

INNER NORTHERN



Face to Face

A project for senior secondary students to improve their confidence and their awareness of local organisations and the roles that exist within them



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Acknowledgement

This teachers resource was developed by Career Connections – RMIT to support schools’ delivery of Face to Face.

1. Description

Face to Face is a project which can be used as:

- a prerequisite to 'Our Local World of Work'
- a stand alone project, or
- an alternative to 'Our Local World of Work'
- interview an apprentice (third or fourth year)

It is student directed and not date specific. Teachers selecting this project might find it easier for students to handle than the more sophisticated tasks in 'Our Local World of Work'.

'Face to Face' is based on students interviewing people of interest in the workplace, conducting additional research, developing a profile of a particular occupation and presenting their findings to an audience. Unlike in 'Our Local World of Work' which asks students to interview strangers, in 'Face to Face' students may choose familiar people.

New addition to this project

This Project can also be adapted for students to interview an apprentice in an area the student is interested in as a career pathway. The principles of the Project are exactly the same, the questions the student ask will need to be adapted to suit the industry and based on what an apprenticeship is all about.

If you would like further information on how INLLEN can support this project, please contact your Partnership Broker at INLLEN on 9384 2325

Objective

The objective of this unit is for students to:

- Develop a better understanding of a particular occupation
- Develop a better understanding of a career pathway
- Strengthen students' communication and interpersonal skills

Curriculum applications

'Face to Face' is a valuable tool in many curriculum contexts:

- VCAL personal development/ work related skills
- As part of a Year 10 Work Experience curriculum
- As a work placement assignment
- Industry and enterprise VCE
- Business management VCE

2. Curriculum context

Employee Interview can be used in a number of learning areas; for example:

- Year 10 Career Studies
- English
- VCAL personal development and industry skills
- Industry and enterprise
- Business management
- Commerce
- VET studies

Workplace report

Employee Interview is also valuable as a reporting exercise, which enriches students' time in the workplace in:

- Year 10 Work Experience (For example, some schools have used the questions in this booklet to interview their Work Experience employer)
- VET Structured Workplace Learning (SWL)
- VCAL Industry skills

Stages

- | | |
|--------------------------|-----------------|
| 1. Interview preparation | 4. Presentation |
| 2. Interview | 5. Evaluation |
| 3. Report | |

3. Preparation for Conducting Interviews

Following is a range of classroom activities students can undertake to prepare for their interview.

3.1. Playing Twenty Questions

'Twenty Questions' is a game designed to sharpen and focus students' attention on the type of questions that they ask.

Aim: To locate an object in the room by asking as few questions as possible

Introduction

- Teacher explains purpose of game but gives no evidence as to what types of questions to ask
- Teacher selects an object in the room and asks to locate the object by asking questions which require a 'Yes' or 'No' answer
- Teacher records how many questions it takes to locate the object
- After the first try, discuss with the class what kinds of questions should be asked to get the information required (e.g. Is the object in this half of the room or this half?). Obviously in this game questions about location are the most important
- The class may be divided into two teams who compete to locate the object. In this case the teacher would alternate the questions and score for each team

3.2. Discuss open and closed questions

- The limitations of 'yes' or 'no' answers (Do you like being the Prime Minister?)
- The advantages of using open questions (What do you like about being Prime Minister?)
- How to encourage interviewees to speak
- Follow-up questions

3.3. Famous person interviews (Class exercise)

- Select a famous person (e.g. Kevin Rudd, Barack Obama) and students design 5 questions they would like to ask
- Using the board list some of the questions and ask the class to discuss the merits of each
- Come up with the 5 best questions

3.4. Famous person interviews extension (Class critique)

- Allocate a famous person to each student e.g. pop star, sports person, or students can choose their own famous person
- Working in pairs students design ten good questions to ask each other
- Students will act as interviewee (i.e. in the character of the famous person) and as interviewer

3.5. Observation of a professional interviewer (Radio or television)

- An alternative could be to watch/listen to television/radio interviews and discuss the interviewing style of the interviewer
- Construct an observation/listening sheet to deconstruct the interview
- Tape and transcribe to look more closely at the questioning technique
- Report to the class on your findings

4. The Interview

Below is a guide questionnaire for the 'feature employee' interview. A 'feature employee' could be:

- A team member or supervisor from a work experience or SWL placement
- An ex-student from your school
- A relative, friend or neighbour (with an interesting job)

This is a guide. You may want to vary the questions or adjust them as you are interviewing the person.

This interview is ideally conducted in the workplace and it is good to supplement it with a workplace tour and photographs.

'Feature employee' interview questions

Employee Name:

**Name of business/
organisation:**

Your position:

Your qualifications:

1. Who do you work for?

Please tell me about the business you work for; e.g. what it does it produce and where does it sell its products/services and who manages it?

2. What do you do?

Please tell me about your job. What are your responsibilities?

3. How did you get your job?

How did you get your job? Why did you choose this job?

4. What did you do before you got your job?

What training or education have you had? Where did you go to school? Have you had other jobs?

5. What do you do when you are not at work?

Please tell me about some of your other interests

6. What's hard and what's good about your job?

What do you like about your job? What are the things you find challenging about your job?

8. In five years time?

Do you have any thoughts about what you like would to do in the future?

9. What advice would you give to young people?

Your thoughts

10. What did you think was most interesting about this interview? What have you learnt?

5. Research the job

Research the job of the person you have interviewed on career and job websites, such as:

- My future www.myfuture.edu.au
- Australian Apprenticeship Job Pathways www.aajobpathways.com.au
- Job Outlook on Australia Job Search <http://jobsearch.gov.au/joboutlook>

Job Outlook Activity

The screenshot shows a Microsoft Internet Explorer browser window displaying the Australian Job Search website. The page is titled "Nurses Aides and Personal Care Assistants" and provides detailed information about this occupation. The browser's address bar shows the URL: <http://www.jobsearch.gov.au/joboutlook/default.aspx?PageId=AscoDesc&ASCOCode=6314>. The website header includes navigation links such as "WorkPlace", "JobSearch", "Careers", "Training", "VolunteerSearch", "WorkChoices", and "Provider Search". The main content area features a "QUICK FIND" sidebar with links to "Migration Occupations in Demand List", "Good Prospects", "Further Information", "Vacancies for this Occupation", "Find Training for this Occupation", "Educational Profile for this Occupation", and "Explore this job". The main content area includes a "Job Outlook" section with the following data:

Occupation Size	Weekly Earnings	Job Prospects	Key Indicators	Main Employing Industries
64,800	\$625	Very Good	KEY	Health and Community Services

Additional statistics shown include 48% (represented by a clock icon) and 33% males (represented by a photo of a man and woman). The page also includes a "Job Outlook" section with a description: "NURSES AIDES AND PERSONAL CARE ASSISTANTS help care for patients in hospitals, nursing homes, clinics or the patients' homes."

Look for the following information about the job on Job Outlook:

5.1 What does Job Outlook call this job?

5.2 What occupational category does it fit within?

5.3 What are the average weekly earnings?

5.4 What are the job prospects?

5.5 What percentage of people working fulltime in this occupation?

5.6 What is the percentage of men and women in this job? (gender breakdown)

5.7 What skill level is it?

5.8 What tasks does Job Outlook list for this job? Does it match what you've learnt from your interview?

5.9 What are the main employing industries for this job?

5.10 How and where you can train for this job? Check out the websites of these training organizations. How do you get into a course or traineeship?

Job vacancies

You can also look at current vacancies for this job on website such as Seek and My Career. You might want to select an advertised vacancy for your presentation.

Additional Information

After the Interview and Research

Report

After conducting the interview and researching the job, students need to summarise, compile and organize their information.

This can be done in many ways:

- Write a conventional report
- Compile a graphical presentation of some results
- Summarise the main findings
- Develop a power point presentation

Evaluate

Students need to evaluate the interview:

- Was the situation relaxed and easy?
- Did the interviewee understand all the questions?
- Which questions worked well?
- Which questions didn't work well?
- Were you satisfied with the information you received?
- If not why not?
- How would you rate your own performance as an interviewer?
- If you did it again what would you change?

Present

Students need to present their findings and their evaluation to a selected audience (e.g. the class)

- For example...ten minutes per student using power point or overheads
- Question and answer session to follow
- Poster
- Collage
- News article
- Speech

It would be valuable to then present to other audiences e.g. staff meeting, year level assembly.

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