**SESSION OUTLINE**

**COURSE:** ABE Level 4 Employability and Self-development

**ELEMENT:** Element 3 – Demonstrating your employability

**LEARNING OUTCOME 3**

**Outline how your skillset can be used to demonstrate your employability during the recruitment and selection process (Weighting 30%)**

3.1 Outline the different screening processes that may be used as part of employee selection and how you would use your skill set to navigate this screening effectively

3.2 Reflect on how you intend to use your own skills and experience to maximise your potential to a prospective employer at interview

**NUMBER OF SESSIONS:** Four - approximately 12-15 hours in total. LO3 RESOURCE PPT; Activities 1-10

**SESSION TOPICS:** Session 6: Aptitude and personality tests

Session 7: Assessment centres and presentations for interviews

Session 8: Preparing for interviews by matching skillset/competences to those sought

Session 9: Interviewing skills and presenting yourself for interview

**Note to tutors: These are the recommended session outlines for Learning Outcome 3 of the ABE Level 4 Employability and Self-development. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 6: Aptitude and personality tests (3 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO3 RESOURCE**  Assessment Criterion 3.1 | 1-3 | Listen |  | |
| **Collect Homework from Activity 8 from Element 2** |  | Submit homework for review |  | |
| Screening processes | Be positive! This is your opportunity to demonstrate what you can do, so be confident rather than overwhelmed!  Be persistent – there are lots of potential candidates so it often takes multiple attempts to secure a job. | 4-5 | Listen and makes notes |  | |
| Tools and techniques:   * Personality tests * Aptitude tests * Telephone interviews (more in Session 8) * Face to face interviews – may be more than one (more in Session 8) * Presentations (more in Session 7) * Assessment centres, which may include some or all of the above and group tasks, sometimes based on case studies, in-tray exercises (more in Session 7) | 6 |  |  | |
| Personality tests | Used to assess your traits and predict the likelihood of you performing well in the job | 7 | Listen, make notes and ask questions as necessary |  | |
| Brief **Individual Activity 1** to practise personality test  www.psychometricinstitute.com.au/Free-Personality-Test.asp  Debrief exercise and answer questions as necessary. |  | **Individual Activity 1** - Complete at least one practice test  Relay your experience and ask questions if necessary | **E3 LO3 Activity 1**: Personality testing | |
| Aptitude tests | Used to test your ability to do specific tasks in different situations and may include:   * Numerical reasoning * Verbal reasoning * Logical reasoning * General ability * Mechanical reasoning * Spatial awareness   It is helpful to practise these tests so that you can become familiar with questions types and the format of the tests. | 8 | Listen, make notes and ask questions as necessary |  | |
| Brief **Individual Activity 2** to practise personality test  www.practiceaptitudetests.com/  Debrief exercise and answer questions as necessary. |  | **Individual Activity 2** - Complete at least one practice test  Relay your experience and ask questions if necessary | **E3 LO3 Activity 2**: Aptitude testing | |
| Brief on **Homework Activity 3** |  | Listen and ask questions as necessary  Individual activity as homework | **E3 LO3 Activity 3**: Selected aptitude testing |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 7: Assessment centres and presentations for interviews (3 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO3 RESOURCE**  Assessment Criterion 3.1 | 9 | Listen |  | |
| Aptitude testing | Debrief on Homework Activity 3 | 10 | Share experience of aptitude testing |  | |
| Assessment centres | Assessment centres, which may include:   * Personality tests * Aptitude tests * Presentations * In-tray exercises * Group activities often based on case studies or scenarios * Face to face interviews (more next session)   Remember the purpose of these centres is to find the candidate(s) best suited for the job(s) on offer and to screen out those who are unsuitable.  They can become competitive and rather intimidating, but instead of competing, try to use the opportunities presented to demonstrate the skillset and competencies you have.  At the end of the day, the recruiters will look at the outcomes of all the tests that have been completed to identify the most suitable candidates. | 11 | Listen and makes notes |  | |
| Presentations | Presentations are opportunities to show you can plan, are well organised, have good verbal, non-verbal and presentation skills; they are not usually to test your knowledge per se. Presentations need to be:   * Well prepared – know what you are planning to talk about (the topic is often arbitrary) and practice it so that you are very familiar with the points you want to make * Be factual, assertive and enthusiastic * Complete delivery within the allotted time * Slides/visual aids should be professional and not too cluttered * Know the points you want to make * Maintain good eye contact and engage with your audience; smile! DON’T look at the screen! * Speak clearly and don’t rush (or go too slowly!) Most people tend to go faster when they are nervous. Remember to breathe! * Give opportunity for questions at the end   Refer to ‘Tabia’ case study in the Study Guide. | 12-13 |  |  | |
| In-tray activities | Business simulation exercises and often ask you to complete a number of jobs that you might have to do if you go the job  They are generally about:   * Appreciating the tasks that need to be done * Prioritising what needs to be done * To carry out some work that might be in the in-tray * To demonstrate that you can cope under pressure | 14 |  |  |
| **Class Activity 4** – watch the following YouTube clip on Assessment Centres: <https://www.youtube.com/watch?v=T6nVuwr31wQ>  Debrief activity |  | **CLASS ACTIVITY 4**:  Note down the different elements that made up the day.  Although there is no audible dialogue, what did the body language tell you in relation to the confidence of the individuals involved? | **E3 LO3 Activity 4**: Assessment centres |
| Group exercises | May be formal or informal activities but designed to see how you work as part of a team.  Make sure you make a positive contribution. You don’t have to agree, but be constructive if you disagree. Respond appropriately if others challenge your ideas. | 15 |  |  |
| Brief on **Homework Activity 5** |  | Listen and ask questions as necessary  Individual activity as homework | **E3 LO3 Activity 5**: In-tray exercise |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 8: Preparing for interviews by matching skillset/competences to those sought (3 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Use file: **LO3 RESOURCE**  Assessment Criterion 3.2 | 16 | Listen |  |
|  | Debrief on Homework Activity 5 | 17 | Contribute to discussion and ask questions |  |
| Interviews | A two-way process for:   * The organisation to better understand your skillset * You to decide whether you want to work for this organisation | 18 |  |  |
| Competency-based Interviews | Used by many recruiters. Candidates need to be ready to evidence how they have the competences required, usually by giving examples of when they have demonstrated particular competencies.  Provide some examples | 19 | Listen, make notes |  |
| **Brief PAIRED ACTIVITY 6**  Roam the room as the pairs are quizzing each other, giving encouragement and/or constructive advice where necessary. |  | **PAIRED ACTIVITY 6** – Firstly, individually, think of real life examples when you demonstrated as many of the competences listed on the Activity Sheet as possible.  Then quiz each other about how they can demonstrate specific competences from the list – this is good practice at articulating your examples. | **E3 LO3 Activity 6**: Evidencing competencies |
| Addressing skillset gaps at interview | Be honest; don’t lie!  If there is something they want that you don’t currently have, admit it but say that you are keen to learn to address any gaps you have.  Recognising weaknesses, limitations and shortfalls is better than pretending you can do something and then not being able to deliver.  They may well ask if there is anything on the JD that you are less confident about doing. This is fine and most employers expect this. If you could already do everything, there would be no challenge (or reward) in the job. | 20 | Listen and make notes. Ask questions as appropriate |  |
| Brief on **Homework Activity 7** |  | Listen and ask questions as necessary  Individual activity as homework | **E3 LO3 Activity 7**: Evidencing specific competencies |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 9: Interviewing skills and presenting yourself for interview (3 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO3 RESOURCE**  Assessment Criterion 3.2 | 21 | Listen |  | |
| Evidencing competences in interview situations | **ACTIVITY 8 – Role Play based on Homework Activity 7**  Circulate and give encouragement and constructive feedback on what you observe. |  | In groups of three, where one is the candidate, one is the interviewer and one is an observer, conduct a short practice interview. The observer then gives some constructive feedback to both parties. Swap roles so that everyone has a turn at each role. | **E3 LO3 Activity 8**: Testing specific competencies | |
| **Class Discussion**: What did they learn from the process?  Points to highlight:   * Difficult to articulate well – practise! * Thinking about the interview from the employer’s perspective * Making sure you are adapting your ‘generic’ responses to be relevant to the role | 22 | Contribute to discussion. Listen and make notes on other people’s contributions. |  | |
| Interviewing skills | Preparation:   * Re-read all documents that you submitted so that you can familiarise yourself with what you said * Re-read all the documents they provided * Prepare some questions to ask them * Check where you need to go and allow plenty of time to get there. If you need a security pass, allow time for this too   Think about what you might be asked in relation to:   * General questions – what you do now; why you are applying for this job, etc * The job role – what you understand it to be * The organisation – what they do; who their competitors are; key products/services; what markets they are in * Being prepared to match your skillset to what is required * Be sure to highlight your employability skills as well as your technical ones   TIPS:   * Dress for the occasion – be smart, professional and well-groomed but be mindful of the corporate culture and how formal/informal it is; generally, it is better to over-dress than under-dress for interview * Arrive in good time; know whom you are meeting * Listen carefully to the questions; if you are not sure what they want, ask questions to clarify before you answer * Take a deep breath (quietly) and think before you answer; sometimes, if you rephrase what they have asked you, it will buy you some time to formulate an answer * Be clear and succinct – they can always ask you to elaborate * Use your knowledge, skills and experience effectively to answer their questions; try to use different examples to support your skillset * Be positive and enthusiastic (without going overboard!) | 23-25 | Listen and make notes |  | |
| Ask for feedback following the process so that you can improve your technique. | 26 | Listen and make notes |  | |
| **Brief Activity 9**  Circulate and give encouragement and advice to each pair on their responses. |  | Individually, complete the exercise and then share your responses with a colleague. Give constructive feedback to each other. | **E3 LO3 Activity 9**: Impressive statements | |
| Brief on **Homework Activity 10 –** compiling a Personal Top 10 Tips for Interviews |  | Listen and ask questions as necessary  Individual activity as homework. | **E3 LO3 Activity 10**: Interviewing skills |
| Review of session and learning outcomes |  |  | Listen |  |