

## Unit 4 – People in organisations

### Job Applications and Interview

#### Instructions and answers for Teachers

These instructions should accompany the OCR resource 'Job Applications and Interview', which supports OCR Level 2 Cambridge Technical Certificate in Business Unit 4 – People in organisations



#### Associated Files:

- Job Applications and Interview
- Appendix A – Vacancy Information
- Appendix B – Application Form
- Appendix C – Vacancy Information
- Appendix D – Guidance for Interviewee
- Appendix E – Guidance for Interviewer
- Appendix F – Observer Feedback Form

#### Expected Duration:

- Task 1a – approx. 1 hour
- Task 1b – approx. 1 hour
- Task 2a – approx. 1 hour
- Task 2b – approx. 30 mins per interview
- Task 2c – approx. 30 mins

Job Application and Interview offers learners the opportunity to practice applying for fictitious posts by providing a scenario and sample job advertisements, job descriptions and person specifications.

If possible, you'll need video recording equipment to record the learners in role play situations. The scenario suggests that learners should work in groups of four, with each learner having the opportunity to play the interviewer once, interviewee once and observer twice. However, you may need to re-arrange the group size depending on the total number of learners in your group.



When an organisation is seeking to fill a vacancy they need to ensure they recruit the right person for the job role. Usually this is the responsibility of the Human Resources Department within a medium/larger organisation, however, for a small sole trader business the owner will generally have responsibility for recruitment. It will be the responsibility of the recruiter to carry out a job analysis and from this prepare a job description, person specification and job advertisement. These documents are not only important for an organisation to recruit the right person for the job, but also to attract applications from people who have the right skills, knowledge, experience and personal qualities.

### Scenario

As part of your work experience at a local recruitment agency John, the Manager, has asked that you produce a guidance manual for job seekers. In the manual he would like you to include examples of job applications which can be given to job seekers who want to apply for jobs the recruitment agency are advertising and recruiting for on behalf of their many clients. (Task 1a and Task 1b.)

When you have completed Tasks 1a and 1B, John wants you to participate in a mock interview, which could be video recorded so that you can review your interview skills. John has asked that you ask three of your colleagues to do this with you so that there are a range of interview skills demonstrated with each of you taking turns to be the interviewer once, interviewee once and observer twice. (Task 2a, Task 2b and Task 2c.)

Give the learners the job advertisements, job descriptions and person specifications for the Business Administrator (Appendix A) and Travel Consultant (Appendix C) vacancies. (Don't forget to add the closing dates to the job advertisements.)

#### **Task 1a – Vacancy – Business Administrator (Appendix A and Appendix B)**

Ask the learners to:

Complete the application form (you can use the application form provided, Appendix B, or devise your own)

Write a covering letter

#### **Task 1b – Vacancy – Travel Consultant (Appendix C)**

Ask the learners to:

Write a CV

Write a covering letter

#### **Task 2a – Preparing for a Mock Interview (Appendix D, Appendix E and Appendix F)**

Ask the learners to prepare to take part in a mock interview. The teachers could use one of the two job role tasks the learners completed in Task 1a or Task 1b. Alternatively, the teacher could devise their own sample job advertisements, job specifications and person specifications or ask the learners to carry out some research and make their own selection.



Working in groups of four, give each learner the opportunity to play the interviewer once, interviewee once and the observer twice. However, you may need to re-arrange the group size depending on the total number of learners in your group.

To prepare for the mock interview, ask the 'interviewees' to review the guidance provided in Appendix D.

Appendix E contains some suggested questions that the interviewer could ask.

Appendix F is an Observer Feedback Form which could be completed by the two observers during each interview.

Allow approximately 15 minutes for each interview and 10 minutes for feedback. Encourage the observers to say what went well and not so well for each interviewee.

The teacher should also produce a schedule indicating which role each learner will play during each mock interview.

**Sample Interview Schedule below.**

| Start time | End time | Interviewee (applicant) | Interviewer | Observer 1 | Observer 2 |
|------------|----------|-------------------------|-------------|------------|------------|
|            |          |                         |             |            |            |
|            |          |                         |             |            |            |
|            |          |                         |             |            |            |
|            |          |                         |             |            |            |

Video record each mock interview.

### Task 2b – The Interview

Arrange the furniture appropriate for an interview (two chairs facing each other; ideally the two observers should not be in the interviewee's line of sight). Give the learners the Interview Schedule.

Set up the video recording equipment (if using).

Allow 15 minutes for each interview and 10 minutes for feedback from the observers who could complete their Observer Feedback Form. The observers could note the things that the interviewee did well and not so well and make suggestions for improvement.

Repeat the activity until all learners have had the opportunity to be the interviewer once, interviewee once and observers twice.

Collect the completed Observer Feedback Forms.



### Task 2c – Review Performance

The teacher could give each interviewee the Observer Feedback Forms completed by their interview observers. If the mock interview was video recorded, play the video back to the interviewee.

Ask the learners to review their Observer Feedback Forms and complete the Improvement Plan section. For example, if they had not prepared sufficiently or spoke too quietly, how could they improve?



*These activities offer an opportunity for English skills development.*

## LESSON *Elements*

**The building blocks you need to construct informative and engaging lessons**

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