

Be able to research information about a job

Unit 16 – Plan for and reflect on a job interview

Instructions and answers for teachers

These instructions should accompany the OCR Lesson Element ‘Be able to research information about a job’, which supports OCR Awards and Certificates in Employability Skills Unit 16 – Plan for and reflect on a job interview.



Employability
Lesson Element

Be able to research information about a job

Unit 16 – Plan for and reflect on a job interview

Task 1 – What’s in a job? – Advert challenge

In groups find out the information you need to produce a job advertisement. This should be a job that you are unfamiliar with. The advert should contain all the information that an applicant would need to apply for the job – e.g.:

- Information about the organisation
- Key result areas of a job (tasks)
- Knowledge, skills or personal attributes required to achieve the key result areas
- Working arrangements (full time, part time, seasonal, etc.)
- Method of applying
- Deadline for applications
- Tone of the advertisement (‘selling’ to prospective applicants).

Use the table below to help you to record information you research.

Job advert information		
1	Information about the organisation	
2	What the job involves	
3	Knowledge, skills or personal attributes needed to do the job	



Associated materials

Lesson Element Activity – ‘Be able to research information about a job’

Expected duration

Task 1 – 1 hour

Task 2 – 1 hour

Task 3 – 50 minutes



Task 1 – What’s in a job? – Advert challenge

Explain to the group that the challenge will be to produce an advert about a job they are unfamiliar with. This will therefore involve research.

Write on a white board the main ‘ingredients’ of a job advertisement ie:

- Information about the organisation
- Key result areas of a job (tasks)
- Knowledge, skills or personal attributes required to achieve the key result areas
- Working arrangements (full-time, part-time, seasonal, etc.)
- Method of applying
- Deadline for applications
- Tone of the advertisement (‘selling’ to prospective applicants).

Ask learners to work together in groups of 3 or 4, to create the job advertisement. Suggest that learners may wish to look at job adverts to decide on a layout for their advertisement. Hand out the instructions **Job advert information**.

Once the learners have completed the adverts, ask them to pass the adverts around for the other groups to look at. Explain that each learner can choose the advert they think is the most attractive and informative.

Collect the votes and ‘declare’ the winning advert.

Lead a review of the activity – noting similarities in the skills or personal attributes required in different roles.

Task 2 – Debate: Is fitting in more important than being able to do the job?

Designate three areas of the room: FOR, AGAINST and UNDECIDED.

Write the motion for the debate on the white board:

- Fitting in is more important than being able to do the job.



Instruct learners not to talk about the motion but simply to gather in the designated areas. Ideally the groups will be evenly split, but it may be necessary to explain what the motion means and encourage UNDECIDEDs to join one of the other groups. It may even be necessary to allocate roles.

Instruct Group A (those FOR the motion) to prepare to present the case for the motion. They will have three minutes to make their 'pitch'.

Instruct Group B (those AGAINST the motion) to prepare to present the case against the motion. Similarly they will have three minutes to present.

Instruct Group C (those UNDECIDED) to discuss what might help them reach a decision and prepare questions to ask any of the other learners in order to help them to decide.

Tell all learners they have 15 minutes to prepare. Hand out the **Debate Instructions**.

After 15 minutes, chair the debate – and act as timekeeper.

Tell Group A to present their case, followed by Group B, followed by questions and answers led by Group C.

Remove the designation of UNDECIDED.

Following the debate instruct learners to gather in the designated areas FOR or AGAINST the motion.

Declare the motion carried or lost according to the result.

Task 3 – Skills or personal attributes

Ask learners to suggest skills or personal attributes often looked for at a job interview. List these on the white board.

Show learners a video clip of a specific job in an organisation – such as JCB:

<http://www.telegraph.co.uk/finance/jobs/9169176/Video-Careers-advice-How-to-get-a-job-at-JCB.html>

Ask learners to identify the skills or personal attributes looked for at JCB. Hand out skills or personal attributes sheet. Replay the video clip.

Working in pairs, ask learners to consider a different job of their choice. Instruct them to identify how many of the skills and personal attributes required by JCB would also be required in their chosen job.

Ask each pair of learners to share their findings with the whole group.

Compare learners findings with skills or personal attributes listed on the white board.



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