



Task Title: Behavioural Job Interviews

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship

Secondary School Post Secondary Independence

Task Description: Understand how to answer behaviour-based questions using a particular method.

Main Competency/Task Group/Level Indicator

- Find and Use Information/Read continuous text/A1.2
- Communicate Ideas and Information/Interact with others/B1.2
- Communicate Ideas and Information/Write continuous text/B2.2
- Communicate Ideas and Information/Complete and create documents/B3.2a

Materials Required:

- Pen/pencil and paper and/or digital device

Learner Information

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.

Scan "Behavioural Job Interviews".

Behavioural Job Interviews

An employer may ask 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. For example, think about a time when you had to make decisions about how to handle a problem your child had at school or how to handle a conflict with a landlord regarding a repair that was not completed to your satisfaction.

There are many problem-solving strategies you can use to approach behavioural interview questions, including the two given below. *Both are very effective and can demonstrate your performance in your employment.*

The first strategy is called the S.T.A.R. method. This stands for **S**ituation, **T**ask, **A**ction and **R**esult.

- **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 strategy for problem-solving is:

- **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.

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One example of steps to follow:

Situation/Define

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

Another example of steps to follow:

Situation/Define

Set an important goal and monitor progress

Task/Generate

Talk with colleagues to ask for help
Write out obstacles/barriers

Action/Evaluate

Look at results of discussion with colleagues and obstacles

Result/Implement

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

Work Sheet

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

Answer:

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

Answer:

Task 3: Use either problem-solving strategy 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	

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

Situation/Define	
Task/Generate	
Action/Evaluate	
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) Describe 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 answer the two behavioural questions below.

- 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.

Answers

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

Answer: Situation, Task, Action, Result

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

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

Tasks 3 and 4 – Answers will depend on the learner's experience.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	scans text to locate information			
	locates multiple pieces of information in simple texts			
	makes low-level inferences			
	follows the main event of descriptive, narrative and informational texts			
B1.2	shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences			
	demonstrates some ability to use tone appropriately			
	speaks or signs clearly in a focused and organized way			
	rephrases to confirm or increase understanding			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.2	writes texts to explain and describe			
	conveys intended meaning on familiar topics for a limited range of purposes and audiences			
	begins to sequence writing with some attention to organizing principles (e.g. time, importance)			
	uses limited range of vocabulary and punctuation appropriate to the task			
	begins to select words and tone appropriate to the task			
	begins to organize writing to communicate effectively			
B3.2a	uses layout to determine where to make entries			
	begins to make some inferences to decide what information is			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
	needed, where and how to enter the information			
	makes entries using a limited range of vocabulary			
	follows instructions on documents			

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print):

Learner (print):
