

grow

MOCK INTERVIEWS:
KNOWLEDGE AND SKILLS
FACILITATOR GUIDE



ARDOCH

SKILLS FOR THE FUTURE OF WORK

Interview skills, both online and offline, are crucial to employment pathways. Ardoch is offering a Mock Interviews: Knowledge and Skills program to support students towards their career aspirations.

What we know

In Australia, we know that disparities in educational attainment lead to major differences in many areas of life: people who miss out, face increased likelihood of experiencing unemployment or underemployment, poor health, crime and public welfare dependency. (Mitchell Institute Factsheet 2017). That means we must be committed to ensuring young people do not miss out on full participation in education.

What's needed?

Employability skills, or soft skills, cover a broad range of personal attributes and transferable skills that are important to employers. The skill that employers consider to be most essential are 'people skills', in particular. how we engage with others. Research shows that around 70% of employers place at least as much emphasis on employability skills than they do on technical skills (Australian Government Department for Small Business, Australian Jobs 2018). That means we need to think about how to help young people learn those skills at school.

The future of work

Analysing over 4 million job advertisements across all industries, FYA's research has identified a range of skills and capabilities that young people will need to thrive in a very different world of work.

Young people will need to not only acquire foundation and technical skills, but be able to use these in an increasingly entrepreneurial and creative ways, as well as possessing a thirst for ongoing learning. (Foundation for Young Australians 2017). That means we need to help young people prepare for jobs of the future, that we may not yet know about.

Many young people also believe they lack the required interview skills (26%) and job application skills (25%) to be able to gain full time employment (Foundation for Young Australians, The New Work Reality, 2018). We need to support young people to develop these skills and gain confidence when in an interview setting.



Learning outcomes

The Mock Interviews program is intended to achieve the following Victorian Curriculum outcomes:

- Year 7 and 8: Critical and Creative Thinking | Questions and possibilities | Suspend judgement to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044)
- Year 9 and 10: Personal and Social Capability | Self Awareness and Management Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)
- VCAL: Work Related Skills Intermediate Unit 1: The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills can be selected for inclusion in the Work Related Skills units.
- VCAL: Work Related Skills Foundation Unit 1: Learn about a selected workplace or industry setting.

The Mock Interviews program is intended to achieve the following New South Wales Curriculum outcomes:

Year 7-10 Work Education; Work Education provides students with opportunities to develop knowledge and understanding of the world of work, including its dynamic and diverse nature:

- Demonstrates strategies that facilitate transition to further education, training and employment (WELS 7)
- Demonstrates skills for effective participation in the workplace (WELS 9)

Monitoring and Evaluation

So that Ardoch can continue to deliver Pathways Beyond School programs, we will be issuing teachers and students a survey after the completion of the activity. Please work with your Ardoch contact to confirm whether these should be provided in hard copy or completed online. We appreciate your support and ensuring their completion in a timely manner.

Lesson guide

This is a one-lesson program which can be delivered virtually, remotely or on site. It can be run as a standalone session or prior to adult volunteers attending school to interview students.

We also have a comprehensive Speed Careers program which introduces students to a range of career options via short interviews with experts in their field. This program is a great accompaniment to Mock Interviews: Knowledge and Skills.

Key vocabulary:

- Job – a paid position that you do on a regular basis in which you swap your time and skills for money
- Interview – the process of being asked questions to explain your skills as they relate to a specific job
- Industry – a group of companies or organisations that have similar aims and types of work
- Skills – things you need to be able to do in order to perform your job, such as using a computer

Resources:

- IT setup to enable screening of short videos via unlisted YouTube clips
- Powerpoint or video about interviewee rights
- Accompanying booklet with tips from the films, sample interview questions and interview feedback checklists

Lesson structure

Introduction (1 minute)

Facilitator explains the program:

“Getting through interviews is an important part of getting a job, and preparation is important, just like anything else. If you were playing a big sport competition or a music gig, you would prepare. Interviews are the same. Today we will share some tips from experts to help you gain some information and ideas to help. You will also have the opportunity to practice with a peer.”

Tuning in (3 minutes)

Facilitator asks 3 people:

“How do you go about creating a positive first impression of yourself online?”

Play Video 1: Stepping through the screen (3 minutes)

Students will learn key elements of building their own positive brand and reputation in an online setting. Refer students to page 2 of their booklet while watching.

Debrief: embed learning (3 mins)

Facilitator asks 3 people:

“When have you seen some of these things happen online?”

Introduction for interview tips (3 mins)

Facilitator introduces a question for general discussion:

“We have gone through online presence; next, we will look at what the interview may look like. What do you already know about interviews?”

Lesson structure cont'd

Play Video 2: You've got this (10 minutes)

Through this video students will increase their knowledge regarding:

- Why interviews are important
- Ways to remember what to include in an interview
- Ideal body language
- How and what to prepare

The video is divided into topic sections and students can follow along using their booklet (pages 3-8). The video can be paused after each topic to reflect on with students. Time marks for end of: purpose of an interview (0:57), tips for doing your best (2:40), common mistakes (3:36), answering interview questions (4:20), body language (5:02), getting feedback (6:23).

Consolidating learning (10 minutes):

Facilitator introduces key questions for discussion:

- What are some examples of good body language?
- What research should you do before an interview?
- How should you answer questions in an interview? Discuss example of STAR from booklet.
- Why is getting feedback important?

This can be done via a Slido poll if learning is remote at home OR 'whiteboard' around the room if the in classroom OR people can respond verbally if lesson is presented virtually in school while facilitator types into a Slido poll and then shares screen.

Activity: peer-to-peer interview simulation (10 minutes)

Each person interviews the other for 5 minutes, then shares feedback according to checklist. Refer students to page 14 of their booklet for example questions.

Optional: PowerPoint or video on interviewee rights (3 minutes):

This section can be added if there is time available. Facilitator can either play pre-recorded video or talk students through the PowerPoint. Students will increase knowledge on what their rights and expectations in an interview process are. Refer students to page 9 of their booklet while watching.