



Second Edition

# Job Search Knowledge Scale™

John J. Liptak, Ed.D.

## Administrator's Guide

### Overview

All people must deal with having multiple jobs during their lifetime. Therefore, the ability to deal with job changes is one of the most prevalent challenges that workers face. In addition, the need to help people find employment is often the most pressing and important part of the career and employment counseling process (Liptak, 2001).

It is estimated that most people will change jobs at least a dozen times during their lifetime, often more. Therefore, it is now more important to learn job search skills than ever before. Job search knowledge can make a difference in the type of job people are able to find, how quickly they find a job, and how much they earn. Farr (2004) suggests that "getting a job today requires more knowledge of how the labor market works than in the past. While traditional job search methods still work, they have become increasingly less effective for most. Therefore, knowledge of how to look for a job is more important than ever" (p. 2).

The workplace of today has changed considerably and will continue to do so, thus leaving more people unemployed more than any other time in history. Many of the following changes that have taken place in our society and in the world of work are forcing career counselors and job search specialists to find more effective ways of helping their clients in their search for employment.

---

This guide is designed to accompany the *Job Search Knowledge Scale*, Second Edition, assessment. © 2009 by John Liptak and JIST Publishing. Published by JIST Works, an imprint of JIST Publishing, 7321 Shadeland Station, Suite 200, Indianapolis, IN 46256-3923. Phone: 800-648-JIST. Fax: 877-454-7839. E-mail: [info@jist.com](mailto:info@jist.com). Web site: [www.jist.com](http://www.jist.com). All rights reserved. Duplication of this document is permitted for internal distribution to staff using the *Job Search Knowledge Scale*. No other use is permitted without written permission from the publisher. For additional career resources, please visit [www.jist.com](http://www.jist.com). For a JIST catalog, call 800-648-JIST or visit [www.jist.com](http://www.jist.com).

**Downsizing:** During the 1990s, downsizing was a common practice among many companies in the private sector and agencies in the public sector. The rate of job loss was higher during the 1990s recovery than it was during the recession of the early 1980s. Gysbers, Heppner, and Johnston (1998) say that “job loss has economic meanings as well as social and psychological meanings” (p. 19). While not to the same extreme, that trend has continued into the twenty-first century, as companies seek to streamline their production and services, often at the cost of human capital. In 2008, the national unemployment rate reached six percent, the first time it had been that high in five years.

Certainly being downsized due to corporate restructuring is not the same as being fired for just cause. But unemployment is still unemployment. Regardless of the cause, it ranks as one of the most stressful events in a person's life. Research indicates that the stress of unemployment can be linked to a variety of psychological disorders, including depression, suicide, alcoholism, and child abuse. These factors then interfere with the job search process, which, in turn, can cause additional stress for the individual. Winegardner, Simonetti, and Nykodym (1984) describe unemployment as “The Living Death” and say that “unemployment can have a devastating impact on the human psyche, just as the major crises of divorce, the death of a loved one, and facing death itself strongly affect each individual” (p. 149).

**New Technology:** Technology drives many of the new opportunities in the world of work. The explosive growth of the Internet and the other developments of the Digital Age have made it possible for everyone to have inexpensive access to tons of information and the ability to create it and utilize it from almost anywhere. This increase in technology has made several very evident changes in the workplace:

- More work is being outsourced to employees who work from their homes.
- The need for workers to be technologically literate has increased. Workers are now using computer networks and team networks to do a great majority of their work.
- Changes are occurring in the way people work. Rifkin (1995) believes that computers will continue replacing jobs to the point that large numbers of people will not have work as we now know it. He suggests that not only will many jobs cease to exist, but that we can expect shorter work weeks, a new social contract, an emphasis on the social economy, more volunteering, and more service to the nonprofit community.
- Machines will continue to replace workers. Many of the work processes and services once performed by human workers continue to be automated, as more and more industries look to streamline their business by reducing the amount of person-to-person interaction required to provide goods and services.

**Changing Organizations:** In addition to mass downsizing, other major changes have taken place in the workplace. Wages over the last decade have steadily declined for the average worker relative to inflation. In addition, compensation plans have been affected so that employers are paying less toward employee pension plans and health insurance costs and employees are paying more for these benefits. To cut costs and improve efficiency, most major companies have also begun to use temporary workers. Charland

(1993) states that labor market estimates in the United States say that at least one-third of all job roles are in transition, one-third of all vocational/technical schools have become obsolete, and one-third of all workers eventually leave their jobs. Transitions in the workplace have become commonplace.

**Globalization:** Another change that has occurred is the decreased number of jobs available for today's workforce. Many workers today have been, or worry about being, laid off from their jobs. One major cause is companies moving their operations to countries outside the United States due to the low cost of labor there.

## Need for Job Search Knowledge

Because of all the changes, people, more than ever in the past, need to know their job search strengths and weaknesses and how to effectively search for a job. They must be ready to conduct effective job search campaigns at nearly every stage of their career. As of fifty years ago, people usually worked in the same job for the same employer for twenty-three years. By 1996, that figure had dropped drastically to about four years (Liptak 2008). People just entering the workforce will have at least twelve different jobs in their lifetime. Workers nowadays change jobs more frequently, move more often to find a job, and often get additional education and training in order to move on to new employment opportunities. Even knowing this, however, most people lack the job search knowledge and skills required to find work quickly and efficiently.

Lock (2005) agrees that most people actually do not know how to search for a job. He said that people "think all you need to do is send out a few resumes, make some phone calls, complete application forms, have an interview—and that's all there is to it! They are likely to overestimate their knowledge of the subject" (p. 11). Similarly, Liptak (2008) says that not everybody has skills in all of the important aspects of a comprehensive job search, and the fact is that most people have one or two weaknesses that can be identified as the reason they do not get interviews or offers. He concludes that "the better you are at various aspects of the job search, the better your chances of getting the job you want" (p. 163). Often that means identifying those aspects of the job search that you are weakest at and taking steps to improve on them.

Farr (2004) says that job seeking skills are essential survival skills in the new economy and that "how well you plan your career and conduct your job search can make a tremendous difference in how much you earn, how rapidly you advance in your career, and how much you enjoy your work" (p. 3). The problem is that job search skills are not taught in school and thus people are at a loss about how to effectively search for employment. Lock (2005) concludes that most job seekers use a "seat of the pants" approach, and that there is more to the job search process than most people think.

The job search process requires job seekers to possess and demonstrate a variety of job search skills like identifying job leads, writing a resume and cover letter, filling out job applications, interviewing, and following up with employers. Dahlstrom (2007) cautions that while nearly three million people each year begin looking for a job, most job hunters are not very prepared and use a hit-or-miss approach rather than learning about their job search strengths and weakness. Sukiennik, Bendat, and Raufman (2001) say that a job search process must be conducted over time and that studies show that it can take as long as four months of searching to find the job a person desires. They suggest that because of this fact, people need the information and skills to put themselves in the right

place at the right time and be seen as the best candidate for a desired job; they need a comprehensive job search strategy.

### **Need for the *Job Search Knowledge Scale***

Job seekers need to be as knowledgeable about the job search process as possible to find the right opportunities in a competitive job market. In addition, career counselors and job search specialists who operate job search programs need to find ways to help job seekers be more successful in their search for employment. One way to do this is by first gathering information about each client's level of job search knowledge. Then, services and programs can be designed to meet each client's specific career and job search needs.

The *Job Search Knowledge Scale (JSKS)* is designed to meet the need for a brief assessment instrument to measure a person's knowledge about finding a job. Two assumptions underlying the development of the *JSKS* are that people looking for work have varying levels of job search knowledge and that effective job search programs match their interventions to each client's/student's level of job search knowledge. The *JSKS* is intended for use in comprehensive career guidance programs, middle and high schools, employment counseling programs, rehabilitation counseling programs, college counseling centers, college career and placement offices, and any agency that works with clients or students looking for employment.

### **Description of the *JSKS***

The *JSKS* has been designed for ease of use. It is simple to take and can be easily scored and interpreted. It contains 60 statements about looking for a job, scoring directions, an interpretation guide complete with job search tips, and an action plan for an individual to complete. The statements have been grouped into scales that are representative of a comprehensive and effective job search campaign. The scales on the *JSKS* include

- Identifying Job Leads
- Direct Application to Employers
- Resumes and Cover Letters
- Employment Interviews
- Following Up

The *JSKS* can be administered to individuals or to groups. It is written for individuals at or above the eighth-grade reading level. None of the items is race or gender-specific, and the *JSKS* is appropriate for a variety of audiences and populations.

### **Administering the *JSKS***

The *JSKS* is self-administered, and the inventory is consumable. A pencil or pen is the only other item necessary for administering, scoring, and interpreting the inventory. The first page of the inventory contains spaces for normative data, including Name, Date, Gender, and Age. Each respondent should fill in the necessary information on this page. Read the directions on the first page and for Step 1 while all respondents follow along. Test administrators should ensure that each respondent clearly understands the

instructions and the response format. Respondents should be instructed to mark all of their responses directly on the inventory. The *JSKS* requires approximately 20 minutes to complete.

## Completing the JSKS

The *JSKS* uses a series of steps to guide the respondent through the administration of the inventory. Responses are marked in Step 1 of the inventory. Respondents are asked to read each statement and then mark whether they think the statement is true or false. If they think the statement is true, respondents are asked to circle the letter next to that statement in the "True" column. If they think the statement is false, respondents are asked to circle the letter next to the statement in the "False" column. Step 2 explains how respondents should total their score for each section. Step 3 helps respondents to profile and to better understand their scores. Step 4 allows respondents to review their answers and provides instruction using job search information and techniques. Step 5 allows respondents to develop a job search action plan.

## Calculating and Profiling Scores for the JSKS

The *JSKS* was designed to be scored by hand. All scoring is completed on the consumable inventory. No other materials are needed to score or interpret the instrument, thus providing immediate results for the test taker.

1. In Step 2, respondents are asked to total their circled B and C answers in each of the five scales on the *JSKS* and put that total in the space provided. These scores will range from 0 to 12 for each of the sections. Respondents then will put that number in the blank box in the TOTAL column for each section on the *JSKS*. Administrators should note that B and C are the correct answers for all items.
2. Respondents will then put their score for each of the five scales in the Score column next to that scale in Step 3.
3. Respondents will then mark an X on the number that represents their score for each of the five scales in Step 3. This lets both respondents and administrators easily compare their results and thus identify job search strengths and weaknesses.

## Interpreting Scores

The *JSKS* yields content-referenced scores in the form of raw scores. A raw score, in this case, is the total number of correct responses to each of the job search statements. The performance of individual respondents or groups of respondents can only be evaluated in terms of the mean scores on each of the scales.

For the *JSKS*, scores between 0 and 3 indicate that the respondent has little knowledge about that particular job search topic. Scores between 4 and 8 indicate that the respondent has job search knowledge similar to many other people who are looking for a job. Scores between 9 and 12 indicate that the respondent has a great deal of knowledge about that particular job search topic.

Means and standard deviation are measures of central tendency and are provided in Table 4. The means for each scale can help you understand how the scores of your clients or students compare with others who have taken the test. Means provide some indication of how most of the other people performed on the *JSKS*. Standard deviations are the average deviations from the mean in the original administration of the assessment. Standard deviation provides you with some indication of the variability of the scores. Thus, the higher the standard deviation, the more the scores on the scale vary from the mean for the scale. You can use the mean and the standard deviation to provide an indication of whether your client's or student's scores are below the mean, close to the mean, or higher than the mean. This will give you some sense of how their knowledge compares to that of others who have taken the *JSKS*.

Respondents generally have one or more areas in which they score in the *Little Knowledge* category. These are the areas for which the respondent should begin gaining additional job search knowledge. The place to start with this exploration is Step 4 on the *JSKS*. Respondents should refer to those sections on which they scored the lowest and read the information provided about looking for a job. Respondents should be told that the numbers at the end of some of the statements in these information sections refer to job search statements in Step 1 of the *JSKS*. Therefore, statements that respondents marked incorrectly can be specifically reviewed and discussed.

A Job Search Action Plan in Step 5 is provided for respondents to list job search goals they would like to accomplish. Additional job search resources are also presented.

## Understanding the Job Search Profile

Because the primary objective of this instrument is to help people learn more about their job search strengths and weaknesses, the *JSKS* is organized so that it contains five scales that were deemed critical to any job search campaign. These scales were chosen as representative of a comprehensive job search campaign by three independent judges who were considered job search experts. All three judges rated these job search aspects as critical for respondents to know in order to find a job. The items in each of the job search areas measure the strength of the respondent's knowledge about looking for employment. Following are descriptions of the five basic scales on the *JSKS*:

**Section 1: Identifying Job Leads.** This section helps people explore how to identify job leads through both the visible and hidden job markets. High scores indicate that the respondent is knowledgeable in finding employment by making direct contact with employers and networking for a job.

**Section 2: Direct Application to Employers.** This section helps people explore various methods of direct application to employers. High scores indicate that the respondent is knowledgeable about completing employment applications and effectively telephoning employers to find employment.

**Section 3: Resumes and Cover Letters.** This section helps people explore writing and effectively using resumes and cover letters. High scores indicate that the respondent is knowledgeable about writing a resume, presenting skills and abilities on a resume, submitting resumes electronically, and effectively writing and using cover letters.

**Section 4: Employment Interviews.** This section helps people explore and prepare for employment interviews. High scores indicate that the respondent is knowledgeable about preparing for an interview and performing during an interview.

**Section 5: Following Up.** This section helps people explore effective ways of following up after an interview. High scores indicate that the respondent is knowledgeable about gathering additional information about prospective employers, sending follow-up letters, negotiating, and assessing job offers.

## Illustrative Case

The following scores show the assessment results for a 32-year-old man who had recently been downsized from his job as a manager in a department store. As you can see from his profile, the respondent scored in the low range in Identifying Job Leads and in Employment Interviews. These are the two areas in which he needed the most instruction and job search assistance. Because he scored in the high range on Resumes and Cover Letters and Following-Up, he needed less assistance with these aspects of his job search.

<b>Identifying Job Leads</b>	<b>2</b>
<b>Direct Application to Employers</b>	<b>7</b>
<b>Resumes and Cover Letters</b>	<b>11</b>
<b>Employment Interviews</b>	<b>5</b>
<b>Following Up</b>	<b>10</b>

As you can see from the scores on the *JSKS*, the client needed the most assistance with identifying job leads. In working with this client, I began by explaining that there are two basic ways people find jobs—the visible job market and the hidden job market. The client was fairly knowledgeable about how to apply for jobs using the visible job market but was not at all knowledgeable about how to find a job using the hidden job market. I assisted the client in learning how to effectively make direct contact with employers. I also helped the client develop a network of people who might provide information that may lead to a job and then provided information about conducting informational interviews. I also began to help the client get ready for the various stages of an employment interview. Using the *JSKS*, administrators, counselors, and coaches can effectively allocate their time and resources to those areas of the job search that their clients need the most help with.

## Research and Development

This section outlines the stages involved in the development of the *JSKS*. The stages include guidelines for development, item construction, item selection, item standardization, and norm development.

### Guidelines for Development

The *JSKS* was developed to fill the need for a quick, reliable instrument to determine the areas in which respondents have sufficient job search knowledge and those areas in which respondents need additional training in job search techniques. The inventory

consists of a series of statements representing job search strategies that the average job seeker should know. The *JSKS* was developed to meet the following guidelines:

1. The instrument should measure a wide range of job search skills. For the *JSKS*, the five areas include Identifying Job Leads, Direct Application to Employers, Resumes and Cover Letters, Employment Interviews, and Following Up.
2. The instrument should utilize a user-friendly format. The *JSKS* uses a True/False question-answer format that allows respondents to quickly determine the job search areas in which they are deficient.
3. The instrument should be easy to administer, score, and interpret. The *JSKS* utilizes a consumable format that guides the test taker through the five steps to complete the *JSKS*.
4. The instrument should apply to both men and women. Norms for the *JSKS* have been developed for both men and women.
5. The instrument should contain items that are applicable to people of all ages. Norms developed for the *JSKS* show an age range from 18 to 65.

### **Item Construction**

To ensure that the inventory content was valid, the author conducted a thorough review of the literature related to employment counseling and job search training. The author also consulted with individuals providing counseling services in government-funded training programs, rehabilitation counseling programs, and private outplacement and career counseling businesses.

A large pool of items representative of an effective job search campaign was developed and later revised to reflect the five major aspects of a job search as identified in a variety of job search books and workbooks. This enabled the elimination of items that did not correlate well. In developing items for the *JSKS*, the author used language that is currently being used in the job search literature, research, and employment counseling programs. After the items were developed, they were reviewed and edited for clarity, style, and appropriateness for measuring skills needed in a comprehensive job search campaign. Items were additionally screened to eliminate any reference to sex, race, culture, or ethnic origin.

### **Item Standardization**

The *JSKS* was designed to measure a person's knowledge about searching for employment. The author identified adult populations from a variety of places, including prisons, government-funded training programs, and career counseling programs. This population completed drafts of the *JSKS* to gather data concerning the statistical characteristics of each of the items. From this research, a final pool of 60 items was chosen that best represented the five major job search areas—Identifying Job Leads, Direct Application to Employers, Resumes and Cover Letters, Employment Interviews, and Following Up.

This initial research yielded information about the appropriateness of items for each of the scales on the *JSKS*; reactions of respondents concerning the inventory format and content; and reactions of respondents concerning the ease of administration, scoring,

and profiling of the *JSKS*. The data collected included coefficient alpha correlations and interscale correlations. The items accepted for the final form of the *JSKS* were again reviewed for content, clarity, and style. Careful examination was conducted to eliminate any possible gender or race bias.

## Changes to the Second Edition

Changes in technology and the world of work have a direct impact on the way people search for jobs. The second edition of the *JSKS* reflects those changes. Specifically, several items on the *JSKS* were revised to reflect changes in technology and the ways that people search for jobs in the twenty-first century. The following items were changed from the first edition:

- Item 3 was changed from “The Yellow Pages are an excellent resource for starting a list of prospective employers” to “The Internet is the only resource you need to find a job.”
- Item 10 was changed from “You should not include a picture of yourself with your resume” to “You don’t need to change your resume if you are submitting it electronically.”
- Item 22 was changed from “All employment agencies will charge you a fee for finding you a job” to “Posting your resume with electronic job banks is one of the best ways to find a job.”
- Item 48 was changed from “Telephoning employers to present your skills is not very effective because it is too expensive” to “You should always ask to meet with an employer, even if there are no jobs currently available.”
- Item 49 was changed from “A resume should always be one page in length” to “Employers will always ignore spelling and other grammar errors if you have the right skills and experience.”
- Item 53 was changed from “You should not start a discussion about salary in the first interview” to “A portfolio is a valuable way to showcase your skills and experience in an interview.”
- Item 55 was changed from “It’s okay to smoke in an interview if the interviewer does” to “It is acceptable to pause for a few seconds and gather your thoughts before answering an interview question.”
- Item 56 was changed from “If the interviewer does not indicate when further contact will be made, you should wait for a phone call” to “First impressions are not as important as your experience in an interview.”
- Item 59 was changed from “A good benefits package can be worth up to about 40 percent of your salary” to “You should never send a thank-you note over e-mail.”

In addition, the wording of many of the items was changed to make the items easier to read, less confusing, and more representative of the job search process used by people today.

Step 4 was also revised to reflect not only the changes in the items, but additional changes in the job search process as well, especially with regards to technology. The

job search information was edited for clarity and relevance. In addition, both print and Internet resources were listed to give respondents a starting point for doing more research. Overall, instructions and language were simplified and streamlined in places to make the *JSKS* easier to read and easier to use.

## Reliability

Reliability is often defined as the consistency with which a test measures what it purports to measure. Evidence of the reliability of a test may be presented in terms of reliability coefficients and test-retest correlations. Tables 1 and 2 present both types of information. The database consisted of more than 150 adults who were clients of both private and community agencies dedicated to assisting individuals having problems getting employment or in making career changes. As you can see in Table 1, alpha coefficients for the *JSKS* ranged from .75 to .91. Many of these individuals were retested again after about one month had passed. As you can see in Table 2, test-retest reliability for the *JSKS* ranged from .79 to .90. Thus, from these results, it was determined that the inventory provides consistent measurement.

## Validity

Validity is often defined as the extent to which a test measures what it purports to measure. Evidence of validity for the *JSKS* is presented in terms of interscale correlations and examination of the means and standard deviations.

Concurrent validity of the *JSKS* can be found in Table 3. This table shows the interscale correlations for an adult sample of more than 100 individuals. The highest correlation is found between Identifying Job Leads and Employment Interviews, and it is only .47. Low intercorrelations of the other scales provide evidence of the individuality of the five areas measured by the *JSKS*.

Table 4 shows the construct validity for the *JSKS*. Females showed greater knowledge in Direct Application to Employers ( $M = 8.35$ ), Identifying Job Leads ( $M = 8.17$ ), and Resumes and Cover Letters ( $M = 8.15$ ), but were less knowledgeable about Following Up ( $M = 7.88$ ) and Employment Interviews ( $M = 7.80$ ).

Very similarly, males were most knowledgeable about Direct Application to Employers ( $M = 8.30$ ) and writing resume and cover letters ( $M = 8.19$ ). Like the women, the men also tend to now have the least amount of knowledge about Employment Interviews ( $M = 7.64$ ) and Follow-Up activities ( $M = 7.97$ ).

It appears that regardless of gender, job seekers tend to be the least knowledgeable about performing in employment interviews, following up with employers after their interview, and negotiating with prospective employers.

## About the Author

John Liptak, Ed.D., is one of the leading developers of quantitative and qualitative assessments in the country. He is the Associate Director of the Experiential Learning and Career Development office at Radford University in Radford, Virginia. He provides career assessment and career counseling services for students and administers and

interprets a variety of career assessments. Dr. Liptak focuses on helping students develop their careers by becoming engaged in a variety of learning, leisure, and work experiences. In addition to the *Major Choices* booklets, Dr. Liptak has created the following assessments for JIST Publishing: *Career Exploration Inventory*, *Transition-to-Work Inventory*, *Job Search Knowledge Scale*, *Job Survival and Success Scale*, *Barriers to Employment Success Inventory*, *Job Search Attitude Inventory*, and *College Survival and Success Scale*.

## Acknowledgements

The author would like to thank the following reviewers of the *JSKS* for their professional input and insights: Karen S. Charlie, Community Services Specialist, Capital Area Michigan Works!; Carolyn Stoltz, Employment Specialist, Career Development Workforce Center; Daphne Moran, Career Services Center—Student Employment Office, Columbia Basin College; Jerry Tapley, Program Director, Welfare 2 Work, Jewish Employment and Vocational Service, Philadelphia; Rebecca A. Stewart, Program Specialist, Acadiana Works, Inc.; Kirk Bagley, National American University.

## References

- Charland, W. (1993). *Career shifting: Starting over in a changing economy*. Holbrook, MA: Adams.
- Dahlstrom, H. (1997). *The job hunting handbook*. Holliston, MA: Dahlstrom & Company.
- Farr, M. (2004). *The very quick job search*. Indianapolis, IN: JIST Publishing.
- Gysbers, N. C., M. J. Heppner, and J. A. Johnston. (1998). *Career counseling: Process, issues, and techniques*. Needham Heights, MA: Allyn & Bacon.
- Liptak, J. J. (2001). *Treatment planning in career counseling*. Belmont, CA: Wadsworth.
- (2008). *Career quizzes: 12 tests to help you discover and develop your dream career*. Indianapolis, IN: JIST Publishing.
- Lock, R. D. (2005). *Job search: Career planning guide*. Belmont, CA: Thomson Brooks/Cole.
- Rifkin, J. (1995). *The end of work: Technology, jobs, and your future*. New York: Putnam.
- Sukiennik, D., W. Bendat, and L. Raufman. (2001). *The career fitness program*. Upper Saddle River, NJ: Prentice-Hall.
- Winegardner, D., J. L. Simonetti, and N. Nykodym. (1984). "Unemployment: The living death?" *Journal of Employment Counseling*, 21, 149–155.

Table 1: Internal Consistency (alpha coefficients) *	
Scales	Alphas
Scale 1	.75
Scale 2	.82
Scale 3	.90
Scale 4	.84
Scale 5	.91

\* N = 155 adults

Table 2: Stability (test-retest correlation) * †	
Scales	Correlation
Scale 1	.82
Scale 2	.79
Scale 3	.87
Scale 4	.85
Scale 5	.90

\* N = 100 adults

† 1 month after original testing

Table 3: JSKS Interscale Correlations *					
Scales	1	2	3	4	5
1	1.00				
2	.35	1.00			
3	.22	.40	1.00		
4	.47	.42	.21	1.00	
5	.36	.21	.19	.26	1.00

\* N = 105 adults

Table 4: Means and Standard Deviations for Adults						
Scales	Total (N = 530)		Male (N = 290)		Female (N = 240)	
	Mean	SD	Mean	SD	Mean	SD
Identifying Job Leads	8.18	2.20	8.17	2.22	8.17	2.17
Direct Application	8.32	3.53	8.30	3.72	8.35	3.29
Resumes and Letters	8.17	2.84	8.19	2.83	8.15	2.86
Interviews	7.71	1.60	7.64	2.50	7.80	1.69
Following Up	7.93	2.15	7.97	2.05	7.88	2.26