



Lesson plan

Topic 2 - Job interview

Duration: 4 lessons (4*45 minutes)

Operational objectives:

Student is able to:

- Present information about himself/herself.
- Discuss the rules of group discussion and brainstorming.
- List features useful during a job interview.
- Create a list of his/her strengths and weaknesses.
- Conduct a mock job interview.
- Analyse the desirable and undesirable qualities in other people.
- List communication barriers.

Methods:

Group work, multimedia presentation, brainstorming, using Internet resources, creative groups

Course of the lesson:

The lesson begins with an introduction regarding soft skills in professional life - presentation as per Annex 1.

ANNEX 1 – Presentation "Soft skills will soon become hard"

Expected duration - 10 minutes

Task 1.

The teacher divides the students into two-person groups.

The students sit opposite each other. One of them tells the other important information about himself/herself, the other writes down his/her observations regarding the quality of performance on the worksheet received. Then the students change roles.

Expected duration - 15 minutes

ANNEX 2 – "Evaluation of the quality of performance" worksheet

Transfer, adaptation and implementation of innovative solutions in developing students' skills in schools of construction in the area of vocational foreign language, personal and social competencies, within the framework of cooperation network



The exercise ends with a group presentation of comments to the presentation of the other person. Each participant speaks in front of the group and lists comments to the performance of the other person.

Expected duration- 10 minutes

After the exercise, the teacher makes a presentation on "Interpersonal Communication" with emphasis on developing the ability to communicate and read non-verbal signals. Presentation as per Annex 3.

Expected duration- 10 minutes

ANNEX 3 –"Interpersonal Communication" presentation

After the presentation, the teacher presents the schedule for the brainstorming process:

Preparation of brainstorming:

- Analysis of the number of participants
- Participants jointly define the problem
- Participants jointly establish the rules for recording the brainstorm in a short, concise form
- Associations proposed by group members are immediately written down
- Criticism and evaluation of proposals during the implementation phase are to be avoided
- Each proposal is just as important as the next one and will contribute to ultimate success
- There is no quantitative to qualitative limit to the proposals
- Participants agree that the implementation phase should last about 15 minutes

Implementation phase:

- Determining that all participants define the problem in the same way
- The same rules for all participants
- Implementation - writing down ideas on the board
- Rational evaluation of the feasibility of proposed solutions and ideas

Expected duration- 10 minutes



Task 2.

The students have the task of determining the features and behaviours useful during a job interview. The exercise is to be completed using the brainstorming method. They write "Job interview" on the board. They divide themselves into three groups, each of which focuses, during the exercise, on one of the following issues:

- How to prepare for a job interview?
- How to behave during a job interview?
- What is undesirable during a job interview?

Expected duration - 15 minutes

During brainstorming, the students work independently, the teacher must not interrupt. After the exercise, the students present their results to the other groups. These ideas are supplemented by the teacher.

Expected duration- 10 minutes

After brainstorming, the teacher - observer, directs the students with questions to the creative group:

RULES OF THE CREATIVE GROUP	
EVERYTHING IS ALLOWED	There are no bad ideas - each has value
QUANTITY BEFORE QUALITY	Do not set a time limit for ideas - the last one can always be the best one
AVAILABILITY OF INTELLECTUAL PROPERTY	You can use every idea, even the most insignificant one Expressed idea counts double
LEAVE ANALYSIS FOR LATER	Write every idea down - it can be useful later
SEPARATE BRAINSTORMING FROM CRITICISM OF IDEAS	Watch out for "deadly phrases" such as: It never works Yes, but..... This can't be done with you Who will bear the costs? Perhaps we'll get back to this later How do you want to do this?
BEWARE OF CREATIVITY BLOCKS	Authoritarian leadership



	Excessive subordination Unreasonable assessment of ideas Gender stereotypes Blind trust in authority
USE CREATIVITY-PROMOTING BEHAVIOURS	Openness and tolerance Ability to resolve conflicts Ability to work in a network Curiosity, inquisitiveness, good fun

Expected duration - 10 minutes

The teacher gives a short introduction about developing one's own competencies and self-acceptance. The way people think and feel about themselves often influences how they treat both themselves and others. Self-acceptance is, among others, seeing your own uniqueness and just liking yourself. Lack of self-acceptance consists in emphasising one's own shortcomings, lack of faith in one's own strengths and abilities, underestimating one's achievements.

Task 3.

The student receives a map in which he writes down his/her experiences, positive qualities and strengths. The map is a preparation and a list of the student's strengths that are relevant in a job interview. Once it is completed, the student receives a second map for his/her weaknesses.

Expected duration - 20 minutes

ANNEX 4 – Mind map "I - strengths" and "I - weaknesses"



Task 4.

Each participant writes his/her name vertically on a piece of paper. Then the student adds to each letter a word that will present his/her thoughts, dreams, plans, life motto, etc. It may look like this:

Am afraid of darkness

Don't like egoists

Accept the views of others

Many friends

Million dreams and hopes

Am interested in painting

Respect my parents

I dream about traveling

Attack my faults

Expected duration - 10 minutes

Once it is completed, everyone presents what they have written briefly explaining it. It is important that each participant has the opportunity to present themselves, say something about themselves, while the other participants must not criticise or judge. Writing down names and adding words to them can be done by all participants simultaneously on a large sheet of paper. The exercise not only allows everyone in the group to get to know each other better but also encourages self-reflection.

Expected duration- 15 minutes

Task 5.

Students are divided into groups of three. In each of the groups one person will play the role of a recruiter, second - a potential employee and third - an observer who will analyse the course of the conversation and the attitude of the interlocutors.

First two students are to prepare a job interview scenario. The recruiter receives a ready-made list of questions that will be presented during the interview, the potential employee must answer the questions and comply with the rules set during the brainstorming. Observers help prepare students who play the role of potential employees. During the mock interview, observers complete the worksheet received from the teacher.

Expected duration - 30 minutes

ANNEX 5 – A list of job interview questions for the recruiter

ANNEX 6 – “SWOT analysis – for and against recruitment” worksheet

The task is meant to make students see their weaknesses and strengths in the process of interpersonal communication with their own eyes and the eyes of their peers.

Once the students complete the task, the teacher proceeds to the summary, which consists of the



presentation of communication barriers:

1.Criticising

"You brought it on yourself" - no one likes to hear this, even if it's the truth.

A large part of the society is convinced that criticism is necessary to express one's own opinion and influence the attitudes of others.

However, this is a communication barrier that may be impossible to overcome.

2.Making a "diagnosis"

In other words, an amateur psychiatrist enters the frame. Have you ever felt strong irritation when someone in your surroundings tried to play Freud?

The feeling of frustration will surely arrive when you try to tell others why they behave in a certain manner, even though they try their best to explain their motives.

Avoid, at all costs, phrases like, "you act this way because you are afraid of rejection".

3.Giving orders

Many people are convinced that messages based on coercion are the most effective. That's what the rules of persuasion tell us anyway. However, it lowers the self-esteem of the person to whom the message is addressed, hence it may lead to rebellion.

4.Calming down

So, in other words, a request to refrain from negative emotions - "Don't worry".

People who build this type of barriers usually mean well, but they can't, or, for some reason, don't want to show some empathy.

It doesn't help with the communication as it often trivialises the problem that our interlocutor is struggling with.

5.Distraction

"Do you think you have a serious problem? Listen to what happened to me!"

Topics that build tension are conducive to such barriers. Stories with human suffering, anger, illness, unhappiness are a distraction.

It is often associated with the lack of active listening skills.

6.Giving advice

Pieces of advice are useful when given by experienced people. However, one should be very careful that our advice does not become a communication barrier.

They should be given in such a manner that the interlocutor can be sure that the advice is a result of care, not a lack of faith in their intelligence or their ability to cope with problems.

Note! Don't confuse such pieces of advice as "If I were you ..." with useful work tips.



7.Logical arguments

Attempting to convince the other person by referring to facts or logic without taking into account the emotional aspect of the situation.

You have to know when you can afford to keep it cool, because when such attitude collides with hot emotions of the interlocutor, who has a problem, you can evoke equally hot rage.

8.Threatening

Trying to gain control over the behaviour of the other person by warning of all the negative consequences will not win us friends.

Find a way to motivate your interlocutor in a positive manner!

9.Too many questions

Attempts to connect with your interlocutor by asking many sometimes irrelevant questions can trigger anxiety and defensive reactions.

Closed questions asked in an atmosphere of interrogation make it difficult to establish positive relationships.

Expected duration - 15 minutes