

# Job Description

## ESTIMATED TIME

2-3 class periods

## PREREQUISITES

- This lesson is related to Lessons 9, Professional Behavior, and Lesson 10, Professional Appearance.
- Have ready a copy of a few job descriptions from the U.S. Department of Labor website.
- Have ready a copy of a book like *Amelia Bedelia* by Peggy Parish.
- Have ready to hand out 10 crayons and paper for each group of 3-4.

## RESOURCES AVAILABLE

- *Professionalism: Job Description Rubric*
- *Job Description Template*

## ACROSS THE CURRICULUM

Writing a job description is practice in developing an understanding of what expectations and responsibilities for a job are. This type of analysis transfers to any school course in which students understand what the expectations and responsibilities are for each class they take.

## LESSON GOAL

Understand the need for a job description and the importance of understanding the work expectations.

## Essential Question

How does a job description affect the way I perform the tasks for which I am responsible?

## Student Expectations

1. Participate in a role-play about work and job descriptions.
2. Research job descriptions.
3. Write a job description for a job or role at home, school or in the community.
4. Write a reflection about job expectations and writing a job description.

## LESSON OBJECTIVES

1. Understand the importance of a job description for any responsibility a student has.
2. Create an accurate job description for an internship, job or other role.
3. Demonstrate a thoughtful understanding of the importance of a job description.

## RATIONALE

A job description is an important element of understanding the expectations that each of us has in the work that we do. Giving students the ability to write their own job descriptions will help them to understand all of the tasks for which they are given responsibility. It will also help them realize the aspects of their internships or jobs in which they thrive and enjoy. Through writing or rewriting their job descriptions, students will be challenged to think more specifically about the work they do and what they are learning through the process of working. The main objective of this lesson is for students to think critically about work in general and the importance of having a clear understanding of responsibilities at work.

Students are asked to perform many different tasks at home, school, church, on an athletic team or in other community functions in which they participate. Without an accurate job description for that role of leadership or responsibility, the work performed provides little or no ownership by the student. This lesson will help students realize the importance of a job they have been given and the expectations that are placed upon them. It will also help to provide students the opportunity to reflect upon their current roles to determine whether they are meeting expectations or whether changing expectations is necessary to accurately reflect the work they do. Job descriptions are often bland documents that provide an initial overview of a job being pursued. They should instead be referred to repeatedly and rewritten as needed. Students will learn the importance of having the power and responsibility to keep their job descriptions and expectations in check in order to evaluate the responsibilities they are assigned and explore areas in which they are interested.



Job Description Rubric

## PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Job Description Rubric* to explain how students will be evaluated. Then follow these steps.
  - a. Read aloud a book such as *Amelia Bedelia* by Peggy Parish.
  - b. Discuss the humor and irony of what goes wrong even though Amelia Bedelia is trying to follow directions.
  - c. Have students explain how the wording of assigned tasks is important.
  - d. Discuss what is at stake when expectations are not clear.
  - e. Discuss how assigning a job to someone can be very clear or full of assumptions.
  - f. Ask students to give examples of personal experiences when they failed to meet the expectations of someone else because they were not clearly communicated.

### ASSESSMENT

**Book Discussion** Contribute to discussion to understand the difficulty of unclear expectations.

2. **SMALL GROUP** For this role-play, divide into small groups of 3 or 4. One person is designated as the leader, but is not allowed to talk.
  - a. Give the leaders 10 crayons and a piece of paper and tell them they have 30 seconds to explain to the others in the group that they are to draw an elephant and giraffe at a zoo exhibit for a 4<sup>th</sup> of July poster.
  - b. The leader is not allowed to use the crayons or talk to communicate these instructions.
3. **WHOLE GROUP** After 30 seconds are over, explain the task and ask each group to share their results. Discuss why this task was difficult to complete (communication, time, clear expectations, etc...).

### ASSESSMENT

**Role-Play** Contribute to discussion to develop an understanding of how specific expectations effect how work is completed.

4. **Whole Group** Discuss the following questions.
  - a. How do you know what to do at your job, internship or in your other roles of responsibility (sports team, home, other club or organization)?
  - b. Why is it important to know what is expected of you? Why is it important to know what is considered above and beyond normal expectations?
  - c. Can not having a clear understanding of your job affect your performance review or evaluation?

### ASSESSMENT

**Personal Responsibility Discussion** Contribute to the sharing and reflecting of personal responsibilities held.



Student Pages

**5. INDIVIDUAL** Have each student think of three different jobs about which they would like to learn more.

 **ASSIGNMENT 1**

- a. Have them research three different job descriptions by searching on the U.S. Department of Labor’s Occupational Handbook: (<http://www.bls.gov/search/ooh.asp?ct=OOH>).
- b. Then have them write a reflection on what they learned about the jobs through the job descriptions that addresses the following questions. Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.
  - i. Were there more expectations than you thought there would be?
  - ii. Are the prerequisites elements you are able to pursue and achieve?
  - iii. Do you have any new thoughts about your interest in the job? Why or why not?
  - iv. Does the job description help you to understand the role better?

**ASSESSMENT**

**Job Description Research Reflection** Write a reflection on self-selected job descriptions.

**6. INDIVIDUAL** Explain that everyone has a role of responsibility whether it

 **ASSIGNMENT 2**

is a formal position at a work site, in an internship, on a sports team, in the community or in a role around the house such as babysitting siblings, mowing the yard or cleaning the house. Many times these are positions of leadership and responsibility in which a clear description of expectations has not been designed. Have students use the *Job Description Template* to create a first draft of a job description for one of the roles in which they work and serve.

Using the first draft of the job description, complete a final draft for submission. Have students use the *Sakai* Assignments Tool to submit their job descriptions for evaluation.

**ASSESSMENT**

**Written Job Description** Write a job description for a role held at a job, at home or in the community.

**REFLECTION**

 **ASSIGNMENT 3**

Have students write a reflection on the following prompt. Have them use the *Sakai* Assignments Tool to submit their reflections.

Explain how the job description you created helps you to understand your role and the responsibilities expected of you. Comment on how you think the person that supervises this role would appreciate the thoughtfulness of the job description you have created. How do you think it can be used?

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule.

### EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

### LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

### Ohio Academic Content Standards

#### Grade 10 English Language Arts

#### Reading Applications: Literary Text

7. Recognize how irony is used in a literary text.

#### Writing Processes

#### Drafting Revising and Editing

11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.

12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.

13. Proofread writing, edit to improve conventions (e.g. grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

#### Writing Applications

4. Write informational essays or reports, including research that:

provide a clear and accurate perspective on the subject.

6. Produce informal writings (e.g. journals, notes and poems) for various purposes.

Why is the ability to write your own job description important and how can it be beneficial to you?

### ASSESSMENT

**Reflection** Demonstrate understanding of a job description and its effect on job performance.

### ASSESSMENT

Use the *Professionalism Appearance Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students on IEPs should do well with the material presented in this lesson and the way it is presented. Where necessary, they should be given additional time or extra assistance from the advisor.

### GIFTED AND TALENTED

Gifted students can be challenged in this lesson by acting as classroom leaders during the discussion. The material may be intuitive to them, but not to their classmates. Therefore, charge them with directing the discussion and giving encouragement to struggling participants. Other tasks could include researching and writing a job description for someone in their life such as a parent, mentor, or peer or collaborating with the person who supervises the role.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Explore these sites for information on job seeking and career exploration.

- New York State Department of Labor <http://nycareerzone.org>
- U.S. Department of Labor Occupational Titles <http://www.oalj.dol.gov/libdot.htm>
- Wikipedia Definition of jobs [http://en.wikipedia.org/wiki/Job\\_title#Job\\_title](http://en.wikipedia.org/wiki/Job_title#Job_title).
- CareerPlanner.com Search for job descriptions <http://www.careerplanner.com/JobDescSearchTool.cfm> .