



Real Industry Job Interviews

# RIJI INTERVIEWER GUIDE



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# Introduction



**Thank you for supporting the Real Industry Job Interviews (RIJI) Program.**

RIJI is an initiative of the Inner Northern Youth Employment Taskforce (INYET) and provides young people with the skills, knowledge and confidence to take on the current job market by developing a good job resume and interviewing skills. The Program is delivered as part of the school's curriculum throughout a series of lesson plans and culminates in a face to face interview with a local volunteer employer during a RIJI event.

The Inner Northern Youth Employment Taskforce (INYET) is a collaborative, action-oriented regional partnership established in 2014 to address high youth unemployment rates in Melbourne's Inner North.

In the initial phase, the INYET partnership worked to develop a regional youth employment strategy with representation from local government, education providers, community organisations and service providers. This work was based on research completed in 2014 which gathered information from young people; identifying issues they felt were affecting their employment prospects. The Inner Northern Youth Employment Strategy was developed as a result.

**The Taskforce Change Framework consists of four key change elements, including:**

- building the skills, knowledge and attitude of young people
- building the capacity of local business to support young people into work
- building stronger connections between business, schools, education providers, and community organisations increasing access to employment

The Framework provides a coordinated and strategic approach to youth employment across the region. Key initiatives include the Jobs for Youth Campaign; development of an Employer Youth Pledge model; expansion of the Real Industry Job Interviews Program; establishment of a Vocational Mentoring Exchange; creation of the Inner Northern Industry Speaker Bank; and establishment of a Youth Enterprise Hub.

As a RIJI interviewer, you are making a positive contribution to the development of young people's work readiness skills and their future employment outcomes.

**This volunteer guide aims to provide interviewers with information on the Real Industry Job Interviews Program, the role of the interviewer and what to expect on the day.**





## About RIJI

RIJI is a seven lesson program that prepares young people to effectively transition from education to employment by building their job-seeking skills. The Program is delivered to Year 9 – 12 students in the cities of Darebin, Moreland and Yarra. Although the Program is aimed at Year 10 students, the flexibility of RIJI allows schools to deliver the Program across different classes and cohorts.

Teachers are provided with a framework to support student learning in order to develop and improve specific work-readiness skills including job search, resume and cover letter writing, and interview skills. Program delivery is strengthened by the development of relationships between schools and industry/employment services who bring 'real world' experience into the classroom.

The Program has been delivered for 10 years and continues to create momentum within the community. Each year, between 80 to 90 volunteer interviews from local organisations, businesses and the community help students to prepare for employment by interviewing and providing feedback on their interview performance, resumes and cover letters.

Student post-program evaluation indicates growth in confidence, employability skills and interview preparation, with students stating that the most valuable component of the Program was the opportunity to practice their interview skills and receive feedback.

# What to expect Before, During & After the Interview event

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## Before the Interview event



### Completing registration for interviewers

Once you have completed the Volunteer Registration Form and have submitted a copy of your current Working With Children Check, the RIJI Coordinator will be in touch.



#### Working with Children Check

On August 2017, a number of important amendments to the Working With Children's Check Act 2005 came into effect.

Inner Northern Local Learning & Employment Network (INLLEN) requires all volunteers to obtain a WWCC.

For more information see [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)

### Leading up to the event

A week prior to the event you will receive an interviewer pack including:



- Personalised schedule of the day
- Up to ten student applications which include: a cover letter, resume and job ad they are applying for
- Map of the interview event venue
- Information on session times, morning tea and lunch arrangements.





## Before the event

Please review the students' resumes, cover letters and job ads **before the event**, noting any suggested amendments on them for review in class after the interview.

Please ensure you note what organisation and job position they are applying for, as you will need to **role-play** and ask questions based on the organisation you are representing. You will notice that students are 'applying' for different job opportunities, please make sure you take the time to read and familiarise yourself with the various job ads.

You are encouraged to make a start and write your feedback on their resume, as well as completing the first section of the **Interview Evaluation Form**. It would also be helpful to write down some initial feedback that you can share with the student during your interview.

## At the Interview Event



## The Volunteers

A large event space will accommodate up to thirty interviewers, each with their own interview table.

Interviewers will be expected to arrive a minimum of 30 minutes prior to the first scheduled interview for a briefing by the RIJI Coordinator, and to familiarise themselves with the venue.

The interview experience should reflect a professional interview as much as possible. Consider that you will be

presenting yourself as a business mentor and role model to the students you will be interviewing. Your attire should reflect your industry, and how you would usually dress when conducting a job interview in your workplace.

There will be allocated break times for morning tea and lunch with refreshments provided. This is also a great opportunity to network and get-to-know other volunteers representing a range of different local organisations.





## The Interview Process

Interviews will run from approximately **9 am to 3 pm** encompassing up to 10 students allocated per interviewer.

Each interview session is **25 minutes** in length. **15 minutes** allocated for the interview, **5 minutes** to provide verbal feedback to the student, and the remaining **5 minutes** is used to complete the **Interview Evaluation Form**.

Within the allocated time, interviewers will:



1. Welcome the student to their interview table with a handshake.
2. Work through the set of questions provided (**see page 11**), and offer feedback on the student's performance and resume. A bell will signal that there are 5 minutes left in the interview.
3. Make notes on the provided evaluation form (**see page 13-14**). At the end of the day, the evaluation forms and student applications will be collected and sent back to schools for follow up work by the students in class.
4. If time permits, continue to make written notes on the students resume and cover letter if not already completed.



### Please Note:

Whilst we do our very best to keep to schedule, due to various reasons including late school arrivals and student no-shows, there is a high chance that the RIJI Coordinator may need to amend your schedule on the day. This means that you may have a free session, or if there are no-shows, it could also mean that you may be asked to interview a student not initially on your schedule.

If there are any changes due to the above mentioned reasons, a member of the RIJI Team will notify you of this at the time.

It is common for students to feel nervous when answering questions, particularly if this experience is new to them or if they haven't prepared for the question you are asking. Whilst we encourage interviewers to keep to the standard questions provided, we understand that at times you may need to adapt

these to better meet the needs of the student.

**Please see the standard set of interview questions for the events on page 11.**



# Feedback

The following information aims to ensure consistency of feedback to all students, irrespective of an interviewer.

## Verbal Feedback

Although the Program is aimed at Year 10 students, schools also deliver the Program in Year 9 and 11. Remember that your interviewees are aged between 15 – 18 years of age, so be sure the feedback is age-appropriate for someone with little or no experience. Feedback provided should be constructive and genuine as students will benefit greatly from the professional advice provided by interviewers. The overall aim of the mock interview is to build students' confidence and interview skills for their next or first real job interview!

The time allocated for verbal feedback should outline areas for strengthening their skills and confidence. However, you may also share some insights into your own interview experience and/or what you look for in potential employees when hiring for your organisation.

**Please find the Interview Evaluation Form on page 13 - 14.**



### How to frame your feedback:

- **Marketing their skills:** How can students better give credit to their achievements and skills? (especially if they have no formal work experience).
- **Soft Skills:** Offer advice on how the student can demonstrate confidence through tone, handshake and body language.
- **Skills Included:** Provide suggestions on tailoring skills listed to meet those identified in the job ad / not previously listed.
- **Personal Experience:** Tell them about a time where you hired an employee and what made them a successful candidate.



### Top Tips

- Be mindful of tone and don't appear condescending when providing feedback
- Don't raise false hopes. Ensure the feedback is honest but constructive
- Don't compare. You will interview multiple students on the day so try not to compare their performance to that of other students. Those participating in the Program may come from a mainstream, specialist or alternative settings, all with different abilities and backgrounds.



## Written Feedback

Please review the rating scale on **Page 12** before the interviews. When completing the **Interview Evaluation Form** you will rate student performance from 1-5 and provide some brief comments. There are only **5 minutes** allocated for written feedback so please make sure you keep it brief yet constructive. Students will then review this with their teachers post-interview. If you run short on time, you may continue if you have a free session or at the end of the day.



### Top Tips

- Be honest with your feedback, one or two points that stood out for each response.
- Please ensure hand writing is neat and clear for students to read



### Please Note:

The RIJI Coordinator will collect evaluation forms and student pack (that includes; resumes, cover letter, and job ad) at the end of the day. Please keep all paperwork with you and do not hand them over to students. All evaluation forms are collected, sorted and posted back to teachers 1-2 days after the event. A session is delivered by Teachers post-event to debrief with students and make amendments on their applications and resumes based on feedback.

## After the Interview Event



After the events, students, teachers and volunteers will receive a **Survey Monkey** link to complete a short survey on the Program/Event experience. Your constructive feedback will inform recommendations for the following year.



### Important

Please destroy any remaining student applications/resumes/ information you have by shredding or similar.

# After the Interview Event



## Frequently Asked Questions

### How old are the students?

Participants range in age from 15 - 18, with the majority of students in Year 10.

### How many schools are participating and what kind of schools?

Approximately 20 schools from across the inner north participate in the Program, including mainstream, alternative and special schools.

### How prepared are the students?

Expect a variety of preparedness and employment experience from students. This will be a first interview experience for some students whilst others may already have part-time jobs or pre-apprenticeships. Also, keep in mind that students may not have considered work and career options yet.

### Is it okay to share personal details with students?

Do not share personal contact details during or after the event with students. If you feel that the student you interview has the relevant skills to take part in your organisation or program, please contact the RIJI Coordinator after the event.

### How do I rate the student on their interview?

To provide you with some guidance there is a rating scale attached on **page 12**. We understand that the rating scale is subjective to the interviewer but keep in mind the young person's age and ability. Consistency is key!

### How do I interview students with a disability?

We aim to give all young people the same opportunities to develop their skills. When interviewing someone with a disability, consider the following approaches:

- Use a normal tone of voice when extending a welcome. Do not raise your voice unless asked.
- Speak directly to the person with a disability, rather than through a companion, interpreter or aid if they are present.
- Listen attentively when you are talking with a person who has difficulty speaking. Be patient and wait for the person to finish speaking rather than correcting them or speaking for them.
- Allow sufficient time for the student to respond to the question. If unsure about the response, repeat what you have understood and allow the person to respond. The response will guide your communication.
- Use the same interviewing technique and manner that you usually do. Speak in relaxed, everyday tones.
- When speaking with a person with a hearing loss, be sure to face them and do not cover your mouth when you speak.
- When meeting a student who has a visual impairment, identify yourself.
- Focus on the person you are interviewing, not the disability.

# Interview Questions



Below are the set questions that you will be using during the mock interview event. Students will be encouraged to practise their responses to these questions.

## 1. Icebreaker question:

Take a quick look at the candidate's resume to see if there are any questions you could ask which are relevant to the job or things which are interesting. Students are feeling very nervous at this stage so ask a question that will help them feel comfortable and relaxed. General questions: **Tell me a little about yourself? Favourite subject at school? Hobbies?**

## 2. Why would you like to do this job or work for this company?

## 3. Have you ever been involved in any work experience/ volunteering/paid employment before?

If the student answered yes: Can you tell me a little about what you did, where it was and how you went?

If the student answered no: Can you tell me about any subjects, training or activities you have been involved in at school or in your community that might assist you in this job?

## 4. What qualities or skills do you think you can offer for this job? (ask them why they believe this quality is essential in this role)

## 5. Can you give me an example from school or work where you have worked in a team to complete some task?

## 6. Can you think of a time when you have had to solve a problem at school/at work/home/ somewhere else, describe how you went about it and what was the outcome?

## 7. Would you like to ask me any questions? (an opportunity for the student to ask any questions relating to the job or you as an employer).



# Interview Rating Scale

Rating Values	Description	Definition
<b>5</b>	<b>Outstanding</b>	<ul style="list-style-type: none"> <li>• Far exceeds requirements.</li> <li>• Perfect answers provided.</li> <li>• Clear demonstration of the skills and competencies required for the role.</li> <li>• Shared relevant experience and examples showcasing their skills and understanding of their strengths.</li> <li>• Answers independently without probing.</li> </ul>
<b>4</b>	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Exceeds requirements.</li> <li>• Demonstrates understanding of the skills and competencies required for the role.</li> <li>• Shared relevant experience and examples showcasing their skills and understanding of their strengths.</li> <li>• Answers with minimal probing.</li> </ul>
<b>3</b>	<b>Good</b>	<ul style="list-style-type: none"> <li>• Meets requirements.</li> <li>• Demonstrates some understanding of the skills and competencies required for the role.</li> <li>• Some probing was required to draw out some good examples to showcase their skills and strengths.</li> </ul>
<b>2</b>	<b>Improvement</b>	<ul style="list-style-type: none"> <li>• Almost meets requirements.</li> <li>• Difficulty in understanding the skills and competencies required for the role.</li> <li>• Required considerable probing to draw out some good examples to showcase their skills and strengths.</li> <li>• Needs some further preparation and coaching.</li> </ul>
<b>1</b>	<b>Unsatisfactory</b>	<ul style="list-style-type: none"> <li>• Does not meet requirements.</li> <li>• Does not demonstrate preparation for the interview nor understanding of the skills and competencies required for the role.</li> <li>• A lot of probing was required and did not provide any examples of their skills or competencies.</li> <li>• Needs considerable preparation and coaching.</li> </ul>

# Interview Evaluation Form

**Disclaimer:** All evaluations are conducted to assist students in obtaining practical interview skills for future opportunities

Interviewer Name: .....

Student name: .....

School: .....

Rating Scale 1 - 5

1- Needs improvement

5- Very Competent

Application Evaluation	Rating	Comments
Cover Letter Standard		
Resume Standard		
Interview Evaluation		
Handshake & Professional Appearance (no hats, no headphones)		
Self Confidence, comfort level Consider the following elements: <ul style="list-style-type: none"><li>Voice Tone, Volume</li><li>Posture/ Body Position</li><li>Eye Contact</li><li>Motivation/Enthusiasm</li></ul>		

Application Evaluation	Rating	Comments
Question responses: Please provide brief comments on individual responses.		
<b>Response to Q1:</b>  Icebreaker question		
<b>Response to Q2:</b>  Why would you like to do this job or work for this company?		
<b>Response to Q3:</b>  Have you ever been involved in any work experience/volunteering/paid employment before?  If <b>Yes</b> , can you tell me a little about what you did?  If <b>No</b> , can you tell me about any subjects, training or activities you have been involved in at school or in your community that might assist you in this job?		
<b>Response to Q4:</b>  What qualities or skills do you think you can offer for this job?		
<b>Response to Q5:</b>  Can you give me an example from school or work where you have worked in a team to complete some task?		
<b>Response to Q6:</b>  Can you think of a time when you had to solve a problem at school/at work/at home/somewhere else?  Describe how you went about it and what the outcome was.		
<b>Response to Q7:</b>  Would you like to ask me any questions?		



## Campaign Partners

Clifton Hill/North Fitzroy  
**Community Bank®** Branch



INNER NORTH  
COMMUNITY  
FOUNDATION



Moreland City Council



## Thank you

Thank you for contributing your valuable time in supporting the RIJI Program. We greatly appreciate your support in helping young people from across the Inner North develop and practice their employability skills.

We hope you enjoy the interview experience.

For more information please contact the RIJI Coordinator at [info@inllen.org.au](mailto:info@inllen.org.au)

🌐 [inllen.org.au/initiative/real-industry-interviews](http://inllen.org.au/initiative/real-industry-interviews)

