INTERVIEWING IN A VIRTUAL WORLD

Jennifer Baytor, Career Education
TECHNOLOGY REMINDERS

MUTE
Please keep yourself on mute in the main room.

VIDEO
We want to see you! Open your video if comfortable.

CHAT
Teresa is here to answer questions & share links

BREAKOUTS
How you will practice!

POLLS
To better understand your experiences and opinions.

RAISE HAND
To take the pulse of the “room”.

Careers & Experience
WHAT WE WILL COVER

VIRTUAL SETUP

PREPARATION STRATEGIES
Three easy steps to help you get started

QUESTIONS & RESPONSES
Strategies for responding to the most common questions

MAKING A GOOD IMPRESSION
How you conduct yourself before, during, and after your interview.
PREPARATION STRATEGIES

RESEARCH THE POSITION/COMPANY
Review the company’s website, annual report, and social media presence

REVIEW YOUR RELEVANT QUALIFICATIONS
Understand the value of what you have to offer the organization

GENERATE A BANK OF PERSONAL STORIES
Be prepared to talk about your experiences and provide concrete examples
### Option #1

**Personal Stories Bank**

<table>
<thead>
<tr>
<th>Step 1 - Position/Company Research</th>
<th>Step 2 - Related Qualities/Competencies</th>
<th>Step 3 - Personal Experiences/Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research, data mining and analysis</td>
<td>Setting goals, gathering information, identifying/solving problems</td>
<td>Research methods course, volunteer position in geography department (e.g. helping graduate students gather and analyze research data, working in multidisciplinary team – profs, grad students, participants, etc.)</td>
</tr>
<tr>
<td>Collaborating with multidisciplinary team</td>
<td>conflict resolution, developing rapport, collaborating</td>
<td>Business 1257 feasibility study (coming together despite conflicting ideas, collaborating on sections)</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>Managing time, meeting goals</td>
<td>Completing honors thesis (setting timelines, goals, etc.)</td>
</tr>
<tr>
<td>Work with diverse clientele</td>
<td>Speaking effectively, proving feedback, writing concisely</td>
<td>Part-time job at the Spoke Eatery (e.g. diversity of clientele), Workshop facilitator for the Leadership Education Program</td>
</tr>
</tbody>
</table>

**Company Values**

- Innovation
- Community focus

- Thinking creatively, adapting, producing
- Valuing diversity, having an impact

- Producing more efficient ways of approaching work with Business class project (e.g. virtual meetings), suggestion for change in registration process for campus clubs (more accurate data)
- Role as an Orientation Leader (help first year students feel part of campus community)
## PERSONAL STORIES BANK

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>ACTIVITIES/TASKS</th>
<th>HOW</th>
<th>OUTCOME</th>
<th>SKILLS &amp; QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your experiences</td>
<td>Identify the specific tasks or activities you were involved in</td>
<td>Answer the question “how did I do that task?”.</td>
<td>What were the outcomes of your efforts?</td>
<td>Record the relevant skills &amp; qualities</td>
</tr>
<tr>
<td>Sales Associate</td>
<td>sold clothing to clients, made suggestions on selections, worked on cash register, participated in inventory counts, attended training sessions, processed returns and dealt with customer complaints</td>
<td>attentive to clients and assessed needs, worked well with other associates and managers, quick and efficient in attending to clients, responded to client complaints with tact and professionalism, friendly and outgoing when talking with clients, co-workers &amp; managers, accurate and fast when using cash register, always ready to fill in when asked, took initiative - saw things that needed to be</td>
<td>repeat clients, earned reputation for superior inventory knowledge, surpassed monthly sales goals, received accolades from management, was asked to take on more responsibility</td>
<td>communication, interpersonal, customer service, teamwork, flexibility, resourcefulness, initiative</td>
</tr>
</tbody>
</table>
COMMON QUESTION TYPES

TRADITIONAL/GENERAL
often open-ended and can encompass a range of topics

BEHAVIOURAL
Designed to elicit information about how you have performed in the past

SITUATIONAL/HYPOTHETICAL
Establish how you would react to real-life situations

TECHNICAL
Assess skills, abilities, and knowledge related to the functions of the role
TRADITIONAL/GENERAL QUESTION STRATEGIES

THE LIST METHOD

- Tell me about yourself.
- What interest you about this job?
- What do you know about our company?
- What type of training will you need to get started in this role?
- Why would you excel at this job?
- What would you do in your first 3 months in this role?
- How would a former boss or co-worker describe you?
- What did you like/dislike about your last role?
- What do you like to do outside of work?
T R A D I T I O N A L / G E N E R A L Q U E S T I O N S T R A T E G I E S

THE TIMELINE

- Tell us a bit about yourself
- What do you consider to be your weaknesses?
- Give me a recent example of constructive criticism you have received from a supervisor.
STARS METHOD

**BEHAVIOURAL QUESTION STRATEGIES**

**SITUATION**
Setting the context for your story.

**TASK**
What was required of you?

**ACTION**
What specifically did you do? And why?

**RESULT**
What happened? Can you quantify or qualify the result?

**SUMMARY**
Did you learn anything? How is this story relevant?
**STARS METHOD EXAMPLE**

Tell me about a project that you planned. How did you ensure it was completed on time and was of high quality? **ANSWER:** Completing honors thesis project

| S | • In 4th year - final project for degree completion  
  • Thesis on evolution and mate selection - No prior experience with this type of project  
  • Very flexible completion timeline – mostly independent work, little to no direction from supervisor  
  • Full academic course load for year plus extracurricular involvements  
  • Required to write large research report, review literature, conduct primary research, present results to scholars in field, etc.  
  • Minimal guidance from supervisor - one of 7 students in lab being supervised by same person  
  • Set own schedule & learn how to write thesis  

| T | • Divided project into smaller sections & identified timeline for completion of each section  
  • Reviewed completed thesis projects from previous years  
  • Scheduled regular meetings with supervisor, other colleagues in lab, and classmates; consulted literature  
  • Took initiative to better understand unfamiliar information; Attended help sessions for more challenging sections  
  • Stepped outside of comfort zone to take the lead on organizing research component  

| A | • Completed thesis prior to final deadline, giving plenty of time for revisions  
  • Provided with positive feedback from supervisor  
  • Presented findings to professors at poster presentation with confidence  
  • Received 88% on final written thesis – one of highest marks in class  

| R | • Work efficiently with structured timelines & setting short-term and long-term goals  
  • Understand the importance of taking initiative to fill gaps in knowledge – ensuring highest quality of work  
  • Important to ask for help where needed and to solicit feedback from stakeholders  

| S |
SITUATIONAL QUESTION STRATEGIES

THE RACED METHOD

**RESTATE:** Restate the situation briefly. It will allow you to imagine yourself in the situation.

**ANALYZE:** What is the dilemma here? Talk about both sides if you see them.

**CAUSE/OUTCOME:** State possible causes of the situation (best case scenario vs worst case scenario). Make assumptions if necessary.

**EXPERIENCE (OPTIONAL):** See if you have a similar experience that shows qualities you possess/how you’ve worked through a similar situation in the past.

**DECIDE:** Talk about the possible actions and WHY you’d do it. Talk about the implications of your decision.
THE RACED METHOD EXAMPLE

You have a conflict with someone who is senior to you and is not your supervisor. Describe how you would handle it.

RESTATE: I’m working on a project, and one of the team members, who is senior to me, strongly disagrees with a suggestion I’ve made which I believe is crucial to the success of our work.

ANALYZE: I’m not in a position to make the final decision, yet I’m part of the team and I am responsible for successful outcomes.
THE RACED METHOD EXAMPLE

You have a conflict with someone who is senior to you and is not your supervisor. Describe how you would handle it.

CAUSE/OUTCOME: Best case scenario is that the team member simply misunderstood me. Worst case is that she fully understands my recommendations, but still objects to them. If push my agenda, I run the risk of disrupting team dynamics, creating “sides”, or impacting my reputation/working relationship with my superior. Plus, I’m not in an authority position on the team. If I retract my suggestion, we might be missing out on a great opportunity. Perhaps it’s not that I’ve been misunderstood, it’s that I haven’t provided enough evidence to support my suggestions, or I haven’t solicited appropriate feedback from team members; or maybe I’m the one who is missing the bigger picture and need to try to better understand why my superior doesn’t support my recommendations.
THE RACED METHOD EXAMPLE

You have a conflict with someone who is senior to you and is not your supervisor. Describe how you would handle it.

EXPERIENCE (OPTIONAL): *You can apply the STARS Acronym here

DECIDE: There are a few actions I would take in this scenario. 1. Ask for feedback on my recommendations, try to better understand why they weren’t supported. 2. If clarity is needed, I would ask to present my recommendations with more supporting evidence after the meeting over email, or at the next meeting – I would need some time to prepare myself. 3. After this, if my recommendations were still not supported by the decision makers, I would move ahead with the group consensus and continue to work hard to ensure the success of the project, even if I would have wanted to see it go in a different direction. Although I might feel a bit deflated, I know that when working in a group setting, it's important to have a strong team dynamic and to all be working towards the same goals. Flexibility and adaptability are qualities that I value and strengths that I possess. I wouldn’t want to impact future working relationships by creating tension or disrespecting the ideas of others.
Share a story from a similar experience, and in the summary part of your response, connect it back to the original question. Or treat the question as a situational question and use the RACED model to work through your response.
PANDEMIC RELATED QUESTIONS

1. What have you learned about yourself during the pandemic?
2. Can you do the job while working from home?
3. Are you willing to work from an office when the pandemic is over?
4. How have you been spending your time?
5. Do you have any questions for us?

ILLEGAL QUESTIONS
MAKING A GOOD Impression

Before
Show up on time; there is no excuse for being late. Greet each person you meet with a smile. Initiate and participate in casual conversations. Turn off all mobile devices/notifications.

During
Introduce yourself with confidence. If possible, try to observe the interviewers' communication style and mirror it. Slow down. Use pauses as a strategy to avoid um’s and ah’s, and to avoid talking over others. Try to avoid playing with your hair or jewelry, crossing your arms, slouching in the chair, or leaning over a table. Smile!

After
Send a thank-you note within 24 hours. Ask for feedback. Write down the questions you were asked. Reflect on and learn for your next interview. Stay positive.
TIPS FOR YOUR VIRTUAL INTERVIEW

BACKGROUND
Keep it simple. A blank wall, something neutral. OR, create a background that says something about who you are as a candidate.

LIGHTING + SETUP
Keep the camera at eye level, don’t cut off the top of your head, and avoid light sources that are behind you.

TESTING YOUR TECH
Do a test run with a friend. Ensure audio and video are working properly. Move closer to your router if your connection is spotty.

DISTRACTIONS
Turn off your computer and phone notifications and set up in a quiet, distraction-free area.
VIRTUAL WAYS TO PRACTICE

Virtual Mock Interview
Book a 45-60 minute, video recorded Zoom session with one of our Career Education staff members. Limit of one per term.

Peer Mock Interview
Starting October 13, 2020, get basic feedback on your interview skills from a Career Profile Advisor in this virtual 30-minute session. No session limits!

Interactive Module
A short interview skills module that will cover what employers are looking for, how to best prepare, and effective response strategies.

Interview Stream
Log in and practice from the comfort of home. Access over 1500 interview questions and video record your responses.

REQUEST A MOCK INTERVIEW
BOOK A PEER MOCK INTERVIEW
GO TO COMPLETE STUDENT
ACCESS INTERVIEW STREAM
1. Tell me about yourself
2. What are your strengths?
3. What is one weakness you need to improve?
4. Discuss a time when you were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).
5. What is your greatest achievement and why?
6. Tell me about a time when a group project you were working on failed.
We help students prepare for and pursue meaningful work.

We support students in better understanding who they are and who they want to become.

WORKSHOPS
Attend sessions on your LinkedIn profile, growing your professional network, virtual job search strategies and improving your resume and cover letter.

CAREER APPOINTMENTS
1:1 support with virtually ANY career related topic! We are also well-equipped to support mental health concerns impacting your career success.

WERC
Your one-stop-shop for personalized feedback on resumes, cover letters, CVs, LinkedIn profiles and starting October 13, with interview practice too!

ONLINE RESOURCES
Real examples, up-to-date articles, and accessible career resources that address our most popular career questions.
THANK YOU

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