

INTERVIEW SCENARIOS

Students will conduct a mock interview with a classmate. Using the form provided, record the interviewee's response and then provide an evaluation mark out of 5 with an explanation. Allow the interviewee to review the evaluations after the interview and then submit the results to the cooperative education teacher.

Interviewer: _____

Interviewee: _____

1. **Team Work:** Able to work with people in such a manner as to contribute to high morale and group commitments to goals and objectives.

Very strong evidence skill is NOT present	Strong evidence skill is NOT present.	Some evidence skill IS present.	Strong evidence skill IS present.	Very strong evidence skill IS present.
1	2	3	4	5
Rarely uses participatory management Tolerant of negative attitudes Unaware of individual and group goals Allows abuse of team member Does not show task or people concern	Some skill with participatory management Sometimes confronts negative attitudes Talks about personal and team goals Usually stops abuse of team member Shows either task or people concern	Skilled in participatory management Confronts negative attitudes Builds overlap of personal/team goals Never allows abuse of team member Shows task or people concern		

One way to contribute to a team attitude is to know how individual personal goals overlap with team goals. Give me an example of any time in which you were able to build an overlap of your individual goals and the team goals.

Evaluation: (Did the candidate identify another individual's goals and create a joint understanding of how group-goal behaviour would lead to individual rewards? Was there failure to use specific goals for both an individual and the team?)

1-----2-----3-----4-----5

Interviewer: _____

Interviewee: _____

2. Team Building: Able to work with people in such a manner as to contribute to high morale and group commitments to goals and objectives.

Very strong evidence skill is NOT present	Strong evidence skill is NOT present.	Some evidence skill IS present.	Strong evidence skill IS present.	Very strong evidence skill IS present.
1	2	3	4	5
Rarely uses participatory management Tolerant of negative attitudes Unaware of individual and group goals Allows abuse of team member Does not show task or people concern	Some skill with participatory management Sometimes confronts negative attitudes Talks about personal and team goals Usually stops abuse of team member Shows either task or people concern	Skilled in participatory management Confronts negative attitudes Builds overlap of personal/team goals Never allows abuse of team member Shows task or people concern		

We cannot do everything ourselves. Tell me about a time when you dealt with this reality by contributing to a team.

EVALUATION: (Did the candidate refer to single discussion with one individual or was there mention of dealing with the team as a group?)

1-----2-----3-----4-----5

3. Interaction: Able to communicate with others in a warm, helpful manner while simultaneously building credibility and rapport.

Very strong evidence skill is NOT present	Strong evidence skill is NOT present.	Some evidence skill IS present.	Strong evidence skill IS present.	Very strong evidence skill IS present.
1	2	3	4	5
Aloof and socially removed Limited skill in building rapport Less creditable Little skill in keeping confidences Careless with others' feelings	Adequate social interaction skills Some skill in building rapport Creditable Shows reasonable care in keeping trust Aware of how others feel	Exhibits interpersonal warmth Skilled in building rapport Very creditable Carefully protects confidence Respects the feeling of others		

Building rapport (relationships) is sometimes challenging. Give an example of a time when you were able to build a rapport with someone, even when the situation was difficult.

EVALUATION: (Was there interest in interacting or building a warm relationship?)

1-----2-----3-----4-----5

Interviewer: _____

Interviewee: _____

4. **Energizing:** Able to create positive energy/motivation in both individuals and groups.

Very strong evidence skill is NOT present	Strong evidence skill is NOT present.	Some evidence skill IS present.	Strong evidence skill IS present.	Very strong evidence skill IS present.
1	2	3	4	5
Bland communication style Rarely sets positive examples Limited coaching/counselling skills Limited awareness of goals Socially isolated	Average energy in speaking Usually sets positive examples Some coaching and counselling skills May use goals to motivate Accepted by others		Speaks with enthusiasm Consistently sets positive examples Good coaching/counselling skills Regularly uses goals to motivate Admired by others	

Give me an example of a time when your positive attitude caused others to be motivated or energized. Be specific.

EVALUATION: (Did the candidate use positive actions, speech, gestures, and/or examples to build energy? Was there autocratic direction, negative/dysfunctional feelings, and/or withdrawal/escape?)

1----2-----3-----4----5

5. **Commitment to Task:** Able to start and persist with specific courses of action while exhibiting high motivation and sense of urgency; willing to commit to long hours of work and make personal sacrifice in order to reach goals.

Very strong evidence skill is NOT present	Strong evidence skill is NOT present.	Some evidence skill IS present.	Strong evidence skill IS present.	Very strong evidence skill IS present.
1	2	3	4	5
Needs direction and supervision Background suggests underachievement Won't work with difficult personalities Little task orientation Unwilling to sacrifice to get results	Generally operates as self-starter Adequate level of past achievements Can work with difficult personalities Some task orientation May sacrifice to get results		Self-directing to get results High level of past achievements Achieves despite difficult personalities High task orientation Willing to sacrifice to get results	

A. Give me an example of any specific time in which you found it necessary to give long hours to the job. For example, tell me about the period when it was necessary to take work home, work on week-ends, or maintain unusually long hours. Be specific. B. We both recognize that being successful takes more than luck. Hard work is necessary in order to achieve. Tell me about a time when you had to work very hard to reach you goals and be specific about what you achieved.

EVALUATION:(Did candidate show self-direction and initiative in working particularly long hours, with a clear dedication to a meaningful objective? Was there compliance to routine work requirements, possibly with some resentment about what was expected? (Did the candidate make an unusual commitment in order to reach an objective, reflecting both high effort and accomplishment? Was there a routine response to work demands, rather than self-directed effort?)

1-----2-----3-----4-----5

1-----2-----3-----4-----5

Interviewer: _____

Interviewee: _____

6. **Creativity:** Able to develop unique and novel solutions to problems, use intuition and a new way of thinking to give birth to new ideas; to present information in an attention-getting and interesting manner.

Very strong evidence skill is NOT present	Strong evidence skill is NOT present.	Some evidence skill IS present.	Strong evidence skill IS present.	Very strong evidence skill IS present.
1	2	3	4	5
Little recognition for creative efforts Less ability to generate unique ideas, products, thoughts Concrete thinker Closed minded; resists change		Some recognition Some ability to generate ideas, concepts, thoughts Reasonably inventive; asks "why" Willing to discuss ideas		High recognition for creative success Quite able to generate new ideas, concepts, thoughts Quite inventive; asks "what if" Likes to brainstorm; suggests ideas

Creative persons seem to offer fresh insights frequently and regularly. Give me an example of a time when one of your insights or suggestions was particularly well received by others.

EVALUATION: (Did the candidate receive public recognition for innovation by an award, praise, and/or special comment? Was there awareness of the value of innovation, but with trivial/Impractical application?)

1-----2-----3-----4-----5

7. **Spoken Communication:** Able to clearly present information through the spoken word; influence or persuade others through oral presentation in positive or negative circumstances; listen well.

Very strong evidence skill is NOT present	Strong evidence skill is NOT present.	Some evidence skill IS present.	Strong evidence skill IS present.	Very strong evidence skill IS present.
1	2	3	4	5
Less able to influence others Muffled/hesitant/stammering speech Talks about self rather than others Has stage fright; freezes up Poor listener		Adequate ability to influence others No speech problems Talks about self and others Passable speaker Adequate listener		Skilled at influencing others Clear, articulate speech Talks about others' interests Skill in public speaking Listens well

A. Tell me about a specific experience of yours that illustrates your ability to influence another person verbally. Feel free to use an example that involves changing attitude, selling a product/idea, or being persuasive. B. This job will require you to spend a large amount of time talking to others. When have you had to work in this kind of situation and how did it affect you?

EVALUATION: (Did the candidate successfully develop a persuasive approach for a specific individual? Was there a one way communication, failure to listen, and/or lack of willingness/confidence/skill in presentation? (Did the candidate express an idea clearly, perhaps involving careful choice of words, gestures, and/or stories? Was there an absence of preplanning, little choice of words, impulsiveness, and/or withdrawal?)

1-----2-----3-----4-----5
1-----2-----3-----4-----5