Unit Three What Employers Want
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**Resources**  
**Useful Websites**
Aim

In this unit, pupils begin to recognise the skills and qualities required in the workplace and what they look like in practice. Pupils appreciate how the skills and qualities they develop in school are similar to those required in the workplace.
Unit Overview

Mapped to the Statutory Statements
Pupils should be enabled to:
- investigate the recruitment and selection process;
- consider how employees and employers can maintain an effective working environment; and
- develop a personal career plan based on relevant information and guidance.

Learning Intentions
Pupils learn that:
- motivation and a positive attitude are the foundations to career success;
- there are particular skills and qualities required in the workplace; and
- there is a recruitment and selection process for employment.

Success Criteria
At the end of this unit, pupils will:
- be able to recognise that motivation and a positive attitude are characteristics shared by successful role models;
- be able to describe the skills and qualities required in the workplace;
- know that gaining qualifications will increase their career opportunities; and
- know the main phases in the recruitment and selection process.

Key Questions
Throughout this unit, encourage pupils to consider the following questions:
- Are employability skills relevant in school?
- How am I motivated?
- Do the same things motivate everyone?
- In what ways are people recruited and how do employers make a selection?

Employability Skills Focus
This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 4. The focus within this unit is outlined below:

Problem Solving
(including thinking, decision-making and being creative)
- Take risks for success and originality
- Make value judgements about the process and outcomes of their work
Learning and Teaching Activities within this Unit

Theme 1
What Employers Really Want
Pupils explore what employers really want. They are able to identify and describe employability skills.

Theme 2
Motivated at Work
Pupils consider the importance of motivation in a job and/or in self-employment.

Theme 3
The Perfect Employee
Pupils are tasked with creating a model of the perfect employee. They work in groups to practise some of the skills and qualities required for success in the future.

Theme 4
Recruitment and Selection Methods
Pupils learn about the different ways employers recruit and select candidates. They learn that recruitment and selection procedures must comply with the law.

Theme 5
How do Organisations find the Perfect Employee?
Pupils find out what is involved in the recruitment and selection process.

Theme 6
Finding the Perfect Employee
Pupils explore the purpose and content of a job description, person specification, application form and equal opportunities form.
Pupils explore what employers really want. They are able to identify and describe employability skills.

Support Materials for Activities
- Employability Skills and Qualities Cards (Resource 1)
- Diamond Ranking Template (Resource 2)

Activity 1
Initiate a class discussion. Start by talking about what is meant by employability skills. Carry out a thought shower to find some examples of employability skills. Next, discuss why employability skills are important in the workplace and finally how employability skills are developed at school and in other aspects of life.

Ask pupils to work in pairs. In each pair, label one individual ‘A’ and the other ‘B’. Distribute the Employability Skills and Qualities Cards to all the ‘A’ pupils. Ask them to ensure their partner cannot see the skills that are named on the cards. Ask the ‘A’ pupils to describe the skills one at a time without naming them. Pupil ‘B’ must try to identify the skill being described. After five minutes, ask pupils to swap roles.

Alternatively, carry out this activity as a whole class, by inviting individuals to come to the front of the class to describe one skill at a time.

It might be useful to consider if there were any skills that ‘A’s could not describe or that ‘B’s could not name.

As a class, try to agree a description for each of the skills and qualities.

Activity 2
Organise the class into groups of four or five individuals. Provide each group with a set of Employability Skills and Qualities Cards. Invite each group to agree and select the nine cards that they believe are of most importance.

Distribute a copy of the Diamond Ranking Template to each group. Ask groups to place the nine most important Employability Skills and Qualities Cards on the template and to rank them in order of importance. Groups should strive for consensus amongst themselves. It is important that each group discusses and justifies their ranking.

Provide time for groups to view and discuss each other’s Diamond Ranking Template. At the end of the discussion, it is important to remind pupils that all of the skills are important and the order of importance might change for different careers or employers.
Pupils consider the importance of motivation in a job and/or in self-employment.

Opportunity for Assessment for Learning!
Providing think time Assessing own and others’ work

Support Materials for Activities
- Motivating Statements Worksheet (Resource 3)
- Fishbone Strategy Template (Resource 4)
- Flip chart paper
- Markers (in a range of colours)

Activity 1
Arrange pupils into pairs. Ask each pair to think about a motivating person, for example, a teacher, sports personality or pop star. Ask each pair of pupils to list the personality traits of the motivating person.

Next, ask each pair of pupils to join with another pair to form a group of four. Ask the newly formed groups to share and compare their list of personality traits. Ask groups to make an agreed list of the main words used to describe a motivating person. Display each group’s list of words in the classroom.

As a class, generate a definition for motivation. Ask individuals to record on a class display some of the things that motivate them. Examples might include, saving to buy something, getting good grades, winning at sport, getting to the next level of a computer game or doing something that would benefit others.

Activity 2
As a class generate words to describe the personality traits of a de-motivating person.

Organise pupils into small groups of three or four individuals. Ask groups to discuss how a de-motivating person can impact on their school-life. Discuss how this would be similar to working with a de-motivating person.

Distribute a copy of the Motivating Statements Worksheet to each pupil. Ask pupils to complete this individually. Provide time for a class discussion to share pupils’ feedback.
Activity 3 - Extension Opportunity

Divide the class into small groups. Distribute a flip chart sheet to each group. Each flip chart sheet must have one of the following statements written on it:

- It is important to be motivated in a job;
- As an employer you need motivated staff; and/or
- ‘If you aren’t fired with enthusiasm, you will be fired with enthusiasm.’ Vincent Lombardi.

Distribute a different coloured marker to each group. Allow time for groups to formulate a response to the statement they have been allocated. Ask them to write their thoughts and ideas onto the flip chart sheet using the coloured marker.

When each group has finished writing their response, ask them to forward their flip chart sheet to the group sitting next to them. Make sure that groups sitting next to each other have different statements on their flip chart sheet. In this stage of the activity, each group views another group’s work. Ask each group to appraise their classmates’ work by putting a tick beside the responses they agree with and a dot beside those they do not agree with. Finally, ask each group to then record their own response to this new statement. Encourage pupils to use arrows to highlight any common or linked responses.

Repeat this activity until each group has had an opportunity to respond to each of the three statements.

Activity 4

Ask pupils to identify someone who is motivated in their work. Examples might include a teacher, a relative, a coach, a sportsperson or a local entrepreneur.

If possible, invite an identified person to talk about what motivates them.

Arrange pupils into groups of three or four individuals. Distribute a copy of the Fishbone Strategy Template to each group. Ask groups to write the name of the motivated person at the tip of the diagram and then to list what they think motivates that person.

Ask groups to provide as much detail in their answers as possible. Examples of motivating factors might include pride, the challenge, a desire to be the best, passion or a desire for social gain.
Pupils are tasked with creating a model of the perfect employee. They work in groups to practise some of the skills and qualities required for success in the future.

**Activity 1**

Divide the class into groups of four or five individuals. Inform groups that the title of this activity is, ‘The Perfect Employee’.

Ask each group to imagine that they work in the marketing department of an innovation design company. Their company is just about to bring a revolutionary product onto the market. The product is called, ‘The Perfect Employee Prototype’. Each group must market the new product so that every company will want to buy it.

In order to market the new product, each group must prepare a three-minute presentation. During the presentation, groups must demonstrate a model of the product that describes how it works and its benefits. Encourage groups to use everyday objects to describe the prototype for example, an elastic band to illustrate how it is both flexible and adaptable.

As a class, discuss and agree the success criteria for both the model and the presentation. Examples of success criteria might include some of the following:

- meets the objectives of the task;
- has a name;
- shows flexibility, determination, enthusiasm and positive attitude to work;
- eye-catching presentation;
- use of everyday objects to describe the prototype;
- humour; and/or
- clarity of voice.

Provide time for groups to:

- design and create a model of ‘The Perfect Employee Prototype’; and
- prepare their presentation.

Give each group three minutes to present their product to the rest of the class.

Invite the class to comment on each groups’ work and to decide if it meets the agreed success criteria.

As a class, vote on the preferred model.

Provide time for each group to self-assess the quality of their presentation based on the agreed success criteria. Ask groups to identify areas for improvement.
Pupils learn about the different ways employers recruit and select candidates. They learn that recruitment and selection procedures must comply with the law.

Support Materials for Activities
- Methods of Recruitment – Advantages and Disadvantages Worksheet (Resource 5)
- Most Effective Method Worksheet (Resource 6)

Activity 1
As a class, ask pupils to identify as many recruitment methods as they can. List the recruitment methods on the board or on a flip chart. The list should include:
- newspapers;
- radio;
- specialist magazines;
- recruitment agencies;
- job centres;
- the internet;
- shop windows; and
- notice boards.

Distribute a copy of the Methods of Recruitment – Advantages and Disadvantages Worksheet to each pupil. Ask pupils to work in pairs to complete the worksheet. Each pair must consider the advantages and disadvantages of different recruitment methods.

Ask each pair of pupils to join with another pair to form a group of four. Ask the newly formed groups to discuss and agree final answers. Finally, invite each group to share their ideas with the whole class.

Activity 2
Working as a class, ask pupils to identify as many selection methods as they can. List all of the selection methods on the board or on a flip chart. The list should include:
- application forms;
- online application forms;
- CVs;
- interviews;
- psychometric tests;
- test centres; and
- presentations.

Next, ask pupils to imagine that their school is recruiting a new teacher. Their task is to advise the Board of Governors on how to get the best teacher for the school. They must justify their suggestions.

List pupils’ advice on the board or on a flip chart sheet and discuss their ideas. Explain that by law, employers are required to follow certain recruitment and selection procedures to ensure the process is fair.

Activity 3 – Extension opportunity
Ask pupils to work in pairs. Distribute a copy of Most Effective Method Worksheet to each pair of pupils. Ask pupils to complete the worksheet. Afterwards, invite each pair of pupils to compare answers with another pair.
Pupils find out what is involved in the recruitment and selection process.

Explain to groups that they will have a limited time to complete this exercise for example, ten minutes.

Before commencing this activity, allocate a few minutes to allow each group to consider their strategy for example, the order in which pupils view the Recruitment and Selection Process Sheet and how they will manage their time.

Allow time for each group to present their representation of the Recruitment and Selection Process Sheet to the rest of the class. Display the Recruitment and Selection Process Sheet to the class.

Discuss the Recruitment and Selection Process Sheet. Invite pupils to identify:

- the parts of the recruitment and selection process they were already familiar with;
- the parts of the recruitment and selection process they did not know existed;
- what they have learned; and
- what, if anything, surprised them.

Finally, ask groups to consider:

- how well they worked as a team; and
- if they were to carry out a similar task, how they might approach it differently.

**Opportunity for Assessment for Learning!**

- Providing think time
- Feedback strategies and prompts for improvement

**Support Materials for Activity**

- Recruitment and Selection Process Sheet (Resource 7)
- Paper
- Pencils

**Activity 1**

Place copies of the Recruitment and Selection Process Sheet at the front of the classroom.

Divide the class into groups of four or five individuals. Ask groups to appoint one person as a scribe.

Explain that pupils must take it in turns to come to the front of the class and look at the Recruitment and Selection Process Sheet for 30 seconds. They must then return to their group and describe the Recruitment and Selection Process Sheet in as much detail as possible. The scribe must try to draw the Recruitment and Selection Process Sheet on a blank sheet of paper based on the information provided by the pupils.
Pupils explore the purpose and content of a job description, person specification, application form and equal opportunities form.

**Activity 1**
Distribute copies of the Sample Employer’s Recruitment Pack to the class.

As a class, discuss the purpose and content of the job description, person specification, application form and equal opportunities form.

Distribute various job application packs from different recruiters to pupils. This will allow them to see how different jobs and different employers have different requirements. This will also allow pupils to see how different job application packs are designed.

Ask pupils to record what they found interesting or surprising about the contents of the application packs.

**Activity 2**
Organise pupils into small groups. Distribute a copy of the Travel Consultant Person Specification and the Sample Completed Application Forms to each group.

Ask each group to read the materials and shortlist one candidate for interview. Their decision must be based on the requirements of the person specification. Invite each group to present their choice to the rest of the class and justify their decision.

Ask each group to write five interview questions for the Travel Consultant position. When groups have finished, invite them to share their questions with the rest of the class. As a whole class, discuss and agree the five most effective interview questions.

Allow pupils to role-play the interview scenario.

**Support Materials for Activities**
- Sample Employer’s Recruitment Pack (Resource 8)
- Travel Consultant Person Specification (Resource 9)
- Sample Completed Application Forms (Resource 10)
- Pupil Reflection Record (Resource 11)
- Various job application packs from different recruiters
- Job advertisements from a number of local newspapers
Activity 3
Ask pupils to work in small groups. Display a range of job advertisements from local newspapers at the front of the class. Invite each group to choose one advertisement and develop a job specification based on the contents of the advertisement.

Invite groups to view each other’s work to assess whether the person specification describes all the essential requirements for the post.

Activity 4
Distribute a copy of the Pupil Reflection Record to each pupil. Encourage pupils to read this and to think about their learning to date. Ask pupils to complete the Pupil Reflection Record.

Invite pupils to take part in a group discussion to share their learning with each other.

It might be useful to record feedback from individual pupils in their Progress File.
Employability Skills and Qualities Cards

- Communication Skills
- Managing Information
- ICT Skills
- Flexibility and Adaptability
- Interpersonal Abilities
- Leadership and Management Skills
- Awareness of Equal Opportunities
- Planning and Organising Abilities
- Problem-Solving and Decision-Making Skills
- Creative Approach
Initiative/Self-Motivated

Dedication

Motivation and Passion

Teamwork Skills

Numeracy Skills

Honesty and Integrity

Positive Attitude to Work

Willingness to Learn

Enterprising Skills

Reliability
Diamond Ranking Template

First place priority card

Second place priority card
Second place priority card

Third place priority card
Third place priority card
Third place priority card

Fourth place priority card
Fourth place priority card

Fifth place priority card
### Motivating Statements Worksheet

Read each of the de-motivating statements below. Turn the statements into powerful and motivating ‘can do’ statements.

<table>
<thead>
<tr>
<th>De-Motivating Statements</th>
<th>Motivating Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work is a pain</td>
<td>Work is an adventure</td>
</tr>
<tr>
<td>But I cannot do that</td>
<td></td>
</tr>
<tr>
<td>I don’t have time to do this</td>
<td></td>
</tr>
<tr>
<td>I must get out of this job</td>
<td></td>
</tr>
<tr>
<td>There are no good jobs for me here</td>
<td></td>
</tr>
<tr>
<td>My day begins after work</td>
<td></td>
</tr>
<tr>
<td>Nobody is interested when I say...</td>
<td></td>
</tr>
</tbody>
</table>

Describe what it would be like to be with someone who is negative all of the time.

Explain why employers look for motivated staff.
Fishbone Strategy Template

Motivated to ...

Factor

Factor

Factor

Factor
## Methods of Recruitment – Advantages and Disadvantages Worksheet

<table>
<thead>
<tr>
<th>Recruitment Method</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media advertising (radio or specialist magazines)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training and employment agencies/job clubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal recruitment (notice boards, memos and/or emails)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Most Effective Method Worksheet

<table>
<thead>
<tr>
<th>Job</th>
<th>Most effective method of recruitment</th>
<th>Most effective method(s) of selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time student job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Babysitter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainee electrician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td>Most effective method of recruitment</td>
<td>Most effective method(s) of selection</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Actor/singer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joiner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lorry driver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio broadcaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factory worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recruitment and Selection Process Sheet

Preparing to recruit
- Conduct a job analysis
- Prepare a job specification
- Prepare a person specification
- Decide on selection method
- Prepare an application pack
- Plan the recruitment process
  - Job description
  - Person specification
  - Application form
  - Equal opportunities form

Sourcing potential candidates
- Choose recruitment method
  - Internal Recruitment
  - Recruitment Agency
  - Advertising / Media
  - Internet
  - Job Centre

Selecting an employee
- Shortlist candidates
- Interview candidates
- Choose an employee(s)
- Obtain references
- Offer job position(s)
- Inform those who were not successful
Sample Employer’s Recruitment Pack

Job description
A job description is a written statement that lists the most important features of a job.

Contents of a job description
- Job title
- Who the employee is responsible to
- Conditions of the job for example, pay and hours of work
- Place of job
- Job summary
- List of main duties of the job.

Person specification
A person specification is drawn from the job description. It translates the job description into the specific skills and abilities required to perform the job effectively. It profiles the qualifications, experience, skills, knowledge and personal characteristics required to undertake the job. These are normally divided into essential and desirable criteria. The essential and desirable criteria must be job related and ability-based.

Contents of a person specification
- Experience
- Qualifications/training and knowledge
- Skills and abilities
- Personal qualities and attitudes.
Sample Job Description

ABC SHOPS – PART-TIME SHOP ASSISTANT

Job title: Shop assistant
Report to: Supervisor
Hourly rate: £5.30
Hours of work: Part-time (10 hours per week including weekend work)
Location: Anytown
Date: May 6th, 20xx

Job summary: Serve customers, re-stock shelves and keep serving counter clean and tidy.

Duties and Responsibilities

· Serving customers in a friendly, helpful and polite manner.
· Operating an electronic cash register and credit card machine.
· Changing till roll and credit card machine roll, when needed.
· Clearing any rubbish as and when needed, including leaflets.
· Re-stock shelves implementing a stock rotation system.
· Keep serving counter area clean and tidy at all times.
· Empty rubbish on a regular basis.
· Attend staff meetings.
· Help keep storeroom tidy.
· Check stock delivery details.
· Use computer to search for customer stock enquiries.
· Comply with health and safety legislation.
· Any other duties as necessary.
## Person Specification

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td>- Dealing with the public</td>
<td>- Shop/retail experience</td>
</tr>
<tr>
<td></td>
<td>- Working with others</td>
<td>- Interest in fashion/retail</td>
</tr>
<tr>
<td><strong>Qualifications and training, knowledge</strong></td>
<td>- Customer care</td>
<td>- IT literate</td>
</tr>
<tr>
<td></td>
<td>- Good health and safety awareness</td>
<td>- Customer-care training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Health and safety training</td>
</tr>
<tr>
<td><strong>Skills and abilities</strong></td>
<td>- Good people skills</td>
<td>- Ability to use a cash register</td>
</tr>
<tr>
<td></td>
<td>- Communication and written skills</td>
<td>- Ability to use a credit card machine</td>
</tr>
<tr>
<td></td>
<td>- Basic numeracy skills</td>
<td>- Outgoing personality</td>
</tr>
<tr>
<td><strong>Personal qualities and attitudes</strong></td>
<td>- Trustworthy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reliable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Excellent team player</td>
<td></td>
</tr>
<tr>
<td><strong>Other Requirements</strong></td>
<td>- Willingness to work weekends</td>
<td></td>
</tr>
</tbody>
</table>
Sample Application Form

<table>
<thead>
<tr>
<th>ABC SHOPS</th>
<th>APPLICATION FOR EMPLOYMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART-TIME SHOP ASSISTANT</td>
<td>POST APPLIED FOR</td>
</tr>
<tr>
<td>Please return this form to:</td>
<td>Full-time/Part-time (delete as appropriate)</td>
</tr>
<tr>
<td>ABC Shops, Any Street, Anytown</td>
<td></td>
</tr>
</tbody>
</table>

**HOW DID YOU HEAR ABOUT THIS POST**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**PERSONAL**

Please complete each section of this form legibly in your own handwriting in black ink.

Surname ____________________  Forename(s) ____________________

How do you wish to be addressed ____________________

Mr/Mrs/Miss/Ms/other ____________________

Address ____________________

__________________________________________________________________________  Postcode ____________________

Name and address of next of kin ____________________

__________________________________________________________________________  Postcode ____________________

Tel No: ____________________  Relationship ____________________

Daytime Tel No ____________________  Evening Tel No ____________________

Mobile ____________________

National Insurance Number ____________________

Email address ____________________

Do you need a work permit to work in the UK?  YES/NO

Have you a current driving licence?  YES/NO
## EDUCATION

<table>
<thead>
<tr>
<th>Schools/colleges attended</th>
<th>Dates</th>
<th>Qualifications attained (including grades)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

## TRAINING
- accredited courses, short courses, apprenticeships etc
(include title; awarding body/organisation and dates)
Sample Application Form (continued)

**EMPLOYMENT HISTORY** (current or most recent employer first) Please include temporary posts and work experience.

<table>
<thead>
<tr>
<th>From - To</th>
<th>Name &amp; Address of Employer</th>
<th>Job Title &amp; Duties</th>
<th>Final Salary &amp; Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**INTERESTS** Please note here your leisure interests, sports, hobbies and other pastimes (including positions of responsibility held).


GENERAL COMMENTS Please detail here your specific reasons for this application, your main achievements to date and the strengths you would bring to this post and any other information relevant to your application. (please continue on separate sheets if necessary).

REFERENCES Please give the names and addresses of two referees. These must include your present line manager or course tutor (last employer if currently unemployed) and should not be related to you. If you are invited for an interview referees will automatically be contacted. Please tell us if you do not wish us to do this.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
</table>
| Postcode:  
Tel No: | Postcode:  
Tel No: |
| Capacity in which known | Capacity in which known |
| Contact prior to interview: YES/NO | Contact prior to interview: YES/NO |
EQUAL OPPORTUNITIES IN EMPLOYMENT

ABC SHOPS is an Equal Opportunities Employer and our policy is to ensure that no job applicant receives less favourable treatment on the grounds of race, religious belief, political opinion, gender, marital/family status, age, sexual orientation or disability.

Under the Fair Employment and Treatment (NI) Order 1989, ABC SHOPS is required to seek the information below which will be treated in the strictest confidence and used for Monitoring purposes only. This sheet will be detached from the application form and will be made available to the Monitoring Officer only. Failure to complete and return this form will result in disqualification.

This information is used solely for monitoring purposes. It will be treated as confidential and this sheet will be detached from your application form on its receipt and before the short-listing of candidates take place. The information on this form is subsequently stored on computer and is subject to the provisions of the Data Protection Act. No identifying information will be retained with this sheet.

Post applied for
Post Reference Number

Male □ Female □ Marital Status

Age Date of Birth Dependent Children

ETHNIC ORIGIN

BANGLADESHI □ BLACK AFRICAN □ BLACK CARIBBEAN □
BLACK OTHER □ IRISH TRAVELLER □ PAKISTANI □
CHINESE □ INDIAN □ MIXED ETHNIC GROUP □
WHITE □ If White please state nationality

DISABILITY – The Disability Discrimination Act 1995 defines a disability as ‘a physical or mental impairment which has substantial and long term effect on a person’s ability to carry out normal day to day activities.’

Do you consider yourself to have a disability you would like to tell us about?

Yes □ No □

If yes, please give details:

Do you require any assistance with the interview process?

Yes □ No □

If Yes, please give details:

If you require assistance with your application, please contact us.
Travel Consultant Person Specification

Title: Travel Consultant  
Location: Anytown  
Salary: £15,000 - £20,000

A leading Travel Agency based in Anytown is advertising for a dynamic Travel Consultant to join their team.

Essential Criteria:
The successful candidate must be able to:
- demonstrate a minimum of three years previous experience within the Northern Ireland travel industry;
- ensure excellent customer service;
- achieve set targets to maximise profits;
- secure existing sales opportunities and identify new ones;
- ensure that Company policies, procedures and standards are adhered to;
- work as a team member;
- demonstrate excellent ICT skills;
- contribute to the creation of an enjoyable and safe working environment;
- undertake extensive training and development opportunities; and
- undertake adhoc duties as required.

Desirable Criteria:

Working knowledge of the tour operator management system Travelcat would be an advantage.
## Sample Completed Application Form 1

Please return this form to:  
**World Travel**  
3 Any Street  
Anytown

### APPLICATION FOR EMPLOYMENT  
POST APPLIED FOR  
Travel Consultant  
Full-Time/Part-time (delete as appropriate)

#### HOW DID YOU HEAR ABOUT THIS POST

Internet

---

**PERSONAL**  
Please complete each section of this form legibly in your own handwriting in black ink.

Surname: **Smyth**  
Forename(s): **John Ian**  
How do you wish to be addressed: **Mr**  
Address: 3 Any Road, Anytown  
Postcode:

Name and address of next of kin: **Sylvia Smyth, Any Road, Anytown**  
Postcode:

Tel No:  
Daytime Tel No:  
Mobile:  
Relationship: **Mother**  
Evening Tel No:

National Insurance Number:  
Email address:

Do you need a work permit to work in the UK? **YES/NO**  
Have you a current driving licence? **YES/NO**
## EDUCATION

<table>
<thead>
<tr>
<th>Schools/colleges attended</th>
<th>Dates</th>
<th>Qualifications attained (including grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometown Primary School</td>
<td>Sept 1986 - June 1993</td>
<td>GCSE Maths B</td>
</tr>
<tr>
<td>Sometown High School</td>
<td>Sept 1993 - June 1998</td>
<td>GCSE English C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GCSE Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Double Award) CC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GCSE Geography A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GCSE Spanish B</td>
</tr>
<tr>
<td>Anytown College of Further and Higher Education</td>
<td>Sept 1998 - June 2000</td>
<td>BTEC National Diploma in Travel and Tourism</td>
</tr>
</tbody>
</table>

**Training** - accredited courses, short courses, apprenticeships etc (include title; awarding body/organisation and dates)

- The Association of British Travel Agents Certificate
- Level 2 Certificate in Effective Customer Care
- European Computer Driving Licence
## Sample Completed Application Form 1 (continued)

**INTERESTS** Please note here your leisure interests, sports, hobbies and other pastimes (including positions of responsibility held).

In my spare time I enjoy organising local social events such as paintballing and fishing trips. I am a keen golfer and enjoy winter sports such as snowboarding.

I coach under 12’s football team on a Tuesday evening on a voluntary basis.

---

**EMPLOYMENT HISTORY** (current or most recent employer first) Please include temporary posts and work experience.

<table>
<thead>
<tr>
<th>From - To</th>
<th>Name &amp; Address of Employer</th>
<th>Job Title &amp; Duties</th>
<th>Final Salary &amp; Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2000 - November 2003</td>
<td>Postramal Technology, Anytown</td>
<td>Organise local, national and international travel for staff and customers in a cost effective way</td>
<td>£13,000 per annum Work opportunity closer to home</td>
</tr>
<tr>
<td>November 2003 - at present</td>
<td>Travel Life Agency, Anytown</td>
<td>Travel Consultant</td>
<td>£13,000 Promotional opportunity</td>
</tr>
</tbody>
</table>
GENERAL COMMENTS Please detail here your specific reasons for this application, your main achievements to date and the strengths you would bring to this post and any other information relevant to your application. (please continue on separate sheets if necessary).

- I have looked at the world travel agency website and would like to work for such a high quality organisation who values customer excellence.
- I have seven years experience in the travel industry in Northern Ireland.
- I have had to use excellent communication skills when using the telephone, email, letter and face to face with customers.
- I have always met my targets and have helped my current company achieve higher profits through identifying sales opportunities with a number of large companies.
- I make myself aware of company policy and follow the guidelines to ensure a safe working environment.
- I was the nominated health and safety officer in my role at postnural technology.
- I was responsible for developing a health and safety policy and making sure health and safety rules were maintained.
- I enjoy working in a team. I value what other people have to say.
- In my role at present I work in a team of five.
- In my spare time I enjoy activities that involve team spirit, such as, football coaching.
- I am committed to lifelong learning and have gained a number of certificates since leaving college.
- I am considering doing a Tourism Business Management degree part time to develop further.
- I have some knowledge of Travelcat. I am enthusiastic and would welcome the opportunity to take part in training as required.
- I am flexible and would be willing to do the duties required for this post.

REFERENCES Please give the names and addresses of two referees. These must include your present line manager or course tutor (last employer if currently unemployed) and should not be related to you. If you are invited for an interview referees will automatically be contacted. Please tell us if you do not wish us to do this.

<table>
<thead>
<tr>
<th>1. JIM SALE</th>
<th>2. SALLY REAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 POWER SPRING ROAD</td>
<td>TRAVEL LIFE AGENCY</td>
</tr>
<tr>
<td>SOMETOWN</td>
<td>ANYTOWN</td>
</tr>
</tbody>
</table>

Capacity in which known
Chair of Young Football Club
Contact prior to interview: YES/NO

Capacity in which known
Team Leader
Contact prior to interview: YES/NO
### Sample Completed Application Form 2

Please return this form to:  
**World Travel**  
Any Street  
Anytown

**APPLICATION FOR EMPLOYMENT**  
**POST APPLIED FOR**  
Travel Consultant  
Full-Time/Part-time (delete as appropriate)

**HOW DID YOU HEAR ABOUT THIS POST**

Recruitment Agency

**PERSONAL**

Please complete each section of this form legibly in your own handwriting in black ink.

Surname:  **Fogras**  
Forename(s):  **Gillian**

How do you wish to be addressed:  
Mr/Mrs/Miss/Ms/other

Address:  **113 Anyhill Drive, Anytown**

Postcode:

Name and address of next of kin:  
Cathy Fogras, 29 Some Close, Sometown

Postcode:

Tel No:  
Daytime Tel No:  
Mobile:

National Insurance Number:  
Email address:

Do you need a work permit to work in the UK?  **YES/NO**

Have you a current driving licence?  **YES/NO**
## Education

<table>
<thead>
<tr>
<th>Schools/colleges attended</th>
<th>Dates</th>
<th>Qualifications attained (including grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anytown Primary School</td>
<td>Sept 1988 - June 1994</td>
<td>A level History B</td>
</tr>
<tr>
<td>Anytown High School</td>
<td>Sept 1994 - June 2000</td>
<td>A level Art C</td>
</tr>
<tr>
<td>Sometown College of Food Tourism and</td>
<td>September 2000 - June 2003</td>
<td>A level Business Studies C</td>
</tr>
<tr>
<td>Creative Studies</td>
<td></td>
<td>BA Hons Hospitality and Tourism Management</td>
</tr>
</tbody>
</table>

**Training** - accredited courses, short courses, apprenticeships etc
(include title; awarding body/organisation and dates)

N/A
## Sample Completed Application Form 2 (continued)

### EMPLOYMENT HISTORY
(curent or most recent employer first) Please include temporary posts and work experience.

<table>
<thead>
<tr>
<th>From - To</th>
<th>Name &amp; Address of Employer</th>
<th>Job Title &amp; Duties</th>
<th>Final Salary &amp; Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT 2003 – PRESENT</td>
<td>HOPKINS TRAVEL</td>
<td>TRAVEL AGENT</td>
<td>£12,500 PER ANNUM</td>
</tr>
</tbody>
</table>

### INTERESTS
Please note here your leisure interests, sports, hobbies and other pastimes (including positions of responsibility held).

I enjoy reading and travelling. I have visited Spain, France, Portugal and America.
GENERAL COMMENTS Please detail here your specific reasons for this application, your main achievements to date and the strengths you would bring to this post and any other information relevant to your application. (please continue on separate sheets if necessary).

I WOULD LIKE TO APPLY FOR THIS POST BECAUSE I ENJOY NEW AND EXCITING CHALLENGES.

I HAVE THREE YEARS EXPERIENCE IN THE TRAVEL INDUSTRY IN NORTHERN IRELAND.

I HAVE GOOD COMMUNICATION SKILLS.

I AM ABLE TO MEET TARGETS.

I UNDERSTAND THE IMPORTANCE OF HEALTH AND SAFETY IN THE WORKPLACE.

I AM A TEAMPLAYER IN WORK. I AM ABLE TO FOLLOW INSTRUCTIONS AND WORK WELL WITH OTHERS.

I HAVE EXPERIENCE OF TRAVELCAT.

I WOULD UNDERTAKE TRAINING IF NECESSARY.

REFERENCES Please give the names and addresses of two referees. These must include your present line manager or course tutor (last employer if currently unemployed) and should not be related to you. If you are invited for an interview referees will automatically be contacted. Please tell us if you do not wish us to do this.

1. HAROLD TRAINOR
SOMETOWN COLLEGE OF FOOD, TOURISM AND CREATIVE STUDIES
Postcode: Tel No:

2. STEPHEN HOPKINS
HOPKINS TRAVEL AGENCY, ANYTOWN
Postcode: Tel No:

Capacity in which known
LECTURER
Contact prior to interview: YES/NO

Capacity in which known
LINE MANAGER
Contact prior to interview: YES/NO
Pupil Reflection Record

In what ways would you like to be motivated in your work?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In what ways would your skills and qualities be attractive to potential employers?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Describe the career planning development you have undertaken throughout this unit.  
(Examples include: reading, watching videos, carrying out research, giving presentations and/or attending workshops to hear from others)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Are there any areas of recruitment and selection you could learn more about? Are there any skills you would like to further develop which would benefit your career planning at this stage?
(Please list at least 1 or 2 areas and comment on how this could be accomplished)

Signed: ________________________________
Teacher: ________________________________
Parent: ________________________________
Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to www.ccea.org.uk/employability