



the WOW factor

Unit Four Employ Me



the WOW factor



Contents

Unit Overview		3
Learning and Teaching Activities within this Unit		5
Theme 1	Preparing a CV	6
Theme 2	Completing an Application Form	7
Theme 3	Interviews – Purpose, Do’s and Don’ts	8
Theme 4	Interview Questions	9
Theme 5	Interviews – The Good and the Bad	10
Theme 6	Presenting Me	11

Resources

Useful Websites

the WOW factor



Aim

In this unit, pupils develop an understanding of job application and interview procedures.

They are given the opportunity to demonstrate their new knowledge and understanding through a range of scenarios.



Unit Overview

Mapped to the Statutory Statements

Pupils should be enabled to:

- investigate the recruitment and selection process; and
- develop a personal career plan based on relevant information and guidance.

Learning Intentions

Pupils learn that:

- there is key information that must be included when writing a Curriculum Vitae (CV) and/or completing job application forms;
- there are different types of CVs;
- it is important to have good communication skills when applying for a job; and
- there are strategies to help individuals be successful in their job applications and interviews.

Success Criteria

At the end of this unit, pupils will:

- be able to write their own CV;
- be able to complete an application form;
- have taken part in recruitment and selection role-plays; and
- be familiar with strategies to improve their job application and interview success.

Key Questions

Throughout this unit, encourage pupils to consider the following questions:

- What do I do if I see a job that I want?
- What is the purpose of an interview?
- What are the expectations of an employer at interview?
- In what ways do first impressions count?
- How do I know what questions I will be asked?
- How can I prepare for an interview?

Employability Skills Focus

This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 4. The focus within this unit is outlined below:

Communication

- Participating in discussions and interviews
- Interpreting, analysing and presenting information in oral, written and ICT formats

Opportunity
for Assessment
for Learning!
Sharing learning
intentions and
success criteria

Opportunity
for Assessment
for Learning!
Effective
key questions





Learning and Teaching Activities within this Unit

Theme 1 Preparing a CV

Pupils explore the contents of a CV and the different types of CVs that exist. They also get the opportunity to develop their own CV.

Theme 2 Completing an Application Form

Pupils learn some key rules for filling out job application forms. They also practise completing an application form.

Theme 3 Interviews – Purpose, Do's and Don'ts

Pupils examine the purpose of an interview and gain an insight into interview etiquette.

Theme 4 Interview Questions

Pupils consider the types of questions asked at interview. They practise answering a range of questions.

Theme 5 Interviews – The Good and the Bad

Through taking part in role-play, pupils begin to recognise a good interview performance and a bad interview performance.

Theme 6 Presenting Me

Pupils prepare and deliver a presentation in a simulated interview situation.



Theme 1

Preparing CVs

Pupils explore the contents of a CV and the different types of CVs that exist. They also get the opportunity to develop their own CV.



Support Materials for Activities

- *Curriculum Vitae (CV) Briefing Sheet* (Resource 1)
- *Sample CVs* (Resource 2)

Activity 1

Explain to pupils that you are going to describe a document that is sometimes used in the job application process. Tell them that you are going to give them several clues. Pupils must work individually and write down the name of the document at any stage of the description. Ask pupils not to shout out the answer. Give the class the following clues:

- It is a Latin term that means 'course of life'.
- It is sometimes required instead of an application form.

- It should be tailored for individual jobs.
- It provides a brief synopsis of an applicant's education and work history.
- It is prepared by a job applicant to market their strengths.
- It provides employers with evidence of the applicant's ability to do a job.

Ask pupils to guess the name of the document that was described.

Ask pupils to work in pairs. Distribute a copy of the *Curriculum Vitae (CV) Briefing Sheet* and the *Sample CVs* to each pair. If required, download additional sample CVs from the Internet. Invite pupils to read the *Curriculum Vitae (CV) Briefing Sheet* and the sample CVs and to make a note of the main parts of the CV and the purpose of each section.

Ask the pupils to consider whether they have a clear picture of the individuals described in the sample CVs. Encourage pupils to consider:

- three ways in which the CVs might be improved (for example, more evidence of how key skills have been developed); and
- which CV they prefer and why.

Activity 2

Ask pupils to spend some time writing their own CV. Remind them to use the *Curriculum Vitae (CV) Briefing Sheet* for guidance.

Allow pupils time to assess each other's work, commenting on both positive aspects and areas for improvement.

Theme 2

Completing an Application Form

Pupils learn some key rules for filling out job application forms. They also get to practise completing an application form

Support Materials for Activities

- *Rules to Filling out an Application Form Briefing Sheet (Resource 3)*
- Various job application packs from different recruiters (from Unit 3)

Activity 1

Distribute various job application packs from different recruiters. Ask pupils to think about some of the instructions on an application form for example, use black ink or use own handwriting. Explain that part of the selection process measures an applicant's ability to follow instructions. Often, candidates who do not follow the application form instructions are not called for interview.

Opportunity for Assessment for Learning!
Effective key questions
Assessing own and others' work using agreed success criteria

Organise pupils into small groups.

Ask them to consider the following questions:

What is the purpose of an application form?

Are all application forms the same?

Activity 2

Ask pupils to work in the same groups and to create a poster entitled, 'Rules for filling out an application form'. Ask groups to list their rules under the following headings:

- Preparation;
- Completing the form; and finally
- Ask groups to consider which rules would be the same/different for online application forms.

Activity 3 - Extension Opportunity

Ask pupils to obtain a job recruitment pack, either by contacting an employer directly or through the Internet. Next, ask pupils to complete the application pack as if they were applying for the job.

Ask pupils to get back into groups and to use peer assessment to establish whether the application forms have been completed fully and accurately. Remind pupils to use the *Rules to Filling out an Application Form Briefing Sheet* as success criteria.

Ask groups to present their feedback to the rest of the class.



Theme 3

Interviews - Purpose, Do's and Don'ts

Pupils examine the purpose of an interview and gain an insight into interview etiquette.



Support Materials for Activities

- Large sheets of paper
- Markers

Activity 1

Divide the class in to four or five groups. Provide each group with a large sheet of paper. Ask each group to allocate roles for example, facilitator, recorder, reporter and timekeeper.

Ask the recorder to write the following question in the middle of the sheet of paper, 'What is the purpose of an interview?' Encourage groups to consider the question from both an interviewer's and an interviewee's point of view. Ask groups to generate as many answers as possible and record them on the top half of the paper.

Next, ask groups to agree on their top five answers and write these on the bottom half of the paper. Invite the reporter to present their group's ideas to the rest of the class.

Initiate a class discussion. Challenge pupils to highlight how interviews provide opportunities for:

- the employer to find out if there is a good match between the attitudes, skills and experiences of the candidate and the requirements of the job; and
- the candidate to market themselves and let the employer know how much they have to offer them.

Activity 2

Ask pupils to get back into their groups and to discuss what interviewees need to carry out a successful interview. Ask groups to record their answers under the following headings:

- Appearance;
- Confidence;
- Attitude;
- Body language;
- Punctuality;
- Answers to questions; and
- Evidence of preparation for a particular job interview.

Ask groups to feedback their answers to the rest of the class. Share and discuss contributions from each group. Explain to the pupils that research suggests that interviewers make their decisions within the first few minutes of an interview. As a class, consider how to make a good first impression.

Activity 3

Ask pupils to stand together in their groups. Tell them you want them to pose for a pretend photograph but that they must demonstrate behaviours that would give a bad first impression. Walk around the room and ask pupils why they chose to pose in the way they did. Repeat the activity to represent behaviours that would give a good first impression.

Activity 4 – Extension opportunity

Ask pupils to get back into their groups. Distribute a large sheet of paper to each group. Ask each group to allocate roles for example, facilitator, recorder, reporter and timekeeper. Ask the recorder to divide the sheet into two sections. The top half of the page must be entitled, 'Interview do's' and the bottom half, 'Interview don'ts'. Ask groups to list as much as possible in both sections of the page.

Once this is completed, ask groups to agree on their top three, 'Interview do's' and their top three, 'Interview don'ts'. Invite the reporter to present their group's findings to the rest of the class.

Theme 4

Interview Questions

Pupils consider the types of questions asked at interview. They practise answering a range of questions.

Support Materials for Activities

- Interview Question Cards A (Resource 4)
- Interview Question Purpose Cards B (Resource 5)

Activity 1

As a class, discuss what an employer might want to find out at an interview. Ask pupils to suggest ways in which an employer could identify what s/he wants to find out at the interview. An example might be to review the job specification and person specification.

Divide the pupils into groups. Provide each group with two envelopes, one containing *Interview Question Cards A* and one containing *Interview Question Purpose Cards B*. Ask groups to match the *Interview Question Cards A* to the *Interview Question Purpose Cards B*. Remind pupils that several of the *A cards* may be matched to the *B cards*.

Discuss how it is impossible to know exactly what questions might be asked at interview. It is therefore very important that interviewees think about the key messages they want to communicate before going to an interview.

Activity 2 - Extension opportunity

Explain to pupils that mnemonics are useful verbal memory tools that can help ensure interview success. Describe a well-known mnemonic, such as, **STAR**:

- S** – set the scene;
- T** – describe the task;
- A** – explain your actions; and
- R** – describe the results of your actions.

Consider the use of other mnemonics to remember how to plan good interview answers, for example, the **BEST** approach:

- **Broad** – demonstrate through description that you have a broad understanding of the issue in question for example, the university, the company or teamwork;
- **Experiences** – tell the interviewer about your experience of the issue;
- **Specific** – describe your in-depth understanding by giving specific examples of how you have encountered the issue in question; and
- **Tell** – make sure your answer tells the interviewer how you are the perfect candidate for the job/course.

Encourage pupils to generate a range of mnemonics to help them prepare for interviews. Invite individuals to choose at least three of the questions from the interview cards and write out sample answers.



MAKE
A GOOD
IMPRESSION

Theme 5

Interviews- The Good and the Bad

Through taking part in role-play, pupils begin to recognise a good interview performance and a bad interview performance.

Activity 1

Divide the class into four groups. Label the groups A, B, C and D. Allocate one of the following scenarios to each group:

- Emily is being interviewed for the position as a sales advisor.
- David is being interviewed for an electrician apprenticeship.
- Sarah is being interviewed for a job as a solicitor.
- Mark is being interviewed for a place at Manchester University to study speech and language therapy.



Alternatively, allow groups to choose their own scenario.

Inform groups A and B that they are to role-play a poor interview. Inform groups C and D that they are to role-play a good interview.

Provide time for each group to develop a short script of their role-play interview scenario. Invite each group to present their role-play to the rest of the class. Afterwards, encourage individuals to share their feedback with the rest of the class.



Theme 6

Presenting Me

Pupils prepare and deliver a presentation in a simulated interview situation.

Opportunity for
Assessment for Learning!
**Assessing own and
others' work using
agreed success criteria**

Support Materials for Activity
- *Pupil Reflection Record (Resource 6)*

Activity 1

Ask pupils to choose a job or a course that they are interested in applying for in the future. Tell them to imagine that they are being interviewed for the job or course. Pupils must prepare a presentation, lasting approximately two minutes, to explain why they are suitable for the job/course.

Ask the class to draw up a generic list of success criteria for their presentation. Invite pupils to make their presentations to the class. Use peer evaluation to assess each presentation against the agreed success criteria.

Alternatively, pupils could work in groups to prepare a presentation, with each person taking a turn to make part of the presentation.

Activity 2 – Extension opportunity

Invite employers into school to listen to the presentations and to give pupils feedback.

Activity 3

Distribute a copy of the *Pupil Reflection Record* to each pupil. Ask pupils to read the *Pupil Reflection Record* and think about their learning to date. Ask pupils to complete the *Pupil Reflection Record* and then to take part in a group discussion to share their learning with each other.

It might be useful to record feedback from individual pupils in their Progress File.



Curriculum Vitae (CV) Briefing Sheet

What is a CV?

CV stands for Curriculum Vitae. This is a Latin phrase meaning the course of your life.

A CV is a written summary of an individual that includes personal details, work experience, educational background and skills. Interests and references are normally included.

Information to include on a CV

- Basic personal information
- Education
- Work experience including voluntary work
- Interests and activities
- Other skills
- Referees – usually two.

Useful tips

- Use a confident tone and positive language
- Use a clear layout
- Use a clear type face and font size
- Use good quality paper - white is usually best
- Keep to a maximum of two pages
- Check thoroughly for correct spelling and grammar
- Emphasise relevant experience and skills to encourage the employer to keep reading
- List other skills such as languages, driving licence and IT skills
- Ask a friend, parent or teacher to read your CV to get some feedback.

Sample CV 1

ANN OTHER CV (CURRICULUM VITAE)

Personal details

Ann Other
321 Any Street
Anytown
Any County

D.O.B: 09/06/1990

Telephone:

Email:

Personal Profile

I am a Year 13 student currently studying for three AS Level examinations. I am actively seeking part-time employment that will fit in with my schoolwork. Last summer I was employed at Prestige Retail as a sales assistant and I gained valuable customer service skills in the retail trade. I am a reliable person with good time keeping. I am friendly and approachable and am able to follow instructions accurately. I possess good verbal and written skills. I can work on my own initiative as well as part of a team and can deal with administrative duties competently.

Key Skills

- Good customer service skills
 - Team working
 - Excellent verbal and written skills
 - Good IT skills, including Word, Excel, Access and Outlook
 - Have obtained basic customer care training
 - Good awareness of health and safety issues
-

Education

Anytown High School
2000 - 2005

Currently studying for AS Level examinations in Business Studies, Economics and Chemistry. 6 GCSEs: Economics (A), Business Studies (B), English Language (B), Chemistry (B), Physics (B) and Geography (B).

Work Experience

Prestige Retail

Anytown
June 05 - May 06

Shop Assistant – Saturday work

- Served customers and dealt with customer enquiries
- Operated an electronic cash register and credit card machine
- Re-stocked shelves
- Checked stock delivery details
- Used computer to search for customer stock enquiries

Food 4 You

Anytown
Sept 03 - June 05

Shop Assistant – Saturday work

- Stocked shelves on a rotation system
- Helped customers
- Served customers
- Operated an electronic cash register
- Kept serving counter area clean and tidy at all times

Sample CV 1 (continued)

Voluntary Work

- **June 05** Volunteered for Disabled Olympic Sports in Belfast
 - **May 05** Abseiled down the BT Tower as part of a charity event for Breast Cancer
 - **Nov 04** Collected money for Children in Need on behalf of local primary school
-

Achievements

- Duke of Edinburgh Award
 - Member of the school sports team
 - Helped organise the school concert
-

Interests

Organising events for charity, playing badminton, reading and hill walking.

References

Mr John Black

Business Studies Dept
Anytown High School
Any Street
Anytown

Mrs Mary Conville

Prestige Retail
HR Department
Any Street
Anytown

Sample CV 2

JOE BLACK

Personal details

Joe Black
19 Valley Street
Anytown

D.O.B: 11/06/1988

Telephone:

Email:

Personal Profile Summary

I have an avid interest in working within the sports sector. I am currently the captain of the school rugby team and assist with coaching the junior rugby team where I live. I have obtained foundation level coaching awards and have attended relevant child protection and health and safety courses. It is my intention to offer voluntary coaching services to our local junior football team this summer. I have also been employed as a part-time assistant in TS Sports in Anytown for 10 months.

Communication Skills

I have good communication skills, gained from giving presentations at school and coaching my local sports teams. Working on team projects as part of my coursework has developed my negotiation and persuasion skills. In addition, my work experience has developed my verbal and written communication skills and my ability to deal with customers.

Teamwork

I have worked as an effective team member of the TS Sports sales team, helping to meet sales targets and develop effective working relationships. My role as captain of the school rugby team required team working, planning, organising and leadership skills. The successful completion of coursework was dependent upon effective participation within a group.

Leadership

I demonstrate leadership qualities through my role as captain of the rugby team and as Assistant Coach. In these positions, I adopt a dominant yet supportive role.

Problem-solving

School based projects have required problem-solving skills as well as creativity and logical thinking. Problem-solving skills have also been required when playing with the school rugby team and coaching the junior rugby team. I have been able to find effective solutions to problems when dealing with customer complaints and/or difficulties at TS Sports.

Sample CV 2 (continued)

Computing

Good working knowledge of several computer packages including Microsoft Word, Excel, PowerPoint, Adobe Photoshop and Microsoft Outlook.

Other Skills

- I have held a driving licence for six months
- Have developed conversational Spanish through visits to Spain and obtaining a GCSE in Spanish

Education

2006 to present	Anytown High School Studying for the following A Levels: Sports Studies, Biology, Chemistry	2005 to 2006	Anytown High School 3 AS Levels: Sports (A), Biology (B) and Chemistry (C)
		2000 to 2005	Anytown High School 8 GCSEs: Sports Studies (A), Biology (B), Chemistry (B), Business Studies (B), Maths (C), English (B), History (C) and Spanish (B).

Work Experience

June 2006 to present	Part-time sales assistant with TS Sports Serving customers, dealing with customer enquiries and stocking shelves.
Summer 2005 to present	Assistant Coach to local junior rugby team Helping the coach to train the team and develop training programmes.
Summer 2004	Part-time petrol pump attendant Serving petrol to customers, washing cars and keeping the forecourt tidy.

Other Information

- Obtained the Foundation Level Coaching Certificate in July 2005
- Attended the Sports Association health and safety training in June 2005
- Completed a Child Protection Certificate in June 2005

Interests

Rugby, football, reading and coaching

References

Mr Marc Anderson - Sports Studies Dept
Anytown High School
Any Street, Anytown

Mrs Jackie Paul - Manager
TS Sports
Any Street, Anytown

Rules for Filling out an Application Form Briefing Sheet

Preparation

- Read the instructions carefully.
- If possible, photocopy the application form and practise completing it before you fill in the real form.
- Make sure you have plenty of time to fill in the application form.

Filling in the application form

- Keep the form clean and unfolded.
- Use a black pen and write your answers clearly and neatly.
- If appropriate, word-process your answers.
- Follow the instructions exactly. For example, use block capitals if asked to do so.
- Answer all questions that apply to you. Keep your answers short and to the point.
- If questions do not apply to you mark the section with N/A.
- Make sure you include any relevant experience and always give examples.
- Use the person specification to focus your answers if the questions are not specific.
- Make sure there are no spelling or grammar mistakes.
- Make sure to answer all the appropriate questions.
- If allowed, attach a separate piece of paper to list additional skills and experience.

And finally...

- Check all your answers carefully and make sure that all dates listed are correct.
- Use a C4 envelope to return the application form. This is suitable for an A4 document without any folding.
- Make sure you have enough postage on the envelope.
- Take a photocopy of the completed application form for your own records.
- Make sure you complete the equal opportunities form and return it with your application.
- Ensure the application form is returned to the employer before the closing date.
- If required, include a cover letter. The cover letter is an opportunity to introduce yourself and your interest in the job.

Online application forms

Presentation

- Presentation is still important in online format, so ensure you present your information in a professional manner.
- Make sure your grammar and spelling are correct. Do not use text or email language.

Be prepared

- If possible, download a copy of the online application form and save it.
- Type your answers in a Word document before you complete the online application form.
- Read your responses carefully before you cut and paste them into the online application form.
- Check all the information is correct before you send the application form.
- Save a copy of your completed application form.

Be careful

- Do not click the wrong button, or you could send an incomplete application form to the employer.
- Allow plenty of time to complete the application form.
- Servers and computers can crash so make sure you complete and send your application form well before the closing date.
- If you have to log on to a website to complete an application form, there might be a time limit after which your connection expires.

Interview Question Cards A

**Why did you apply
for this course/job?**

**What experience do you
have in this area?**

**Describe a time when
you had to work as a
team and/or solve
a problem.**

**Tell me a bit
about yourself.**

**What do you think the
main challenges of this
job/course will be?**

**How do you
react to criticism?**

**Why do you want this job?
OR
Why do you want a place at
this college/university?**

**What do you know about
this job/college/university?**

**What are your strengths
and weaknesses?**

Tell us about yourself.

What would you like to be doing in five years time?

What is your biggest achievement?

You need good communication skills for this course/job. Do you have good communication skills?

What motivates you?

What would you do if...?

What skills and/or qualities do you think are required for this course/job?

Give an example of a time when you were faced with a difficult situation?

Do you prefer to work alone or as part of a team?

What interests you outside of study/work?

This course/job requires that you work flexible hours. How do you feel about that?

Interview Question Purpose Cards B

<p>Open questions</p> <p>These require a variety of responses.</p>	<p>Closed questions</p> <p>The interviewer wants specific answers to test knowledge.</p>
<p>Scenario questions</p> <p>The interviewee must think and reflect.</p>	<p>Leading questions</p> <p>The answer is usually straightforward.</p>
<p>Broad questions</p> <p>There are a number of sub-questions within the main question.</p>	<p>Competency questions</p> <p>The interviewer uses their experience to assess the interviewee's ability and potential.</p>
<p>Wide questions</p> <p>These usually require the interviewee to show a broad understanding of the position or course applied for.</p>	<p>General questions</p> <p>The interviewer is keen to find out how the interviewee can contribute to the college or company.</p>

Pupil Reflection Record

What did you learn about yourself through taking part in this unit?

Please list in what ways your CV and interview skills are strong.

Describe the career planning activities you have taken part in during this unit.
(Examples might include: reading, watching videos, carrying out research, giving presentations and/or hearing from others.)

Are there any areas of work you want to learn more about to help you in your career planning? (Please list at least one or two areas. What do you want to know and how can this be accomplished?)

Signed: _____

Teacher: _____

Parent: _____

Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to **www.ccea.org.uk/employability**

A CCEA Publication © 2008



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📠 +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

