In this chapter and Chapters 4 and 5, you will learn how to find a job. If you do not have a job, you will be able to use the information right away. If you are working now, the material will help you in your next job search.

“People forget how fast you did a job, but they remember how well you did it.”
Howard Newton
Jonita Johnson was anxious to start working and earning some money. She went to Mr. Sandoval, her work experience coordinator, to ask him what she needed to do to be ready to look for a job.

"First, you'll need to be very clear on what you want from a job," Mr. Sandoval said.

"I know I want to be a hair stylist eventually, but I don't have the qualifications to be a stylist now," Jonita said. "The classes I'm taking in school will get me ready for the state licensing exam. Also, I'll need to earn some money to help out at home."

"O.K. You just said two things. First, you are looking for a job in a beauty salon that is paid. Second, this position should help you gain valuable experience so you can get a good job once you pass the state licensing exam. Do you know anyone who works in a hair salon?" he asked.

"Well, one of my teachers mentioned that she knew someone who owned her own shop. She might be hiring," she replied. "That's great!" Mr. Sandoval said. "Do you think your teacher will put in a good word for you?"

"I think so. My grades are good in her class and she likes my work."

"Write down all the information your teacher can give you about this job lead. Next, look in the newspaper for job openings. The Sunday paper usually has the most help-wanted ads. Cut out the ads that sound promising, and follow up on all the job leads," Mr. Sandoval instructed.

"I have no idea how I'm going to keep all that information straight, Mr. Sandoval," she said.

"Let me show you how job lead cards can help."

**SUCCESS TIP**

*Ask your friends, family, and teachers for job leads.*

1. What was the first step to finding a job that Mr. Sandoval discussed?
2. In your chosen field, do you know anyone who might give you a job lead?
Students enrolled in work experience education programs get jobs in several ways. In cooperative vocational education, the coordinator plays a major role. The coordinator usually "sets up" training stations in the community and interviews and selects qualified students for admission to the program. The coordinator then takes into account students' interests, aptitudes, and job goals. These are matched with suitable jobs. It is up to the student, however, to interview with the employer and get the job.

In work-study programs, a student may get a job before or after entering the program. Some students will already have a job and ask to continue it for school credit. This may be done as long as the coordinator approves the training station. Students who do not have jobs when they enroll in a work-study program will need to find one.

Thinking About Job Goals
Why do you want a job? Be prepared to answer this question. You will be hearing it often. Your work experience coordinator will certainly ask it. The coordinator wants to help you find a job that suits your interests and abilities. By getting to know you better, your coordinator can help you get a job you will enjoy. Counselors, placement officers, and others you approach for job leads will ask you about your job goals. And, of course, an interviewer will probably ask the question during a job interview.

Thinking about your job goals will help you, too. What you want out of a job will influence how and where you look for one. Since you are now enrolled in a work experience program, you have probably already done some thinking about your goals.
Benefits of Work Experience
Reviewing the benefits of work experience education covered in Chapter 1 can help you clarify your job goals. If you recall, these are:

- Learning occupational skills
- Developing employability skills
- Establishing a work record
- Earning while you learn
- Discovering career interests and goals
- Recognizing the relationship between education and work
- Remaining employed after graduation

You may want to rank the benefits in order of their importance to you. Doing this can help you focus on your most important goals.

It was not difficult for Rachel to decide what she wanted out of a job. She became interested in interior design after taking courses in textiles and home furnishings and equipment. She learned about a co-op position at a large furniture store in the community that has an interior design department. She interviewed for the job and was hired. Rachel loves what she is doing. She hopes that the company will hire her permanently after she graduates. Can you name Rachel's job goals?

Social Security Number
Social Security is a national program of social insurance. Your employer will withhold money from your paycheck for this. The money will go to the Social Security system. When you retire, you will receive income payments from Social Security. You will learn more about Social Security in Chapter 27.

In order for the government to keep a record of your earnings, you will need a Social Security number. The number will remain with you for life. No one else has the same number. An employer will ask for your number when you apply for a job or start work. Your Social Security number may have other uses, too. For example, in some states, your driver’s license identification number is the same as your Social Security number.

You can apply for a number at any Social Security office. You can also download an application form from the Web at http://www.ssa.gov. You must fill out the application form and provide proof of your date of birth, identity, and U.S. citizenship. You will receive a Social Security card (see the example in Figure 3-1) about two to four weeks after you apply.
Work Permit
At one time, employers were free to hire workers of any age for any type of job. It was not uncommon for young children to work long days in factories, mills, and mines.

Various federal and state laws now protect the health and safety of minors, or people who have not reached the full legal age. Such laws regulate working conditions and working hours of students under the age of 16 or 18. For instance, the Fair Labor Standards Act states that a person under the age of 16 may not be employed during school hours. Some states have stricter laws than others regarding child labor.

A work permit, however, is a form issued by school officials that gives a student legal permission to work during school hours as part of a work experience education program. A work permit restricts the number of hours worked and the types of jobs a student can perform. School officials issue work permits for students under a certain age. In some states, the age is 16. In other states, it is 18.

Besides a work permit, your state or school district may require other kinds of approval before you can work. Ask your school counselor or work experience coordinator about such rules.

Figure 3-1 Everyone in the workforce must have a Social Security card. Be sure to apply for one if you do not have yours.

Courtesy of Social Security Administration

1. Sarah has a part-time job. She is starting a work experience program. How can she keep her job and get school credit?
2. Why is it important to clarify your job goals before beginning the job search?
3. Why must you get a Social Security number before you start work?
It was the first day of the new school year. Sally was on the way to her work experience education class. “I wonder what job they will have for me,” thought Sally.

The bell rang and students turned their attention to Mr. Amed, the teacher-coordinator. He took attendance and then began to explain about work experience education.

“A requirement of this program,” he explained, “is that each of you must have a job. Some of you already have jobs. For the rest of you, your first ‘job’ will be to get a job. I do not have any jobs to assign.”

Sally was somewhat surprised. She raised her hand to ask some questions. “Mr. Amed, I do not know where to get a job. Some of you already have jobs. For the rest of you, your first ‘job’ will be to get a job. I do not have any jobs to assign.”

Sally was somewhat surprised. She raised her hand to ask some questions. “Mr. Amed, I do not know where to get a job,” she said. “Where do I look for jobs? And if I find one, what do I have to do to apply for it?”

“Do not worry,” said Mr. Amed. “I will help you learn about sources of job leads and how to apply for a job.”

If you do not have a job yet either, you will need to plan how to get one. At this point in your life, you will probably apply for an entry-level job. An entry-level job requires little or no experience. The following sources of job leads are those through which you are most likely to find a job.

Family and Friends
Start your job search by making a list of your relatives, neighbors, and friends. Include your working friends. They may know of job leads from their own job searches. Do not forget places where you and your family do business. You may want to have a family member review your final list.

Do not hesitate to ask family or friends for help. However, do not expect them to find a job for you. Getting a job lead is the most you should hope for. It will be up to you to pursue the lead.
In-school Sources
Three good sources of job leads may be available within your school. One is your cooperative vocational education or work experience coordinator. He or she is probably already involved in helping you. Do not sit back and wait for the coordinator to find you a job.

Most schools also have a guidance office or guidance counselor. It is common for local employers to contact counselors when looking for workers. The counselor will usually keep a list of job openings or post them on a bulletin board. Tell the counselor that you are looking for a job and ask to see any information available about job openings.

A third source is job placement offices or career centers. Interested students generally register with the office. They may receive job counseling and other services. Job counselors help to match up students with job openings and make referrals for interviews. Referrals are given to direct a student to employers who are hiring.

Students enrolled in postsecondary technical schools and community colleges usually have the same types of in-school assistance available as do secondary school students. In community pre-employment training projects for out-of-school youth and unemployed adults, a job placement specialist is often available.

Newspaper Classified Ads
When employers have jobs to fill, they often advertise them in the newspaper. Most newspapers have a section that includes help-wanted ads. Four common kinds of ads are shown in Figure 3-2, on the next page.

The first kind is an open ad. It tells about the job requirements, identifies the employer, and tells how to apply. This is the best type of ad.

The second kind is the blind ad. The name, address, and phone number of the employer are not shown. Employers do this to keep from being bombarded with phone calls. It also allows them to screen applications carefully. Only qualified applicants are then invited for an interview.

A catch-type ad is the third kind. It tends to promise good pay and downplay the qualifications needed for the job. The “catch” is that the job is usually for door-to-door salespeople or similar sales jobs.

The last kind of ad is the agency spot ad. Note that the ad omits the name of the employer. It is used by private employment agencies to advertise jobs available only through the agency.

By current estimates, the average American will change jobs at least seven times in his or her career. Starting or changing jobs is not easy. However, the process can be made easier if you get job leads. How can you gather job leads effectively?

Be clear about what you want. Most people want to help you, especially close friends and family members. But they can only help if they know exactly what you want. Make sure you can communicate your work history and career goals.

Don’t be afraid to ask for what you want. Asking for job leads can be awkward, especially the first time. Don’t get discouraged. The person you are asking probably had the same feelings you are experiencing.

Be polite and grateful for information. Have you ever heard the expression, “information is power”? When you ask for job leads, you are asking someone for important information. The more polite you are, the more information you may receive, and that may help you get a good job!
Job Service

Every state has a system of public employment offices usually called the Job Service. These offices, which are located around the state, provide free services such as job counseling and training, help with resumes, and job listings. The primary purpose of the Job Service is to help workers who have lost jobs or been laid off find jobs. Services are also provided to first-time job seekers, but preference is usually given to previously employed workers.

Some offices have a youth counselor who works mainly with young people. Job Service counselors often cooperate closely with local high school work experience programs and community job training projects.

To use the Job Service, you must fill out an application. A counselor will interview you to find out your interests and qualifications. You might be asked to take an interest inventory or aptitude test. If a job is available, the counselor will arrange an interview for you.

Private Employment Agencies

These are businesses that find people jobs for a fee. The fee is a sum of money charged by a private employment agency for helping someone find a job, and it is paid by either the employer or the employee. If you use a private employment agency, be sure that you understand the financial arrangements before signing a contract or accepting an interview.

Private agencies do not generally deal with clients under 18 and those who are looking for part-time, entry-level jobs. So do not be discouraged if you are turned down by a private agency.

Direct Employer Contact

Many people find jobs by talking directly to employers. A help-wanted sign posted in a business is the oldest method of announcing a job opening. If you see such a sign, ask the employer for an application.

Employers often have unadvertised job openings. Figure 3-3 lists the 25 leading occupations for workers aged 16–24. Study this list to get an idea of the types of employers that hire a number of young workers. You might then use the Yellow Pages to make a list of companies to contact.

Another means of direct employer contact is to visit a company employment office. Go dressed as you would for an interview. Be prepared to fill out an employment application form. Check bulletin boards outside the personnel office, too. Available jobs are often listed there. Some companies also have a separate telephone number that provides prerecorded messages about openings.
The Internet has changed the way that most public and private institutions announce job vacancies. For example, school guidance offices and career centers often list job leads on a web page. Many newspapers, particularly those in large cities, provide online listings of job vacancies. All Job Service offices are linked through the Internet to a national database of jobs entitled America’s Job Bank. Private employment agencies typically have a web site in which their services are explained to job seekers. Finally, thousands of public and private employers list job opportunities online. Many of these also provide online job application forms and accept electronic resumes.

In addition to listing job vacancies at individual companies and institutions, the Internet has a number of sites devoted entirely or in part to jobs and job seeking. Web portals, or sites providing a wide range of services, are familiar to many Internet users. Portals like Excite, Lycos, MSN.com, and Yahoo! organize content related to dozens of popular categories, one of which is often titled “Careers,” “Job Hunt,” “Job Search,” or something similar. Clicking on a category provides potential access to dozens of other sites. Be aware, however, that most jobs listed are for adults seeking permanent employment.

**KEEPING TRACK OF JOB LEADS**

“Hey, Steve,” said Kevin. “I got my first job lead yesterday. I was eating lunch when I noticed the manager putting up a sign. It was for a part-time kitchen helper. So I wrote the information down.”

“Great! What did the sign say?” asked Steve.

“Let me see,” answered Kevin. “I have the information here someplace.”

Kevin continued to search his backpack for the scrap of paper on which he took notes. Finally he said, “Darn, I must have lost it. Oh well, I will go back this weekend and get the information again.”

Kevin is off to a shaky start in his search for a job. He was alert to notice the sign and to write down the information. Kevin was careless, though, in misplacing his notes. He also showed poor judgment in not going back or calling right away. When he returned on the weekend, he found the job was filled.

**Preparing Job-lead Cards**

Whenever you learn about a job lead, make up a job-lead card. A **job-lead card** is a card on which to record information and notes about a job lead. An example is shown in Figure 3-4. A 5- by 8-inch card works best because it gives you enough room to record information and make notes. The card has two parts.

On the “Job Lead” part (Side 1) record all important information about the job. If you have a newspaper help-wanted ad, tape it onto the card. Write down the source, date, type of position, and person to contact. Record the company name, address, phone number, and URL, if the organization has one.

**Internet**

The Internet has changed the way that most public and private institutions announce job vacancies. For example, school guidance offices and career centers often list job leads on a web page. Many newspapers, particularly those in large cities, provide online listings of job vacancies. All Job Service offices are linked through the Internet to a national database of jobs entitled America’s Job Bank. Private employment agencies typically have a web site in which their services are explained to job seekers. Finally, thousands of public and private employers list job opportunities online. Many of these also provide online job application forms and accept electronic resumes.
On the “Action Taken” part (Side 2), record what you did to follow up the job lead. Write down the date when you contacted the employer and the name of the person with whom you talked. Also write down the results of the contact. If you get an appointment, record the date, time, and place. If you need directions, be sure to ask. Write the directions on the back of the card. Any follow-up you will do after your appointment should also be noted.

Benefits of Job-lead Cards

What are some benefits of using job-lead cards? They keep you from forgetting important information. They save you time, too. By being organized, you can get more results from the time you spend. Can you name other benefits?

Following Through

You read earlier how Kevin failed to act on a job lead. His big mistake was in not talking to the manager when he saw her posting a help-wanted sign. Had he done so, he might have gotten the job. Most employers want to fill job openings as quickly as they can.

You face stiff competition for jobs. Do not hold back. As soon as you learn about a job lead, follow through with quick action. The early applicant usually gets the job. If you do not get the job immediately, call or go back a few days later. Let the employer know that you are really interested in the job.

Motivation and persistence, so important in finding a job, are also qualities that make you a good employee. Employers recognize this. Demonstrating motivation and persistence in pursuing a job lead increases your chance of being rewarded with a job offer.

1. Andrea says she would “feel funny” asking friends and family for job leads. Do you agree with her? Why or why not?
2. Your school may have three sources of job leads. Name them.
3. Name the four kinds of newspaper help-wanted ads.
4. What are the main differences between a public and a private employment agency?
5. Name the oldest method used to announce job openings.
6. Describe a job-lead card.
7. Why should you follow through with quick action on a job lead?
Computer programmers write, test, and maintain the programs (software) that computers must follow to perform their functions. Programs vary widely depending upon the type of information to be accessed or generated. For example, the instructions involved in updating financial records are very different from those required by flight simulators used to train airline pilots.

Although simple programs can be written in a few hours, programs that use complex math formulas may require more than a year of work. In most cases, several programmers work together as a team under a senior programmer’s supervision.

Programmers write specific programs by breaking down each step into a logical series of instructions the computer can follow. They then code these instructions in a standard programming language, such as COBOL, Java, C++, or Visual Basic. Programmers usually know more than one programming language. In practice, programmers are often referred to by the language they know, such as Java programmers, or the type of function they perform, such as database programmers.

Computer programmers often are grouped into two broad types: applications programmers and systems programmers. Applications programmers usually focus on business, engineering, or science. They write software to handle a specific job, like tracking inventory, within an organization. They may also revise packaged software (the mass-produced software most people buy). Systems programmers maintain and control computer systems software, such as operating systems, networked systems, and database systems.

In software development companies, programmers may work directly with experts from various fields to create software ranging from games and educational software to programs for desktop publishing, financial planning, and spreadsheets. Much of this type of programming is in the preparation of packaged software, which constitutes one of the most rapidly growing segments of the computer services industry.
Temporary Work

One of the fastest growing industries in America is the temporary services industry. Temporary services like Kelly Services and Manpower provide lists of available workers to employers who need short-term help. Temporary workers (temps) are hired to fill in when a permanent employee quits, gets sick, or goes on vacation. Some are hired to help out when a special project requires extra people for a short time. The most common temporary jobs are for secretaries, receptionists, and bookkeepers.

Who are these temporary workers? There are five general categories.

- **Rusty Skills.** Some people have not worked for a while and are uncertain of their abilities. "Temping" gives them a chance to brush up on their skills before looking for a permanent job.

- **Uncertain Goals.** Some people are not sure what type of work they want to do. Temping allows them to sample different jobs before deciding.

- **Between Jobs.** It can take time for new high school or college graduates to find the right position. Temping is a way to finance a job hunt so they don’t have to accept the first offer.

- **Supporting Another Occupation.** Some people who work as writers, artists, or performers do not have permanent jobs. They do temp work to pay the bills while they pursue their preferred line of work.

- **Extra Money.** Students working their way through college are a major source of temps. So are retirees looking for additional income.

A temporary job may be as short as a day or as long as a year. The average length is one to two weeks. At some point in your life, a temporary job may meet your needs.

**THINK CRITICALLY**

1. What are some temporary agencies in your area?
2. Explain why you would most likely try temping.
Chapter in Brief

Lesson 3.1 Preparing to Look for a Job
A. What you want out of a job will influence how and where you look for it. Therefore, think about your job goals before beginning the job search. Do this by reviewing the seven benefits of work experience education.
B. Apply for a Social Security number as soon as possible. An employer will ask for your number when you apply for a job or start work. In some states, you may also need to get a work permit.

Lesson 3.2 Finding Job Leads
A. To be enrolled in cooperative vocational education or work-study, you must have a job. If you do not already have one, your first “job” will be to get a job.
B. The most common sources of entry-level jobs are: (a) family and friends, (b) in-school sources, (c) newspaper classified ads, (d) Job Service, (e) private employment agencies, (f) direct employer contact, and (g) the Internet.
C. Whenever you learn about a job lead, make up a job-lead card. It will help you remember important information, save you time, and help you get more positive results.
D. After recording all important information about a job lead, follow through with quick action. Most employers want to fill job openings as soon as possible.

Activities
1. Find out your state’s requirements on student employment during school hours. If a work permit or other type of approval is required, take the necessary steps to complete the approval process.
2. Get the help-wanted section of a Sunday newspaper that serves your geographic area. Cut out examples of the four types of ads described earlier in the chapter. Tape the examples onto a sheet of paper and label each type of ad. Then give the paper to your instructor. When you get your paper back, discuss your ads with the class.
3. Perhaps your instructor can arrange to make copies of a job-lead card. Or someone in the class might volunteer to make a sample. Duplicate enough so that each person has at least ten. Divide the printing cost among class members.
4. Use the Internet to conduct the following activities: (a) Search the classified section of a local or regional newspaper for job openings, (b) identify employers in your area having web pages and check to see if they have
information on employment opportunities, and (c) locate America’s Job Bank on the Web at http://www.ajb.dni.us and experiment with conducting a job search using both the “Keyword” and the “Occupation” search methods.

5. The Social Security Administration has a web site entitled “YouthlinK.” Locate the YouthlinK site at http://www.ssa.gov/kids and click on the “Hot Questions for Cool Teens” link. Here you will find a variety of information explaining Social Security. You can also download a Social Security application form if needed.

Word Power
On a separate sheet of paper, match each definition with the correct term. All definitions will be used, and a definition will be used only once.

6. A sum of money charged by a private employment agency for helping someone find a job
   a. entry-level job
   b. fee
   c. job-lead card
   d. Job Service
   e. minors
   f. referrals
   g. work permit

7. People who have not reached the full legal age

8. A form issued by school officials that gives a student legal permission to work during school hours as part of a work experience education program

9. A beginning job that does not require any previous job knowledge or experience

10. Direct students to employers who are hiring

11. A state system of public employment offices that helps unemployed people find jobs

12. A card on which to record information and notes about a job lead

Think Critically
13. What role does the teacher-coordinator play in helping students find jobs in work experience education programs?

14. Why have state and federal laws been passed restricting the hours of employment and regulating the working conditions of minors?

15. Seven major sources of job leads are discussed in this chapter. Can you think of other sources in your city or community that have not been mentioned?

16. The ease or difficulty of finding a job may be influenced by where you live, for example, whether you live in a city or rural area. What other environmental, economic, or occupational factors influence job availability?