Tutor's Guide
Activity 12 Interview Video

Aim

The aim of this activity is to provide students with the opportunity to see and evaluate some of the typical errors that are often made at an interview. There are four scenarios provided, including a technical interview, which students are often the most apprehensive about. The tutor may also allow students to view the clips independently.

Activity

The four scenarios covered are

- Over-confident interviewee
- Interviewee lacking in confidence
- Technical interview
- Oral presentation (at interview or any setting)

The scenarios are not linked to each other and the different video clips can be viewed independently or as a set of four. The main issues raised for each clip are summarised below. Each individual short sequence lasts for about 5-7 minutes.

The tutor should select the clip(s) to be played and give students an overview of the scenario(s), for example, state that it is a technical interview and mention what format the interview will take. After viewing the clip(s) the tutor can either lead a discussion or ask the students to discuss their observations and thoughts in small groups. If time allows, the students should be allowed to view the clip(s) again to reinforce their initial observations and discussions.

Interview 1. Over-Confident interviewee

- This candidate provides the panel with some good, clear answers that are well thought out and shows he has spent time preparing for the interview
- He clearly has done his research into both the company and the particular position he is applying for

- Showing a willingness to travel and remain flexible about the possible variety of roles that may be encountered while training is another positive point

- Although confidence at interview is a good thing, there is a fine line between confidence and arrogance.

- Attempts at humour should be approached with caution as this can come across as flippant, inappropriate or, as in this candidate's case, slightly offensive with his somewhat derogatory remark about 'arts graduates.' This statement was made worse by getting the panel member's name wrong.

- He fails to promote the work experience he has, dismissing it as not relevant to this job. The work was based in a shoe shop so a range of skills related to dealing with people were developed that may be directly relevant to management training.

- The questions about salary, relocation etc should **never** be asked at this stage. In a large company it is unlikely the interview panel would know these details and would leave personnel to negotiate with the candidate.

Interview 2. Interviewee lacking in confidence

- This candidate is very nervous and in the early stages of the interview has considerable difficulty answering the questions. In addition, her body language reveals her nervousness by fidgeting, failing to make eye contact, keeping her arms folded across her body and a poor body posture in the chair.

- Most interviewers will expect a candidate to suffer from nerves to some extent. Although, initially, the interview doesn't go well, the candidate manages not to become so flustered that the situation is completely lost.

- The candidate manages to recover from a poor start and, although still nervous, does produce some good answers

- All achievements whether, academically based or not, should be portrayed in a positive light. In this example, the candidate has a Gold Duke of Edinburgh award yet fails to 'sell' the skills she developed to obtain the award.

- Any involvement in clubs or societies that show evidence of teamwork, determination, personal achievement or a position of responsibility should be strongly portrayed, not only on the application form but also at the appropriate point in the interview

- This candidate, in addition to being nervous, is also very negative about herself. A positive attitude is essential, first impressions do count.

- A candidate should always take the opportunity to ask questions in order to appear interested in the company and the job they are applying for. Also, this is their opportunity to find out if this is somewhere they would like to work. The candidate should make a note of a least two questions prior to the interview. If they are too nervous on the day to think of any additional questions, they can use the prepared questions.

Interview 3. Technical interview

This is the type of interview that students seem to be the most apprehensive about. Students worry that the questions will be based on scientific areas that they may not be familiar with, or may not have covered during their course. It is impossible to predict what topics may be covered. Candidates should refresh their memory about the basic techniques relating to the department where they have applied. Beyond this, they could be asked about any aspect of their discipline. The interviewers are looking for the candidate to stay calm, think through the question and apply some knowledge of the subject, rather than know the answer. The candidate should try to answer in a clear and concise way and not just say 'I don't know' or 'I haven't covered that in my course.'

This is not intended to be an example of a bad interview. The main message for students is that even if a candidate doesn't know the answer they shouldn't feel the interview has gone badly. It may be that, even if the candidate did know a considerable amount about the topic, the panel would keep asking questions until they reach a point were the candidate couldn't answer, similar to a viva. Although the candidate panics when the questioning moves to an unfamiliar topic, the panel is eventually able to lead her to the right answer. As the candidate develops confidence she is able to answer the next question more strongly even though this is still an unfamiliar area.

Interview 4. Oral presentation

This sequence may be used to support Activities 5, 6 and 7. Some of the errors made in the presentation are summarised below:

- Obscuring the OHP from the view of the panel
- Talking too quietly
- Facing the screen and talking so that all the interview panel can see is the back of their head
- Failing to look at and make eye contact with the panel
- Mixing formatting styles on the overhead transparencies
- Inappropriate use of bullet points
- Slides that contain too much information
- Trying to attempt humour which fails due to nerves leaving the candidate feeling flustered and embarrassed

Assessment

This activity is not designed to be assessed.

Meta data

The following table describes information about this resource (meta data) which is also used to locate the resource using search tools. Please note the terms and conditions of use under the Creative Commons licence associated with the use of this resource.

Author (s)	Della Grice, UK Physical Sciences Centre
Owner (s)	University of Hull
Title	Interview scenarios – tutor guide
Classification	F900 X220
Keywords	ukoer, sfsoer, employability, interview, video, career progression
Description	This resource is the tutor guide for student activity 12 as part of a broader resource called the Employability Resource Pack.
Creative Commons license (url)	http://creativecommons.org/licenses/by-nc-sa/2.0/uk/
Language	English
File size	90Kb
File format	Word 2007