

# SVI-3031-3 Job Interviews

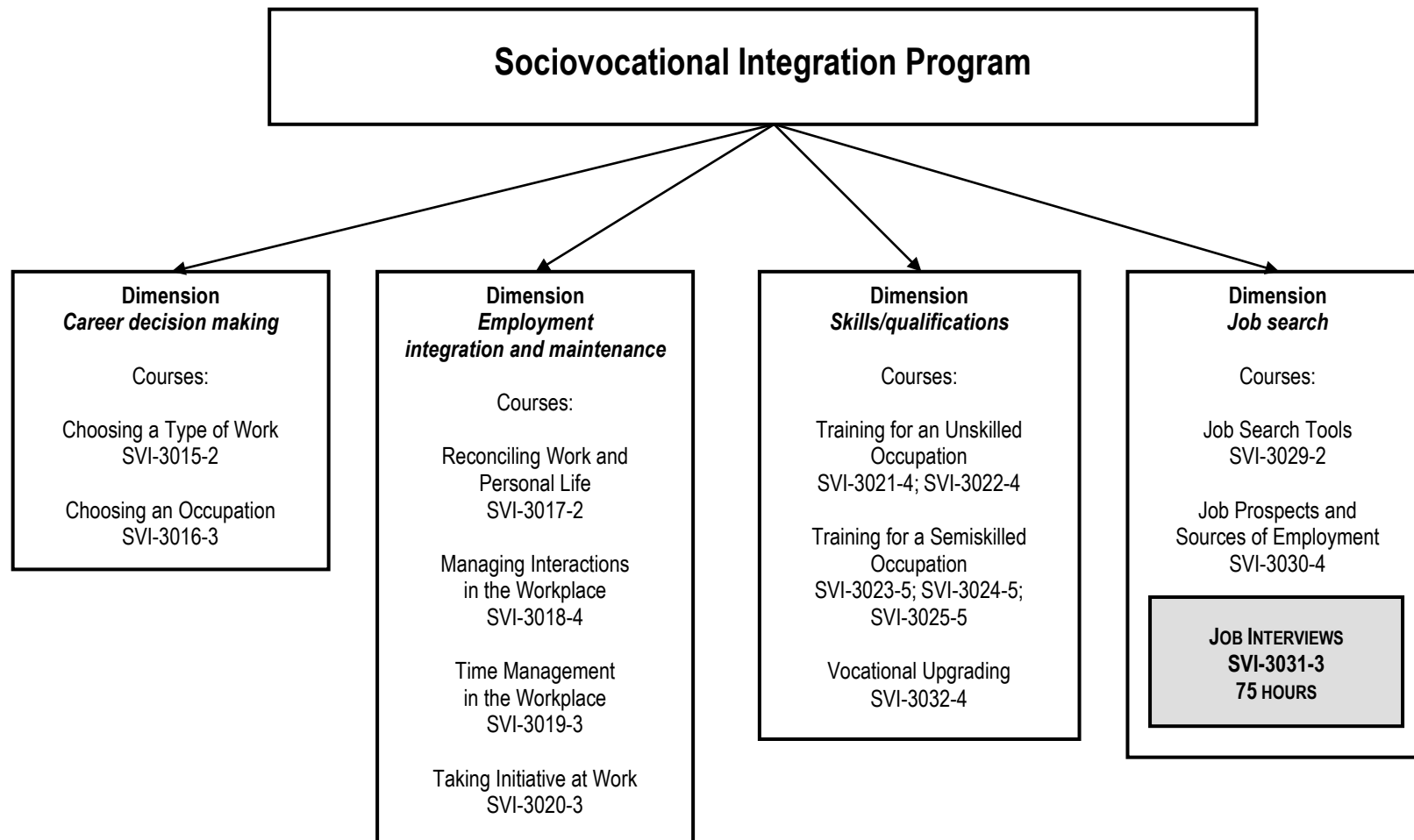
Secondary Cycle Two



Sociovocational Integration Program



## Situating the Course *Job Interviews*



## Introduction to the Course *Job Interviews*

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The objective of the course *Job Interviews* is to enable adults to deal competently with situations involving job interviews.

By the end of this course, adults will be able to prepare for, go through and evaluate individual and group interviews.

## Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



## Class of Situations

This course focuses on the class of situations *Job interviews*.

The basic principles governing a job interview are essentially the same regardless of whether the job is in a large or small company or in the private or public sector, as adults must present their resources so that they correspond to the employer's needs. In situations involving a certain level of stress, they must be able to convince the employer that they are the best candidate for the job and must adapt their approach, depending on whether the interview is conducted individually or in a group.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Job interviews	<ul style="list-style-type: none"> <li>• Individual interview for a job in a supermarket</li> <li>• Individual interview for a job in a department store</li> <li>• Individual interview for a job with a furniture manufacturer</li> <li>• Group interview for a job in a government department</li> <li>• Group interview for a job in a cooperative</li> <li>• Group interview for a job in a provincial park</li> </ul>

## Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> <li>Preparing for a job interview</li> </ul>	<ul style="list-style-type: none"> <li>Gathers information about a job as a photo processing assistant</li> <li>Compares his/her personal characteristics with the job description for a florist's assistant</li> <li>Prepares on a practical level for an interview for a job as an activity leader</li> <li>Answers questions likely to be asked in an interview for a job as a secretary</li> </ul>
<ul style="list-style-type: none"> <li>Going through a job interview</li> </ul>	<ul style="list-style-type: none"> <li>Goes through an interview for a job as a vehicle cleaner</li> <li>Goes through an interview for a job as a bookstore clerk</li> <li>Goes through an interview for a job as a labourer</li> <li>Goes through an interview for a job as a public works officer</li> </ul>
<ul style="list-style-type: none"> <li>Evaluating a job interview</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates his/her performance following an interview for a job as a sawmill worker</li> <li>Evaluates his/her performance following an interview for a job as a deli counter clerk</li> </ul>

## Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

### Class of Situations

Job interviews

### Categories of Actions

- Preparing for a job interview
- Going through a job interview
- Evaluating a job interview

### Operational Competencies

Communicates

- Observes social rules and conventions
- Uses relevant interview techniques

Exercises critical and ethical judgment

- Uses an assessment form
- Compares his/her perceptions with those of his/her interviewer
- Distinguishes between fact and opinion
- Clarifies his/her difficulties

### Essential Knowledge<sup>53</sup>

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|---|--|
| • Gathering information about the job in question           | • Social rules and conventions in interviews     |
| • Preparing for an interview on a practical level           | • Techniques for individual and group interviews |
| • Preparing for an interview on a psychological level       | • Techniques specific to individual interviews   |
| • Preparing for an individual interview in terms of content | • Techniques specific to group interviews        |

<sup>53</sup> All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.



The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

### End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Job interviews*, adults prepare for a job interview, go through a job interview and evaluate their performance following a job interview.

When preparing for a job interview, adults gather information about the job in question: tasks, working conditions, selection criteria and type of company. They prepare for their job interview on a practical level (e.g. they lay out their clothing in advance, find out the location of the interview, organize transportation and select personalized job search tools). They prepare for the interview on a psychological level (e.g. they visualize doing well in the interview and determine ways of managing stress). For an individual interview, they prepare for it in terms of content (e.g. compare their personal and work-related characteristics with those of the job in question; determine their resources and limitations regarding the job in question; prepare answers to questions usually asked in interviews by developing arguments that enable them to show themselves to best advantage).

When going through an interview, adults observe social rules and conventions. They make sure they are properly groomed, dress for the job in question and arrive on time. As soon as they arrive, they observe the rules of common courtesy and, if appropriate, greet the interviewer with a firm handshake. They use the relevant interview techniques: they make sure they don't slouch, they speak clearly and audibly, and they make eye contact with the interviewer. They show that they are motivated and enthusiastic, and pay attention to the interviewer's body language. In an individual interview, they answer the questions with a positive and assertive attitude. They give complete and relevant answers and use concrete examples that indicate that they have the required qualities and competencies. They conclude the interview by asking pertinent questions. In a group interview, they participate actively in the suggested activities, observe the interviewer's instructions and help maintain a positive atmosphere.

When evaluating an interview, adults use an appropriate assessment form. They compare their perceptions with those of the interviewer. They distinguish facts from opinion and clarify their difficulties in order to improve their performance in future job interviews.

## Evaluation Criteria

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- Prepares appropriately for a job interview
- Successfully goes through a job interview
- Carefully evaluates a job interview

## Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates* and *Exercises critical and ethical judgment*.

### Contribution of the operational competency *Communicates*

This competency involves the ability to understand others and to make oneself understood when dealing with work-related situations.	In a job interview, adults observe social rules and conventions and use the relevant interview techniques.
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### Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the ability to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.	Adults use an assessment form to evaluate their job interview. They compare their perceptions with those of their interviewer and distinguish between facts and opinions. They clarify their difficulties in order to improve their performance in job interviews.
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## Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

### Gathering information about the job in question

- Tasks
- Working conditions
- Selection criteria
- Type of company

### Preparing for an interview on a practical level

- Choice of clothing
- Locating the interview venue
- Organizing transportation
- Selecting personalized job search tools

### Preparing for an interview on a psychological level

- Positive visualization
- Determining ways of managing stress

### Preparing for an individual interview in terms of content

- Comparing his/her personal and occupational characteristics with the characteristics of the job in question
- Determining his/her resources and limitations with respect to the job in question
- Preparing answers to questions generally asked in interviews (e.g. arguments that show him/her to best advantage)

### Social rules and conventions in interviews

- Proper grooming and appropriate dress
- Punctuality
- Courtesy
- Firm handshake

### Techniques for individual and group interviews

- Good posture
- Clear and audible language
- Making eye contact
- Motivation and enthusiasm
- Attention to the interviewer's body language and cues

### Techniques specific to individual interviews

- Assertive and positive answers
- Complete and relevant answers
- Use of concrete examples (showing that he/she has the qualities and competencies for the job in question)
- Asking the interviewer relevant questions

### Techniques specific to group interviews

- Participation in suggested activities
- Following instructions
- Helping to maintain a positive atmosphere

## Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Thoroughness	Self-confidence	Open-mindedness
<p>An attitude of thoroughness enables adults to employ the suggested procedure and work methods in preparing for a job interview.</p> <p><b>Connections between thoroughness and certain elements of essential knowledge</b></p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> <li>• Gathering information about the job in question</li> <li>• Preparing for an interview on a practical level</li> <li>• Preparing for an interview on a psychological level</li> <li>• Preparing for an individual interview in terms of content</li> </ul>	<p>Adults who are self-confident believe in their own potential and are proactive. Confident adults overcome their fears and make better use of their talents and strengths in a job interview.</p> <p><b>Connections between self-confidence and certain elements of essential knowledge</b></p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge</p> <ul style="list-style-type: none"> <li>• Social rules and conventions in interviews</li> <li>• Techniques for individual and group interviews</li> <li>• Techniques specific to individual interviews</li> <li>• Techniques specific to group interviews</li> </ul> <p><b>Connections between self-confidence and the operational competency <i>Communicates</i></b></p> <p>This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following action:</p> <ul style="list-style-type: none"> <li>• Uses relevant interview techniques</li> </ul>	<p>Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude is essential for evaluating a job interview.</p> <p><b>Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i></b></p> <p>This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions:</p> <ul style="list-style-type: none"> <li>• Uses an assessment form</li> <li>• Compares his/her perceptions with those of his/her interviewer</li> <li>• Distinguishes between fact and opinion</li> <li>• Clarifies his/her difficulties</li> </ul>

## Complementary Resources

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The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resource	Material Resources
<ul style="list-style-type: none"><li>• Network of personal and work-related contacts</li></ul>	<ul style="list-style-type: none"><li>• Print and electronic documents on the labour market and job-seeking (magazines, books, newspapers, Web sites, etc.)</li><li>• Personalized job search tools</li><li>• Assessment form for a job interview</li></ul>

## Learning Situation

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The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

## Example of a Learning Situation

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**Title:** *Preparing for a job interview*

**Problem addressed in the learning situation:**

- Preparing for an individual job interview

**Instructional methods:**

- Documentary research
- Case study
- Class meeting
- Guided practice
- Class discussion

**Expected work:**

- Report on documentary research
- Answers to questions on the case study
- Interview preparation checklist

**Approximate time allotted:** 10 hours 15 minutes

- Presentation of the learning situation and instructions: 15 minutes
- Documentary research: 1 hour 30 minutes
- Team analysis of a case study: 1 hour
- Class meeting: 1 hour
- Preparing for the interview: 6 hours
- Class discussion: 30 minutes



## Example of a Learning Situation (cont.)

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### Planning learning

- The teacher presents the learning situation:

*Over the next few days, you will have to prepare for a simulated one-on-one interview to be carried out in class. You will be preparing to interview for a job in your area of interest, which you found posted in the newspaper or on the Internet.*

- The teacher sets a date by which the adults must find a job they wish to apply for, takes the time to discuss any apprehensions they may have and makes sure that they understand what they are being asked to do and that they feel motivated.

### Actual learning

- The teacher begins by asking the adults to form small teams and to do research on preparing for a job interview. He/she must make sure that all the adults have access to the print and electronic documents needed for their research. Each team answers the following questions in writing:
  - *Before an interview, what information should be obtained regarding the job in question?*
  - *What should you do on a practical level to prepare for an interview?*
  - *What should you do on a psychological level to prepare for an interview?*
  - *What should you do to prepare for an interview in terms of content?*

- The teacher then asks the teams to conduct a case study involving the experience of a candidate in a job interview. After reading through the case study, the teams answer the following questions in writing based on their research:
  - *Does the candidate have enough information on the job in question? What information is missing?*
  - *Does the candidate seem well prepared in terms of the practical aspects of the interview process? Why?*
  - *Does the candidate seem psychologically prepared ? Why?*
  - *Does the candidate seem well prepared in terms of the content of the interview? Why?*
- Each team must reach a consensus when analyzing the case study. The adults outline the arguments they will present during the class activity. The teacher walks around the classroom offering help where needed.
- Each team presents its point of view during the class activity. The teacher leads the discussion by asking for clarifications, eliciting reactions, emphasizing the important aspects of good interview preparation and pointing out the issues not discussed by the teams in sufficient detail.

- The teacher makes sure that all the adults have found a posted job that interests them and asks them to start preparing for the interview. He/she provides them with the necessary materials and hands out a worksheet to be completed, which includes the following elements:

*Information about the job in question*

- *Tasks*
- *Working conditions*
- *Selection criteria*
- *Type of company*

*Preparing for the interview on a practical level*

- *Choice of clothing*
- *Locating the interview venue*
- *Transportation*
- *Selecting personalized job search tools*

*Preparing for the interview on a psychological level*

- *Ways of managing stress*

*Preparing for the interview in terms of content*

- *Comparing his/her personal and work-related characteristics with the characteristics of the job*
- *Resources and limitations regarding the job in question*
- *Answers to questions usually asked in interviews (arguments that show him/her to best advantage)*

Throughout the activity, the teacher helps the adults learn about the process involved in preparing effectively for an interview.

**Integrating and reinvesting learning**

- The teacher asks the adults to finalize the worksheet they will use to prepare for future job interviews, to adapt it to their needs and to specify the areas that require special attention.
- Class discussion:

*What are the advantages of obtaining information about the job in question? What did you learn about preparing for an interview on a practical level, on a psychological level and in terms of content? Did you experience any particular difficulties in preparing for the interview? If so, what were they? How did you overcome them? Do you think you will apply what you have learned in your next job interview?*

## Elements of the Course Addressed by the Learning Situation

Class of Situations	
Job interviews	
Learning Situation	
<i>Preparing for a job interview</i>	
Category of Actions	Operational Competency
<ul style="list-style-type: none"> <li>Preparing for a job interview</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
Essential Knowledge	
<p>Gathering information about the job in question</p> <ul style="list-style-type: none"> <li>Tasks</li> <li>Working conditions</li> <li>Selection criteria</li> <li>Type of company</li> </ul> <p>Preparing for an interview on a practical level</p> <ul style="list-style-type: none"> <li>Choice of clothing</li> <li>Locating the interview venue</li> <li>Organizing transportation</li> <li>Selecting personalized job search tools</li> </ul>	<p>Preparing for an interview on a psychological level</p> <ul style="list-style-type: none"> <li>Positive visualization</li> <li>Determining ways of managing stress</li> </ul> <p>Preparing for an individual interview in terms of content</p> <ul style="list-style-type: none"> <li>Comparing his/her personal and occupational characteristics with the characteristics of the job in question</li> <li>Determining his/her resources and limitations with respect to the job in question</li> <li>Preparing answers to questions generally asked in interviews (e.g. arguments that show him/her to best advantage)</li> </ul>
Attitude	Complementary Resources
<ul style="list-style-type: none"> <li>Thoroughness</li> </ul>	<ul style="list-style-type: none"> <li>Print and electronic documents on the labour market and job-seeking</li> </ul>