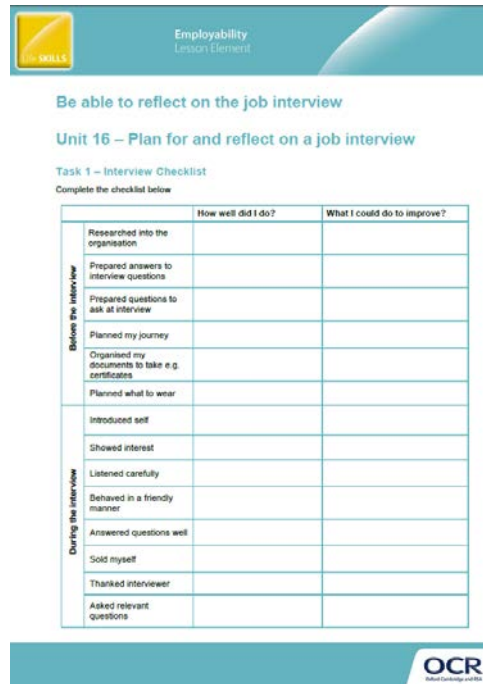# Be able to reflect on the job interview

Unit 16 – Plan for and reflect on a job interview

Instructions and answers for teachers

These instructions should accompany the OCR Lesson Element 'Be able to reflect on the job interview', which supports OCR Awards and Certificates in Employability Skills Unit 16 – Plan for and reflect on a job interview.

Associated materials
Lesson Element Activity – 'Be able to reflect on the job interview'

Expected duration
Task 1 – 40 minutes
Task 2 – 1 hour
Task 3 – 50 minutes

Task 1 – Interview Checklist

Hand out to learners the **Interview Checklist**.

Ask learners to work independently, identifying the things they did when planning for the interview, such as:

- research into the organisation
- preparing answers to interview questions
- preparing questions to ask at interview
- journey planning
- organising documents to take – such as certificates
- planning what to wear.

Ask learners to also indicate on the checklist how they did during the job interview, eg:

- introduced self
- showed interest
- listened carefully
- behaved in a friendly manner
- answered questions well
- sold themselves
- thanked interviewer
- asked relevant questions.

Instruct learners to complete the 'what I could do to improve' column of the Interview Checklist.

Task 2 – Problem Solving

Describe a simple problem solving technique to the group. Write on the white board how the technique could be applied to help solve a problem.

One example could be to use a SWOC analysis – ie identifying:

- STRENGTHS
- WEAKNESSES
- OPPORTUNITIES
- CHALLENGES.

Explain how this technique could be used to assess own performance following a job interview, ie:

- What were my STRENGTHS during the interview?
- What were my WEAKNESSES?
- What OPPORTUNITIES are there for me?
- What CHALLENGES do I need to overcome?

Hand out the **SWOC analysis** template.

Encourage learners to write a simple plan based on the SWOC analysis.

Please note that alternative problem solving techniques could be used to produce a similar plan.

For example, another method could be '5 Whys' – where the question is asked up to five times to try and find the root cause of the problem – indicating what needs to happen. For example:

Problem: You were unsuccessful at the interview.

1. Why? I didn't come across well at the interview.
2. Why? I didn't answer the questions very well.
3. Why? I didn't plan possible answers well enough.
4. Why? I didn't have enough time.
5. Why? I didn't think they would take long to do.

Action – allow enough time to prepare answers to questions before an interview.

Task 3 – Action plans

Ask learners to list all the things they did well before or during the interview and all the things they could have done better.

Explain the purpose of action planning to the group.

Introduce the concept of SMART targets, listing the following on the white board:

- SPECIFIC
- MEASURABLE
- ACHIEVABLE
- REALISTIC
- TIME BOUND.

Give learners examples of SMART targets.

Hand out the **Action Plan** template and ask learners to record at least three SMART action points.

Ask learners to share their Action Plan with you or their mentor.

With individual learners, set a review date to monitor their progress against their individual Action Plan.

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