



RECRUIT AND INTERVIEW THE RIGHT TEAM FOR YOUR BUSINESS

TEACHER NOTES

ABOUT THIS ACTIVITY

This challenge helps students to consider the importance of employability skills from the employer's point of view. Students will explore personal characteristics and skills that underpin the success of a business and their own career achievements. It also introduces apprenticeships as a way for students to continue to learn while earning a wage and getting valuable work experience.

Students will review an outline description of a role in a small business and use their ideas to draw up a more detailed job description. They will use this to identify the characteristics and skills a good candidate might possess, capturing their ideas in a person specification. For the apprentice roles, students will need to think about the skills and qualities that help a young person to learn on the job and manage their study.

Finally, students will write an interview guide with suggestions for appropriate questions, to probe each of the skills and personal qualities they feel are important for the job. They will then swap with another group, to role-play the interview.

CAREERS TOPICS

- ✓ Job and person descriptions
- ✓ Employability skills and qualities
- ✓ Interviews

TIME REQUIRED

A double lesson (90 minutes minimum), or longer if delivered as a mini-project over several lessons. A mini-project allows more time for research and idea development, and includes the optional extension/homework activities from the double lesson.

LEARNING OUTCOMES

- ✓ To identify the skills and personal qualities a new recruit would need
- ✓ To understand what job descriptions and person specifications are
- ✓ To understand different kinds of interview questions that might be asked
- ✓ To identify how someone may have 'promotion potential'
- ✓ To be able to use the STAR interview technique

THE GATSBY BENCHMARKS GOOD CAREER GUIDANCE

By delivering this lesson with your students you will be addressing the Gatsby Benchmarks through career and labour market information (benchmark 2) and linking curriculum learning to careers (benchmark 4).





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CURRICULUM LINKS

GCSE Business Studies topics:

- ✓ People in business: recruitment and training

National 4 in Business:

- ✓ Influences on business – outcome 2

National 5 in Business Management:

- ✓ Influences on business – outcome 2

RESOURCES NEEDED

From McDonald's website

From the Careers and employability Challenge resources:

- ✓ Intro video
- ✓ Case study video
- ✓ Student activity pack (includes sheets 1–4 and McDonald's case studies)
- ✓ Vox Pops videos

From your school

You may also want to provide:

- ✓ Alternative job descriptions for students to use (e.g. from local or online job adverts)
- ✓ Blank paper for students to capture their ideas and draft interview questions

PREPARATION

- ✓ Review the videos, case studies and student activity sheets
- ✓ You may like to support your students with careers and labour market information, or employability advice from the links below:

For career exploration and labour market information:

- careerpilot.org.uk
- startprofile.com

To look at different jobs:

- nationalcareers.service.gov.uk
- icould.com

For apprenticeships:

- apprenticeships.org.uk
- apprenticeships.gov.uk
- apprenticeshipguide.co.uk

For Higher Education:

- university.which.co.uk
- whatuni.com
- thecompleteuniversityguide.co.uk

KEY WORDS

Employability, Recruitment, Job description, Person specification, Skills, Personal qualities, Career, Apprenticeship, Qualification, Experience, Training, Learning on the job, Promotion





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STARTER DELIVER AS A DOUBLE LESSON

🕒 15 MINUTES

🎥 WATCH THE INTRO VIDEO

- Watch the **Intro video**, which introduces this challenge and the topic
- Help students to identify that like any business, McDonald's needs to hire and retain many different kinds of people depending on the needs of different jobs. While these may require a wide range of skills, qualities and experience, there are some skills and qualities that every successful employee needs
- Emphasise that any job applicant may have to prove that they have these skills and qualities – they're almost always needed in any kind of work – and students are going to identify what these might be by the end of the activity
- Review the challenge using **Student Activity Sheet 3**

🔍 REVIEW THE JOB DESCRIPTIONS AND ADD DETAIL

- Review the four jobs on **Student Activity Sheet 1**. Explain that each one is for a new and small but growing business. Help students to identify that two offer an apprenticeship
- Ensure that students understand that the owner of each business will look to their new employee(s) to help their fledgling business to grow and succeed
- Divide the class into groups of 2–4 students. Assign one job per group, or allow students to choose. Ask students to discuss their job and think more about the tasks and duties that the employee may have to do, including those that are:
 - Customer-facing
 - Behind the scenes
 - Connected with their learning
- Ask students to capture their ideas by adding detail to their job description. Ensure that students remain focused on tasks, duties and any outcomes or results (e.g. increased sales, high customer satisfaction) and do not discuss skills or personal qualities at this stage
- Encourage groups to share ideas with the class





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MAIN ACTIVITIES

⌚ 60 MINUTES

🎥 EXPLORE THE CASE STUDY VIDEO AND PDF

- Watch the **Case study video**, which explores what McDonald's seeks in employees at different levels of restaurant crew and management, and why these skills and personal qualities are vital for McDonald's success
- Review the **McDonald's case studies** on **Student Activity Sheet 5**
- Pay particular attention to how employees are enabled to progress through the business, and the skills, qualities and qualifications needed to build a career
- Ask students to give examples of how employees at different levels use similar skills or qualities, but perhaps in different ways
- Ask students to share examples of where an employee moving up in McDonald's gained the skills needed to thrive in their new role
- Return the discussion to the four jobs that the students are exploring, and ask students to consider the skills and qualities that might convince these employers that a new employee had the 'right ingredients' to grow with the business they work for

✍️ WRITE A PERSON SPECIFICATION

- Discuss why you would have a person specification for a job, and how this can be developed by identifying the skills and personal qualities needed to successfully complete tasks outlined on the job description. For example, a person who needs to work well with customers might need to have good communication skills, a warm disposition and the ability to understand someone else's needs
- Explain that students should develop a person specification for the job they have described, by considering the skills and qualities for each role and task
- Review the skills and qualities on **Student Activity Sheet 2**, which summarises some of what McDonald's looks for in its restaurant crew and managers. Ensure that students understand the meaning of each one
- Invite students to share other ideas for skills and qualities employers look for
- Identify examples of when we might use different words for the same skill (e.g. tenacity and determination) and also when the same word might have different meanings (e.g. good communication skills might mean very different things for a sports coach versus a technical writer)





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- Review the **Person Specification** template on **Student Activity Sheet 4**. Ask students to explain what they think should go under each heading:
 - Education and qualifications
 - Experience
 - Skills and ability
 - Personal qualities and disposition
- Explain that employers list each thing they are looking for as either 'essential' (candidates **MUST** have or show this) or 'desirable' (it's helpful if candidates **CAN** have or show this)
- Students should work in pairs or small groups to identify, list and organise their ideas, using sentences to describe each skill or quality in suitable detail and deciding if each one is 'essential' or 'desirable'

PLAN INTERVIEW QUESTIONS

- Watch the **Vox Pops videos**: Crew Members and Managers talk about the importance of a range of skills and qualities, and how they can demonstrate them
- As time permits, ask students to discuss what questions they might ask, as the employer, to explore one or more of the skills and qualities they identified:
 - What would they want to know about the person they are interviewing?
 - What sort of answer might help them spot a good candidate?
- Students should then write a list of interview questions, identifying which skill or quality each question would explore

ROLE-PLAY THE JOB INTERVIEW

You will need to copy the groups' person specifications for this.

- Explain that students are going to practice answering a few of the questions they have just devised
- Review the STAR approach to answering and evaluating questions on **Student Activity Sheet 3**. Give the following example:
 - **Situation**: Netball team annual BBQ
 - **Task**: We needed to organise the clearing up
 - **Actions**: I set up bins for waste and recycling and asked the food servers to ask people to sort their waste once they had finished eating
 - **Result**: Clearing up took much less time and we reduced our non-recyclable waste by about half
- Ask each group to share their person specification with another group, identifying which aspects they have written questions for
- Explain that students need to spend a few minutes thinking of and rehearsing how they might demonstrate these skills or qualities
- As time permits, students should take turns to role-play interviewing each other, individually. Students from one group should take turns to sit individually with the other group, who ask one or more questions
- The group should then identify who answered their question(s) best and why, noting their answer to share later, but not sharing it for now
- Groups then swap roles





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PLENARY

🕒 15 MINUTES

🔍 WHAT MADE A GOOD ANSWER?

- Invite groups to share examples of who answered a question best, ensuring they provide constructive feedback and concentrate on the positives
- Review a few of these 'best' answers, using the STAR model to identify why each might convince a potential employer

🔍 BUSINESSES NEED DIFFERENT PEOPLE - WITH SIMILAR SKILLS AND QUALITIES

- Point out that these four jobs, plus the different roles in McDonald's, need different kinds of people, but all share certain skills and qualities that all employers desire (remind students that this came up at the start of the activity)
- Invite groups to share ideas for which skills and qualities these might be (examples might be working well in a team, listening and following instructions, turning up on time, having good interpersonal skills and working to a high and consistent standard)
- Emphasise that ALL students need to develop these skills and qualities, and know how to demonstrate them in their applications and interview answers

- Ask students to identify which qualities might help someone to turn a job into a career by helping them learn, develop and gain promotion. This could apply to apprentices, but also to anyone who wishes to take advantage of opportunities to learn on the job (you might wish to briefly ask students to suggest other ways to learn on the job, both formal and informal)
- Discuss how an employer might seek to probe these qualities at interview, and why they might prefer someone who can show these qualities on top of those needed to do the existing job

🏆 CONTRIBUTORS TO SUCCESS

- Bring the activity to a close by drawing students' attention back to the idea that every employee is contributing to the success of a business, large or small
- Career success depends on understanding how they can help a business succeed, demonstrating this at interview and when working in the job

👣 TRACK YOUR DEVELOPMENT

To help your students reflect on the skills they have used and developed in this challenge, encourage them to fill out the **Reflection Task** and **Skills Worksheet**.



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EXTENSION/HOMEWORK IDEAS

COMPLETE INTERVIEWS

- Students could role-play interviews for each job, asking the questions they have prepared to probe all the skills and personal qualities they identified

APPLY FOR THE JOB

- Students could draft a CV and covering letter to apply for one of the jobs in writing, or use a sample application form if your school provides one for practice applications
- Students could peer-review each other's applications by assessing how well they showcase the skills and personal qualities the job requires

DRAFT AN INDUCTION PROGRAMME

- Students could consider the initial training that would get a new recruit in the job off to a strong start. They could plan a short induction programme and list the information and training the business could provide

RESEARCH QUALIFICATIONS, INCLUDING APPRENTICESHIPS

- What qualifications might give an applicant for one of these jobs the edge over others? Students could discuss and research qualification options for:
 - Core skills (literacy, numeracy, etc.)
 - Sector-specific skills (e.g. retail, food, working with children)
 - Basic skills certificates, GCSEs and their equivalents, and vocational qualifications

Signpost students to **[apprenticeships.org.uk](https://www.apprenticeships.org.uk)** for apprenticeship opportunities.



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DELIVER AS A MINI-PROJECT

If you have more time available, why not deliver this challenge as an extended mini-project over a series of lessons, using pages 3-7 to help you deliver each activity?

The guide outlines how to timetable the activities over five lessons, but you can tailor the project to suit your needs.

Session 1	<ul style="list-style-type: none">• How do I find out about jobs?• What's the employer's perspective?• Watch the Intro video• Review the job descriptions and add detail
Session 2	<ul style="list-style-type: none">• Explore the Case study video and McDonald's case studies• Write a person specification
Session 3	<ul style="list-style-type: none">• Plan interview questions• Role-play the job interview
Session 4	<ul style="list-style-type: none">• What made a good answer?• Businesses need different people – with similar skills and qualities• Contributors to success

NEXT STEPS

We hope your students enjoyed the challenge!

Head to our [website](#) to get your students started on our next challenge to **design a business to support the local community**, plus explore our full programme of free resources.

If you want to explore apprenticeship opportunities available for your students at McDonald's, you can find out more [here](#).