



Transition Task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

OALCF Task Cover Sheet

Task Title: Behavioural Job Interviews

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: Understand how to answer behaviour based questions using a particular method.	
Competency: A: Find and Use Information B: Communicate Ideas and Information	Task Group(s): A1: Read continuous text A2: Interpret documents B1: Interact with others B2: Write continuous text B3: Complete and create documents
Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information A2.1: Interpret very simple documents to locate specific details B1.2: Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions B2.2: Write texts to explain and describe information and ideas B3.2a: Use layout to determine where to make entries in simple documents	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Pen and paper• Attached document – Behavioural Job Interviews• Work with an instructor or partner	



Transition Task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

Task Title: Behavioural Job Interviews

Learner Information and Tasks:

Behavioural Interviews look at how you solve a problem or handle a work related conflict. This gives a prospective employer an opportunity to see how you will react in the future. Understanding how to answer these types of questions will provide you with the skills to answer them effectively in an interview. Read the document "Behavioural Interviews" and answer the following questions:

Task 1: What does S.T.A.R. stand for?

Task 2: Why do employers use a behavioural type of interview?

Task 3: Complete either method for the following scenarios. Try to relate each question to a situation in your work life.

- a) Provide an example of a time when you had too many things to do and you were required to prioritize.

Situation / Define	
Task / Generate	
Action / Evaluate	
Result / Implement	

- b) Provide an example of a time when you used your fact finding skills to solve a problem.

Situation / Define	
Task / Generate	
Action / Evaluate	



Transition Task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

Result / Implement	
---------------------------	--

- c) Provide an example of a time when you worked with someone who wasn't doing their share of the work.

Situation / Define	
Task / Generate	
Action / Evaluate	
Result / Implement	

- d) Tell me about a situation in the past year when you had to deal with a very upset customer or co-worker.

Situation / Define	
Task / Generate	
Action / Evaluate	
Result / Implement	

Task 4: Work with a partner or your instructor to work through the two following behavioural questions.

- a) Describe a time when you felt it was necessary to modify or change your actions in order to respond to the needs of another person.

- b) Describe the most significant written document, report, or presentation that you've completed.



Transition Task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

Behavioural Job Interviews

An employer asks questions that are related to situations where you were required to solve a problem, or resolve a conflict. This helps employers understand how you will react to situations in the future.

It is always a good habit to be prepared for these types of questions. You will have had experiences throughout your life to fall back on even if you don't have much employment experience. Think about a time when you had to decide about a problem your child may have had at school and how you had to handle it or possibly a conflict with a landlord regarding a repair that has not been completed to your satisfaction.

There are many ways to approach behavioural interview questions and below are two ways to think about them. *Both methods are very effective and can demonstrate your performance in your employment.*

One method used is called S.T.A.R. which stands for Situation, Task, Action and Result.

Situation - Think of a situation that you were involved in that had a positive outcome.

Task - Describe the tasks involved in the situation

Action - Specify what actions you took to complete the tasks

Result - What results followed due to your actions?

Another way to think about this is the strategy for problem-solving

Define - This stage involves: a period of observation, careful inspection, fact-finding and developing a clear picture of the problem

Generate - During this stage you will generate a range of possible courses of action, but with little attempt to evaluate them at this stage.

Evaluate - This stage involves careful analysis of the different possible courses of action and then selecting the best solution for implementation

Implement - This stage involves accepting and carrying out the chosen course of action



Transition Task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

An example of steps to follow

Define/Situation

I want to take a job, but I don't have the transportation to get there and I don't have enough money to buy a car.

Task/Generate

Do I need to drive to work?

Do I need money to buy a car?

Do I want a job?

Action/Evaluate

I can take the job and use public transportation to get there.

I can get support for the transportation

Result/Implement

Take the job

Begin to save money to buy a car

Question: Give me an example of an important goal you had to set and tell me about your progress in reaching that goal.

Define/Situation

Set an important goal and monitor progress

Task/Generate

Talked with colleagues to ask for help

Wrote out obstacles/barriers

Action/Evaluate

Looked at results of discussion with colleagues and obstacles

Result/Implement

Decided to move forward regardless of obstacles and re-evaluate as each obstacle arose



Transition Task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

Task Title: Behavioural Job Interviews

Answer Key

Task 1: What does S.T.A.R. stand for?

Situation, Task, Action, and Result

Task 2: Why do employers use a behavioural type of interview?

This helps employers understand how you will react to situations in the future.

Task 3: Complete either method for the following scenarios. Try to relate each question to situation in your work life.

a) Tell me about a time when you had too many things to do and you were required to prioritize.

This answer will be subjective and based on the experience of the learner

b) Provide an example of a time when you used your fact finding skills to solve a problem.

This answer will be subjective and based on the experience of the learner

c) Give me an example of a time when you worked with someone who wasn't doing their share of the work.

This answer will be subjective and based on the experience of the learner

d) Tell me about a situation in the past year when you had to deal with a very upset customer or co-worker.

This answer will be subjective and based on the experience of the learner

Task 4: Work with a partner or your instructor to work through the two following behavioural questions.

The answers to these questions will be subjective and based on the experience of the learner and the instructor. It will give the learner an opportunity to respond to immediate feedback.

a) Describe a time when you felt it was necessary to modify or change your actions in order to respond to the needs of another person.



Transition Task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

- b) Describe the most significant written document, report, or presentation that you've completed.

Task Title: Behavioural Interview

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> reads short texts to locate a single piece of information 			
	<ul style="list-style-type: none"> follow simple, straightforward instructional texts 			
A1.2	<ul style="list-style-type: none"> scans text to locate information 			
	<ul style="list-style-type: none"> locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> makes low-level inferences 			
	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			
A2.1	<ul style="list-style-type: none"> scans to locate specific details 			
	<ul style="list-style-type: none"> locates specific details in simple documents 			
	<ul style="list-style-type: none"> identifies how lists are organized (e.g. sequential, chronological, alphabetical) 			
	<ul style="list-style-type: none"> requires support to identify sources and to evaluate and integrate information 			
B1.2	<ul style="list-style-type: none"> shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences 			
	<ul style="list-style-type: none"> demonstrates some ability to use tone appropriately 			
	<ul style="list-style-type: none"> speaks or signs clearly in a focused and organized way 			
	<ul style="list-style-type: none"> rephrases to confirm or increase understanding 			
B2.2	<ul style="list-style-type: none"> writes texts to explain and describe 			
	<ul style="list-style-type: none"> conveys intended meaning on familiar topics for a limited range of purposes and audiences 			



Transition Task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

	<ul style="list-style-type: none">• begins to sequence writing with some attention to organizing principles (e.g. time, importance)			
	<ul style="list-style-type: none">• uses limited range of vocabulary and punctuation appropriate to the task			
	<ul style="list-style-type: none">• begins to select words and tone appropriate to the task			
	<ul style="list-style-type: none">• begins to organize writing to communicate effectively			
B3.2a	<ul style="list-style-type: none">• uses layout to determine where to make entries			
	<ul style="list-style-type: none">• begins to make some inferences to decide what information is needed, where and how to enter the information			
	<ul style="list-style-type: none">• makes entries using a limited range of vocabulary			
	<ul style="list-style-type: none">• follows instructions on documents			

This task: was successfully completed ____ needs to be tried again ____

Learner Comments

Instructor (print)

Learner Signature