Session 5

Will I be a good employee?

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When I grow up

Session 5
Will I be a good employee?

Objectives

- To get the students to think about what they can offer, their specific qualities and the assets they already have that would be of interest to employers.

Preparation

Equipment

- Flipchart papers from previous session
- Coloured pencils
- Pens

You will also need to download and print out the following:

Good Employee game instructions and cards

'Will I be a good employee?' activity sheet
Interview checklist

'My skills and qualities' section of work profile.
Interview checklist

Spider Chart activity sheet (optional)

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Session outline and resources

1. Review and reflection

2. Exercise: Good Employee game

3. Role play

4. Discussion

5. Optional exercise: Spider Chart

1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions. Ask for volunteers to be timekeepers for the group.

2. Exercise: Good Employee game

Resources needed: Good Employee game instructions and cards

'Will I be a good employee?' activity sheet

This exercise explores the qualities that employers will generally find appealing in their employees. It involves both group and individual work and includes an activity sheet to complete at the end of the game. Please refer to the separate instructions for this exercise.

3. Role play

Resource needed: Interview checklist

This requires two people (usually school staff) to act out a comical exchange – it could be a meeting ahead of a work experience placement or a job interview. One person plays the student seeking a job and the other the manager of a local employer.

The interview should be acted out with exaggerated behaviours to elicit discussion about what would be regarded as acceptable or unacceptable in that situation. Ideally, the actor playing the student should dress inappropriately (e.g. shirt hanging out of trousers, trainers not shoes, flashy jewellery and a baseball hat).

They should appear uninterested in the manager, avoid shaking hands, chew gum, yawn and look more interested in their mobile phone. The class will tick their copies of the checklist to record which desirable behaviours were displayed during the role play.

4. Discussion

Ask the group what they thought of the student's behaviour – why was it bad?

If there is time, ask them if they would like to try role-playing a good interview to reinforce the learning from the interview checklist.

Complete the skills section of the work profile either in the session if there is enough time or at another suitable time.

5. Optional exercise: Spider Chart

Resource needed: Spider Chart

If you introduced this exercise in the second session you may want to repeat it now that you are halfway through the programme.

End of session 5

‘Good Employee’ game instructions

Purpose of the game

The aim of this game is to encourage students to think about the different qualities and competencies that employers look for in their employees.

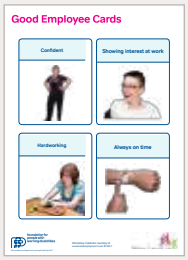
Students play in groups to encourage teamwork, and then work by themselves to fill in a self-assessment activity sheet to identify any individual support needs.

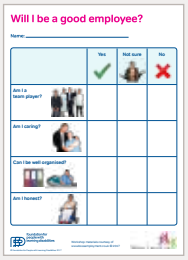
Resources

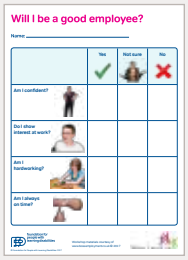
The resource pack consists of PDF materials which you can use or adapt to suit your own group.

Print the sheets featuring the 12 different qualities twice on different coloured paper, for example red and green.

Cut them out into individual cards and laminate them. You will need one complete pack of 24 cards for each group.







Print one copy of the ‘Will I be a good employee?’ activity sheet for each student.

Allow 20-30 minutes to complete the game and an activity sheet.

Instructions

1. Split the students into small groups (or play with one group if there aren’t many people).
2. Ask each group to spread the cards out on the table face downwards. (Each group should have 24 cards on the table – 12 of each colour.)
3. Start by explaining how the game works. It is a variation on the game ‘pairs’ and the object is to match all the cards. The first team to match all their cards wins.
4. One by one, each member of the group picks up a green and then a red card. They must read and discuss what each card says – this is a crucial part of the game! Sometimes you will need to prompt them to do this.
5. You should also encourage them to explore the consequences of not having the particular qualities for work.
6. Once students find matching cards they can keep them face up for everyone to see.
7. In some cases it may be useful to ask students to pick up two green, then two red cards instead of just one. This can help speed the game up, especially if one group has finished far ahead of the others.
8. When all the cards have been paired, give each student an activity sheet to complete. They may need reminding that this part of the exercise does not require them to work with the group, and that it focuses on identifying their individual qualities and competencies.

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‘Good Employee’ cards

Team player

Caring

Organised

Honest

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‘Good Employee’ cards

Confident

Showing interest at work

Hardworking

Always on time

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‘Good Employee’ cards

Can adapt to change

Gets on well with others

Does what they are told

Reliable

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Will I be a good employee? activity sheet (1)

Name: _____

	Yes	Not sure	No
Am I a team player?			
Am I caring?			
Can I be well organised?			
Am I honest?			

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Will I be a good employee? activity sheet (2)

Name: _____

	Yes	Not sure	No
Am I confident?			
Do I show interest at work?			
Am I hardworking?			
Am I always on time?			

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Will I be a good employee? activity sheet (3)

Name: _____

	Yes	Not sure	No
Do I adapt to change?			
Do I get on well with others?			
Do I do what I am told?			
Am I reliable?			

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Interview checklist (1)

Name: _____

How did the person do?	Yes	No
Made eye contact		
Smiled		
Dressed smartly		
Arrived on time		
Listened to manager		

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Interview checklist (2)

Name: _____

How did the person do?	Yes	No
Stayed focused		
Used good body language		
Asked manager questions about the building, toilets etc.		
Asked about the rules of the organisation		
Sat up straight		

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Interview checklist (3)

Name: _____

How did the person do?	Yes	No
Was clean		
Had a positive attitude		
Anything else?		
Anything else?		
Anything else?		

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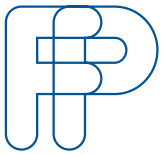

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