

Lesson plan

Job search technique



40
Minutes

16-18
Age

Learning outcomes

By the end of the lesson students will:

- Identify different ways to find employment and other work-related opportunities
- Understand the importance of using their networks to tap into the hidden jobs market
- Know how to use social and professional networks appropriately for their job search

Summary of the lesson

Students share their experience of obtaining jobs or work experience. The concept of the hidden jobs market is introduced before students brainstorm different ways of looking for jobs.

Networking as a job search technique is introduced, students consider who is in their network and effective networking skills are explored.

Students discuss using social media to look for jobs and the importance of creating a good impression through their personal social media accounts.

Classroom requirements

- Interactive whiteboard
- Accompanying PowerPoint slides
- Paper and pens for each group

Suitable for students aged

16-18

Time required to complete tasks

40 mins max

Skills Builder Universal Framework



Lesson activities

1. Different job search techniques

Explain to the class that this lesson explores different job search techniques with a focus on networking and using social media to search for employment. This topic will be very relevant to them as they progress from education to employment.

Find out how many students in the class currently have a job of some sort or have had a job in the past. If they haven't had paid work find out who has done work experience or volunteering. Encourage several students to share their experience of getting their job/work experience/volunteering with the class and as they share this information write it on the board. If you wish you could also share how you have found job roles in the past eg through recruitment agencies, job ads, LinkedIn, etc.

Introduce the concept of the hidden job market by explaining that not all jobs are advertised. Show PowerPoint Slide 2 which asks the question 'How many jobs are never advertised?'. Ask for students to guess then reveal the answer on PowerPoint Slide 3; 'no one knows the exact figure but it's thought that up to 60% or even more are never advertised'.

Ask the class how this knowledge about the hidden job market might affect the way they search for jobs? What would be a good job search strategy?

Get some responses then divide students into small groups and ask each group to brainstorm the different ways they could look for jobs and other work-related opportunities such as voluntary work and internships, listing their ideas on paper.

Then show PowerPoint Slide 4. Ask the students if they can work out how the two lists have been categorised? (Note: the list on the left shows the visible routes to finding jobs and other work-related opportunities. The list on the right shows the less visible routes for tapping into the hidden job market).

How many of these routes did they write down? Which ones didn't they think of? Did they think of any routes not shown on the slide? Are they surprised by any of the routes? Have any of them ever found a job or a work experience placement through a less visible route?

Time
required

10
Min

Resources

PowerPoint Slides 2-3

Resources

Paper and pens for each group

Resources

PowerPoint Slide 4



2. Networking

Explain that networking is an important way of accessing the hidden job market. It's a great way to find out about 'hidden' jobs or gain new ideas, information, help and advice in the job search process. In the same small groups as before get students to discuss for a minute or two what they think networking means and then write down their definition.

Ask each group to share their definition and see if the class can come to a consensus. Then show PowerPoint Slide 5 and compare it with the students' definitions.

Emphasise that networking is:

- Making the most of opportunities to build relationships with people
- A two-way process in which you help each other
- Being positive and proactive

Next ask the class to identify who is in their network. Write their responses under the heading 'Who' on the board. Their answers may include family, friends, current or past work colleagues, teachers, classmates, mentors etc.

Then write the heading 'How' on the board and ask students to identify ways in which they could develop a professional relationship with people in their own network which could open doors for them in the future (eg consider how you can help the other person, learn to listen, be honest about your motives, make a good impression). Write their responses on the board.

Show PowerPoint Slide 6 which lists effective networking skills. Comment on each bullet point and ask questions of the class as follows:

- Use your existing contacts - use the people you know and trust to help you find new contacts who can help you. Why is it easier to start with those we know?
- Get involved and meet people - one of the best ways to extend your network is to meet people face to face. What can you get involved in to widen your circle of contacts? Eg local events, talks, join a club or volunteer. Make the effort to introduce yourself and get talking
- Use social media - to contact people who could help you (students will consider social media further in the next activity)
- Use the right etiquette - what is the polite way to network? Eg don't be vague, be specific and concise when asking for help. Be persistent and politely follow up your request if you don't get a response. Don't nag the other person. Respect their time
- Be honest - long term relationships are built on trust. The same is true of networking. Be honest about your skills and intentions. Don't gossip about mutual contacts
- Make it two-way - don't just get in touch when you want something. What practical things could you do to build a relationship of trust from which you both benefit? Eg share your interests, offer to help your contact

Time
required

10
Min

Resources

PowerPoint Slide 5

Resources

PowerPoint Slide 6



3. Using social media to build your network

Time
required

10
Min

Explain that social media is an increasingly popular means of recruitment. For example, most employers now use social media to promote graduate vacancies.

Ask for several volunteers to share with the class how they currently use social networking sites like Facebook and Twitter. Then in their small groups ask students to discuss for a couple of minutes specific ways they could use these sites to promote themselves in the job search process. Ask for groups to feedback their thoughts to the class. Answers could include:

- State online you are available for work
- Ask someone you follow for work experience
- Make contacts with people in an industry that interests you
- Join a discussion group
- Comment on a blog/Tweet/Facebook post etc.

Ensure that students are aware that employers may look at a prospective employee's online profile to establish if they would be a suitable employee.

Ask if anyone has their own LinkedIn account or has seen a friend's or parent's account. If you have your own LinkedIn account, you could show this as an example if you are comfortable to do so.

Then ask students to consider the key differences between Facebook, Twitter and LinkedIn. Discuss in small groups for a couple of minutes. Then ask groups to feed back their ideas to the class before showing PowerPoint Slide 7 which compares these social media platforms and summarises how they can be used by job hunters.

Are your students aware that most employers check a candidate's social media profile before deciding whether to hire them? Ask students if they would be happy for a future employer to view their social media profiles right now. Is there anything in their social media profiles that they wouldn't want a future employer to see? Ask them what type of content online wouldn't give a good impression of them (eg photos, inappropriate messages, foul language).

Show PowerPoint Slide 8 which summarises how to ensure your digital footprint sends the right message:

- No jokey or offensive email addresses - you may think your email address is fun, but remember, first impressions count! Avoid catchphrases; be professional by using a personal email address that simply includes your name
- Show a positive attitude - post about your passions and projects to let employers know you are ambitious, productive and talented outside of work

Resources

PowerPoint Slide 7

Resources

PowerPoint Slide 8



- Celebrate your achievements - your social media presence is like a virtual CV/Resume; use it to showcase your successes, whether it be through volunteering, playing sport, winning an award etc.
- Look professional - remove unsuitable/revealing photos and jokes or change your settings to restrict what employers can see on your profile

4. Conclusion

In conclusion, ask students to summarise what they have learnt in this lesson about job search technique.

Then show PowerPoint Slide 9 - networking dos and don'ts, and emphasise any points the class didn't remember.

Explain that good networking and use of social media may help them find job opportunities but that is only the first step in the process of securing a job. A strong application will be supported by a CV/Resume with appropriate skills and qualifications. Preparing and performing well at the interview stage will also be critical in securing a job.

**Time
required**

**10
Min**

Resources

PowerPoint Slide 9

Differentiation

Some groups may need support with the group activities.



Extension activities

Students can read about how teenagers can use LinkedIn to their advantage:
<https://www.linkedin.com/pulse/8-things-teenagers-parents-need-know-linkedin-william-arruda/>

Encourage students to create their own LinkedIn profile. Advice on how to do this can be found on LinkedIn here: <https://www.linkedin.com/help/linkedin/answer/112133/how-do-i-create-a-good-linkedin-profile-?>

<https://www.seek.com.au/career-advice/article/want-the-job-fix-your-social-media>

Students could make appropriate changes to any other online profiles they have, such as changing privacy settings

Students with a Morrisby account could add one or more of these activities as a goal to their Morrisby Action Plan.

