

Title	Be interviewed in a formal interview		
Level	2	Credits	2

Purpose	People credited with this unit standard are able to plan and prepare for, and be interviewed in, a formal interview.
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Classification	Communication Skills > Interpersonal Communications
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Available grade	Achieved
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Explanatory notes

- 1 **Definition**
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.
- 2 **Range**
Needs are those things required by each of the participants for them to meet the purpose of the interview.
Expectations are about how the interview will be conducted.
- 3 This unit standard covers formal interviews, which are often characterised by:
 - a structured format
 - more overt differences in status, position, or mana between the interviewers and the interviewee
 - established policies and procedures, possibly legislation, that apply to the interview
 - an official, organisational, or institutional purpose.
- 4 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.
- 5 Informal interviews are included in Unit 1293, *Be interviewed in an informal one-to-one, face-to-face interview*.
- 6 Candidates may be assessed against this unit standard in a real-life context using naturally occurring evidence or in simulated conditions that relate as closely as possible to a situation relevant to the candidate.
- 7 Voice modulation for hearing impaired people may be demonstrated through a sign language interpreter voicing the message of the signer.

Outcomes and evidence requirements

Outcome 1

Plan and prepare for a formal interview.

Evidence requirements

- 1.1 The purpose of the interview and topics likely to be discussed are stated.
- 1.2 The roles of the participants are described.
- Range needs, expectations.
- 1.3 Factors contributing to, and remedies for, poor communication are identified in terms of formal interviews.
- Range contributing factors include but are not limited to – verbal, non-verbal, status, age, culture, gender.
- 1.4 Differences in expected interviewee behaviour between a one-to-one and a panel interview are described.
- Range differences include but are not limited to – maintaining eye contact, where to sit, responding to questions, awareness of panellists' roles.

Outcome 2

Be interviewed in a formal interview.

Range one-to-one or panel.

Evidence requirements

- 2.1 Dress and behaviour are appropriate to the situation.
- 2.2 Interview questions are responded to accurately and concisely.
- 2.3 Clarification of questions is sought if required.
- 2.4 Own viewpoint is stated and explained as opportunity arises.
- 2.5 Voice modulation, tone, eye contact, and posture fit the situation and relationship between participants.

Planned review date	31 December 2017
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	26 January 1995	31 December 2014
Review	2	9 August 1996	31 December 2014
Review	3	24 March 1998	31 December 2014
Review	4	17 October 2002	31 December 2014
Review	5	17 April 2009	31 December 2016
Review	6	24 October 2014	N/A

Consent and Moderation Requirements (CMR) reference

0023

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

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR 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 NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.