

# Mock Interview

# 1

## Age group

14 – 16

16 – 19

## Curriculum focus

Careers, Interpersonal, Business Studies

## Learning objectives

### Students will:

- ▣ reflect on and record their ability to demonstrate qualities of 'relating to others' and 'passion to excel'
- ▣ list some helpful and unhelpful interview behaviors
- ▣ describe why large corporations look for common skills and qualities across all the roles they need to fill and how these skills and qualities help people work towards common goals
- ▣ practice their interview skills in a mock interview
- ▣ reflect on their performance and set goals for improvement.

## Time needed

**40 - 50 mins** plus 20 - 30 mins per student interview

### About this activity

- ▣ This activity uses realistic paperwork and mock interviews to help students:
  - explore how large organizations recruit
  - perform well at interview
  - explain how they can demonstrate important skills and qualities.

- ▣ Students prepare in advance by completing a resume and consider structured preparation questions that help them demonstrate their ability to 'relate to others' and show 'passion to excel'. They hand these in prior to the day so that the BP volunteers can prepare for mock interviews with each student.
- ▣ On the day, students explore how BP recruits and the importance of identifying candidates who can demonstrate the BP competencies. They build their own ideas of why common skills and qualities are important to large employers and how these can be applied in any job interview situation.
- ▣ Before their interviews, students discuss their ideas for dos and don'ts of good interview performance and compare these to a list of suggestions from BP. They individually complete a realistic mock interview, reflect on their performance and compare this to the interviewer's detailed feedback. (During this time, students not being interviewed can complete other BP or school activities. If suitable, students could be invited to a BP site for their interviews and be given a site tour when not being interviewed.)
- ▣ Students share what they learned from their mock interviews and how their perception of their performance compared with the feedback they received. They share ideas for how to improve their interview skills and can optionally discover more about BP's selection processes.

# Mock Interview

# 2

## What you will need

- ▣ Student workbook (one per student)
- ▣ Interviewer guide (one set per BP volunteer)
- ▣ Interviewer sheets (for BP volunteers, one set per student)
- ▣ Presentation slideshow
- ▣ Projector screen or interactive whiteboard

## Timings and structure

**Total time: 115 mins**

**Total time 40 - 50 mins plus 20 - 30 mins per student interview**

| Activity  | Time<br>(mins)           |
|---|--------------------------|
| Introduction and Q&A                                | 5                        |
| Activity 1: How does BP recruit?                    | 10                       |
| Activity 2: The do's and don'ts of interviews       | 10                       |
| Activity 3: Mock interviews and individual feedback | 20 - 30<br>(per student) |
| Activity 4: Whole-group feedback                    | 10 - 20                  |
| Round up  | 5                        |

## Prior knowledge and preparation

- ▣ Students should produce their own resume using the format used by the school or the resume in the student workbook.
- ▣ Students must also complete the competency questions in the student workbook.
- ▣ If the school is printing copies of the student workbooks, ask them to put aside the self-evaluation forms for BP volunteers to hand out on the day).
- ▣ Liaise with the teacher to return completed resume to you. Circulate these to the appropriate BP volunteers at least a day before the activity (students should keep their completed competency questions).
- ▣ During the mock interviews (activity 3) not all students will be involved at once. Liaise with the teacher to identify an appropriate activity for them to do during any 'down' time. This could include coursework, a teacher-led activity or watching online career videos in the careers section of bp.com.
- ▣ If the activity is being held on a BP site, the students that are not being interviewed could be taken on a site tour.



# Mock Interview

# 3

## Introduction and Q&A (5 mins)

### Introduce yourself and the topic of engineering.

1. Introduce yourselves, what you do at BP, what your favourite subject was at school and why. If you wish, take questions on what you do.
2. Ask the students to introduce themselves, what their favourite subject is and why.
3. Use slide 2 to explain why you're here today – to help students learn about the interview process and practice their interview skills.
4. Use slide 3 to review what will happen during the session.

### Activity 1: How does BP recruit? (10 mins)

#### Discuss why BP uses the idea of competencies to recruit the best people for different roles.

1. Go through slides 4 – 7, which introduce the idea of competencies and why they are important for BP
2. Emphasize (perhaps using examples from your own experiences) the importance of shared characteristics and how these have been developed after being identified by BP as important to the business.
3. At the same time, recognize the importance of specific skills and experience for each role, and make the point that BP isn't recruiting identical people: employees that can demonstrate these competencies are varied.
4. Run through all the competencies but pay attention to 'relating to others' and 'passion to excel' before reviewing how students will need to demonstrate these two competencies during their mock interviews, using their prepared answers to help them.

### Activity 2: The dos and don'ts of interviews (10 mins)

#### Help students build lists of good and bad interview behavior.

1. Show slide 8 and ask students why it's important to behave in certain ways during your interview. Discuss their ideas for interview dos and don'ts.
2. Show slides 9 – 10 and discuss. Students may have identified many of these, but point out that these lists were compiled from the experiences of BP volunteers, both when they were interviewed and as interviewers.
3. Point out that students should remember these – they must now put them into practice during their mock interviews.

### Activity 3: Mock interviews and individual feedback (20-30 mins per interview)

#### Students complete their mock interview, rate their performance and compare their evaluation with the interviewer's feedback.

1. Split up for the mock interviews and, if required, organise the 'down time' activity for students not being interviewed.
2. Use the interview guide and interview sheets to interview each student.
3. Start by using the opening questions to explore their resume before using the further questions and competency descriptors sheet to assess 'working together' and 'drive' in detail.
4. Ensure the interviewer and student evaluation forms are filled in and provide detailed feedback on their performance and ideas for improving their interview skills.

# Mock Interview

## 4

### Activity 4: Whole-group feedback (10 - 20 mins)

#### Students share their mock interview experiences and ideas.

1. Congratulate students on completing their mock interviews.
2. Ask students to share their views on what it was like to be interviewed and discuss the ideas that emerge.
3. Invite students to share what they learned about each element of their interview. Use the questions on the self-evaluation form to guide you (e.g. what did they learn about their body language).
4. Discuss whether students' perceptions of their performance were similar to how the interviewer perceived them. If not, how and why did it differ?
5. Share ideas for how students will improve their interview performance.

### Round up (5 mins)

1. Thank students for listening and for their effort.
2. Ask general questions to review what students have learned about interview skills and how a large company like BP uses a structured approach to identify the right candidates for each role.
3. Wish students well for the future and remind them to put their learning into practice – their career depends on it!

This activity enables young people and BP people to talk face-to-face, to learn from and with each other and to practise interviewing and being interviewed. It enables BP to share what we do regarding recruitment processes in a way that fits with the curriculum.

BP recruits graduates and other professionals using highly structured processes. This activity will enable students to learn about these processes and experience one of the elements, a competency interview, first hand.

The BP competency interview is used to gain evidence from the candidate that they have demonstrated the core competences of business - Sense, Drive, Working Together and Influence during the past two or three years. In this exercise we focus on Working Together and Drive.

No job description is required for this kind of interview, which makes it easy to administer.

Other companies and organizations look for similar core competencies so the experience gained by the students in this activity will be useful in any future job interview.