

Interview in a formal situation

Level 4

Credits 5

Purpose People credited with this unit standard are able to plan, conduct, and follow up an interview in a formal situation.

This unit standard is intended for people for whom formal interviews are, or soon will be, part of their work.

Subfield Communication Skills

Domain Interpersonal Communications

Status Registered

Status date 25 July 2006

Date version published 25 July 2006

Planned review date 31 December 2011

Entry information Open.

Accreditation Evaluation of documentation by NZQA and industry.

Standard setting body (SSB) NZQA Communications Skills

Accreditation and Moderation Action Plan (AMAP) reference 0023

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special notes

- 1 This unit standard is one of a sequence on interviews:
Unit 1293, *Participate in an informal one-to-one face-to-face interview*, level 1
Unit 1294, *Be interviewed in a formal situation*, level 2
Unit 1296, *Interview in an informal one-to-one situation*, level 3
Unit 1297, *Interview in a formal situation*, level 4.
- 2 *Interview* in this unit standard means a purposeful dialogue where information is sought and exchanged and where the interviewer is acknowledged as having the lead role.

- 3 Voice modulation for hearing impaired people will be demonstrated through a sign language interpreter voicing the message of the signer.
- 4 This unit standard covers interviews in formal situations, which are often characterised by:
a structured format
more overt differences in status/position/mana between the interviewer(s) and the interviewee
established policies and procedures, possibly legislation, that apply to the interview
an official/organisational/institutional purpose.
- 5 A formal interview may be one-to-one or a panel interview, and may include but is not limited to: selection (job or training), performance review, loan application (hire-purchase or mortgage), media interview, disciplinary matters, investigations.
- 6 People may be assessed against this unit standard in simulated conditions which relate as closely as possible to a situation relevant to the person being assessed, or in a real-life context using naturally occurring evidence.
- 7 All processes surrounding interviews will occur according to ethical, organisational, and legal requirements pertaining to the context of the interview.

Elements and performance criteria

Element 1

Plan the interview.

Performance criteria

- 1.1 Needs of interviewee are anticipated and incorporated into the plan which is produced in the agreed format.

Range interviewee needs include but are not limited to – access, notification of purpose and possible consequences, interviewee expectations and desirable outcome(s), time, entitlement to support, prior knowledge of relevant statute(s) and/or regulation(s).
- 1.2 The interview environment is prepared in terms of the purpose of the interview.
- 1.3 A sequence of questions is planned in terms of the purpose of the interview.
- 1.4 Questioning techniques are selected that fit the situation, purpose of the interview, occasion, subject matter, and relationship between participants.

Element 2

Conduct the interview.

Performance criteria

- 2.1 Introductions fit the context, and include a statement of the purpose of the interview.
- 2.2 The question sequence meets the defined interview purpose.
- 2.3 The questioning technique and language used fit the context.
- 2.4 The relationship established between interviewer and interviewee within the interview assists in achieving the purpose of the interview.
- 2.5 Information is recorded without interrupting the flow of the interview.
- 2.6 Feedback encourages the interviewee to respond.
- 2.7 The interview is concluded in a manner which fits the context.

Element 3

Follow up the interview.

Performance criteria

- 3.1 Follow-up processes are completed.

Range record of interview, any further information required, action/decision resulting from the interview.

Please note

Providers must be accredited by the Qualifications Authority, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.