

# Mock Interview

## Interviewer guide

### Opening the interview (2 minutes)

1. Introduce yourself and your role in BP.
2. Check the student's name.
3. Confirm how long they should expect the interview to be and that you will ask questions to try to find out as much as possible about them. Ask them to try to relax – often interviewers are just as nervous as interviewees!
4. Tell them you've read their forms but they need to talk as fully as they can about the things they've written.
5. You'll make notes and give them feedback at the end about their resume and their interview. Tell them that as you ask your questions you will be looking for evidence of the two competencies (working together and drive), even if you're not mentioning them by name.

### General questions (10 minutes max)

Ask questions to explore what the student wrote in their resume. Possible questions include:

- ▣ What is your favourite subject at school and why?
- ▣ What are your predicted grades if you know them? Do you think your predicted grades reflect your ability?
- ▣ Tell me about one of your hobbies, interests or activities? Why do you enjoy it?
- ▣ What plans do you have for when you leave school? College/University – if so, why? What course? Which college and why? What career will this course lead to?
- ▣ What's your dream job?

Make sure you leave plenty of time to ask the competency-based questions which are on their supplementary sheet.



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### Competency questions (10 - 20 minutes)

The purpose of the competency-based questioning is to identify evidence of the candidate having demonstrated competencies in the recent past (the last few years). It's based on the assumption that past performance is indicative of future performance. You will need to help the candidate to describe actual evidence from their past experiences, avoid theorising about what might have happened and to describe things using 'I' did rather than 'we/they'.

Make notes as you ask the following questions:

- Tell me about a time in the past two years when you worked well as a member of a team. Make sure you talk about what you personally did to make this experience so successful.
- Tell me about a time in the past two years when you achieved something significant on your own or overcame a difficult challenge.

### Ending the interview (2 minutes)

Thank the student and ask:

- Is there anything else you would like to tell me?
- Do you have any questions to ask me?
- If there is time ask the student what they have learned from the experiences they used as their examples in the competency questions.

### Self-assessment and feedback (up to 30 minutes)

1. Give the student a self-assessment form.
2. You and the student should spend up to 10 minutes filling in your own individual copies of the interviewer feedback form and student self-evaluation form respectively.
3. Spend up to 20 minutes giving the student detailed feedback on their resume and the interview using the forms (particularly your annotated competency descriptors) as a guide.
4. Ask the student to compare your feedback with their self-evaluation and discuss any points they think they would like to.
5. Thank the student and send them back to tell the next interviewee to come to you.

