

## **Impressing at interview for academic and non-academic jobs**

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## Session Outcomes

- Explore and analyse common interview questions and prepare your answer strategy
- Learn how to prepare effective recruitment presentations
- Ensure you stand out as a well-informed and motivated candidate
- Second guess interview disaster scenarios and how to deal with them coolly

## Changing the Analysis/Discomfort proportion



**DISCOMFORT**

**ENQUIRY &  
ANALYSIS**

## Session Outline

<b>10.30</b>	<b>Introductions</b>
10.50	Taking on the interviewers mind set
11.20	Questions and how to answer them
11.45	Break
12.00	Impressing at presentations, group discussions and selection tests
12.30	Interview etiquette and keeping your calm
13.00	Close

## My Background

- 30 Years in Careers and Recruitment
- Director of Careers and Employability at Royal Holloway
- PGR Careers Lead at Kings College London
- MA Classics in Oxford
- PGCert in Learning and Teaching

## Your First Task: Introduce Yourself

- Your name, institution, stage and focus of your PhD
- Type of jobs you are considering (may be both academic and non-academic)
- Any experience of interviews: as candidate or recruiter?
- Any particular queries you would like to address today?

## Your Second Task: Define Critical Thinking

In pairs write a 50 word definition of “critical thinking” in an academic context



## Associate Lecturer in Photography

**SMRS Limited** - The School of Art, Design and Fashion

**Location:** Southampton  
**Salary:** £36.09ph teaching  
**Hours:** Part Time  
**Contract Type:** Permanent

**Placed On:** 3rd October 2019  
**Closes:** 16th October 2019  
**Job Ref:** 10984

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The School of Art, Design and Fashion is looking for a lecturer to teach on our BA (hon) Photography course. We are looking for applicants who will be able to support students developing photographic projects at degree-level and support professional practice. Knowledge and understanding of historical and theoretical dimensions of Photography is essential with a background in photographic practice, education, and/or research, and teaching experience is highly desirable in this role.

The successful applicant must be able to work well as part of a team and must be administratively competent. You will join a strong team of industry and academic professionals and must be prepared to use your contacts to develop links for our students. PGCLTHE qualification is required and, if you do not already have that, you will be expected to study for it within your first year of employment.

With a strong track record of innovation and creativity, Solent University has grown to become one of the country's leading new universities. Solent today is a flourishing community of academics, students and professional services staff with a reputation for the quality of our teaching, for our engagement with industry and for the employability of our graduates.

Solent University has strong local roots within Southampton and its region, working closely with the city, the community, employers and voluntary organisations. The University is open, friendly and inclusive, with not surprisingly, given its great location and growing reputation, a strong international dimension.

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**Subject Area(s):**

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History of Art

Creative Arts & Design

Fine Art

Design

Other Creative Arts

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## **Your Third Task: Analyse the requirements**

What skills/experience/qualities are they looking for?

What are the key words?

What do they mean in this context?

## What do you offer

- Relevant experience
- Relevant skills
- Languages
- Professional qualifications
- Subject knowledge
- WHAT CAN I DO in a context informed by  
WHAT I UNDERSTAND

**What You Understand** should include the drivers and context of the employer



**GO BEYOND THE HOME PAGE OF THEIR WEBSITE**

## What makes an organisation distinctive

- Mission and Vision – what does that tell you about their purpose and culture
- Who are their stakeholders
- What is outside scope?
- What are their successes and challenges
- How is their arena of operation likely to change in the next 5 years?

## How would you find out the answers to these questions?

What is the research profile of the department?	What programmes do they teach and how?
What are their most notable outputs & outcomes?	What can you find out about their approach to teaching?
What is their track record in the REF?	What courses are you likely to be asked to teach?
What are their big funding and publication successes?	What is their approach to the digitisation of education?
Draw a diagram of your colleagues and what they are famous for	What admin roles are you likely to be asked to take on?
Where are the research collaborations?	<i>What Else?</i>

**15 TOP TIP: GO BEYOND THE HOME PAGE OF THE WEB SITE**

INTERVIEWS ARE A TIME FOR RESEARCH LEAN-IN

RESEARCH TIME: INTERVIEW  
TIME

10:1

# How to give yourself the best chance of success



Identity



Networks



Knowledge

Who you are

Who you know

What you know

## What do you offer

- Relevant experience
- Relevant skills
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# INTERVIEWS ARE BASED ON CHECKLISTS

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## AND LISTS OF QUESTIONS THAT GIVE YOU THE OPPORTUNITY TO...

- Articulate your match and motivation
- Give evidence of your relevant skills and experience
- Demonstrate your relevant skills and knowledge
- Show you are a good fit
- Opportunity for you to ask questions

# COMMON QUESTIONS

**Teamwork:** Tell me about a time when you successfully worked as a member of a team.

**Communication:** Give an example of a difficult or sensitive situation that required effective communication.

**Problem solving** and decision making: Describe a situation where you had to analyse a problem and generate the solution.

**Customer focus:** Give an example of how you provided service to a customer beyond their expectations. How did you identify the need? How did you respond?

**Commercial awareness:** What are the challenges facing our industry now?

## ACADEMIC JOB QUESTIONS

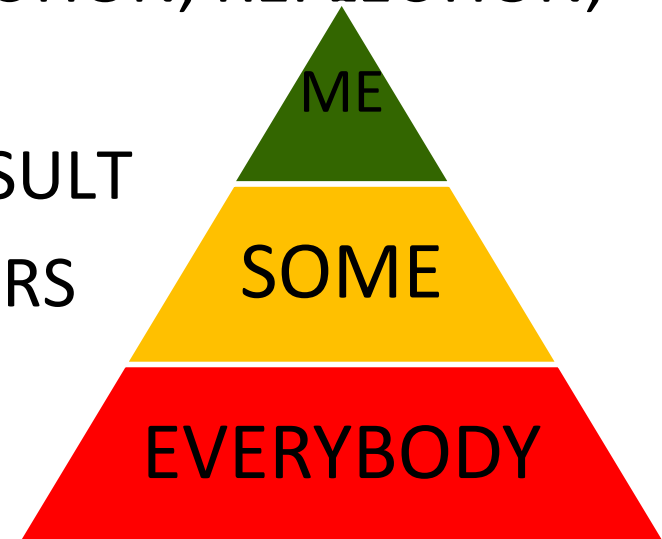
- Why do you want to work here?
- What makes you different from the other candidates?
- What are your plans for research?
- What courses could you offer to teach?
- How would you contribute to the administration of the department?

## ALL INTERVIEWERS WANT TO KNOW

- CAN YOU DO THE JOB?
- WILL YOU DO THE JOB?
- WILL YOU FIT IN?
  
- INTERVIEWERS DILEMMA:
- HOW DO YOU CHOOSE BETWEEN THE GOOD AND THE GOOD FAIRLY

## STRUCTURE YOUR EVIDENCE

- TICK ALL THE BOXES
- 3 BULLET POINTS
- STARR: SITUATION, TASK, ACTION, REFLECTION, RESULT
- CAR: CONTEXT, ACTION, RESULT
- EMPHASISE DIFFERENTIATORS



## Your Fourth Task: Construct answers

- In pairs
- Choose an interview question to address
- Draft some bulletpoints
- Convert those bulletpoints into a sentence
- Practise aloud to each other
- Be prepared to share in the group

## MORE SELECTION ACTIVITIES

- Presentations
- Team discussion tasks
- Psychometric tests
- Drafting/Excel activities
- Role play
- THINKING WHY WILL HELP YOU PREPARE AND PERFORM



## GIVING A SAMPLE LECTURE

- Set the level right
- Articulate clear learning outcomes
- Show how you will use your research interests to inform your lectures
- Don't cram too much in
- Build in interactivity
- PRACTICE and KEEP TO TIME

## DELIVERING ON THE DAY

- REHEARSAL
- LOOK THE PART
- COOL UNDER PRESSURE

## Further resources

<http://www.techne.ac.uk/for-students/training-and-support/career-development-programme/online-resources>

<http://www.jobs.ac.uk>

<http://vitae.ac.uk>

# GOOD LUCK!