
A DAY IN THE LIFE OF...

THE JOB INTERVIEW GAME

Type of module	Creative communication
Level	B2
Target group	16–19-year-old learners
Written by	Dóczy Brigitta, Prievara Tibor

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Idegen nyelvi lektorok: Mark Andrews, Peter Doherty

Alkotó szerkesztő: Sákovics Lídia

Szakértők: Enyedi Ágnes, Tartsayné Németh Nóra

Grafikai munka: Walton Promotion Kft.

Felelős szerkesztő: Burom Márton

©

Szerzők: Csibi Erzsébet, Csíky Anna, Dóczy Brigitta, Fehér Judit, Prievara Tibor,
Victor Mónika

Educatio Kht. 2008

1.2 LISTENING TASK

- Listen to the recording with Tim Davis, a 32-year-old editor, talking about his job and take notes in the headings provided.

Professional history	
Job description	
A typical day	
Favorite part of the job	
Least favorite part of the job	

1.2 RECORDING OF THE LISTENING TASK (SCRIPT)

How did you get into editing?

By the time I finished college, I'd already begun selling my short fiction and working as a freelance editor. Shortly after, I was asked to start a publishing company for a private investor. This turned out to be a double-edged sword: The job only lasted a year, but I learned a great deal about how to run a publishing company – and what it's like to edit novels every day. When that job ended, I landed at my present company. I now oversee the romance and women's fiction line. Additionally, I've continued to write and publish my own work.

What do you actually do as an editor?

Basically, it's my job to review manuscripts. After that, I work with the author to edit the book and I also work with the book throughout the production process. Beyond that, I promote the house by making public appearances at conferences and conventions, writing articles, etc.

How would you describe a typical day?

Usually, I arrive at the office around 9:00 a.m. and stay until 6:00 p.m., sometimes later. Throughout the course of the day, I'll receive (on average) more than 100 e-mails, and get between 15 and 25 phone calls. I'll review production proofs, answer correspondence from writers, draft editorial letters. I may write the cover of a book, work with an artist on the cover art and negotiate a book contract. I rarely read at the office, especially full manuscripts. Usually, I read at home, a few hours on a week night, quite a bit more on the weekend.

What's your favourite part of the job?

The best part of the job is seeing an idea develop into a manuscript and finally into an actual book. Also, calling a new writer, who's never been published before, and saying you'd like to make an offer on their book. That's a very cool thing.

What is it you least like about being an editor?

I rarely read for pleasure anymore – I miss sitting down with a good book for company. I still read an average of a book a week, just for myself, but it's not the same.

1.3 READING TEXTS

Text 1

A Day in the Life: Network News Producer

MORNING

Get into the office. Check e-mail and voicemail. If there are any issues that need immediate attention, deal with them right away. Then read a variety of national papers to look for story ideas. Scan the latest wires to see what stories are shaping up for the day. Review the status of assigned stories. Determine what needs to get done that day and what can wait. Later on a publicity meeting with Executive Producer, publicist, affiliate relations and web producer to discuss how to promote a piece that's airing in this week's show. Then set-up camera crew for tomorrow's shoot. Make sure cameraman has details, so she knows what equipment she will need.

LUNCHTIME

Grab lunch, meanwhile call back legal department to see if the rights to a piece of music that will appear in this week's story has been cleared for use.

AFTERNOON

Review the research from the associate producer and write questions for tomorrow's interview with a doctor. E-mail suggested questions to correspondent. Call back a publicist for a story idea. Then, sit with the editor who is cutting a piece that will air in four days. At 5 p.m. leave for camera shoot downtown at a blues club for a profile of a singer airing in two weeks. Work with publicist and manager of club to find best solution as to the position of the camera, so the audiences' view is unobstructed. After that find the sound person in the club, so cameraman can plug into the soundboard for best sound.

EVENING

Last minute touches as the show starts at 7 p.m. Go through tomorrow's duties.
At 8:30 p.m. the show ends. It's a wrap for the day.

1.3 READING TEXTS (CONT.)

Text 2

A Day in the Life: Peace Corps Volunteer, Senegal, West Africa

MORNING

Get up at 6:30 a.m., and then get dressed. Time for a leisurely breakfast in the family compound. I think about what I have to do today: the upcoming meeting and the state of my motorcycle. At 8:00 a.m. I wave goodbye to my host family and hop on my motorcycle – with 50 villages in my area of responsibility, good, reliable transport is a major concern. At 9:15 a.m. I arrive at my target village, dusty and hot. The women of the village are slowly gathering in one of the central compounds around me. Today is our fifth meeting, and we're actually going to get started on the project we've been talking about for two months now: planting a fruit orchard.

LUCHTIME

A good morning's work, and time to get out of the sun. I have lunch at one of the compounds. Then a short nap, a quick play with some of the smaller kids, and then it's time to be off. I'll be back next month when the seedlings start to sprout.

AFTERNOON

I head towards the nearest town: I've actually got a free afternoon. This is a rarity – with the number of villages I'm responsible for, I usually have two or even three meetings in a given day. I do some shopping and pick out some vegetables for my host family. I have a drink and then I have a long drive ahead of me back to my village.

EVENING

6:00 p.m.: My favourite time of the day. The work is over, I've had my shower, and the heat is slipping away as the sun starts to set. We have plenty of visitors over at our house. I relax and try to forget about the busy day I have ahead of me tomorrow. It'll take care of itself. Everyone has supper together. The sun is setting now, and after eating we lie back and stare up at the sky. We talk about astronomy and the stars, and then listen to the BBC on the radio for a while. After, we discuss international politics and the state of the world.

1.3 READING TEXTS (CONT.)

Text 3

A Day in the Life: Assistant Brand Manager

MORNING

8:30 Get into work. Listen to voice mails. Check e-mails. Print out calendar of today's events. Go to the cafeteria and grab breakfast. (Of course, you're only eating products that your company produces or has some relationship with!) Then meet with market research department to discuss why people aren't buying your product. After that, budget meeting to determine how you will be spending 2nd quarter funds. At 10:30 you head to the long-awaited product development meeting, where a new production technology will be discussed.

LUNCHTIME

12:00 A fancy lunch with a People magazine salesperson. For months the magazine has tried to convince you that your product should be advertised in People. You leave lunch with a fancy People backpack and a headache.

AFTERNOON

1:30 Media planning meeting. You now must meet with the media department to determine how to cut media funds without sacrificing your goals. At 2:30 it's time to review changes to the latest advertising campaign. You review the changes with the agency via conference call and promise to present the new work to your brand manager at your status meeting later in the day. The following 45 minutes is a creative brainstorming session that offers wonderful possibilities. You promise to type all ideas up and distribute them to the group later in the week. At 4:00 strategy development with sales manager. At 5:00 Status meeting with Brand Manager. You present the proposal for new research as well as the implications of the new product development issue. You also review the latest advertising changes and the changes to the media plan. You present your data and your opinion and discuss these with your boss. The two of you decide on next steps.

EVENING

6:00 Back in the office you wrap up for the day. You spend an hour checking the 20+ email/voice mail messages you received during the day but failed to return. You go through your "in" box to read any documents relevant to your product. You start to attack all of the work you have to do and promise that tomorrow you'll block out some private time to make some progress.

1.3 READING TEXTS (CONT.)

Text 4

A Day in the Life: Medical-Surgical Hospital Nurse

(who works rotating shifts; today it's the day shift, when physicians come in to see their patients and many diagnostic tests and therapies are scheduled).

MORNING

At 6:45 a.m. change into hospital-supplied scrub suit and get organized for the day. Supervisor gives a list of eight patients to care for. Listen to the report of all the nurses going off shift, paying particular attention to the eight patients. At 7:30 a.m. go to the patients' records to check each care plan, describing tasks and schedules for the day. Check on any discharges scheduled and any therapy or diagnostic testing that requires the patient to travel to another area of the hospital. Then plan the day around these events and the medication and care schedule for each patient. At 8:00 a.m. accompany the physicians to report on any changes in the past 24 hours. At 9:00 a.m. receive and store the single-dose medications for patients. Most of the patient discharges occur before noon. The patients who are going home need to have specific discharge instructions, as well as an escort to leave the hospital safely. As soon as one patient leaves, another is admitted, so greet the new patient and complete paperwork setting up a nursing care plan. At 11:00 a.m. "round" on patients again before lunch to check blood pressures and other vital signs and to keep an eye on everyone.

LUNCHTIME

12:00 Eating lunch with a colleague. Discuss a continuing education program on diabetes that we'll attend over the weekend (nurses need 30 hours of continuing education every two years in order to renew their license to practice).

AFTERNOON

12:30 p.m. Returning to work. One of the patients has called for help. Then another round of medications and treatments to his patient group. At 2:30 p.m. speak with a nursing school faculty member on the telephone. Final round to check each patient's condition before leaving for the day. At 3:00 p.m. give a report to the group of nurses coming on for the next shift. Then speak to supervisor regarding preference for next month's schedule. Finally, document the care provided during the past eight hours and enter data into a computerized record.

1.3 NOTE-TAKING HANDOUT

Table 1: L's own text

Job/Position	
A typical day 1 Morning	1
2 Lunchtime	2
3 Afternoon	3
4 Evening (if spent working)	4

Table 2: Others' notes

Job/Position			
A typical day 1 Morning			
2 Lunchtime			
3 Afternoon			
4 Evening (if spent working)			

1.4 JOB PROFILE GRID – HOMEWORK

- Interview someone that you know about their job and fill in the grid with the necessary information.

Job/Position	
Age	
Professional history	
Job description	
A typical day	1
1 Morning	
2 Lunchtime	2
3 Afternoon	3
4 Evening (if spent working)	4
Favorite part of the job	
Least favorite part of the job	

2.2 DOS AND DON'TS OF JOB INTERVIEWS – SLIPS

prepare and practice for the interview
memorize and rehearse your answers
plan to arrive about 10 minutes early
shake hands firmly
sit upright and look alert and very interested at all times
tell jokes during the interview
use slang, and pause words
be soft-spoken
have a high confidence and energy level
avoid controversial topics
say negative things about former colleagues, supervisors, or employers
over-answer questions
offer negative information about yourself
answer questions with a simple “yes” or “no”
bring up or discuss personal issues or family problems

2.2 DOS AND DON'TS OF JOB INTERVIEWS – HANDOUT

■ Job-hunting is an important skill to be good at nowadays. Below you will find some 'DOs' and 'DON'Ts' of job interviews. Read them and decide which are DOs and which are DON'Ts.

- 1 prepare and practice for the interview
- 2 memorize and rehearse your answers
- 3 plan to arrive about 10 minutes early
- 4 shake hands firmly
- 5 sit upright and look alert and very interested at all times
- 6 tell jokes during the interview
- 7 use slang, and pause words
- 8 be soft-spoken
- 9 have a high confidence and energy level
- 10 avoid controversial topics
- 11 say negative things about former colleagues, supervisors, or employers
- 12 over-answer questions
- 13 offer negative information about yourself
- 14 answer questions with a simple "yes" or "no"
- 15 bring up or discuss personal issues or family problems

DOs	DON'Ts

Do you agree with the answers?

Can you imagine situations where the rules above do not seem to work? For example, can you be 'too energetic'?

2.3 LISTENING EXERCISES

- 1 Listen to the interview with Martin Simpson and give short answers to the questions below.

1 What are the most common questions at a job interview?

2 What does Martin do?

3 What does Martin mean by people being self-aware?

4 Why does he need team players with good judgement?

5 Why does he need people to be flexible?

6 What two things do people need to adapt to?

7 Why is learning important?

8 What two things does she mention people need to stay current on?

9 What two things do people need to be fit for?

10 What helps her decide if the candidate is a good fit?

- 2 These sentences come from the text. Can you remember the correct form of these words?

1 You already know enough to practise your answers to _____ (frequent) asked interview questions.

2 First, Martin listens for _____ (self-aware).

3 He looks for team players with good _____ (judge).

4 He also looks for _____ (adapt).

5 What is more, it's important to have a good learning _____ (able).

6 People should be aware of the fact that their attitude and _____ (speak) answers during a job interview can be just as important as the answers to the more direct questions.

2.3 RECORDING OF THE LISTENING TASK (SCRIPT)

- Listen to the interview with Martin Simpson and give short answers to the questions.

You already know enough to practise your answers to such frequently asked interview questions as ‘Can you tell me about yourself?’ and ‘Why do you want this job?’. But what’s really going through the mind of that person sitting across the table from you at the job interview? What are those Human Resource people thinking as you sweat out your answers to their questions? To find out, I interviewed Martin Simpson, a Human Resource Manager from a marketing firm. He agreed to share some of the things he looks for while interviewing candidates.

So, what are some of the things you’re listening for as candidates talk with you during a job interview?

First, I’m listening for self-awareness. Do they have goals? Do they know what their goals are for one year, five years and further down the road? I’m looking for team players with good judgement, who will help my company out over the long term, because I don’t intend to fill this position again in six months.

So, candidates will help themselves by being aware but not self-centered?

Yes, that’s a good balance. I’m also looking for adaptability. How has the candidate handled change in the past? Given the fact that the world of work is changing so rapidly these days, I want flexible people who can adapt to new systems and processes.

Any other important points?

I think that, related to adaptability, it’s important to have a good learning ability. In any industry, you have to stay current on new trends and technologies. What works today won’t work in five years ... maybe not even in five months! Candidates should be able to master new skills and information as quickly as possible. I look for this in résumés and during the job interview. Overall, I’m looking for candidates who are a good fit, not just for the job description, but for the whole company. But I won’t come right out and ask: ‘Do you think you’re a good fit for us?’ No. The whole interview gives me the answer to that question – everything the candidate has said and they way they’ve acted.

So there you have it. While every Human Resource professional is different, you should at least be aware of the fact that your attitude and unspoken answers during a job interview can be just as important as your answers to the more direct questions. Good luck to you!

2.4 QUESTIONS FOR JOB INTERVIEWS

- 1 What are your long range and short range goals and objectives?
- 2 What do you see yourself doing five years from now? Ten years from now?
- 3 What do you really want to do in life?
- 4 What are the most important rewards you expect in your career?
- 5 How well do you work with people?
- 6 Do you prefer working alone or in teams?
- 7 How do you feel you can deal with conflicts?
- 8 What's more important to you – the work itself or how much you're paid for doing it?
- 9 What do you consider to be your greatest strengths?
- 10 What do you consider to be your greatest weaknesses?
- 11 How would a good friend describe you?
- 12 Do you have any hobbies? What do you do in your spare time?
- 13 Do you consider yourself a leader?
- 14 Which is more important: creativity or efficiency? Why?
- 15 What's the most recent book you've read?
- 16 How do you work under pressure?
- 17 What's one of the hardest decisions you've ever had to make?
- 18 How well do you adapt to new situations?
- 19 Are you willing to travel for the job?
- 20 What have you learned from your mistakes?

2.4 SLIPS OF JOBS

TOUR GUIDE FOR FOREIGNERS IN YOUR AREA
AMBASSADOR TO JAPAN
SPORTS COMMENTATOR
REGULAR WRITER OF ROMANCES
KINDERGARTEN TEACHER
POP SINGER
DETECTIVE
JUDGE
DIRECTOR OF A LARGE INTERNATIONAL COMPANY PRODUCING SWEETS
FILM DIRECTOR
CREATIVE WRITER AT AN ADVERTISING AGENCY
BROKER
EDITOR OF A TABLOID
MARRIAGE AND FAMILY THERAPIST
TV PRESENTER OF A GAME OR A COOKING SHOW
PEACE CORPS VOLUNTEER
MEDICAL-SURGICAL HOSPITAL NURSE
TEACHER OF ENGLISH IN A POOR BUT EXOTIC COUNTRY
SHOP ASSISTANT IN A FAMILY BUSINESS

2.4 GRID FOR THE INTERVIEWS

- Use a few key words to document your interviews while listening to your candidates.

	Candidate 1: _____	Candidate 2: _____	Candidate 3: _____
Q 1:			
Q 2:			
Q 3:			
Q 4:			
Q 5:			
Q 6:			
Q 7:			
Q 8:			
Q 9:			
Q 10:			

3.3 SELF-ASSESSMENT FORM

■ Think about the last three lessons on the subject of jobs. Finish the sentences so that they are true about YOU.

1 In this project, I learnt...

2 I still need to work on...

3 For me, the most interesting job seems to be ... because...

4 Has this project changed the way you feel about your career options? Please, specify.
