEY POINTS

- The Internet is a fast growing tool for employers and job seekers.
- Techniques such as researching the company and targeting resumes must not be avoided.

Ask the class your choices of the following discussion questions:

What Internet job searching have they done?

What types of positions did they find?

What might be some advantages to Internet searching?

What might be some disadvantages?

What sites have participants found to be useful?

Remind the class that the transition website offers links to many job search webpages.

## NOTES

## 3.7 ANALYZE WANT ADS

(Page 55)

Discuss the use of want ads in the job search process. The chart on page 44 of the participant manual depicts the use of want ads by employers in relation to other widely used methods of hiring.

### KEY POINTS

- Want ads are often the last resort for employers, but should be used as just one component of a multi-faceted search for employment.
  
- In analyzing an ad, look for key information:
  - Is a contact person listed? It is ideal to address your cover letter to a specific person in charge of the hiring process.
  - How does the employer wish to be contacted? If they say "no calls," do not call.
  - Is there an application deadline/closing date for the position? If so, make sure your materials meet it. Late materials may not be considered.
  - Is salary discussed in the ad? If compensation is on a commission basis, the job may involve sales.
  - Is the work site location listed? Is it appropriate for you?
  - If the ad sounds too good to be true, it probably is. Think critically about what type of job you're qualified for and what your top priorities are in finding a job.

## NOTES

# SECTIONS:

3.8 COMPLETE APPLICATION FORMS

3.9 OPPORTUNITIES FOR FEDERAL CIVIL SERVICE  
EMPLOYMENT

SUGGESTED TIME: 1/2 HOUR

TRANSPARENCIES:

T-3.8-1 Objectives

PARTICIPANT OBJECTIVES:

- Understand how to complete application forms
- Understand how to find opportunities for Federal Civil Service Employment
- Understand how to initiate the Federal application process

## 3.8 COMPLETE APPLICATION FORMS (Page 56)

1. Review suggestions for completing an application.
2. Discuss Your Right to Privacy and What Employers Can and Can Not Ask or Say on pages 124-125. Items that cannot be asked in an interview are also not legal application questions.
3. Refer class to Master Application Worksheet in Section 1 and in the appendix.

### KEY POINTS

- Applications are an employer's tool to standardize information and make consistent decisions on who to interview.
- Fill in all requested information. Never respond with "see resume."
- Never lie on an application. This is grounds for dismissal, even after you have been hired.

## NOTES

### 3.9 OPPORTUNITIES FOR FEDERAL CIVIL SERVICE EMPLOYMENT (Page 58)

1. Discuss veterans' preference in federal hiring.
2. Discuss who can apply.

#### **KEY POINT**

- Federal employment requires different information than civilian employers require. It should contain all information necessary to the job and can be many pages long. Be sure to check with the hiring authority or job posting to determine what is being requested.
3. Review "What A Resume for Federal Employment Must Contain" on page 58.
  4. Review application procedures. Cover the OF-612 and federal resume forms. Tell them they must obtain an original for each application.
  5. Read job announcements carefully and look for specific requirements for resume format, content, transcripts, licensing, certification, etc.

### **NOTES**



# SECTIONS:

## 3.10 CREATE AN EFFECTIVE RESUME

## 3.11 WRITE COVER LETTERS

SUGGESTED TIME: 3 1/2 HOURS

### TRANSPARENCIES:

T-3.10-1 Objectives

T-3.10-2 Speak the Same Language

T-3.10-3 Leadership Roles

T-3.10-4 Leadership Roles (continued)

T-3.10-5 Inappropriate Resume Content

T-3.10-6 Sell Your Skills

### OBJECTIVES:

This lesson prepares participants to understand how to:

- Write effective resumes
- Translate military experience into job skills
- Write effective cover letters

## 3.10 CREATE AN EFFECTIVE RESUME (Page 65)

1. Briefly display T-3.10-1, Objectives.
2. Ask the class to quickly take the resume quiz in their manual appendix on page 164.

**Note for Instructor:** You will find the answers to the Resume Quiz immediately following this section. The participant manual has the Resume Quiz in the appendix section.

3. Discuss the types of resume formats and examine the chart on page 66. Emphasize what each format will do for specific cases.
4. Review information on Translating Military Experience into Civilian Terms on page 67 and discuss. Be sure to define civilian terminology. Ask the class why they cannot assume they will automatically qualify for the civilian equivalent. Display T-3.10-2 & T-3.10-3.
5. Point out resume guidelines on pages 68 and 69 and refer to quiz when appropriate. Display T-3.10-4.

### KEY POINTS

- Emphasize resumes will constantly change based on their experience to date. Don't think this is a one-time exercise. Resumes are used first to screen applicants and then find the most promising candidate. Therefore, they should design their resume with a specific job in mind. They will probably need several resumes in their job search.

## NOTES

- Even if they don't think they need a resume, they should work on developing one. It is an excellent way to prepare answers to interview questions.
  - Emphasize that they need to pay attention to the physical appearance of their resume. White space can be used to create an effective marketing document.
  - Always tell the truth.
6. Ask the group if they think a job objective is important. Review page 70.
  7. Use page 74 to assist the class with potential action verbs while writing their resumes. Display T-3.10-5.
  8. Discuss the points on page 75. Ask class for examples from their background and help develop into results oriented bullets that sell themselves.
  9. Discuss the Resume Worksheet beginning on page 70. These pages break down a resume by each section.
  10. Show class the sample resumes in their manual pages 76-78 and let them know Mark Andrews's resume is written in the three format styles containing qualifications of an assault man. Ask which seems easier to read, looks better, etc. Additional resumes are included in their manual pages 79-86.

## NOTES

11. Assign small groups to work on composing their resumes. (More effective with smaller groups.) Emphasize use of action verbs and nouns. Tell them to keep in mind these questions:

- What work have I done?
- What results have I produced?
- How can I impact this company?

Direct their attention to page 94 for Resume Checklist.

12. Review information on pages 91-92, Salary History.
13. Discuss the use of references and reference sheets on pages 95-96.
14. Discuss the sample letter of recommendation on page 97.

**KEY POINTS:**

- Discuss scannable resumes and how the format would change for this purpose. Contact the HR department to find out if they do scan resumes and what to be aware of when writing for this format.
- Key words are critical to the screening process and therefore a job description is important to writing an effective resume.

**NOTES**

### 3.11 Writing Cover Letters (Page 101)

1. Discuss the purpose of a cover letter and why one is needed. Emphasize that this is a marketing letter: "Why should I read this resume?"
2. Discuss cover letter guidelines on page 101.

#### KEY POINTS

- The cover letter must grab the reader's attention immediately and entice him/her to read the resume. It is the initial marketing effort to make the reader want to know more about the writer.
  - The cover letter should:
    - a) Connect the person to the company
    - b) Show the knowledge of the company
    - c) Indicate the reason for interest in the company
  - Make every effort to use the name of the individual where they are sending their cover letter and resume. Try not to address materials "To Whom It May Concern."
  - Follow-up with a phone call a week after they send the letter and resume, unless instructed specifically not to call.
  - The cover letter should not repeat the contents of the resume.
3. Discuss the general outline for cover letters on page 102.

**NOTES**

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4. Compare and discuss the sample cover letters on pages 103-106.

## DISCUSSION NOTES: Resume Quiz

1. The number one rule for writing a good resume is: More is Better.

**False:** Your resume should be brief and to the point.

2. The best resume has a lot of “white space” to make it easier to read.

**True:** A page with nothing but type is difficult to read. Make it easy for the employer to find information quickly.

3. Regardless of your age, the work history component of your resume should list all jobs going back to high school.

**False:** You can consolidate information that is more than 10 years old, unless there is something that you want to highlight.

4. A career objective at the beginning of your resume is optional.

**True:** It is up to you, but if you choose to include an objective, make sure it is not too generic.

5. Your resume should not be longer than two pages.

**True:** Imagine yourself as an employer who has just received 80 resumes in response to a job. Resumes should be only one page unless you can truly justify two pages.

6. A good resume is flexible enough to cover various job options within your professional field of interest.

**False:** The best resume is one that is tailored to each job/company to which you apply. This is a targeted resume.

7. A good resume paints a clear picture of you, including your height, weight, race, age, sex, marital status and number of children.

**False:** A resume is a professional document and should not include personal information.

8. Employers like to see you are interested in things other than just your job, so include volunteer work, continued education, and association involvements.

**True:** You should include information that relates your ability to be a good employee.

9. All resumes should contain the complete names, addresses, and telephone numbers of your references.

**False:** You may include a statement that says, References available upon request; however, that is assumed by the employer, so you can save a line by omitting it. Never include information about your references.

**10.** To help your resume stand out from the hundreds an employer may receive, you should make it as unusual as possible by using a bright color paper or including a picture of yourself.

**False:** Remember, it is a business document and should look professional.

**11.** It is a good idea to ask your close friends to read your resume and help you improve it.

**False:** Unless your close friend is a person who has knowledge of the field and resume writing experience. It is a good idea to get help, but get it from someone who has some expertise in job searches.

**12.** If you send your resume to an employer in response to a newspaper ad, you don't need to send a cover letter with it.

**False:** Always send your resume with a cover letter to introduce it.

**13.** A cover letter is primarily intended to repeat the most important points of your resume.

**False:** A cover letter should give more detail about your experience exactly as it relates to the position.

**14.** It may take a lot of hard work, but it's possible to write a resume good enough to secure you the job you want.

**False:** A good resume can get you an interview, but it would be very unusual to be hired just on the basis of your resume.

**15.** It is always better to spend the money to have a professional resume writing service write your resume.

**False:** You should write it yourself and get help to perfect it. A resume writing service may make your resume sound like someone else.