

VELS	Year	Blueprint	MIPs and MIPs Best Practice Framework
Level 6 – Physical, Personal and Social Learning Personal Learning Strand – Dimension: Manage Personal Learning Interpersonal Development Strand Dimension: Building Social Relationships	9, 10	Phase 2 (C) Career Building 11.2 – Understand and experience the career building process	MIPs Aim: Develop Skills to manage their pathways throughout their working lives MIPs Aim: Develop their knowledge, understanding and experience of opportunities in education, training and employment Best Practice Framework 3: Pathways and Planning Process

INTERVIEW PARTICIPATION

Teachers' notes

Outcome

Participate effectively in the interview process.

Rationale

Students can become quite nervous when attending interviews. It is appropriate for them to practise interview participation so they can become aware of how an interview is performed and how they may react.

Task description

The students may either perform a role-play using job/VET courses advertisements or be interviewed by people from the school community, for example parents, employers or VET coordinators. A student's work placement/ work experience interview can also add to this competency.

Panel interviews, with two or more people as interviewers, may be used to give students experience in this method of selection.

1. Teacher facilitates a brief review of the key concepts learned in 'Interview preparation'.
2. Students conduct role-plays using preparation sheets for job/VET course advertisements from 'Interview preparation', and 'Interview feedback sheet A' to prepare for the role-play.
3. As a whole class or in small groups, students comment on the outcome of each interview and make comments on ways to improve the interview, basing their comments on the 'Interview feedback sheet B'.

The relevance of the interview may be further increased by providing students with some background to the interviewer and interviewee, such as:

- Role-play 1 – applicant is applying for a position in a VET course in Year 11
 - Role-play 2 – applicant lost last work position because of being consistently late
 - Role-play 3 – interviewer knows that he or she is being retrenched and does not like the company
 - Role-play 4 – applicant did not do well at school and does not want to show reports
 - Role-play 5 – interviewer has not been trained or prepared very well and the applicant wants to expand on responses to reveal his or her attributes to the best advantage.
4. Teacher facilitates class discussion. Students review the outcomes using the 'Interview feedback sheet B' and discuss how to follow up a job interview. This may also be completed as a small-group exercise.

Extension activities and Local Standards

- Students view an appropriate video on interview techniques.
- Organise an interview panel with employers (or Rotary, Lions, Chamber of Commerce and Industry, etc.) for practice interviews.

Suggested resources

- Copies of 'Interview feedback sheet A' and 'Interview feedback sheet B'
- *Job Guide* – in print (Section 2) or online at <http://jobguide.dest.gov.au/>
- The DEST website at <http://www.dest.gov.au/schools/careers/Interviews.PDF>

Career competencies

This activity links to the Planning step in <http://myfuture.edu.au>.

Interview Participation Worksheet 1: Interview Feedback Sheet A

You are going to participate in and observe a role-play activity for interviews.

You will use either a job advertisement or entry to a VET course as the basis of the interview.

You will play the role of an interviewer or an interviewee.

Read through the type of questions that are commonly asked at interviews, and then make up questions for your role which are applicable to the particular job.

1. Job/VET course:

2. Are you interviewer or interviewee?

3. List five questions to ask that are relevant to the job/VET course:

a

b

c

d

e

Hints for the interview

- When you meet the interviewers, smile and offer to shake hands. Use their names.
- Look directly at the interviewers throughout the interview. Don't look about the room or at the floor.
- Try to relax – don't fidget – and smile!
- Convey how keen you are to get the position. Let them know, if not specifically asked, that you have researched the company or course and know the requirements for the position. If necessary, refer to the material you have brought with you.
- Be positive – if they find out something negative about you, respond with a positive comment, e.g. 'My school report is not very positive in that area, but I have since improved and realise the importance of ...'.
- Listen carefully to the questions asked. If you do not understand a question, it is okay to ask for an explanation.
- If you are being interviewed by two or more people, try to give each of them equal attention.
- Ask questions – this is an important part of the interview and is very highly regarded by panel members and employers.

At the end of the interview, don't rush off. Smile and perhaps shake hands again or give a courteous 'thank you' to the interviewers.

Interview Participation Worksheet 2: Interview Feedback Sheet B

As an observer, comment on ways in which the interview you have observed could have been improved.

Name of persons in role-play:

1. Beginning the interview:

2. Body language:

3. Responses:

4. Questions asked:

5. Information provided:

6. Ending the interview:

General comments:
