



*eBook*

## *Success in the Interview*

*A Practical Resource for  
Beginning and Experienced Teachers*

*2020*



*For the sole use of the webinar participant and eBook recipient*

# Section 1: Introduction

## Introduction

The purpose of this *eBook* is to provide assistance to new teachers seeking a position in a school and to help more experienced teachers moving to another school or district to navigate the most common process for staff selection - the dreaded interview! More specifically, it deals with in-interview strategies for interviewees and makes some suggestions for post-interview follow-up.

This is the second *eBook* in a series of three. For those who have taken the first webinar and received the first *eBook* “*Preparing for the Interview*” you will no doubt find some repetition in the first few sections as we cover that material for the first time for others who did not take the first session.

## How this eBook is Organized

This *eBook* includes the following sections:

### [Section 2: General Notes on the Implications of On-Line Interviews for Interview Strategies and Behaviours](#)

- Maintaining the Same Standards in Language, Punctuality, Timing, Appearance and Dress
- Managing the Technology

### [Section 3: Setting the Stage](#)

- Introduction and Greetings
- The 80/20 Rule
- Active Listening and the Behaviours Associated with It
- The Delicate Balance of Confidence and Deference

### [Section 4: What to Expect by Way of Questions \(Style and Content\)](#)

- Behaviour Descriptive Questions
- Standard Questions
- Questions on Issues of the Moment

### [Section 5: The Necessity of Timing](#)

- Preparation Timing
- Response Timing

## *How this eBook is Organized Continued*

### [Section 6: Decoding the Questions and Encoding Your Answers](#)

- Review All Questions First
- Start Your Planning with the Most Difficult - Maybe!
- The “Hidden” or Less Obvious Problem(s)
- Using the Bendel Problem Solving Model
- The Key Opening Statement

### [Section 7: Applying the Bendel Problem Solving Model](#)

### [Section 8: The Advantages and Disadvantages of Using a Portfolio as Part of the Interview](#)

### [Section 9: Concluding the Interview and the Follow-Up](#)

- Responding to “Do You Have any Questions of Us?”
- Making a “Power” Statement and Saying Good Bye
- Post-Interview Suggestions

### [Appendix A: Interview Checklist - Success in the Interview](#)

### [Appendix B: Self-Assessment - Post Interview](#)

### [Appendix C: Bendel Services Offerings](#)

*At the time of publishing this eBook,  
our website and email were under construction:*

[bendelservices.com](http://bendelservices.com)

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*To contact us in the meantime:  
[dlmason@magma.ca](mailto:dlmason@magma.ca) or 613-825-1183*

## Section 2: General Notes on Online Interviews

### *Interview Types*

While there still are many schools and districts that use in-person interviews with candidates at the schools or at district offices, the use of technology for interviewing has become more and more common - especially in 2020-21 when the pandemic is upon all of us. It is important to remember that while the medium is different, many of the strategies for effective interviewing that were identified for the more traditional in-person interviews are still very pertinent for interviews carried with the assistance of technology.

Regardless of the type of interview, you must be fully cognizant of the process to be undergone. In most cases you will be given preparation time for the questions but that it not always the case. Know what to expect in this regard.

In terms of types of online interviews, you can expect two types:

***The Virtual Real Time Interview:*** An interview is carried out by an individual or team in “real” time which means you see the interviewers as they are asking questions and as you are answering them.

***The Recorded Time Interview:*** A candidate is simply given a time she/he will receive questions for preparation (often 30 minutes) and at the end of the 30 minutes the candidate will take the next 30 minutes to respond on line with no interviewers present. At the end of 30 minutes, the presentation will be terminated and the assessor or assessors will grade it. There is no online interaction.

### ***The Candidate’s Responsibilities (General)***

Regardless of the type of interview, you need to understand that the interviewers will be looking at, and assessing, many of the same behaviours and qualities as they would in a standard in-person interview - and some unique ones. They will be expecting professional dress and appearance, neatness, the use of language appropriate to the position, punctuality, degree of engagement in the process and timing of response in addition to the content of the responses. Nothing will change because of the medium.

Despite the online medium, they will also be reading body language and particularly facial expressions carefully. Leaning into the camera is encoded by many as engagement; leaning back in a chair or crossing one’s arms as disengagement. If you are aware of some nervous habits like playing with a ring or an elastic band as you are talking, try to avoid showing hands.