



Work Skills:

Interview skills
volunteer-led lesson

Age range: 14-16



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It's helpful, but not essential, if students have completed the 'Sell yourself' Work Skills teacher-led activity and have a draft CV they can use to help them prepare.

Use the planner below to work out timings

Activity	Time	Start time	Finish time
One – Get ready for interview	30–45 mins		
Two – Types of interview	30 mins		
Three – Questions and answers	30 mins		
Four – Mock interviews	45–60 mins		



Student Sheet



PDF Presentation Slides

Look out for these icons throughout the following activity steps which will direct you to the relevant student handouts and slides. If viewing online these are not click throughs.



LifeSkills is pleased to have worked with The National Autistic Society to ensure the following lesson plan can be adapted to suit the needs of students with autism.

If teaching a lesson including students with autism, here are some key considerations when undertaking the following activities:

- Often reasonable adjustments will be made in an interview to allow candidates with autism to showcase their skills. You can find further support on the interview process here: www.autism.org.uk/working-with/support-for-employers/employers/factsheets
- When thinking about the 'I factor', remember that people with autism may struggle with positive body language and eye contact. Focus on other ways that they can have the 'I factor' e.g. showing they are knowledgeable about the career area and using strategies that can help them communicate their strengths
- Use concrete language and consider how what you say may be interpreted literally
- Students with autism may very literally interpret a question that starts with "can you" – this is a reasonable adjustment that could be asked for in an interview. Make sure that any example questions are phrased "tell me about a time you..." or are broken down into smaller sections, e.g. "do you know how to use Excel?" and "please tell me about a time you have used it in your work"
- Some activities may take students with autism longer than others and they may need one-on-one guidance

Note: see *LifeSkills Content Guide PDF* on barclayslifeskills.com for programme overview and curriculum links.

Activity one: Get ready for interview

Time needed: 30–45 minutes

Aims

- To help students identify some key ways to be prepared for an interview
- To identify that there are things to research beforehand and prepare so students are ready on the day of the interview
- To rehearse how to make a good first impression

Key learning outcomes

By the end of the activity students will:

- list some information they should research ahead of an interview
- list some ways they can be prepared before an interview
- plan appropriate dress and understand how to make a good first impression

Resources

The resources needed for this volunteer-led lesson are:

- Student Sheet IS1.1:
Available on page 6
The 'I' factor! (one per student)
- Student Sheet IS1.2:
Available on page 7
Summary: Get ready for interview (one per student)
- Interview Skills volunteer-led lesson PDF Presentation Slides



Student Sheet



PDF Presentation Slides

Look out for these icons throughout the following activity steps which will direct you to the relevant student handouts and slides.

Note: students who want to collect evidence of their progress through LifeSkills can add their worksheets and summary sheets to a folder, along with any additional relevant materials.

Activity steps

1. Introduce the 'I' factor

- Introduce the session and explain that, while TV talent show winners might need to have the 'wow' factor, you could say that anyone who wants to shine at interview and get the job they want needs to have the 'I' factor
- This means they need to be thoroughly prepared for the big 'I' – their interview. They will need to have planned their preparation, done their research, made sure they present the right image and make a good first impression
- Explain to the students that they are going to plan and present their ideas



IS1.1

2. Discuss what goes into a great performance

- Show PDF Presentation Slide IS1.1. Ask if anyone can explain what makes a great talent show performance on TV e.g well rehearsed, displays confidence, but not over confident, appearance – unique/interesting/smart, ability in their chosen field e.g. able to sing in tune!
- Help students think about how each performer enters the stage, what they look like and how well they perform
- Now ask students to think about what they might see in a TV show's 'behind the scenes' video clips of the rehearsals. What happens long before a performance, such as fitness training, rehearsing, learning stage skills, etc?



IS1.2



Sheet IS1.1

Available on page 6

3. Plan the interview preparation

- Ask students to get into teams of two to four. Their first task is to think about 'behind the scenes' for an interview: the preparation and research they should do to be ready on the day
- Show PDF Presentation Slide IS1.2. Ask teams to discuss each part and write down their ideas. Which team will be the best rehearsed?
- Give out Student Sheet IS1.1 for students to make notes on



IS1.3

4. Plan to make a good impression

- Show PDF Presentation Slide IS1.3. Ask teams to think about how they'll make a great impression
- First ask teams to think about their clothing and appearance on the day. Ask them to write down their ideas for what to wear and how to look, and some things they should avoid
- Now ask teams to think about making the right entrance. They need to remember that this is an interview, not a stage, so how can they come in and make a good impression on their interviewer?

5. Students share their ideas

- Explain that you'd like each team to present their ideas and demonstrate some tips for clothing and making an entrance. Give teams a few minutes to prepare
- Bear in mind that some students won't feel comfortable standing up in front of the class, watch out for body language and enable less confident students to verbally share their ideas.
- You may want to clear some space and act the role of the interviewer, with someone from each team role-playing making a good impression. Others can demonstrate some dress and appearance tips
- Ask the class to treat each team with support and respect, but this is a good opportunity to introduce some humour in the examples
- Give feedback to students and congratulate them on their ideas

Extension ideas

- These activities link well to the activities in the Self-Confidence and Personal Impact volunteer-led lessons in People Skills. If students have completed these, ask them about the skills that will help them be ready for interview and make a good impression on the day
- Ask if anyone can suggest how to be confident when they go to an interview and how to reflect on each interview positively



IS1.4



Sheet IS1.2

Available on page 7

Summary discussion

- Help students gather their ideas into some do's and don'ts for preparation, research, dress and entrance
- Show PDF Presentation Slide IS1.4. Ask if anyone can share ideas for other practical steps they can take, such as making lists or action plans, storing information and being organised on the day
- Give out **Student Sheet IS1.2** as a summary of what you have covered in this activity

The 'I' factor!

Student Sheet IS1.1



Shining at interview is like pulling off a top performance. How are you going to blow the interviewer away and let your talents shine through?

In your group you need to come up with some great ideas to prepare for an interview. You'll then need to present them and show how you'll make a positive first impression on the day.

Remember, this is serious so you've got to look and behave professionally.

Have a plan

'I' factor winners have a plan for what they want to achieve.

What do you think you need to plan or prepare so you're ready on the day?

Do your homework

'I' factor winners learn their lines.

What information should you research?

Look the part

'I' factor winners look the part on stage.

What are your top tips for what you'll wear and how you should look?

Make an entrance

'I' factor winners make the right entrance.

How should you enter your interview and make a great impression?

Summary: Get ready for interview

Student Sheet IS1.2



Making a good impression at an interview means creating a top performance. If you want to blow away the audience and let your talents shine through, you've got to put in the practice and make sure you look – and act – the part on the day. And that means **professional**.

How to get the 'I' factor

Have a plan

- Choose the right jobs to apply for
- Plan your journey so you'll arrive 15 minutes early
- Get your clothes clean, ironed and ready to wear
- Remember to turn your phone off
- Think of some questions to ask about the role and the company

Do your research

- Make sure you know where and when your interview will take place
- Work out how you'll get there on the day
- Read your CV
- Research the company on the internet
- Review the advert or job description and identify any skills they're looking for
- Practise how you'll talk about these skills
- Think about what else the interviewer might want to know

Look the part

- Get a smart haircut
- Make sure you're clean, including your hands and fingernails
- Dress smartly and appropriately – this is usually a suit, shirt and tie for men and trousers or skirt, blouse and jacket for women
- Wear sensible shoes and make sure they're clean and polished
- Don't wear too much scent, make-up or jewellery

Make an entrance

- Take some slow, deep breaths to calm down and get ready
- Plan how you'll say hello
- Smile and think positive
- Walk upright
- Shake hands
- When you sit down, sit upright, make eye contact and look positive and interested

Activity two: Types of interview

Time needed: 30 minutes

Aims

- To help students understand that interviews help organisations and job seekers get to know each other and assess whether they are right for one another
- To make students aware that there are different types of interview, each with its own purpose, and that in some large organisations a job applicant may experience several types of interview in their journey to being hired

Key learning outcomes

By the end of the activity students will:

- understand that interviews help the employer and employee assess their match for one another
- know that there are different types of interview, each with its own purpose
- be able to describe some common types of interview

Resources

The resources needed for this volunteer-led lesson are:

- Student Sheet IS2.1:
Available on page 11
Types of interview (one per student)
- Student Sheet IS2.2:
Available on page 12
Summary: Types of interview (one per student)
- Interview Skills volunteer-led lesson PDF Presentation Slides



Student Sheet



PDF Presentation Slides

Look out for these icons throughout the following activity steps which will direct you to the relevant student handouts and slides.

Note: students who want to collect evidence of their progress through LifeSkills can add their worksheets and summary sheets to a folder, along with any additional relevant materials.

Activity steps



IS2.1

1. Introduce the idea of employers taking a risk when hiring

- Begin by explaining that when an employer hires someone new, they take a risk
- Show PDF Presentation Slide IS2.1. Ask students to imagine these two scenarios. Ask students to explain which scenario is riskier and why



IS2.2

2. Discuss how an interview helps reduce the risk

- Ask if anyone can explain how an interview helps an employer get to know each applicant
- Discuss students' ideas and help students see that interviews are a two-way process, helping employers and applicants each find out more
- Show PDF Presentation Slide IS2.2 and review the key points

3. Talk about different types of interview

Share your own interview experiences and describe how some jobs can require several rounds of interviews. Spend a few minutes talking about your experiences then invite students to ask questions. You could give examples highlighting the difference you experienced in applying for a Saturday job, your first full time job following education to your current job you have

- Explain that there are lots of different types of interviews. Ask if anyone can explain why
- Help students understand that this is because employers might need to find out different things and they need the right way to do this in each case
- Ask if anyone can give an example of an interview type



Sheet IS2.1

Available on page 11

4. Introduce five types of interview

- Give out **Student Sheet IS2.1** and read out the five types of interview
- Explain that you want students to find out about each one and share ideas about why each might be used
- Split the class into teams of five or more students. In their teams, ask students to each choose one type of interview on **Student Sheet 2.1** and read its explanation, making sure each group shares all the types between themselves so that no one has the same one.



IS2.3

5. Students learn about the interview types

- Show PDF Presentation Slide IS2.3. Explain to the students that within their teams, they now need to interview one another to find out about another interview type
- Ask students to take turns in their team and spend a few minutes asking the person to their left about the type of interview that person has read about
- They should use the questions on **Student Sheet 2.1** and write notes about what they discover.

6. Share ideas about each interview type

- Make it clear that each student has now found out about one type of interview (they don't need to remember the type they read about, just the one they made notes on)
- Ask students to move into new groups that bring together all the students who have found out about the same type of interview
- Ask each group to review their notes together and think of why an employer might use this type of interview. You could refer to Student Sheet IS2.2 for prompts, but don't hand these out at this stage.



IS2.4–2.6

7. Share ideas about all the interview types

- Ask each group in turn to explain the type of interview they found out about and why they think an employer might use each one
- Show PDF Presentation Slides IS2.4–2.6 and review each type briefly



Sheet IS2.2

Available on page 12

Summary discussion

- Remind students that they will not be the only person being interviewed for a position, even if they only have a face-to-face interview: interviews are competitive
- Help students identify that they need to make sure employers see them at their best, from their personal presentation to how they 'sell' their skills, qualities and experience
- Give out Student Sheet IS2.2 as a summary of what you have covered in this activity

Types of interview

Student Sheet IS2.1



Your task is to find out about one type of interview and then share your ideas.

Choose ONE type of interview and read the information to yourself.

Face-to-face

This is a straightforward interview with one or two people who will ask you questions. They might be the person who will manage you, someone else from the department you'll join, or someone from the Human Resources (HR) team, who look after all employees.

Panel

This is an interview with several people who will ask questions. One person may be the 'chair' and be in charge, making sure each person gets to ask you a question. Panel interviews are common in the public sector (e.g. jobs paid for by the government).

Telephone

Telephone interviews are sometimes used as the first stage in an interview process. The interviewer asks questions that will identify the best people to invite for a face-to-face interview. Your preparation needs to be just as thorough, though you can keep your CV to hand.

Group

Group interviews include several candidates for the job. You will be asked questions in turn and you'll probably need to do one or more activities with the other candidates.

Assessment centre

Interviews at an assessment centre can last half a day or a day. You'll go there with other candidates. As well as one or more interviews, you may also take ability or personality tests and do role-plays or group exercises where you must work together.

Now fold the paper over here

Interview the person to your left to find out about another type of interview. The person to your right will interview you to find out about the type of interview you read about.

Use these questions to help you	Write notes here
<p>What is this interview type called?</p> <p>How many candidates are in this interview?</p> <p>How many interviewers might there be?</p> <p>What will you do in this interview?</p>	

Summary: Types of interview

Student Sheet IS2.2



When an employer hires someone new, they take a risk. Interviews help an employer get to know each applicant. Different employers need to find out different things, so there is more than one type of interview.

<p>Face-to-face</p> <p>This is a straightforward interview with one or two people who will ask you questions. They might be the person who will manage you, someone else from the department you'll join, or someone from the Human Resources (HR) team, who look after all employees.</p>	<p>Used to help the employer and applicant get to know each other and assess whether they're a good match.</p>
<p>Panel</p> <p>This is an interview with several people who will ask questions. One person may be the 'chair' and be in charge, making sure each person gets to ask you a question. Panel interviews are common in the public sector (e.g. jobs paid for by the government).</p>	<p>Used to allow people from different parts of an organisation to get to know the applicant. Can also find out how someone performs in front of an audience and when put under pressure.</p>
<p>Telephone</p> <p>Telephone interviews are sometimes used as the first stage in an interview process. The interviewer asks questions that will identify the best people to invite for a face-to-face interview. Your preparation needs to be just as thorough, though you can keep your CV to hand.</p>	<p>An easy and quick way to weed out some candidates and spot the right ones to invite to a face-to-face interview. Useful when there are lots of candidates to interview.</p>
<p>Group</p> <p>Group interviews include several candidates for the job. You will be asked questions in turn and you'll probably need to do one or more activities with the other candidates.</p>	<p>Helps find out how candidates work with others in a team and communicate. A good way to find out how someone might fit into a certain department or workplace.</p>
<p>Assessment centre</p> <p>Interviews at an assessment centre can last half a day or a day. You'll go there with other candidates. As well as one or more interviews, you may also take ability or personality tests and do role-plays or group exercises where you must work together.</p>	<p>A good way to find out a lot about a candidate by using a number of different ways to get to know them.</p>

This isn't a complete list and you may find yourself in a type of interview that's not listed here.

How can you interview the employer?

Remember that interviews are a two-way process. What will you want to know before you say 'yes' to the job? What questions can you ask to help you make the right decision?

Activity three: Questions and answers

Time needed: 30 minutes

Aims

- To help students consider why an interviewer will ask specific questions during an interview
- To explore good and bad ways to answer questions, looking at both how a question is answered and the content of the answer
- To practise applying a positive technique for answering any interview question
- To practise answering questions in a way that showcases students' strengths

Key learning outcomes

By the end of the activity students will:

- be aware of what kinds of interview questions an employer might ask
- understand the STAR (situation, task, activity, result) model for answering questions
- practise applying the STAR method using some common interview questions

Resources

The resources needed for this volunteer-led lesson are:

- Student Sheet IS3.1:
Available on page 16
The STAR model (one per student)
- Student Sheet IS3.2:
Available on page 17
Summary: Questions and answers (one per student)
- Interview Skills volunteer-led lesson PDF Presentation Slides

When you review the tips at the end of this activity, you may want to refer to the 10 skills from **People Skills teacher-led Activity One: What skills do I need?** Use Student Sheet 1.3 from this activity to help you. You can find this in the teaching resources section at barclayslifeskills.com



Student Sheet



PDF Presentation Slides

Look out for these icons throughout the following activity steps which will direct you to the relevant student handouts and slides.

Note: students who want to collect evidence of their progress through LifeSkills can add their worksheets and summary sheets to a folder, along with any additional relevant materials.

Activity steps

1. Recap on interviews

- Help students recall and review their understanding of interviews
- Remind students that interviews help an employer and candidate get to know one another so they can both make the right decision: whether to offer the job, and whether to accept it



IS3.1

2. Discuss what employers want to find out

- Ask if anyone can suggest what an employer might want to find out about someone in an interview. Refer to slide IS3.1 for prompts if necessary.
- If students have completed draft CVs, you could link your discussion to the information they have included on these (students don't need to have their CVs with them for this)
- If you haven't already, show PDF Presentation Slide IS3.1 and make sure students have covered all these answers



IS3.2

3. Explore good and bad ways to answer a question

- Suggest to students that, when you are trying to impress a potential employer, there are some generally good and bad ways to answer questions. For example: Question- 'Can you tell me when you have worked well in a team?' Good Answer- 'Yes, I worked in a team to organise a charity disco. There was a lot to get done so we shared tasks between ourselves and kept each other updated so that everything got completed on time. The disco was a great success!' Bad Answer 'Yes at school.'
- Show PDF Presentation Slide IS3.2. Ask students to come up with some ideas in pairs or small groups
- Share students' ideas about good ways to answer a question, then contrast these with some ideas about how not to do it



IS3.3

IS3.4

4. Introduce the STAR model

- Explain that the STAR model is useful for answering a question because it helps give all the information an employer might be looking for
- Show PDF Presentation Slides IS3.3 and 3.4. Review each element of the STAR model and explain that students are going to practise giving good answers using STAR to help them



Sheet IS3.1

IS3.5

Available on page 16

5. Students use STAR to answer a question

- Give out Student Sheet IS3.1 and ask students to get into groups of three or four
- Show PDF Presentation Slide IS3.5. Explain that one student should ask another student one question from Student Sheet 3.1, which they should try to answer using the STAR model
- The other student(s) in the group should observe and then provide some helpful feedback

6. Share thoughts about using STAR

- Ask students from each group in turn to share how they answered their question and what it was like to use the STAR model
- Discuss answers as a class and ask other students to provide helpful comments on how a student might improve their answer. Be sensitive to the fact that some students will not be as confident as others
- Help students see that a good answer uses the ‘actions’ element to showcase their skills and the ‘results’ element to showcase their achievements

Extension ideas

- If you have experience as an interviewer, share some key experiences and thoughts with students and explain what questions you ask and why
- **If students have completed one or more of the People Skills teacher-led activities:** help students explore how their skills of ‘enthusiasm and initiative’, ‘communication’ and ‘personal presentation’ could help them perform well at interview
- **If students have completed one or more of the People Skills volunteer-led lesson activities:** you could also link this activity to the Self-Confidence and Personal Impact activities. Help students consider how they could be confident and assertive as they answer and use the right body language and tone of voice



IS3.6



Sheet IS3.2

Available on page 17

Summary discussion

- Show PDF Presentation Slide IS3.6 and briefly review the tips
- Explain that interviewers will use questions to challenge students or to explore their weaker points. This is normal and isn’t picking on them, but what would be a positive way to respond to these questions?
- Remind students that every answer is an opportunity to sell themselves to the employer, even ones that ask them about their biggest weakness or mistake
- Give out Student Sheet IS3.2 as a summary of what you have covered in this activity

The STAR model

Student Sheet IS3.1



The STAR model helps you give great answers to interview questions about your skills.



Interview questions

Ask each other one or more of these questions to practise using the STAR model. Don't rush your answer – think about S, T, A and R.

- Tell me about a time when you had to work in a team
- Tell me about a time when you came up with a new idea
- Tell me about a time when you solved a problem
- Tell me about a time when you communicated well in writing
- What's your favourite achievement outside of school?
- Tell me about when something didn't go to plan. What did you do?

Observers

If you're observing someone else while they answer a question, think about how they include each element of STAR.

- Do they include the situation, task, action and result?
- Do they explain how they used their skills?
- Do they describe what they achieved

Be helpful and constructive. Think about how they could improve their answer.

Summary: Questions and answers

Student Sheet IS3.2



Employers need to know you've got the right skills for the job and that you'll fit into the team. Interview questions help the employer find this out by asking about your skills, abilities and personality.

General questions

Some questions find out about your background, personality, interests or ambitions. These questions might include:

- why did you choose your exam subjects?
- why are you interested in your hobby?
- what are you looking for in a career?
- what's your greatest strength?
- what would you most like to improve about yourself?
- what words would someone who knows you well use to describe you?

Remember to include a reason or an example to support what you say, e.g. 'I chose biology because I'm interested in plants and animals.'

Competence questions

Competence questions find out about your skills and abilities. These questions will often be something like 'Tell me about when you had to...', or 'Give me an example of how you...'

Use the STAR model to answer these questions.



Help! I don't know what to say!

Some questions may put you on the spot. Remember, the interviewer isn't picking on you and they don't expect you to be perfect.

- If you're not sure what they mean, ask them to explain again
- If you really can't think of an answer, be honest and say so. Don't make things up

Activity four: Mock interviews

Time needed: 45–60 minutes

Aim

To give students an opportunity to have a short mock interview and receive constructive feedback on what they did well and where they could improve.

Key learning outcomes

By the end of the activity students will:

- experience a 10-minute mock interview
- receive constructive feedback on their performance and reflect on goals for improvement
- practise composing and writing a covering letter to accompany a CV

Resources

The resources needed for this volunteer-led lesson are:

- **Student Sheet IS4.1:**
Available on page 22
Applying for a job (one per student)
- **Student Sheet IS4.2:**
Available on page 23
Mock interview feedback sheet (one per student)
- **Student Sheet IS4.3:**
Available on page 24
Summary: Mock interview (one per student)

To help students compose their covering letter for the banking position, you will also need the following from the 'CV surgery' activity:

- **Student Sheet CS2.1:**
Available on page 13 of CV Skills volunteer-led lesson
Write a covering letter (one per student)
- **Student Sheet CS2.2:**
Available on page 14 of CV Skills volunteer-led lesson
Sample covering letter (one per student or pair)



Student Sheet

Look out for this icon throughout the following activity steps which will direct you to the relevant student handouts.

There are no Presentation slides for this activity.

Note: students who want to collect evidence of their progress through LifeSkills can add their worksheets and summary sheets to a folder, along with any additional relevant materials.

Activity steps

1. Introduce the mock interview activity

- Explain to the students that they are going to take part in a one-to-one mock interview with a Barclays volunteer to practise their **interview skills** and learn from the experience
- Briefly review what students should try to achieve in their interviews. What questions might the interviewer ask them? How can they give great answers that will help them land the job?



Sheet IS4.1

Available on page 22

2. Show students the job for which they will be interviewed

- Review the job advertisement on **Student Sheet IS4.1** and explain that this is the job you'll interview them for. This is an edited version of a real bank advertisement for an entry-level job in a high-street branch
- Ask students to work in pairs and identify the skills and qualities a bank is looking for
- Ask if anyone can share an example and briefly discuss a few
- Explain that whilst this example uses a banking job, the skills required for an interview are relevant to any job or college/university interview.

3. Set up the groups and prepare for the interviews

- Put the students into groups and explain that each group will take turns to be interviewed by one volunteer
- Ask students to spend a few minutes preparing for their interview by reviewing how they can showcase each skill or quality and, if they have their CV to hand, using this to remind them of how they can describe their skills and experience
- Point out that some students will have more time to prepare than others, and this will be taken into account when you review how they performed



Sheet IS4.2

Available on page 23

4. Carry out the interviews

- Interview each student for about 10 minutes in total, including a few minutes for feedback
- Base your interview on the suggested questions on page 26 and make brief notes on the feedback form (**Student Sheet IS4.2**). You won't have time to go into detail but congratulate each student on what they did well and provide some constructive ideas on what they could improve and how they might do this



Sheet
CS2.1



Sheet
CS2.2

5. Practise writing a covering letter

- One volunteer should circulate amongst the students who aren't currently being interviewed and help them compose a covering letter that might accompany their CV when applying for the Barclays job
- Give out **Student Sheet CS2.1** (from 'CV surgery'), to help students structure their letter
- Students need to express their interest in the position and show why they would be right for the job. Explain that this means showcasing how they have used the skills and qualities referred to in the advertisement and what they achieved as a result
- When students have completed their covering letter, give out **Student Sheet CS2.2**, a sample covering letter, to compare against their own

6. Share feedback on the interviews with the class

- When all students have had their mock interviews, ask each volunteer to briefly share some thoughts about what they observed
- Stick to general observations unless there are one or two stand-out examples you'd like to mention, but be sensitive as not all students will have performed well

7. Invite students to give feedback

Ask students to share their own feedback and some examples of what they think went well and what they found difficult. Offer suggestions to help them in these areas.

Extension ideas

- If you have time and some willing volunteers, you could role-play some specific points you'd like students to take on board to improve their performance. This could include body language, using the STAR model for answering competence questions (see **Work Skills Activity Three 'Questions and Answers' Student Sheet IS3.1**) or giving a good response when you don't know what to say
- Share your own experiences if you have acted as an interviewer and give students a few minutes to ask questions



Sheet IS4.3

Available on page 24

Summary discussion

- Congratulate students on their efforts, especially if they have not done this before
- Sum up with some basic tips on making a good impression and answering questions well
- Remind students that interviewers don't expect them to be perfect, but they do expect them to be interested in the position and honest when they 'sell' themselves in their answers to each question
- Wish students luck in their job searches
- Give out **Student Sheet IS4.3** as a summary of what you have covered in this activity
- If there is time, review students' ideas for their covering letter

Suggested mock interview questions

Base your mock interview around these questions. You don't need to use all of them. Remember each interview should only last around 10 minutes, including feedback time.

Welcome the student to the interview and shake hands.

- Can you give me an example of how you're a good listener?
- How would someone who knows you well describe your personality?
- Can you give me an example of when you've solved a problem or issue?
- Can you tell me about a time you've needed to show confidence when dealing with others?
- Tell me about how you've worked with numbers to complete a task outside of school
- Do you have any work experience that might help you in this job?
- Do you prefer to follow instructions or do things your own way?
- What have you done that you're most proud of?
- Tell me about a time when you've worked with others
- Is there anything else you'd like to ask or tell me?

Thank students at the end and use the feedback form to give constructive feedback. Remember to highlight what they did well to make this a positive experience on which they can build.

Shake hands again and escort them out.

Applying for a job

Student Sheet IS4.1



Retail banking customer advisor

It all starts with you

When a customer walks into one of our branches, the first people they come to are our cashiers. Whether it's doing the simple things like helping a customer making a deposit or using your judgement to refer them to the right colleague, your welcoming smile and commitment to everyday excellence will be what makes your branch unique.

What you'll give our customers

You'll put the emphasis squarely on the customer you're serving. That might mean performing a transaction quickly and politely so they can get on with their day, or it could mean asking the right questions to understand their needs so you can introduce them to one of our specialists – a mortgage advisor or personal banker, for instance. By treating every customer as an individual, you'll ensure they walk out the door feeling properly cared for.

What you'll need

To put our customers at the centre of your day, you'll need the interpersonal skills and initiative to quickly resolve any customer issues that come up. We're looking for people who know that great service is as much about listening as it is about talking.

We'll judge you on your ability and nothing else.

Careers built around customers.

Write a covering letter

Write a short covering letter that could accompany your CV when applying for this job. Think about what skills and qualities the advertisement mentions and how you can showcase these to the interviewer.

You will have the Student Sheet and sample covering letter from 'CV surgery' to help you.

Mock interview feedback sheet

Student Sheet IS4.2



Student name:	Interviewer name:

	Strengths	Areas for development
First impressions		
Body language and eye contact		
Language and communication skills		
Quality of examples and references to skills and achievements		
Asked questions at the end		

Other comments or suggestions

Summary: Mock interview

Student Sheet IS4.3



Interview do's and don'ts



Do:

- enter the room confidently
- shake hands firmly and introduce yourself
- smile
- be polite and friendly
- look the interviewer in the eye most of the time
- look interested
- listen carefully
- answer questions as fully as you can
- give examples that show how you used your skills to achieve something
- tell the truth
- ask for an explanation if you don't understand a question
- speak clearly
- be positive and use your good points to sell yourself



Don't:

- sit down until the interviewer asks you to
- slouch
- fold your arms
- fidget
- look bored
- swear – even a bit
- criticise old employers
- interrupt
- talk too much about your weak points
- lie
- be too enthusiastic
- chew gum
- eat