

How would you describe yourself ... honestly?

Level: Advanced (B1–B2)

Time: Approximately 90 minutes

Business topics: Hiring practices, applying for a job, organisational psychology

Business language: Useful vocabulary, business phrases, collocations, terms to describe personality

Activities: Key words, understanding the text, business language, discussion, applying for a job: using a personality assessment tool

Groups: Whole class, one-to-one, small groups

Overview: This article discusses how and why employers are using personality assessments and their accuracy and limitations.

8. *integrity*
9. *screening*
10. *embellish, embellishes*
11. *reveal, revealed/reveals*
12. *empathetic*

3. Understanding the article

- a. Ask students to scan the article individually to complete this activity and compare their answers.

Key:

1. *True*
2. *False. Most have disclaimers saying they can't predict job performance.*
3. *True*
4. *False. You can find practice tests online. Doing practice tests will improve your score.*
5. *False. A small percentage **don't** use testing when they're hiring.*
6. *True*
7. *False. The author (and her husband) agreed with the test results.*

4. Business language – collocations

- a. Ask students to work in pairs to complete the activity. Then, regroup them so they can compare their answers in small groups before checking the answers with the whole class.

Key:

1. *resolve*
2. *collect, process*
3. *issue*
4. *embellish*
5. *assess, measure*
6. *assign*

- b. Ask students to complete the sentences individually before comparing their answers in pairs.

Key:

1. *embellished, qualifications*
2. *disclaimer, issued*
3. *measure/assess*
4. *assigned, work*
5. *resolve, problems/disputes*

1. Warmer

- a. With a partner, students answer the four questions leading to the article. After they have talked with a partner for a few minutes, get students to share their thoughts and ideas with the rest of the group. Ask students to share their 'personality words' and write them on the board.

2. Key words

- a. Ask students to work in pairs to complete the activity. Encourage them first to guess the part of speech of each word and guess the meaning. Then, have students compare their answers in small groups and scan the text to see how each word is used in context.

Key:

1. *hypothetical*
2. *hard-wired*
3. *drive, drives*
4. *assessment, assessment*
5. *disclaimer*
6. *profiling*
7. *guarantee*

5. Discussion

- a. Put the students in pairs or small groups and ask them to discuss the questions. When students have covered all of the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions.

6. Wider business theme – personality assessments and applying for a job

- a. Read the situation with the whole class.
- b. Put students into pairs and assign each pair a different personality assessment tool (HEXACO, DISC or Myers-Briggs Type Indicator) or ask them to choose one.

Ask each pair to help each other brainstorm the personality traits a prospective employer will seek in a candidate. Then, ask them to look at the test they chose or were assigned and define the desired outcomes (using the dimensions described in the results) for the job they want. Get them to note this down in the 'Desired results' box.

Have students work individually and complete the free version of the online test. Ask them to summarise their results in the 'Actual results' box.

Ask students to work in pairs again, analyse their results, and discuss the test-taking experience. Ask them to discuss how they could get closer to their desired results and give each other advice.

Extension

Students can write a short 'how to' guide sharing their test-taking experience and offering advice to first-time personality test takers.