

LESSON 5

Identifying Career- and Job-Based Competencies

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Outcome LCW.M2.S2.APP.3

WHAT THIS LESSON DOES

Extract career- and job-based competencies from a real Irish job advert by annotating a sample and a live example. Link the competencies to Strong Skills Evidence (Strand 1.1) and the Entrepreneurship Competencies Audit (Strand 2.1), and create a Competencies Extraction note for Strand 2.2 in your Digital Portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.APP.3	demonstrate an understanding of a competency-based application form, identifying competencies that reflect their chosen career and/or job role.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Extract three to five career- and job-based competencies from a live Irish job advert, each with a quoted phrase
- Link each competency to your Strong Skills Evidence (Strand 1.1) or Entrepreneurship Competencies Audit (Strand 2.1), or note an honest evidence gap
- Produce a Competencies Extraction note for Strand 2.2 in your Digital Portfolio that feeds Lesson 96 STAR work and Portfolio in Action

KEY TERMS

Term	What it means here	For example
Competency extraction	Reading a job advert carefully and naming the skills and behaviours the employer is really asking for, including the ones not written as bullet points.	Spotting that 'follow through until a guest problem is sorted' is ownership, not just customer service
Job advert	A public notice of a vacancy that states the role, the work, and what the employer wants from applicants.	A live vacancy on IrishJobs.ie, Indeed.ie, or an employer's own careers page
Underlying skill	A skill or behaviour buried in the wording of the advert rather than named outright, often the one shortlisters actually test for.	'Decide what needs doing without being asked' is initiative, even if the word never appears

BEFORE THE BELL

- Shortlist three or four current live Irish vacancies students may choose from.
- Prepare a backup printed copy of a live job advert for students without device access.
- Remind yourself: Harbour Hotel sample is invented; portfolio notes must cite a real vacancy.
- Check students can reach a real Irish jobs site on school devices. Shortlist three or four current live Irish vacancies students may choose from (still real adverts on IrishJobs.ie, Indeed.ie, or employer careers pages) so search time does not eat the write-up. Have a backup printed live advert ready for anyone without access. The Harbour Hotel sample is invented; portfolio notes must cite a real vacancy.
- On screen this lesson: document annotator.

Identifying Career- and Job-Based Competencies

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Extract the Competencies
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has already read a live job advert this week. Link briefly to the previous lesson's competency-based form markup: that form asked for evidence of competencies; today's skill is spotting those competencies in the advert that feeds the form. Students who missed or unfinished that work can still complete today's extraction.

Remind the class that the sample Harbour Hotel advert is invented for practice only. Their Digital Portfolio build must use a **real** live Irish vacancy from IrishJobs.ie, Indeed.ie, or an employer careers page (or your printed backup of a real live advert).

5 min Key Terms

Spend no more than five minutes here. The important distinction is between a named skill and an underlying one. If students still confuse essential requirements with competencies, flag it: 'Leaving Certificate required' is a gate, not a competency.

35 min Extract the Competencies

On screen: document annotator

SUGGESTED TIMING

- 12 minutes: document annotator on the sample, then you reveal the model and class compare
- 3 minutes: class share on one phrase they tagged differently from the model
- 2 minutes: advert-chosen gate (own live search, shortlist pick, or printed backup); no writing until title and source are confirmed
- 16 minutes: each student writes the Competencies Extraction note to the in-class minimum
- 2 minutes: pair check that every competency has a quoted phrase from the advert

If the room is running behind, protect the quoted-phrase competencies and weakest-evidence line; Strand 1.1 / 2.1 link lines can finish at home with a check at the start of next lesson.

TAGGING RULE (MODEL CONSISTENCY)

Essential and desirable win when the advert frames a must or an advantage. Underlying competency is only for buried skills not framed as must/advantage. That is why 'reliable under pressure' and 'comfortable speaking with people you have not met before' stay Essential in the model (the notes still name the competencies underneath for discussion), while the final buried sentence takes the competency tag.

TEACHING TIPS

Push hard on the link back to Strong Skills Evidence (Strand 1.1) and the Entrepreneurship Competencies Audit (Strand 2.1). A competency with no link is still worth naming; students should notice the gap and write it honestly. Watch for lists that only copy the advert's bullet points: those are job tasks, not underlying competencies.

Look-for: each competency paired with a verbatim phrase, a named live source, plus an honest note on the weakest evidence area.

10 min Think About It

Keep this as paired talk. The useful answer is the gap: a competency named today with no evidence yet. That gap is exactly what Lesson 96's STAR bank is for. Do not collect written answers on the board unless you want one or two volunteered aloud. Students still catching up on Strand 1.1 should still name the gap honestly rather than invent evidence.

5 min What you covered

Spot-check that every student has a named live advert and quoted phrases, not a paraphrased wish list. Flag anyone whose note only restates job tasks. Next lesson turns today's list into STAR evidence triplets.

ANSWERS AND LOOK-FORS

- "reliable under pressure" - Essential: you must have it - Written as a personal quality, but the sentence starts with 'You must', so tag Essential. The underlying competency is composure: staying steady when the lobby fills up. Name that in discussion; the tag still follows the must-framing.
- "comfortable speaking with people you have not met before" - Essential: you must have it - Hard requirement, not a soft preference, so Essential. The competency underneath is interpersonal communication with strangers, not 'being friendly'.
- "Leaving Certificate or equivalent is required" - Essential: you must have it - A gate, not a competency. If you cannot meet it, no amount of skill evidence rescues the application.
- "previous hospitality experience" - Desirable: an advantage - 'It would be an advantage' means you can still apply without it. Job-specific experience is useful; it is not a wall.
- "a second language would be a real bonus" - Desirable: an advantage - Career-field useful in tourism and hotels, but clearly optional. Name it only if you can evidence it.
- "use your own judgement, prioritise what matters most, and follow..." - Underlying competency - No skill is named and it is not framed as a must or bonus list item, yet three sit here: decision-making, prioritisation, and ownership. Underlying competencies usually hide in the last paragraph like this.

TEACHING MOVES

- Model the annotation process on the sample Front of House advert using whole-class discussion; you control the model reveal.
- State the tagging rule before students start: Essential/Desirable when framed as must/advantage; Underlying competency only when buried.
- Circulate during the live advert extraction to check for underlying competencies and quoted phrases.
- Encourage students to quote phrases directly rather than paraphrase the wording.
- Use paired discussion to identify gaps in evidence for the Think About It section.
- Name prior artefacts consistently: Strong Skills Evidence (Strand 1.1) and Entrepreneurship Competencies Audit (Strand 2.1).

WHAT TO WATCH FOR

- Listing job tasks instead of competencies; remind students to focus on skills and behaviours the employer is testing.
- Confusing essential requirements with underlying competencies; highlight the difference using examples from the key terms and the tagging rule.
- Paraphrasing advert wording instead of quoting; instruct to copy exact phrases for the note.
- Inventing Strand 1.1 / 2.1 links; an honest 'gap, no prior evidence' line is valid.

DIFFERENTIATION

- Support: Provide a pre-selected live advert with fewer complex phrases for students who need more guidance.
- Extension: Challenge students to extract additional competencies or add a second contrasting advert in the same field.
- Support: Pair students with stronger readers for the annotation activity.

WHAT STUDENTS ARE LEFT WITH

- Competencies Extraction: underlying competencies from one real Irish job ad