

## Lesson Plan 5

### Topic: What do employers expect?

#### Brief description of activities:

In today's world, a source of competitive advantage is the human capital of knowledge, experience and skills. In this respect, a growing number of entrepreneurs are trying to wisely manage human resources and to get involved actively in the selection of employees. For those embarking on their professional career it is very important to meet employers' expectations, therefore, it is important that the young people realize what qualities, competence and skills will allow them to get a job. The proposed activities are intended to illustrate the issues in an attractive way– through the use of educational games

#### Objectives: students:

- recognise the personality traits, competencies and skills that employers expect from people starting their careers
- point out how young people can develop competencies and develop skills useful for professional career
- improve their abilities to work in a group

#### Methods and techniques:

- criteria poker
- working with data
- mind map (or other methods of data presentation)

#### Materials and Tools:

- criteria poker board (Appendix 5.1) along with the playing cards (Appendix 5.2)
- Transparency: Ranking the importance of the competence of graduates by employers surveyed (Appendix 5.3)
- Overhead projector for transparencies, large sheets of paper, colour felt-tip pens

#### Preparation for classes:

- preparing the classroom
- preparing photocopies of boards for criteria poker (Appendix 5.1) and preparing playing cards (Appendix 5.2)

#### Class duration: 2 hours

#### Class activities in brief:

1. After welcoming students inform them that the subject of the class will be the preferences of employers related to employing young people. Divide the students into teams of 4-6 people and offer a learning game - criteria poker, concerning the expectations of employers. Provide each team with the board, game instructions and playing cards. Point out to the students that in the course of the game it is very important to carry out a discussion and convince others to their own opinion. The result of the work should be to determine the most important expectations of employers towards graduates being employed or people taking up their first job
2. After the completion of the first part of the class, students present solutions they have arrived at, also indicating important evidence and arguments which motivated them when making decisions.
3. Introduce young people to the **Ranking of competence of college graduates according to employers** surveyed by scientists from Warsaw School of Economics and published in an article

***Employers on the skills and qualifications sought after in graduates - the results of the study;*** Adam Budnikowski, Dorota Dabrowski, Urszula Gąsior, Stanisław Macioł (Appendix 5.3). Ask students to compare the solutions developed by them with the results of scientific research. Upon task completion students should present proposals to the group.

4. Pay attention to the definitions of the various concepts:

**Skills** each of us acquires in the course of development - through learning and exploring new things. They are basically independent of our emotions or beliefs, though often associated with talents and aptitude. In simple terms, every person spending a certain amount of energy and time to learn, can acquire certain skills. Ability is what can be learned

**Competencies** are related to the way of thinking, creating relationships and acting in a certain way. They strongly affect the functioning of people in their professional lives, depending on the motivation, beliefs, experiences, abilities and emotions. Competencies are not constant- you can improve them through the development and training. Competence is what you can develop.

5. Ask students to point out how young people can develop competencies and skills useful in their professional lives. They can work in groups and present their ideas in the form of a graph or a mind map using large sheets of paper.
6. To sum up the classes the students discuss the results of their work in the forum

**What the employers expect – *criteria poker***

Shuffle all the cards and deal them between members of the group. Agree on who starts the game. This person chooses one card that specifies the most important expectations of employers towards people looking for the first job and places the card at a specified location on the board within the *primary criteria* field. Each player then repeats this step, all the way to fill all the fields on the board. If someone believes that the card the person has should appear on the field already taken, then this person may suggest to other players replacing it with the one he/she has. Such a situation is possible only if the decision is well justified and accepted by the group. The replaced card goes to the person replacing it. The student, who gets rid of all the cards first, wins the game.

PRIMARY CRITERIA (KRYTERIA PIERWSZORZĘDNE)

SECONDARY CRITERIA (KRYTERIA DRUGORZĘDNE)

TERTIARY CRITERIA (KRYTERIA TRZECIORZĘDNE)

Board:

<b>KRYTERIA PIERWSZORZĘDNE</b>		

<b>KRYTERIA DRUGORZĘDNE</b>			

<b>KRYTERIA TRZECIORZĘDNE</b>			

**CARDS Expectations of employers –criteria poker**

<b>OPENNESS</b>	<b>ENGAGEMENT</b>	<b>FLEXIBILITY</b>	<b>EXPERIENCE</b>	<b>INICIATIVE</b>	<b>ACTIVITY</b>
<b>PREVIOUS VOLUNTEERING ACTIVITIES</b>	<b>ANALYTICAL SKILLS</b>	<b>HIGH MOTIVATION</b>	<b>LEADERSHIP SKILLS</b>	<b>CONFORMITY</b>	<b>RESOURCEFULNESS</b>
<b>GOOD COMMUNIATION SKILLS</b>	<b>TEAM WORK</b>	<b>LOYALTY</b>	<b>TIME MANAGEMENT SKILLS</b>	<b>HONESTY</b>	<b>BEING READY TO TAKE RISKS</b>
<b>EFFICIENCY</b>	<b>PUNCTUALITY</b>	<b>KINDNESS</b>	<b>ELEGANCE</b>	<b>SENSE OF HUMOUR</b>	<b>KNOWLEDGE AND PROFESSIONAL SKILLS</b>
<b>COMPUTER LITERACY</b>	<b>CREATIVITY</b>	<b>REPORTING INITIATIVES</b>	<b>SELF-CONTROL</b>	<b>PLANNING</b>	<b>DECISION MAKING SKILLS</b>
<b>PURSUING ONE'S PASSIONS</b>	<b>KNOWLEDGE OF FOREIGN LANGUAGES</b>	<b>WILLINGNESS TO LEARN</b>	<b>SUSTAINABLE DEVELOPMENT</b>	<b>ETHICAL CONDUCT</b>	<b>PROFESSIONAL KNOWLEDGE</b>
<b>RESPONSIBILITY</b>	<b>DEFINED PRIORITIES</b>	<b>TIMELINESS</b>	<b>RELIABILITY</b>	<b>PERIOD OF SERVICE</b>	<b>IDENTIFICATION WITH COMPANY</b>
<b>PROFESSIONAL ACHIEVEMENTS</b>	<b>WORK UNDER TIME PRESSURE</b>	<b>STRESS RESISTANCE</b>	<b>MULTITASKING</b>	<b>UNDERSTANDING YOUR STRENGTHS AND LIMITATIONS</b>	<b>ADAPTATION SKILLS</b>

**Ranking the importance of the competence of graduates by employers surveyed**

Place in the ranking	Competence type	Average score ranging from 1 - unimportant, to 5 - very. important
1	Effective communication	4,69
2	Knowledge of foreign languages	4,64
3	Openness to learning and sustainable development	4,61
4	Engagement	4,57
5	Ability to work in a team	4,50
6	Ability to define and justify priorities	4,49
7	Ethical conduct as a basis for action	4,47
8	Responsibility	4,46
9	Very good work organization and time management skills	4,44
10	Flexibility and adaptability	4,42
11	Ability to formulate and solve problems	4,40
12-13	Desire to achieve results	4,38
12-13	Ability to work under time pressure	4,38
14	Logical thinking	4,37
15	Ability to use IT tools	4,31
16	Ability to work with people from different backgrounds, countries, cultures	4,22
17	Creativity	4,17
18	Proper self-esteem. Understanding your own strengths and limitations	4,15
19	Analytical skills, including identifying key information in the vastness of details	4,14
20	The ability to think independently	4,11
21	Loyalty and willingness to stay in the Company for a long time	4,03
22	Ability to work with people in senior positions	4,00
23-24	Ability to make decisions	3,97
23-24	Empathy	3,97
25	Numerical skills	3,91
26	General and vocational knowledge	3,86
27	Ability to manage projects	3,83
28	Independence	3,81
29-30	Negotiation skills	3,69
29-30	Industry knowledge and expertise appropriate to the current requirements of the companies	3,69
31	Initiative	3,65
32	Diplomas, certificates, university and college diplomas, specific skills	3,49
33	Work experience	3,47

Source: Employers about skills and qualifications sought in graduates - test results; Adam Budnikowski, Dorota Dabrowski, Urszula Gąsior, Stanisław Macioł; E-mentor nr 4 (46) / 2012