

How to apply successfully

Jahrgangsstufen	11. Klasse
Fach/Fächer	Englisch
Übergreifende Bildungs- und Erziehungsziele	Interkulturelle Bildung Werteerziehung Soziales Lernen Medienbildung
Zeitraumen	4 x 90 min
Benötigtes Material	Kopien, Präsentationsmaterialien, Computer, Beamer, Internetzugang

Kompetenzerwartungen

Die Schülerinnen und Schüler

- bewältigen auch bei sprachlichen Schwierigkeiten (z. B. durch Paraphrasierung) eine Vielfalt von Kommunikationssituationen innerhalb ihrer Erfahrungswelt (z. B. Bewerbung für ein Praktikum, Alltagssituationen im Ausland) weitgehend spontan, flüssig und klar. (E11 Kommunikative Fertigkeiten – Sprechen)
- nehmen in Gesprächen und Diskussionen zu Themen ihrer privaten sowie beruflichen Erfahrungswelt Stellung und drücken die eigene Meinung adressaten- und situationsgerecht aus. Sie tragen dabei zum Gesprächsfortschritt bei und übernehmen zunehmend Verantwortung für das Gesprächsergebnis. (E11 Kommunikative Fertigkeiten – Sprechen)
- analysieren und diskutieren Fragestellungen zu Themen ihrer privaten sowie beruflichen Erfahrungswelt in strukturierter schriftlicher Form. (E11 Kommunikative Fertigkeiten – Schreiben)
- setzen sich auf der Basis ihres soziokulturellen Orientierungswissens mit kulturellen Gemeinsamkeiten und Unterschieden zunehmend differenziert auseinander. Dabei identifizieren und kontrastieren sie unterschiedliche Sicht- und Wahrnehmungsweisen im privaten und beruflichen Alltagsleben der eigenen und der Zielkultur (z. B. Lebensgewohnheiten, Freizeitgestaltung) und nehmen die kulturelle Prägung des eigenen Denkens bewusst wahr. (E11 Interkulturelle Kompetenzen)
- setzen einen zunehmend differenzierten Wortschatz rezeptiv und produktiv in zunehmend komplexen unmittelbaren sowie medial vermittelten Kommunikationssituationen sicher und intentionsadäquat ein. (E11 Verfügen über sprachliche Mittel – Wortschatz)
- erweitern ihren allgemeinen und thematischen Wortschatz kontinuierlich, um sich zu Themen aus ihrem privaten und beruflichen Erfahrungsbereich differenziert zu äußern. (E11 Verfügen über sprachliche Mittel – Wortschatz)



Aufgabe

Situation:

As you and your fellow students are interested in working abroad you decide to enrol for the workshop advertised below. During the workshop you have to work on a variety of tasks.

How to apply successfully

Which skills are indispensable in order to succeed in a global job market? What documents are needed for an international application and how can I best prepare for my application? Furthermore how should I prepare for the interview with a potential employer abroad? If you are concerned about these issues, attend this workshop! You will get advice from experts in international recruitment.

AGENDA

- Figure out what motivates you!
- Find the job which is tailored to your needs!
- Create your personal application skills booklet!
- Get ready for your first interview!

Outcome:

Application Skills Booklet



TASK I:

Welcome to our application workshop! Before you start dealing with the actual application process in detail, you first have to figure out what you are actually looking for in a job.

Pyramid Discussion

Individual activity:

- ü Look at the following list and rank the items in order of importance, starting with the factor that is most likely to motivate you at work (1) and finishing with the factor that is least likely to motivate employees (10).

Feel free to come up with more factors that you personally consider to be indispensable for a high level of motivation.

- ü Give reasons for your choice!

Partner activity:

- ü Compare and discuss your ranking with a partner. Finally – if possible-, agree on **one** ranking!

Group activity:

- ü Form groups of four to five students und repeat the procedure described above as a group.
- ü Be prepared to present your ranking and to the class. Give reasons for your choice!



Factors of motivation

What are you looking for in a job? Figuring out what actually motivates you is essential to pave your way to success. Therefore, rank the following aspects in order of importance, starting with the factor that is most likely to motivate you and finishing with the factor that is least likely to motivate you. As you are an international group of students, discuss how this hierarchy might vary from country to country or from culture to culture.

	Individual Ranking	Pair Ranking	Group Ranking
Self-actualization/personal development			
Status			
Facing challenges, overcoming obstacles and solving problems			
Responsibility			
Making a difference			
Money			
Teamwork			
Recognition for your work			
Security			
Gaining international experience			
Creativity			

Notes:



TASK II:

After you have figured out what actually motivates you in a job, you are asked - in a second step - to find out which job is tailored to your needs, interests and qualifications. Furthermore, you are expected to identify skills which are indispensable for succeeding in a global job market. In your group you accomplish the following tasks:

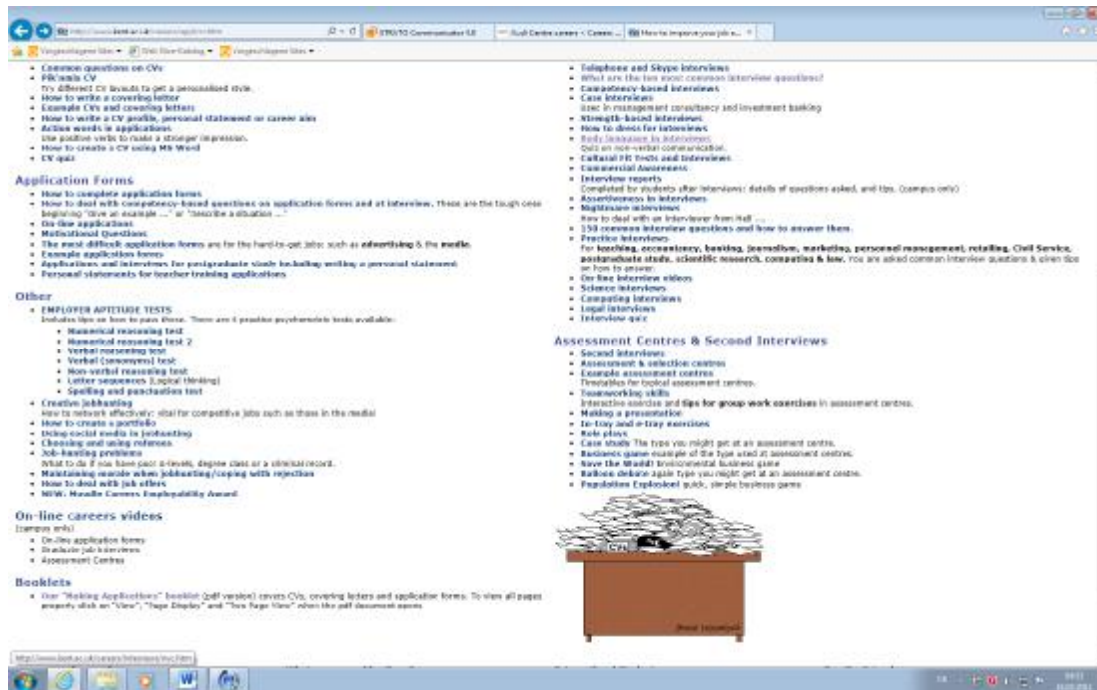
1. What jobs do you want to do when you finish school or training? Do a survey and collect ideas on the board under the heading "Jobs".
2. Look at the jobs on the board and figure out important skills and/or qualities you think an employee should have in each case. Add an additional column on the board with the heading "Skills/Qualities".
3. Group Discussion:

As future employees in a globalized job market you are participating in a discussion focusing on labor market requirements and ways to promote the skills needed.

1. In groups of 4-5 experts identify and agree on 5 skills that you consider absolutely essential for succeeding in a globalized job market. You may take skills/qualities from the board but you should also come up with additional aspects of your own that have not been mentioned before. Give reasons for your choice.
2. In a second step, think about ways to acquire (and teach) those skills appropriately (in schools, at home, in companies, etc.).

TASK III:

Making yourself attractive to overseas employers and competing with applicants from all over the world can be challenging. Therefore, this workshop explores ways of enhancing your chances of successfully applying for jobs in a global job market.



The screenshot shows a web browser window displaying a careers page. The page is organized into several sections:

- Common questions on CVs:**
 - Fix your CV
 - Try different CV layouts to get a personalised style
 - How to write a covering letter
 - Example CVs and covering letters
 - How to write a CV profile, personal statement or career aim
 - Action words in applications
 - Use passive verbs to make a stronger impression
 - How to create a CV using MS Word
 - CV quiz
- Application Forms:**
 - How to complete application forms
 - How to deal with competency-based questions on application forms and at interview. These are the tough ones beginning 'Give an example ... of ...' 'Describe a situation ...'
 - Do the applications
 - Multiple-choice questions
 - The most difficult application forms are for the hard-to-get jobs: such as advertising & the media
 - Example application forms
 - Applications and interviews for postgraduate study including writing a personal statement
 - Personal statements for teacher training applications
- Other:**
 - **EMPLOYER ATTITUDE TESTS**
 - Includes tips on how to pass these. There are 4 possible psychometric tests available:
 - Numerical reasoning test
 - Numerical reasoning test 2
 - Verbal reasoning test
 - Verbal (Comprehension) test
 - Non-verbal reasoning test
 - Letter sequences (Logic) test
 - Spelling and punctuation test
 - Creative job hunting
 - How to network effectively: vital for competitive jobs such as those in the media
 - How to create a portfolio
 - Doing social media in job hunting
 - Choosing and using references
 - Job-hunting problems
 - What to do if you have poor results, degree class or a criminal record
 - Maintaining morale when job hunting/ coping with rejection
 - How to deal with job offers
 - NCV: Nevada Careers Employability Award

- On-line careers videos:**
- (Common links)
 - Do the application forms
 - Do the job interviews
 - Assessment Centres
- Booklets:**
- Use 'Working Applications' booklet (pdf version) covers CVs, covering letters and application forms. To view all pages properly click an 'View', 'Page Display' and 'New Page View' when the pdf document opens

Additional sections visible on the right side of the page include:

- Telephone and Skype Interviews:**
 - What are the top 10 most common interview questions?
 - Competency-based interviews
 - Case Interviews
 - Case in management consultancy and investment banking
 - Strength-based interviews
 - How to check for interviewees
 - Skills Interview: An Introduction
 - Cultural Fit Tests and Interviews
 - Commercial Assessment
 - Interview reports
 - Completed for students after interviews: details of questions asked, and tips. (Comps only)
- Assessment Centres & Second Interviews:**
 - Second Interviews
 - Assessment & selection centres
 - Example assessment centres
 - Timetables for typical assessment centres
 - Teamworking skills
 - Interactive exercises and tips for group work exercises in assessment centres
 - Making a presentation
 - In-tray and out-tray exercises
 - Role plays
 - Case study: The types you might get at an assessment centre
 - Business game: example of the type used at assessment centres
 - Have the World! Environmental business game
 - Barbed wire: another type you might get at an assessment centre
 - Facebook: Employed! quick, simple business game

<http://www.kent.ac.uk/careers/applcn.htm> (14.7.2016)

1. In groups of 3-4 people, prepare a 5-minute (per person) presentation on your topic. Use the source mentioned above to find suitable information.
2. Include a well-structured and informative handout. The handouts will be turned into an Application Skills Booklet you can refer to in all your future applications.
3. Be prepared to present your topic in the workshop.



Illustrierende Aufgaben zum LehrplanPLUS

Fachoberschule/Berufsoberschule, Englisch, 11. Jahrgangsstufe

topic	group members
CV	
Covering Letter	
Application Forms	
Online Applications	
Aptitude Tests	
Creative Jobhunting	
Job Interviews	
Assessment Centres & Second Interviews	



TASK IV:

Young people are so used to talking about themselves nowadays. They plaster captioned photos on Facebook and post their innermost feelings and thoughts. And yet, so many find it difficult to talk about themselves in the one instance where it is unabashedly necessary: in an interview. This is why this workshop offers you the opportunity to take part in the following experiment, as a preparation for a job interview with a future employer.

Selling Your Friend

Imagine you have to put your friend up for sale! Use the first half of the page to advertise him or her. Be as positive as possible and include all their strengths. The words in the Language Box might help you.

Selling Yourself

Now imagine you have to sell yourself...Do not read what your friend has written about you!



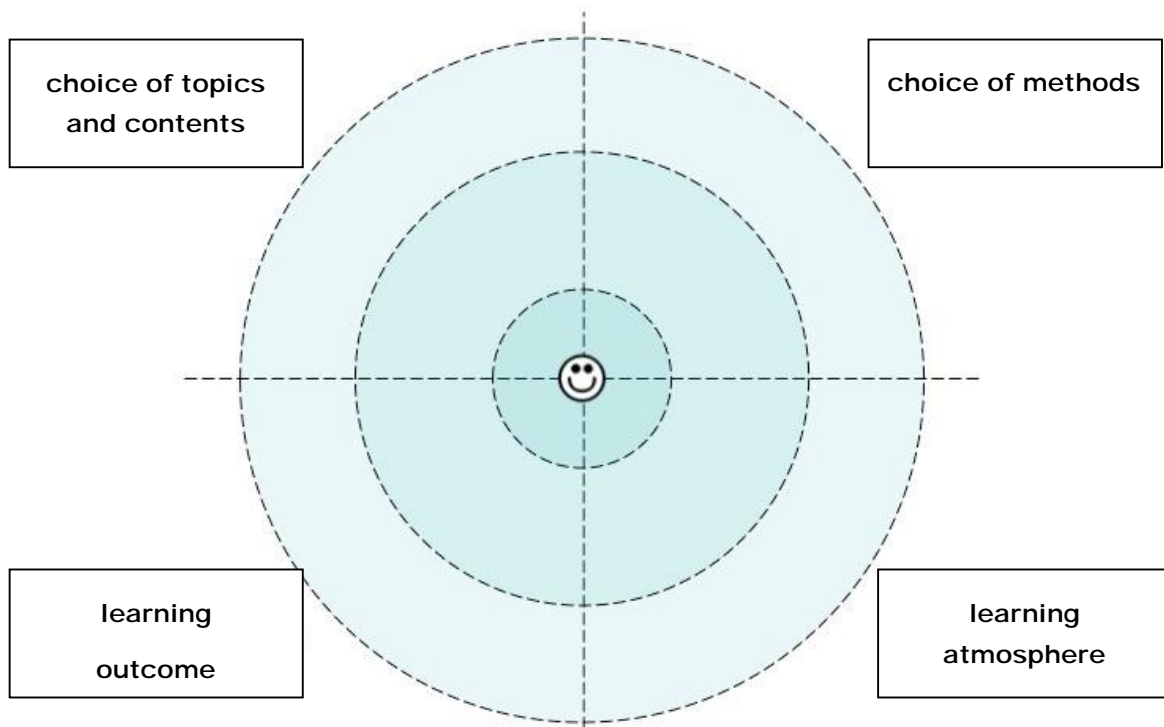
Which of the above did you find easier to complete? Why?

Language Box

ambitious		conscientious	
trustworthy		patient	
brave		cheerful	
tolerant		considerate	
tactful		modest	
caring		energetic	
sensible		imaginative	
cautious		creative	
reliable		inventive	
compassionate		experienced	
polite		gifted	
confident		self-confident	
optimistic		humorous	
approachable		easy to get along with	
fair		industrious	
loyal		obedient	
intelligent		well-mannered	
diligent		attentive	
hard-working		quick-witted	
honest		sharp-witted	
sociable		sincere	

Feedback

How did you like the application workshop?



Quellen- und Literaturangaben

http://www3.weforum.org/docs/GAC/2014/WEF_GAC_Employment_MatchingSkillsLabourMarket_Report_2014.pdf (14.7.2016)

<http://www.kent.ac.uk/careers/applicn.htm> (14.7.2016)

<http://www.kent.ac.uk/careers/docs/ApplicationSkillsBooklet2014.pdf> (14.7.2016)

Hinweise zum Unterricht

Inhalt/ Handlungen/ mögliche Handlungsprodukte	Sozialform/ Methode	Material	Bemerkung
Situation wird kurz thematisiert 5 min	U- Gespräch/ Brainstorming	Tafel	Bezug zu Kenntnissen aus der persönlichen Erfahrungswelt der Schüler.
Arbeitsauftrag zur Pyramid Discussion wird ausgeteilt und erläutert 5 min	Plenum	Arbeitsblatt mit Handlungssituation und Task I	.
Durchführung der Pyramid Discussion 25 min	EA/PA/GA	Task I	
Kurze Ergebnispräsentation mit anschließender Diskussion 20 min	Plenum	Task I/Ranking	
Fragestellung wird kurz thematisiert, Ideen zu jobs, skills/qualities an der Tafel gesammelt 15 min	U- Gespräch/ Brainstorming	Arbeitsblatt TASK II Tafel	Bezug zu Kenntnissen aus der persönlichen Erfahrungswelt der Schüler.
Group Discussion 20 min	GA	Arbeitsblatt TASK II	Durch den Fokus auf „globalized job market“ wird es erfahrungsgemäß in den Gruppen notwendig werden, die bereits an der Tafel gesammelten Aspekte um Kriterien wie Mehrsprachigkeit und interkulturelle Kompetenz zu erweitern.

<p>Application Booklet: Vorstellen des Arbeitsauftrages und Einwählen der Gruppen 10 min</p>	U-Gespräch	Arbeitsblatt TASK III	
<p>Durchführung des Arbeitsauftrages/Vorbereitung der Präsentation und des Booklet 80 min</p>	EA/GA	<p>Computer Internet (evtl. Informatikraum) Plakate Präsentationskoffer ggf. werden die Informationen ausgedruckt zur Verfügung gestellt</p>	<p>Je nach Ausstattung des Klassenzimmers können die Schüler online auf die Informationen der Kent University zugreifen. Alternativ kann die Recherche auch als häuslicher Arbeitsauftrag erfolgen oder die Informationen werden in Papierform von der Lehrkraft zur Verfügung gestellt.</p>
<p>Ergebnispräsentation je nach Klassenstärke 90-120 min</p>	Plenum	<p>Computer Beamer Dokumenten-kamera</p>	<p>Ergebnissicherung erfolgt durch die Handouts für das Booklet.</p>
<p>Selling your friend Vorstellen und Durchführen von TASK IV 20 min</p>	PA	Arbeitsblatt TASK IV	<p>Zusätzliche Instruktion durch die Lehrkraft: Blatt muss entlang der Linie gefaltet werden und wird nach dem ersten Durchgang mit der beschriebenen Seite nach unten getauscht, so dass die Schüler nicht lesen können, was ihr Partner zuvor über sie geschrieben hat.</p>
<p>Feedback Rückmeldung zur inhaltlichen und methodischen Gestaltung der Unterrichtssequenz 25 min</p>	Plenum	<p>Feedback-bogen Moderationswand Klebepunkte Stifte</p>	<p>Schüler nacheinander Rückmeldung zur Unterrichtssequenz, in dem sie jeweils einen Klebepunkt in jedem Feld der Zielscheibe anbringen. Je nach Klasse mit oder ohne persönliche Stellungnahme und Begründung.</p>



Anregung zum weiteren Lernen

TASK V:

A job interview

TASK VI:

As you really have enjoyed participating in the workshop, you and your classmates decide to publish an article in your school magazine summarizing the findings you came across in the workshop.

- Find an interesting and thought-provoking title.
- Before you start writing organize your ideas in a mind map. The words and expressions listed in the language box below might help you.
- Write the article.
- Think of an eye-catching and thought-provoking picture/cartoon to illustrate the issues discussed in your article.

Language Box

to employ sb		job interview	
employer		diversity	
employee		workforce	
to transform sth		vocational training	
basic requirement		to have access to sth	
job market		curriculum vitae (CV)	
competitive		work experience	
computer literacy		lifelong learning	
to work part-time		soft skills	
to work full-time		to outline sth	
colleague		to negotiate with sb	
to interact with sb		to apply for a job	
benefit=advantage		to be multilingual	
to outweigh sth		working language	
to be made redundant		unemployment	
job satisfaction		international trade	
to downsize		globalization	
to outsource		automation	
shortage of skilled workers		to rationalize=to cut jobs	
unskilled		a wide range of sth	
semi-skilled		academic performance	
hands-on experience		intercultural encounters	
internship		to take sth into consideration	
to provide sth		to face a problem	
to raise awareness of sth		to tackle a problem at the roots	



Lösungen

Individuelle Schülerlösungen