



# THE FUTURE OF JOB SEARCH



Scan to review worksheet

Expemo code:  
14DD-HX8I-F5U

## 1 Warm up

In pairs, answer the following questions.

1. How did you find your first job?
2. How do people in your country usually look for a new job?
3. Which job have you done in the past that was the best fit for your skills and personality? Why was it a good fit?
4. What qualities do you think you need for your current job?
5. In what ways have you demonstrated your potential to employers?

## 2 Focus on vocabulary

Part A: Look at the noun phrases in the box. Add them to the correct definition below.

**a bad situation**      **a computer or a system**      **a particular process**      **a person or a system**  
**the essential part**      **the future**      **the same**      **the usual limits**

1. crux (n): \_\_\_\_\_ of an issue or a problem
2. algorithm (n): \_\_\_\_\_ followed, usually by a computer, to solve a certain problem.
3. predictive (adj.): in a way that is connected with guessing \_\_\_\_\_
4. inherent (adj.): describing something which is part of \_\_\_\_\_ and cannot be taken away
5. scalable (adj.): used to describe \_\_\_\_\_ which can be changed to meet different requirements in the future
6. perpetuate (v): to do something that makes \_\_\_\_\_ continue
7. equitable (adj.): in a way that treats everyone \_\_\_\_\_
8. transcend (v): to move beyond \_\_\_\_\_ of something



**Part B: Now put the correct words from Part A into the gaps in the following sentences. The form of the word may need to change.**

1. Future systems that management use will need to be \_\_\_\_\_ to deal with new demands as the company grows.
2. He was fired for \_\_\_\_\_ false rumours about some of his co-workers.
3. You could tell she was going to be successful. She very quickly \_\_\_\_\_ the requirements of her job, and it wasn't long before she was promoted.
4. I find his management style very fair and \_\_\_\_\_. There's no sense that he favours some people over others.
5. We have this great \_\_\_\_\_ which helps us predict which products a customer is likely to want and when they will need them.
6. I find \_\_\_\_\_ text on my phone really useful when I need to quickly answer questions from colleagues.
7. I think the reason for the company's failure was the \_\_\_\_\_ problems in the way they made sales.
8. We're never going to solve this problem until we get to the \_\_\_\_\_ of exactly what went wrong.

**Now in pairs, answer the following questions.**

1. How do you think **algorithms** have an impact on your daily life?
2. What do you think your **inherent** biases are as a person?
3. Would you describe yourself as an **equitable** person? Why/Why not?
4. Do you think it's possible to **transcend** the requirements of your current job? Or are there clear limits to what you are able to do?

### 3

## Identifying the issue

**Watch the first part of the video by Priyanka Jain on applying for jobs (00:00 - 01:05) and answer the following questions.**



1. According to the speaker, what percentage of people who applied for jobs in the past year said they never heard anything back?
2. According to the speaker, what percentage of people leave or get fired within the first year of starting a new job?
3. What does the speaker think is the essential part of the problem that we have with how we find jobs now?
4. According to the speaker, what does it not tell us if we just look at the jobs people have done in the past?



Now in pairs, answer the following questions.

1. Do the percentages from questions 1 and 2 surprise you or not? Why?
2. Have you ever applied for a job and heard nothing back? Why do you think that was?
3. Do you agree with the speaker about the main problem with how we find a job now? Or not? Why?
4. What jobs can you list that exist now but did not exist 20 years ago? Take a few minutes to list some ideas.
5. How do you think your current job will change in the next 20 years?

**4****Comprehension**

Watch the entire video and answer the following questions.



1. What does the speaker think is the main problem with a résumé?
  - a. They are often confusing and difficult to understand.
  - b. They only indicate experience, not potential.
  - c. Too many people lie about their experience.
  - d. They don't say enough about the person's personality.
2. What is a good way of indicating someone's future success in a role?
  - a. Someone writing a report about you.
  - b. A combination of their skills and their personal interests.
  - c. How well someone performs under pressure.
  - d. Having them take a multimeasure text.
3. What is the benefit of assessing people in this way?
  - a. It can tell you about someone's natural abilities and suitability for a particular role.
  - b. It allows you to see if the person is lying about their experience or not.
  - c. People who put effort into doing this are more likely to be appropriate for the job.
  - d. It allows the job applicants to assess the employers too.
4. What can the game with the red and green circles tell you?
  - a. If someone listens well to instructions or not.
  - b. If candidates are restrained and attentive, or impulsive and creative.
  - c. If you're going to be a good manager or not.
  - d. Whether you are able to be decisive in your decision-making or not.
5. How can this method work when it comes to hiring new people?
  - a. You can use it to immediately get rid of 80% of applicants and focus on the best candidates.
  - b. It can quickly create a way of organising your workflow and speeds up the process of hiring.
  - c. You use the most successful people for the job as a model and alter it as needed to identify the best candidates.
  - d. It removes the need for reading hundreds of résumés by moving the process entirely online.



6. What do people think might be a potential danger with this method?
  - a. That it will maintain the biased attitudes of the people who make it.
  - b. That people are far too complex for it to work well.
  - c. That it will involve too much personal information that people don't want to give.
  - d. That it relies too much on computers.
7. What would happen if you created an algorithm based on the current top 500 companies listed on the stock market to find a new CEO?
  - a. It would most likely choose a woman in her 50s.
  - b. It would most likely choose a man in his 60s.
  - c. It would most likely choose a white male named John.
  - d. It would most likely choose a white female named Jane.
8. What can be done if the algorithm is biased for a particular type of person?
  - a. Algorithms don't make mistakes, so it will not happen.
  - b. The algorithm can be changed to prevent it from being biased.
  - c. It will correct itself and report the problem.
  - d. It's unlikely that anyone would notice this happening.

## 5 Talking point

In pairs, answer the following questions.

1. Look back at the video segment with the test (02:00 - 02:20) and try it. Did you clap on the red dots correctly? Do you agree with the speaker's conclusions about your personality based on this test? Why/Why not? What examples can you give where you've been high in attentiveness or restraint, or tended to be more creative and impulsive?
2. What do you think are the negatives of using algorithms to select people for jobs?
3. Why do you think you were hired to do your job?
4. What personal qualities do you think are most important to your company when they're looking for new candidates?
5. If you were running your own company, what method would you most likely use to find people to hire? Why?

## 6 Homework/extended activity

Imagine an employer doesn't want to see your *résumé* but wants to know about your potential. Write a paragraph about yourself which focuses on your potential rather than your experience. What skills do you have? What potential do you have? What jobs that may not exist now would you be skilled at in the future?



# Transcripts

## 4. Comprehension

**Priyanka Jain:** Applying for jobs online is one of the worst digital experiences of our time. And applying for jobs in person really isn't much better. Hiring as we know it is broken on many fronts. It's a terrible experience for people. About 75 per cent of people who applied to jobs using various methods in the past year said they never heard anything back from the employer.

**Priyanka Jain:** And at the company level it's not much better. 46 per cent of people get fired or quit within the first year of starting their jobs. It's pretty mind-blowing. It's also bad for the economy. For the first time in history, we have more open jobs than we have unemployed people, and to me that screams that we have a problem.

**Priyanka Jain:** I believe that at the **crux** of all of this is a single piece of paper: the résumé. A résumé definitely has some useful pieces in it: what roles people have had, computer skills, what languages they speak, but what it misses is what they have the potential to do that they might not have had the opportunity to do in the past.

**Priyanka Jain:** And with such a quickly changing economy, where jobs are coming online that might require skills that nobody has, if we only look at what someone has done in the past, we're not going to be able to match people to the jobs of the future.

**Priyanka Jain:** So this is where I think technology can be really helpful. You've probably seen that **algorithms** have gotten pretty good at matching people to things, but what if we could use that same technology to actually help us find jobs that we're really well-suited for? But I know what you're thinking.

**Priyanka Jain:** Algorithms picking your next job sounds a little bit scary, but there is one thing that has been shown to be really **predictive** of someone's future success in a job, and that's what's called a multimeasure test. Multimeasure tests really aren't anything new, but they used to be really expensive and required a PhD sitting across from you and answering lots of questions and writing reports.

**Priyanka Jain:** Multimeasure tests are a way to understand someone's **inherent** traits – your memory, your attentiveness. What if we could take multimeasure tests and make them **scaleable** and accessible and provide data to employers about really what the traits are of someone who can make them a good fit for a job? This all sounds abstract. Let's try one of the games together. You're about to see a flashing circle, and your job is going to be to clap when the circle is red and do nothing when it's green.

**Priyanka Jain:** Ready? - Begin! - Green circle - Green circle - Red circle - Green circle - Red circle



- Priyanka Jain:** Maybe you're the type of person who claps the millisecond after a red circle appears. Or maybe you're the type of person who takes just a little bit longer to be 100 per cent sure. Or maybe you clap on green even though you're not supposed to. The cool thing here is that this isn't like a standardised test where some people are employable and some people aren't.
- Priyanka Jain:** Instead, it's about understanding the fit between your characteristics and what would make you good at a certain job. We found that if you clap late on red and you never clap on the green, you might be high in attentiveness and high in restraint.
- Priyanka Jain:** People in that quadrant tend to be great students, great test-takers, great at project management or accounting. But if you clap immediately on red and sometimes clap on green, that might mean that you're more impulsive and creative, and we've found that top-performing salespeople often embody these traits. The way we actually use this in hiring is we have top performers in a role go through neuroscience exercises like this one.
- Priyanka Jain:** Then we develop an algorithm that understands what makes those top performers unique. And then when people apply to the job, we're able to surface the candidates who might be best suited for that job.
- Priyanka Jain:** So you might be thinking there's a danger in this. The work world today is not the most diverse and if we're building algorithms based on current top performers, how do we make sure that we're not just **perpetuating** the biases that already exist?
- Priyanka Jain:** For example, if we were building an algorithm based on top-performing CEOs and use the S&P 500 as a training set, you would actually find that you're more likely to hire a white man named John than any woman.
- Priyanka Jain:** And that's the reality of who's in those roles right now. But technology actually poses a really interesting opportunity. We can create algorithms that are more **equitable** and more fair than human beings have ever been. Every algorithm that we put into production has been pretested to ensure that it doesn't favour any gender or ethnicity.
- Priyanka Jain:** And if there's any population that's being over-favoured, we can actually alter the algorithm until that's no longer true. When we focus on the inherent characteristics that can make somebody a good fit for a job, we can **transcend** racism, classism, sexism, ageism – even good school-ism.
- Priyanka Jain:** Our best technology and algorithms shouldn't just be used for helping us find our next movie binge or new favourite Justin Bieber song. Imagine if we could harness the power of technology to get real guidance on what we should be doing based on who we are at a deeper level.



# Key

## 1. Warm up

10 mins.

Tell students they are going to watch a video about how to improve the process of finding a job online. Ask them to discuss the questions in pairs. You may want to give them an example of how you found your first job. Circulate and help as needed. Ensure students understand "potential" as a word and a concept. Point out that for most people, their first job is usually basic or menial. However, someone washing dishes in a restaurant has the potential to do so much more.

## 2. Focus on vocabulary

5 mins.

Ask the students to complete the definitions with the correct noun phrase from the box. Ask students to guess the answers in the first instance and then check with a dictionary or on the Internet if needed. Ensure students know how to pronounce the words.

- |                           |                         |               |                         |
|---------------------------|-------------------------|---------------|-------------------------|
| 1. the essential part     | 2. a particular process | 3. the future | 4. a person or a system |
| 5. a computer or a system | 6. a bad situation      | 7. the same   | 8. the usual limits     |

Part B:

- |              |                 |                |              |
|--------------|-----------------|----------------|--------------|
| 1. scaleable | 2. perpetuating | 3. transcended | 4. equitable |
| 5. algorithm | 6. predictive   | 7. inherent    | 8. crux      |

## 3. Identifying the issue

10 mins.

Ask the students to read the questions and predict the answers. Then ask them to listen to the first segment of the video (00:00 - 01:05) and answer the questions. You may want to discuss the final questions as a class and compile a list of jobs that currently exist that did not exist 20 years ago.

Also encourage students to reflect on what aspects of their current jobs, if any, have changed in the last 20 years or so. Point out that with so much change in the past twenty years, it's reasonable to expect similar levels of change in the next 20.

- |               |                                              |
|---------------|----------------------------------------------|
| 1. 75%        | 2. 46%                                       |
| 3. The rjsumf | 4. How to match people to jobs of the future |

## 4. Comprehension

10 mins.

Ask students to watch the video and answer the questions. Ask them to read the questions and predict the answers before they watch the video. Then they can check their answers. Ask students to take notes on the video to help them identify the correct answers.

- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1. b | 2. d | 3. a | 4. b | 5. c | 6. a | 7. c | 8. b |
|------|------|------|------|------|------|------|------|



## 5. Talking point

15 mins.

Ask students to discuss the questions. If students have individual access to the video, you may want to allow them to do the first question separately, or you may want to do it as a whole class activity. Circulate and help as needed.

## 6. Homework/extended activity

15 mins +.

Ask students to think about their potential as employees and write about it. What do they see themselves doing ten or twenty years from now? How can they evolve from where they are to that job? Ask them to plan, write and check their work.