



Job Interview Preparation teaching guide

Full narration transcripts and post video evaluations

Use this guide alongside the introduction and complete teaching videos. The three-question check after each teaching lesson is the same assessment found in the course. Attempt it before reading its explanations. The course articles retain the full practical activities and a separate final assessment.

All 6 of 6 source lessons have complete narrated teaching videos, plus a short course introduction. The 18 existing lesson questions are reused as post-video checks. The separate 12-question final is preserved.

Voiceover Generated with AIDOCMAKER.COM

Learning time

Measured video time including introduction: 49.45 minutes. Estimated total learning workload: 5.82 hours.

Only video duration is measured. Reading, practice and evaluation time are planning estimates. They are not attendance records, observed study time or academic credit hours.

Measured introduction and lesson MP4 runtime/60 + original source non-video planning estimate of 300 minutes. The same lesson assessments are counted once. The source budgets 60 minutes for reading and rereading, 210 minutes for lesson practice, and 30 minutes for the final and review. The same lesson checks are reused with the videos and treated as included in the lesson blocks; the source gives no separate quiz allocation. That inclusion is a conservative planning inference. These blocks are not observed study times.

Course introduction

Welcome to Job Interview Preparation, a free Shadykone course by Shady. Across six lessons, you will research a role, give a clear introduction, and explain your experience with examples you can support. No previous interview experience is required.

Keep one target vacancy beside you, or use the fictional practice role. Build a research brief, introduction cues, STAR cards and a logistics plan. Download the guide and worksheets, then use the question bank for a mock interview.

Pause for each exercise and complete the three lesson questions. Finish with the separate final assessment and review your practice using the rubric. Adapt every model to your own facts. Preparation supports a better conversation, but it cannot guarantee a job offer.

Lesson 1 Research the employer and role

Video duration 7:52. Narration transcript follows.

Research the employer and role

In lesson one, we will research the employer and role. Keep the vacancy beside you and prepare a short research brief. You will separate stated facts from assumptions, match requirements to honest evidence, and turn unanswered questions into useful interview questions.

The job title is only a starting point

An interview is easier to prepare for when you can describe the work in plain language. Save the job description and read it twice. On the first pass, identify what the employee will actually do. On the second, underline the skills, knowledge and working arrangements mentioned. A title such as assistant or coordinator may cover very different tasks at different employers.

A requirement map creates priorities

Create three columns on paper: requirement, my evidence, question to clarify. Select three to five priorities, rather than trying to make every word equally important. Repeated tasks, essential criteria and stated outcomes are useful clues. A clue is not proof of the interviewer's scoring system. If the description is vague, mark the uncertainty.

Research facts need a source

Use the employer's official website and the original vacancy first. Record what it provides, whom it serves, where the role sits, and one current activity relevant to the vacancy. Add a source link and the date beside each fact. An undated slogan is weak evidence of a current priority. Reviews or news can raise questions, but one anonymous account does not establish the whole workplace culture.

A fact leads to a useful question

Turn research into a reasoned connection. If an organization serves customers in several time zones and the role mentions handovers, you can ask how the team shares unresolved issues. Do not claim to know its internal workflow. Write "The vacancy mentions handovers" rather than "Your handover process is broken." Research should improve your questions, not encourage assumptions about people.

Experience has several possible settings

Consider paid work, study, volunteering, community activity and independent projects. Name the setting accurately. Organizing a study group can demonstrate scheduling and follow-through; it does not make you a professional project manager. For each requirement, identify one action you personally took and one observable result. If there is no match yet, prepare a learning plan rather than inventing one.

A requirement linked to evidence

Example requirement map: the vacancy asks for accurate records. Your evidence is checking a volunteer sign-up list against confirmation emails and correcting duplicates. Your question is how the team checks data quality. A gap might be an unfamiliar database. An honest response is that you have not used that system yet, followed by related tools you really have used and how you would learn.

Why this role needs a connection

A useful “Why this role?” answer connects a real feature of the work to a skill or interest you can support. Avoid praising the organization in broad terms. Choose one or two specific points, say why they matter to you, then show relevant evidence. Interest and capability are different: wanting to work with customers is strengthened by an example of listening carefully and resolving a misunderstanding.

The stronger motivation answer

Bad answer: “You are the best company, and I can do anything.” Better answer: “The role includes answering customer questions and keeping clear records. In my volunteer shift I checked requests against the sign-up list and explained next steps to visitors. I would like to develop those skills in a customer-support team.” This is a fictional teaching example. Replace it with your own facts; do not adopt the experience.

The course s fictional practice vacancy

Our practice employer is Meadow Learning Supplies. Its customer support assistant answers routine product enquiries, keeps accurate request records, organises follow-up tasks and refers issues beyond their authority to a supervisor. Training is provided on the internal system. Pay, hours, location and the selection process are intentionally unspecified. Those details belong in your question column.

Create your one page research brief

Now work on your own version. Keep the fictional examples labelled as examples, and use only your own truthful facts for a real application. The complete practice has the following steps.

Practice steps 1 and 2

Step 1. Choose one real vacancy or use the supplied fictional practice role. Write a one-sentence description of the work. Step 2. List three requirements. Match each to one truthful example, or label it a gap.

Practice steps 3 and 4

Step 3. Record two employer facts with their source and date. If using the fictional role, label all employer details as fictional. Step 4. Prepare one specific reason for applying and two questions that your research cannot answer.

A model one page research brief

A fictional applicant could match visitor support to clear communication, a checked volunteer sign-up list to record accuracy, and a study-group schedule to organising follow-up. Record the specific personal action beside each. If the applicant has not used the internal system, label that as a gap and explain a realistic learning approach.

Facts and questions stay separate

For the practice role, two stated facts are that the job includes routine product enquiries and provides internal-system training. Label both as fictional and cite the course practice vacancy and the date in your notes. Two useful open questions are: What hours and location does the role involve? And how does the team organise training and supervision? Do not turn those unknowns into promises.

Check 1 of 3

Which is the strongest first research source? Option A: A rumor in an unrelated forum Option B: The original vacancy and employer website Option C: A generic answer copied from another applicant Pause and choose your answer.

Check 2 of 3

You have not used a required scheduling tool. What should you say? Option A: Claim expertise because another tool looks similar Option B: Avoid the subject even when asked Option C: State the gap, describe related experience and explain a realistic learning approach Pause and choose your answer.

Check 3 of 3

Which research note is most useful? Option A: "The vacancy mentions weekend shifts; I need to ask about the rota." Option B: "Every employee must dislike weekend work." Option C: "The company is perfect." Pause and choose your answer.

Answer 1 explained

The correct answer is B: The original vacancy and employer website Start with material tied directly to the role. Other sources can add context, but rumors and copied answers do not establish the requirements.

Answer 2 explained

The correct answer is C: State the gap, describe related experience and explain a realistic learning approach Related experience can be valuable, but it must not be presented as direct experience with an unfamiliar tool.

Answer 3 explained

The correct answer is A: "The vacancy mentions weekend shifts; I need to ask about the rota." It identifies a source-backed condition and a genuine open question. The other notes are unsupported generalizations.

Your completion check

Can a reader distinguish the employer's stated facts, your interpretation and what you still need to ask? When you can meet this check, record your answers to the same three questions in the check directly after this video. Review any explanation you need. These are the same lesson questions you just practised.

Post video evaluation

Answer all three questions independently. The answer key follows. These checks are separate from the final module assessment.

1. Which is the strongest first research source?

- A. A rumor in an unrelated forum
- B. The original vacancy and employer website
- C. A generic answer copied from another applicant

2. You have not used a required scheduling tool. What should you say?

- A. Claim expertise because another tool looks similar
- B. Avoid the subject even when asked
- C. State the gap, describe related experience and explain a realistic learning approach

3. Which research note is most useful?

- A. "The vacancy mentions weekend shifts; I need to ask about the rota."
- B. "Every employee must dislike weekend work."
- C. "The company is perfect."

Answer key

1. The original vacancy and employer website

Start with material tied directly to the role. Other sources can add context, but rumors and copied answers do not establish the requirements.

2. State the gap, describe related experience and explain a realistic learning approach

Related experience can be valuable, but it must not be presented as direct experience with an unfamiliar tool.

3. "The vacancy mentions weekend shifts; I need to ask about the rota."

It identifies a source-backed condition and a genuine open question. The other notes are unsupported generalizations.

Lesson 2 Answer tell me about yourself

Video duration 7:50. Narration transcript follows.

Answer tell me about yourself

In lesson two, we will build an answer to tell me about yourself. Start from your relevant experience and the role you want. You will practise a short version and a fuller version, using clear evidence and cue words so you can adapt when the question changes.

An introduction gives useful context

“Tell me about yourself” is a broad invitation. Use it to establish the experience and direction most relevant to this conversation. You do not need to give your entire life history. Begin with what you do now, or the most useful context for the role, then add evidence and explain why this next step makes sense.

Practice has a useful time guide

For practice, use three prompts: current focus, relevant evidence, reason for this role. These are course prompts, not a rule every employer uses. Aim for roughly 60 to 90 seconds when practicing, then adapt to the question and any time limit. A shorter screen may need 30 seconds. If asked to walk through your whole CV, include a little more chronology.

An action explains a strength

“Hardworking,” “friendly” and “organized” are claims. A small, specific example helps the interviewer understand what you mean. Instead of listing five traits, choose one or two strengths relevant to the vacancy and show a behavior. You can explain that you organized weekly study sessions, kept an attendance record, or practiced a new tool, if those things really happened.

The language should sound like you

Use everyday words you would normally say. Explain unfamiliar course titles or acronyms. Do not exaggerate the duration, independence or professional level of an activity. Say you assisted rather than led when that is accurate. If you are changing careers, identify the skill that carries across and the part you still need to learn.

The vague introduction lacks evidence

Bad answer: “I’m a perfectionist and a people person. I’ve done lots of things and just need a job. I’m the perfect candidate.” It offers little evidence, does not identify the work, and makes an absolute claim.

A first job introduction with evidence

Better first-job example: “I recently completed a business administration course, where I practiced spreadsheets and organizing information. For a group assignment I maintained our task list and reminded the team about agreed deadlines.

A first job introduction with evidence

I'm now looking for an entry-level support role where I can use that attention to detail and learn your customer-service processes. The record-keeping and enquiry work in this vacancy are what interested me." This fictional example demonstrates a structure, not experience you may claim.

A career change introduction

Better career-change example: "My background is in retail, where I handled enquiries and kept shift handover notes. I found I most enjoyed solving practical problems and explaining the next step clearly. I'm now moving toward office support, and I've been practicing document and spreadsheet tasks. This position interests me because it combines communication with careful administration." Use only the elements supported by your history.

Cues help the answer stay flexible

Write an initial draft, then reduce it to three or four cue words. Rehearse from the cues rather than reading a paragraph. Record yourself only if comfortable, or ask a trusted person to listen. Notice where a listener needs more context and where you repeat yourself. You can pause, breathe normally and restart a sentence without treating it as failure.

Each claim creates a follow up

Prepare a short follow-up for each claim. If you mention a spreadsheet project, be ready to explain what you personally did, what was difficult and what you learned. If you mention teamwork, describe one interaction. An introduction should create truthful paths for the next question. Avoid adding impressive phrases that you cannot explain naturally.

The structure inside the model

Look at the first-job answer. Its opening states a completed business administration course. The middle gives the applicant's contribution: maintaining a task list and reminding the group about agreed deadlines. The ending connects that evidence to support work involving records and enquiries. None of those parts depends on calling the applicant perfect.

Build and test two introductions

Now work on your own version. Keep the fictional examples labelled as examples, and use only your own truthful facts for a real application. The complete practice has the following steps.

Practice steps 1 and 2

Step 1. Write your current focus in one sentence. Add one relevant, true example. End with why this role fits your direction. Step 2. Underline each claim about skill or experience. Write evidence beside it, or revise it.

Practice steps 3 and 4

Step 3. Practice a 30-second version and a 60-to-90-second version. Time them without rushing. Step 4. Ask a listener to name the role you want and the evidence they heard. Revise anything they could not identify.

A short fictional version

A short version could be: I recently completed a business administration course and practised organising information. During a group assignment, I kept our task list and reminded the team about deadlines. I am seeking an entry-level support role where I can use those skills and learn your customer-service processes. Time your own version without rushing.

The longer version adds useful evidence

For sixty to ninety seconds, add genuine detail to the relevant example: what you tracked, what you personally did, and what you learned. Do not pad with unrelated history. The cue card might say course, task list, support role. Ask a listener to identify the role and the evidence. If either is unclear, revise that part and practise again.

Check 1 of 3

What should a useful introduction emphasize? Option A: Relevant background, evidence and reason for the role Option B: Every detail of your personal history Option C: Only a list of positive adjectives Pause and choose your answer.

Check 2 of 3

Which claim is best supported? Option A: "I am always perfect." Option B: "I'm excellent at everything." Option C: "I kept our group assignment task list and checked agreed deadlines." Pause and choose your answer.

Check 3 of 3

What is the best way to use a model answer? Option A: Memorize its experiences as your own Option B: Use its structure, replacing every claim with your actual experience Option C: Read it word for word regardless of the question Pause and choose your answer.

Answer 1 explained

The correct answer is A: Relevant background, evidence and reason for the role A focused introduction gives the interviewer a usable starting point. Relevant detail matters more than length or self-praise.

Answer 2 explained

The correct answer is C: "I kept our group assignment task list and checked agreed deadlines." The third option describes a specific action that can be explored in a follow-up. Absolute claims are hard to support.

Answer 3 explained

The correct answer is B: Use its structure, replacing every claim with your actual experience Examples teach organization. They are not permission to borrow someone else's history or ignore the question.

Your completion check

Does the answer sound like you, identify relevant evidence and leave room for conversation? When you can meet this check, record your answers to the same three questions in the check directly after this video. Review any explanation you need. These are the same lesson questions you just practised.

Post video evaluation

Answer all three questions independently. The answer key follows. These checks are separate from the final module assessment.

1. What should a useful introduction emphasize?

- A. Relevant background, evidence and reason for the role
- B. Every detail of your personal history
- C. Only a list of positive adjectives

2. Which claim is best supported?

- A. "I am always perfect."
- B. "I'm excellent at everything."
- C. "I kept our group assignment task list and checked agreed deadlines."

3. What is the best way to use a model answer?

- A. Memorize its experiences as your own
- B. Use its structure, replacing every claim with your actual experience
- C. Read it word for word regardless of the question

Answer key

1. Relevant background, evidence and reason for the role

A focused introduction gives the interviewer a usable starting point. Relevant detail matters more than length or self-praise.

2. "I kept our group assignment task list and checked agreed deadlines."

The third option describes a specific action that can be explored in a follow-up. Absolute claims are hard to support.

3. Use its structure, replacing every claim with your actual experience

Examples teach organization. They are not permission to borrow someone else's history or ignore the question.

Lesson 3 Build truthful STAR examples

Video duration 7:29. Narration transcript follows.

Build truthful STAR examples

In lesson three, we will build truthful STAR examples. You will use a real event, explain your own contribution, and describe the result without inventing numbers. Keep a few notes ready for a story bank, and remember that a clearly labelled study or volunteer example can be useful for a first interview.

STAR organises a past event

A behavioral question asks about something that happened, often beginning with “Tell me about a time.” STAR is a way to organize the answer: Situation gives essential context; Task identifies the responsibility or problem; Action explains what you did; Result states what happened and what you learned. The National Careers Service describes these four parts and notes that useful examples can come from work, home or volunteering.

The facts come before polished wording

Choose the event before choosing impressive language. Write a rough timeline using facts you remember. Name the people by role where possible and omit private details. For a first interview, useful events may come from a class project, a club, volunteering or an independent learning task. Explain the setting plainly; a family responsibility is not paid employment.

The action reveals your contribution

Give enough context for the listener to understand the problem, then spend most of the answer on your decisions and actions. “We did well” does not show your role. You can say “Our group divided the work; I checked the sources and consolidated the references.” Give others credit, explain what you owned, and identify where someone else made the decision.

A result can be qualitative

A result does not need to be a percentage. It may be a corrected document, a completed task, fewer repeated questions, or specific feedback. Use a number only when you can explain where it came from. If you cannot verify an improvement, state what you observed without pretending it was measured. Some outcomes are mixed; explaining your adjustment can be more useful than describing a perfect ending.

The setback question needs evidence

Question: “Tell me about a time you dealt with a setback.” Bad answer: “My team was lazy, so I did everything and saved the project.” It blames others and gives no reliable detail.

A project setback with specific actions

Better fictional example: “During a college presentation project, one section was still missing two days before our deadline. I was responsible for assembling the final slides. I asked the group what was unfinished, agreed a shorter outline with them and made a shared checklist.

A project setback with specific actions

I completed my own section and combined the drafts as they arrived, then flagged two missing references so their authors could fix them. We submitted on time, but our rehearsal was rushed. Next time I would set an earlier draft deadline.”

The model s result is mixed

Here the situation is the group project; the task is assembling the presentation; the actions are checking, agreeing the outline, tracking and combining; the result includes on-time submission and a lesson. The speaker does not claim to have written every section or to have earned an invented grade. This example is a teaching scenario, not a story to present as your own.

A story bank creates choices

Collect four to six real events covering teamwork, a problem, a mistake, learning, initiative and competing priorities. One event can show more than one skill, but answer the actual question. A successful presentation may show planning; it will not necessarily answer a question about handling criticism unless feedback was part of the event.

Each story has an honest boundary

For each story, add a truthful limit: what you did not control, what you cannot quantify or what still went wrong. Practice follow-ups such as “What did you do personally?”, “Why that choice?” and “What would you change?” If no matching past event comes to mind, say so and offer a related example. If permitted, explain a hypothetical approach clearly as hypothetical. Never silently turn a possible future action into a past achievement.

Create three evidence cards

Now work on your own version. Keep the fictional examples labelled as examples, and use only your own truthful facts for a real application. The complete practice has the following steps.

Practice steps 1 and 2

Step 1. Choose three real events from any accurately labeled setting. Name the skill each may demonstrate. Step 2. Write one or two sentences for Situation and Task, three specific Action bullets, and an honest Result.

Practice steps 3 and 4

Step 3. Add one thing you learned and one limit on your claim. Remove unsupported numbers. Step 4. Say each answer aloud. Ask a partner to identify what you personally did and ask one follow-up.

A model STAR card

For the fictional presentation, write the situation as a missing section two days before the deadline. The task was to assemble the final slides. Three action bullets are: checked unfinished work and agreed a shorter outline; created a shared checklist and combined drafts; flagged two references for their authors to correct. The actions keep the applicant's own responsibility clear.

The result includes learning and a limit

The result is on-time submission with a rushed rehearsal. The learning is to set an earlier draft deadline. The limit is that other authors wrote and corrected their own sections, and no grade is claimed. Build three cards from your own events with the same level of honesty, then ask a partner to identify your action and challenge one detail.

Check 1 of 3

What does the A in STAR mean? Option A: Audience Option B: Action Option C: Ambition Pause and choose your answer.

Check 2 of 3

You know a process improved but did not measure the change. What should you do? Option A: Invent a plausible percentage Option B: Claim the biggest improvement possible Option C: Describe the change you observed and avoid an unsupported number Pause and choose your answer.

Check 3 of 3

Which is a truthful first-job example? Option A: A clearly labeled college project with your own actions Option B: A fictional management role presented as real Option C: A friend's achievement retold as yours Pause and choose your answer.

Answer 1 explained

The correct answer is B: Action Action is what you actually did. It is the part that lets the interviewer assess your approach.

Answer 2 explained

The correct answer is C: Describe the change you observed and avoid an unsupported number A concrete qualitative result is useful. An invented metric misrepresents the evidence.

Answer 3 explained

The correct answer is A: A clearly labeled college project with your own actions Education and other non-work settings can demonstrate skills when their context and your contribution are accurately described.

Your completion check

Could you explain each action, source of each number and the difference between your work and the team's work? When you can meet this check, record your answers to the same three questions in the check directly after this video. Review any explanation you need. These are the same lesson questions you just practised.

Post video evaluation

Answer all three questions independently. The answer key follows. These checks are separate from the final module assessment.

1. What does the A in STAR mean?

- A. Audience
- B. Action
- C. Ambition

2. You know a process improved but did not measure the change. What should you do?

- A. Invent a plausible percentage
- B. Claim the biggest improvement possible
- C. Describe the change you observed and avoid an unsupported number

3. Which is a truthful first-job example?

- A. A clearly labeled college project with your own actions
- B. A fictional management role presented as real
- C. A friend's achievement retold as yours

Answer key

1. Action

Action is what you actually did. It is the part that lets the interviewer assess your approach.

2. Describe the change you observed and avoid an unsupported number

A concrete qualitative result is useful. An invented metric misrepresents the evidence.

3. A clearly labeled college project with your own actions

Education and other non-work settings can demonstrate skills when their context and your contribution are accurately described.

Lesson 4 Handle common interview questions

Video duration 8:04. Narration transcript follows.

Handle common interview questions

In lesson four, we will handle common interview questions. You will recognise what kind of answer is needed, give evidence for strengths and development, and reason through situations within your authority. The goal is an honest answer to the question actually asked, including a clear limit when you do not know.

Different questions need different answers

Before speaking, decide whether the interviewer wants a fact, a past example, a reason or a proposed approach. “Tell me about a time you missed a deadline” needs a real past event. “What would you do if two deadlines conflicted?” asks you to reason about a hypothetical future. A motivation question asks why the work interests you. A knowledge question asks what you know or how you solve a role-specific problem.

Clarification supports a better answer

Listen to all parts of a multi-part question. You can ask, “Would you like a specific example from my course project?” or “When you say urgent, do you mean a safety issue or a time-sensitive customer request?” A brief pause is useful. If you lose the thread, acknowledge it and return to the requested point rather than filling the silence with unrelated detail.

A strength has a visible behaviour

For a strength, name a relevant behavior, give evidence and connect it to the role. Example: “I keep information organized. In our volunteer team I used a shared checklist so the next shift could see unfinished tasks.” This fictional example works because the behavior is visible. Adapt it only with your own facts.

Development has an improvement method

For a development area, choose something real, explain its effect and describe a specific improvement method. Avoid disguised praise such as “I care too much.” Better fictional example: “I used to include too much detail in written updates. I now start with the action needed, then add background below it. I ask a peer to tell me when the main point is unclear.” Do not pretend that a critical skill gap has already disappeared.

A mistake answer shows responsibility

A mistake answer can show responsibility. Describe what happened, your part, how you responded and the change you made afterward. Do not expose confidential information or identify a colleague unnecessarily. It is reasonable to say that the example is simplified to protect privacy.

The corrected reminder still had a consequence

Bad answer: “I never make mistakes; any problem was someone else’s fault.” Better fictional answer: “I once sent a study-group reminder with the wrong start time. When I noticed, I sent a correction, asked members to confirm they had seen it and updated the shared calendar.

The corrected reminder still had a consequence

One person still arrived early, so I apologized directly. I now check the date and time against the calendar before sending reminders.” The answer includes an imperfect consequence rather than a miraculous fix.

A hypothetical answer explains a sequence

For a hypothetical question, start by clarifying the goal and any safety, privacy or time constraints. Explain a sequence: understand the facts, prioritize, act within your authority, communicate and check the outcome. When an employer has a policy, say you would follow it or ask the appropriate person. Do not promise unauthorized refunds, access to private data or specialist actions outside your competence.

Conflicting requests need context

Example: “Two people request urgent help while you are finishing a deadline.” A useful answer is: “I would check the actual deadlines and impact of each request. If there is an immediate safety concern, I would follow the escalation procedure first. Otherwise I would agree priorities with the supervisor if needed, tell the people affected what I can do and when, and update them if that changes.” The exact priority depends on the role and facts.

A clear limit is useful information

State the limit clearly: “I haven’t used that system yet.” Add related knowledge, the first steps you would take and when you would seek support. If asked a technical question, explain your reasoning and assumptions instead of bluffing. Practice is useful preparation; using hidden live assistance contrary to the interview rules can misrepresent your work. Ask in advance which notes, tools or resources are allowed.

From an overclaim to a useful limit

Compare two responses to an unfamiliar system. I can use every system says nothing the interviewer can test. A more useful fictional answer is: I have not used your database. I have practised checking spreadsheet records. I would learn the approved workflow, try a supervised task, and ask for help before changing records I do not understand.

Practice five different answer types

Now work on your own version. Keep the fictional examples labelled as examples, and use only your own truthful facts for a real application. The complete practice has the following steps.

Practice steps 1 and 2

Step 1. Choose one motivation, one strength, one development, one past-example and one hypothetical question from the question bank. Step 2. Label each type before you answer. Use STAR only where it fits.

Practice steps 3 and 4

Step 3. Practice an answer, then ask a partner for one clarification or challenge. Step 4. Revise one vague claim into a concrete action and one overconfident claim into an accurate limitation.

The five answer outlines

For motivation, connect a real feature of the job to a supported interest. For a strength, name a behaviour and give evidence. For development, state a limitation, its effect and your improvement method. For a past example, select a real event and use STAR if it helps. For a hypothetical question, state assumptions and explain the steps you would take.

A model revision after feedback

Suppose your partner hears, I am organised, but no evidence. Replace it with the real action, such as using a shared checklist so the next volunteer shift could see unfinished tasks, only if that happened. Replace I know all systems with a precise skill and honest gap. Your five outlines pass when each answers its question and you can defend every claim.

Check 1 of 3

“What would you do if the instructions were unclear?” is mainly what kind of question? Option A: Hypothetical situation Option B: Request for your full life history Option C: Proof that you have already done the task Pause and choose your answer.

Check 2 of 3

Which is the strongest development answer? Option A: “I have no weaknesses.” Option B: A real limitation, its effect and a specific improvement action Option C: A fake weakness that is only praise Pause and choose your answer.

Check 3 of 3

An unfamiliar system comes up. What is the best response? Option A: Pretend to have used it Option B: Claim every system works identically Option C: Explain the gap and how you would learn or seek support Pause and choose your answer.

Answer 1 explained

The correct answer is A: Hypothetical situation It asks for a proposed approach. State assumptions and steps rather than inventing a past event.

Answer 2 explained

The correct answer is B: A real limitation, its effect and a specific improvement action A useful answer shows self-awareness and a credible improvement process without claiming instant perfection.

Answer 3 explained

The correct answer is C: Explain the gap and how you would learn or seek support. Honest boundaries allow the employer to understand both your current capability and your learning approach.

Your completion check

Does each response answer the actual question, remain truthful and show sound boundaries? When you can meet this check, record your answers to the same three questions in the check directly after this video. Review any explanation you need. These are the same lesson questions you just practised.

Post video evaluation

Answer all three questions independently. The answer key follows. These checks are separate from the final module assessment.

1. "What would you do if the instructions were unclear?" is mainly what kind of question?

- A. Hypothetical situation
- B. Request for your full life history
- C. Proof that you have already done the task

2. Which is the strongest development answer?

- A. "I have no weaknesses."
- B. A real limitation, its effect and a specific improvement action
- C. A fake weakness that is only praise

3. An unfamiliar system comes up. What is the best response?

- A. Pretend to have used it
- B. Claim every system works identically
- C. Explain the gap and how you would learn or seek support

Answer key

1. Hypothetical situation

It asks for a proposed approach. State assumptions and steps rather than inventing a past event.

2. A real limitation, its effect and a specific improvement action

A useful answer shows self-awareness and a credible improvement process without claiming instant perfection.

3. Explain the gap and how you would learn or seek support

Honest boundaries allow the employer to understand both your current capability and your learning approach.

Lesson 5 Practice for remote and in person interviews

Video duration 8:36. Narration transcript follows.

Practice for remote and in person interviews

In lesson five, we will prepare for remote and in person interviews. You will check practical arrangements, plan access needs and a backup route, then run a mock interview with focused feedback. Keep your worksheet nearby. The exercise ends with two revised answers and a plan based on confirmed details.

The logistics have to be specific

Check the date, time and time zone, expected length, format, location or meeting link, interviewer contact and any preparation task. For an in-person meeting, check the route, entrance, building access and arrival instructions. Allow time for travel disruption and finding the room. For a remote interview, confirm whether it is live, telephone or recorded; a recorded system may have strict preparation and submission limits.

Use the application the employer has

Keep a compact folder with the vacancy, the application you submitted, your cue card and your questions. Review the same version of your CV that the employer has. Follow any instructions about documents, identification or assessments. If an instruction seems unusual, verify it through an independently checked employer contact before sharing sensitive information.

The actual platform needs a test

Test the microphone, speakers, camera if used, connection and the actual meeting platform before the interview. Check charging and a stable place for the device. Reduce notifications and unnecessary noise where possible. A clear, ordinary background is enough; expensive equipment is not a course requirement. Check what other people can see or hear before screen sharing.

A backup is a communication plan

Prepare a backup contact method. If the connection drops, use the agreed route to explain the problem and ask whether to reconnect, switch to a phone call or reschedule. Avoid repeatedly talking over broken audio. Practice this short message: "The audio is cutting out. Could we pause briefly while I reconnect? If it continues, is a phone call possible?" Never assume a recorded answer can be re-recorded; check the rules before starting.

Access needs can be planned early

If you need an adjustment, contact the organizer early enough to discuss practical arrangements. You might ask about captions, an accessible entrance, written instructions, breaks or an alternative format. Availability and procedures vary by organization and location; this course does not determine legal entitlement. You can describe the practical barrier and request without putting private medical details in a practice worksheet.

Feedback measures relevant communication

A sample request is: "I'm preparing for the interview on [date]. Could you confirm whether live captions can be enabled and whether the task instructions will also be available in writing?" Adapt it to your needs and ask how to arrange it securely if more information is necessary.

Feedback measures relevant communication

Focus your practice feedback on clarity and job-relevant evidence. Accent, disability-related behavior, eye contact style and expensive clothing are not measures in this course's scoring rubric.

A mock includes unfamiliar follow ups

Use a partner, a careers adviser if available, or self-practice. Select six questions without rehearsing them in the same order every time. Allow about 20 minutes for answers and employer questions, then 10 minutes for feedback. Ask the interviewer to include one follow-up such as "What did you do personally?" and one uncertainty such as a changed priority.

Useful feedback names missing evidence

The observer should note specific evidence rather than impressions like "be more confident." Helpful feedback is "I could identify the problem and result, but I did not hear your action." Choose two improvements only for the next round. If you record yourself, do so privately and get consent before recording anyone else. You can practice without recording at all.

A pause or correction is part of conversation

Nerves do not mean you lack ability. Practice saying, "Let me take a moment to choose the most relevant example," or "Could you repeat the second part?" If you realize an answer was unclear, offer a short correction. Follow the interviewer's lead on length. You do not need to perform a flawless script. A focused, honest conversation gives more useful information than a rushed recital.

A technical problem needs an update

Bad response to a dropped connection: disappear and send nothing. Better response: use the agreed contact, explain the issue briefly and ask for the next step. A technical problem may be outside your control; your plan should make communication easier, not promise that every problem can be prevented.

Applying the five criterion rubric

The worksheet rubric scores role relevance, truthful evidence, answer structure, listening and judgment, and practical readiness. Each uses levels one to four. Ground a score in something you heard or checked. For example, a clear team outcome with no personal action needs a more specific contribution. A requested adjustment is still pending until the arrangement is confirmed.

Complete one mock and one repair round

Now work on your own version. Keep the fictional examples labelled as examples, and use only your own truthful facts for a real application. The complete practice has the following steps.

Practice steps 1 and 2

Step 1. Fill in the interview logistics and accessibility plan in the worksheet. Test the relevant route or platform. Step 2. Run six questions from the bank and ask two employer questions. Record notes, with recording optional.

Practice steps 3 and 4

Step 3. Score the five rubric criteria using observable evidence. Ask for one example behind each low score. Step 4. Repeat your two weakest answers after revising them. Write what changed.

A model mock interview record

A useful record names the format, time zone, verified contact and backup, and marks any access arrangement as confirmed or still pending. After six questions and two employer questions, score each rubric criterion with an observable example. A score alone is not feedback. Write what the speaker said or what the logistics check established.

Two answers get a repair round

Suppose one answer gave only the team result, and another answered a hypothetical question with an unrelated story. Repair the first by naming your personal action. Repair the second by clarifying the situation and explaining a proposed sequence. Repeat both and note the change. Keep recording optional, and obtain consent before recording another person.

Check 1 of 3

What should you do before a recorded video interview? Option A: Assume unlimited retakes Option B: Check time limits, allowed preparation and submission rules Option C: Submit a test recording as the final answer Pause and choose your answer.

Check 2 of 3

Which practice feedback is most useful? Option A: "Your accent is wrong." Option B: "Buy expensive clothes." Option C: "Your answer explained the situation but not your own action." Pause and choose your answer.

Check 3 of 3

You need captions to participate effectively. What is a practical next step? Option A: Contact the organizer to discuss the arrangement in advance Option B: Assume every platform has captions enabled Option C: Put private medical records in a public practice document Pause and choose your answer.

Answer 1 explained

The correct answer is B: Check time limits, allowed preparation and submission rules Recorded systems differ. Check their instructions before beginning any timed or final submission step.

Answer 2 explained

The correct answer is C: “Your answer explained the situation but not your own action.” The third comment targets evidence and answer quality. Accent and spending are not job-relevant measures in this rubric.

Answer 3 explained

The correct answer is A: Contact the organizer to discuss the arrangement in advance. An early practical request lets you confirm arrangements. Avoid unnecessary disclosure and do not assume a feature is active.

Your completion check

Are the connection or travel backup and any requested adjustments confirmed rather than merely assumed? When you can meet this check, record your answers to the same three questions in the check directly after this video. Review any explanation you need. These are the same lesson questions you just practised.

Post video evaluation

Answer all three questions independently. The answer key follows. These checks are separate from the final module assessment.

1. What should you do before a recorded video interview?

- A. Assume unlimited retakes
- B. Check time limits, allowed preparation and submission rules
- C. Submit a test recording as the final answer

2. Which practice feedback is most useful?

- A. “Your accent is wrong.”
- B. “Buy expensive clothes.”
- C. “Your answer explained the situation but not your own action.”

3. You need captions to participate effectively. What is a practical next step?

- A. Contact the organizer to discuss the arrangement in advance
- B. Assume every platform has captions enabled
- C. Put private medical records in a public practice document

Answer key

1. Check time limits, allowed preparation and submission rules

Recorded systems differ. Check their instructions before beginning any timed or final submission step.

2. “Your answer explained the situation but not your own action.”

The third comment targets evidence and answer quality. Accent and spending are not job-relevant measures in this rubric.

3. Contact the organizer to discuss the arrangement in advance

An early practical request lets you confirm arrangements. Avoid unnecessary disclosure and do not assume a feature is active.

Lesson 6 Ask questions and plan your next steps

Video duration 8:44. Narration transcript follows.

Ask questions and plan your next steps

In lesson six, we will ask useful employer questions and plan the steps after an interview. You will practise a factual follow-up and build an offer-review checklist around your own priorities. Keep confirmed details separate from assumptions and leave any decision or commitment until you have chosen it.

Your questions help you decide

An interview also gives you information for your own decision. Prepare four or five questions and select the most useful two or three based on what has already been covered. Ask about responsibilities, success measures, training, supervision, workload, working arrangements or the selection timeline. You can ask for an example if an answer is too general.

Specific topics deserve clear answers

Useful questions include: “Which tasks would be most important in the first three months?”, “How are new starters trained?”, “How does the team decide priorities when requests conflict?” and “What are the next steps and expected timing?” If the job description leaves hours or location unclear, clarify them. Ask about compensation and benefits respectfully when relevant, rather than treating them as forbidden topics or the only matters to discuss.

A concrete question produces usable detail

Bad question: “Is this a good place to work?” Better question: “How does the manager give feedback, and how often would a new starter meet with them?” Bad question: “Can I get promoted quickly?” Better question: “What skills would someone need to demonstrate before taking on more responsibility?” Specific questions make it easier to compare an answer with your needs.

The answer changes your next question

Listen rather than reading your entire prepared list. If the interviewer has already explained training, ask a follow-up about an unclear detail. Do not ask for confidential information about clients or other candidates. Write down important information afterward, separating what was promised, what was described as typical and what remains uncertain.

A debrief creates a useful record

After the interview, note the questions asked, evidence you gave, details you learned and one thing to improve. Where appropriate, a brief thank-you message can acknowledge the conversation and reinforce relevant interest. Respect an employer's instructions about contact. If they gave a timeline, use it to judge when an update request is appropriate; daily reminders are rarely helpful.

A thank you template needs your facts

Editable thank-you example: "Hello [name], thank you for speaking with me about the [role] position today. Our discussion of [specific task] helped me understand the role. My experience with [true relevant example] is particularly relevant to that work."

A thank you template needs your facts

I'm interested in the opportunity and happy to provide any additional information you need. Best, [name]." Remove any sentence that is not accurate. This is a draft template, not a message to send unchanged.

An update request follows the timeline

Editable update request: "Hello [name], I'm following up on the [role] interview on [date]. You mentioned an update around [timeframe]. Is there any news on the next steps? Thank you, [name]." If no date was agreed, use a reasonable interval for the employer's process and keep the request brief. Do not invent a competing offer to create urgency.

Written terms clarify the offer

If offered a role, request the terms in writing and check what you understand before making a commitment. Review the role and responsibilities, pay amount and currency, pay frequency, hours, location or remote expectations, start date, benefits, reporting line, response deadline and any stated conditions. Distinguish guaranteed pay from variable or discretionary elements. Check any unresolved questions with the employer.

Practical fit depends on your priorities

Use your own priorities to evaluate practical fit: travel time and costs, schedule, learning, accessibility, support and the work itself. This course does not tell you whether to sign a contract or establish legal rights, tax treatment or employment status. For those questions, seek appropriate qualified local advice. Do not assume a verbal statement overrides written terms, or that a deadline can be ignored.

Each outcome can inform the next attempt

A good interview does not guarantee a job, salary or promotion. Decisions can depend on factors you cannot observe. If you do not receive an offer, you can ask for feedback when appropriate and review your own evidence. Keep useful stories, adjust unclear answers and continue your search. If an offer does not fit your needs, seek clarification before deciding. The purpose of preparation is better communication and a more informed decision.

From a vague question to a useful one

Imagine the interviewer has described training but not supervision. Instead of asking whether the company is a good place to work, ask: How often would a new starter meet with the manager, and what feedback would those meetings cover? The answer gives you practical information to compare with the support you need.

Prepare your closing and follow through

Now work on your own version. Keep the fictional examples labelled as examples, and use only your own truthful facts for a real application. The complete practice has the following steps.

Practice steps 1 and 2

Step 1. Choose three employer questions that matter to your decision and are not already answered. Step 2. Draft a thank-you or update message using only real details. Keep it unsent until relevant.

Practice steps 3 and 4

Step 3. List your three most important offer considerations and the information needed to assess each. Step 4. Complete the final assessment and choose one practice action from the rubric.

A model closing pack

A fictional closing pack might ask about the first three months' priorities, how new starters receive feedback, and the next steps in selection. Remove any question the interviewer already answered. Keep the follow-up draft unsent until there is a real conversation to reference, then replace every placeholder and verify the names, role and date.

The offer checklist follows your decision

Choose three priorities of your own. For example, schedule needs the written hours and any shift expectations; travel needs the location and office-day expectation; learning needs information about training and supervision. These are examples, not a recommendation to accept an offer. Keep confirmed terms, questions and your personal priorities distinct, then complete the final assessment and choose one practice action.

Check 1 of 3

Which question is most likely to produce useful detail? Option A: "Is everything perfect here?" Option B: "Will I definitely be promoted?" Option C: "How would you assess a new starter's progress in the first three months?" Pause and choose your answer.

Check 2 of 3

The employer gave a response timeline that has not passed. What is usually best? Option A: Respect that timeline and any contact instructions Option B: Send repeated daily demands Option C: Invent another offer Pause and choose your answer.

Check 3 of 3

What should you do with an offer before deciding? Option A: Rely only on the job title Option B: Review written terms and clarify important uncertainties Option C: Assume benefits and remote work are identical everywhere Pause and choose your answer.

Answer 1 explained

The correct answer is C: “How would you assess a new starter’s progress in the first three months?” It asks about a concrete process. Absolute or guaranteed outcomes are not something an interview question can establish.

Answer 2 explained

The correct answer is A: Respect that timeline and any contact instructions The stated process is a useful guide. Repeated pressure or false claims can undermine trust.

Answer 3 explained

The correct answer is B: Review written terms and clarify important uncertainties The actual terms and practical fit matter. This course cannot determine legal meaning or guarantee an outcome.

Your completion check

Have you separated confirmed terms from assumptions and avoided commitments you have not chosen to make? When you can meet this check, record your answers to the same three questions in the check directly after this video. Review any explanation you need. These are the same lesson questions you just practised. Then complete the separate twelve-question final assessment and review the questions you missed.

Post video evaluation

Answer all three questions independently. The answer key follows. These checks are separate from the final module assessment.

1. Which question is most likely to produce useful detail?

A. “Is everything perfect here?”

B. “Will I definitely be promoted?”

C. “How would you assess a new starter’s progress in the first three months?”

2. The employer gave a response timeline that has not passed. What is usually best?

- A. Respect that timeline and any contact instructions
- B. Send repeated daily demands
- C. Invent another offer

3. What should you do with an offer before deciding?

- A. Rely only on the job title
- B. Review written terms and clarify important uncertainties
- C. Assume benefits and remote work are identical everywhere

Answer key

1. “How would you assess a new starter’s progress in the first three months?”

It asks about a concrete process. Absolute or guaranteed outcomes are not something an interview question can establish.

2. Respect that timeline and any contact instructions

The stated process is a useful guide. Repeated pressure or false claims can undermine trust.

3. Review written terms and clarify important uncertainties

The actual terms and practical fit matter. This course cannot determine legal meaning or guarantee an outcome.