

## UNIT 1: INTRODUCTION TO INTERVIEWS



### INTRODUCTION

This unit introduces you to Module 12. It also introduces you to the various types of interviews. It goes on to show the importance of job interviews which will be what the rest of the module will focus on.

### OBJECTIVES

After working through this unit, you should be able to:

- define the word interview
- list the different types of interviews
- distinguish between the various types of interviews
- give examples from your work situation of each type of interview.



### CONTENT

#### DEFINITION

The word “interview” comes from the French word *entrevue*; *entre* meaning between, and *voir* meaning to see.

Dictionaries define the word “interview” as:

- oral examination
- conversation with a purpose
- meeting of persons face to face, especially for consultation
- conversation between reporter and person whose views she wishes to publish or broadcast
- an investigative discussion
- an evaluation meeting
- formal discussion especially one in which an employer assesses a job applicant

The verb “to interview” is described as being to examine, interrogate, sound out, question, talk to.

Simply put, an interview is a planned conversation during which questions are asked and answers given by two or more people, with the aim of achieving a specific goal. This goal might be that of making a news report or evaluating a candidate or her work.

## **INTERVIEWER AND INTERVIEWEE**

The interviewer is the one who conducts the interview, and the one being interviewed is called an interviewee. The interviewer interviews in order to gather information, therefore it is the interviewer who asks most questions. The actual interview is usually scheduled by the interviewer. The interviewee on the other hand responds to a series of investigative questions. In some interviews there is one interviewer, but in others there are a number of them, forming what is known as an interview panel. The conversation in an interview bounces back and forth between interviewer and interviewee. In a successful interview, most of the talking comes from the interviewee.

## **WHAT AN INTERVIEW IS NOT**

An interview is not:

- an arena to threaten, intimidate or ridicule someone
- a convenient means of learning somebody's secrets
- a debate
- an argument
- a boring routine
- a display of status symbol
- a sympathy session
- an opportunity to impress
- a place to convert someone to your convictions
- a place to reward friends and punish enemies.

Interviews differ from unplanned conversations in that they:

- occur in controlled settings
- need formal prepared questions
- set out to achieve a specific goal
- must be prepared for by both interviewer and interviewee.

Now that you have an idea of what an interview is, we will look at different types of interviews.

## **TYPES OF INTERVIEWS**

### **THE INFORMATION-SEEKING INTERVIEW**

Here the interviewer seeks facts that will be used to reach a conclusion or decision about something, or facts that will contribute to a better understanding of some issue. Most of the information comes from the side of the interviewee.

### **EXAMPLE 1**

In a market survey, the manager may choose people from a target group. These interviewees are asked questions in order to gain information about opinions and attitudes towards a certain product. In such a case the interviewer has to:-

- select people from a target group
- obtain the persons' co-operation
- plan specific questions to obtain required information
- evaluate results.

### **EXAMPLE 2**

A District Manager wants to help improve the security in the schools in his district. He decides to interview all the Governing Body Chairpersons of schools in his district. His aim is to get them to give their ideas on ways by which security can be improved in schools.

### **THE APPRAISAL INTERVIEW**

From time to time, a manager has to give an employee feedback on her performance. The aim of this exercise is to improve the employee's performance. In this interview the manager and the employee discuss what the employee has achieved and what she can achieve, when she can do it and how she can do it. This gives the interviewee a chance to discuss her aspirations and general concerns. The conversation has to be two-way, and must not only come from the interviewer. The interviewer also needs to be careful that:

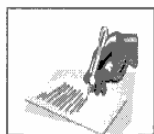
- she is specific about strengths and weaknesses
- when dealing with weaknesses, she must focus on the performance and not on the person
- she helps the interviewee to see causes of weak areas of performance
- she helps the interviewee to set her own goals or targets.

### **EXAMPLE**

A supervisor of groundsmen at a district office meets with each of them twice a year to discuss the progress of their performance.

### **THE EXIT INTERVIEW**

This type of interview aims to find out why a person or people are leaving an organisation, department or division. The aim is to establish whether it is a personal matter, or whether there is something wrong in the department or division that needs to be put right. To accomplish this, the interviewer needs to ask questions which will channel the interviewee towards focusing more on events and processes than on personalities of people. The questions need to be planned in such a way that the interviewee feels free to give honest reasons, opinions and feelings.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 1**

Within a period of three months, a second teacher in your school has asked to be transferred from the Junior Primary section to the Senior Primary section. You have decided to conduct an exit interview. Write down at least three questions that you would use in the interview.



Possible answers to this activity are at the end of this unit.



## **THE PERSUASIVE INTERVIEW**

In this kind of interview, one person sells her product, idea or service to others. The persuader has to know the needs of those she is trying to convince or persuade so that she can show how their needs are met by her idea, product or service. The skill of imparting information is important in this type of an interview.

### **EXAMPLE**

The South African Schools Act has abolished corporal punishment. The Inkosi and other community leaders are angry about this. They say it makes learners rude, it brings about the deterioration of order and discipline in schools, and leads to the deterioration of Matric results. The manager of the school, together with the Governing Body calls a meeting of all important community stakeholders at which she:

- listens to their concerns
- shows them the disadvantages of corporal punishment
- convinces them of the advantages of using different means to discipline, other than corporal punishment.

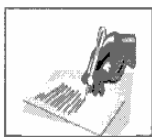
## **COUNSELLING INTERVIEW**

In this type of interview, a manager meets with an employee to discuss an employee's problem which is affecting her work performance. The interviewer shows her concern for both the employee and the organisation. She listens to the employee's story, explains the organisation's concern and together they try to find a solution. The interviewer should be careful not to offer uninformed solutions for problems which need specialist help like alcoholism, drug abuse and marital problems.

## **EXAMPLE**

You are a Superintendent of Education Management. In the last month or two, you have noticed a dramatic change in the performance of one of your principals. She no longer attends meetings, and even when she is there, she seems to be mentally drifting in and out of the meeting. You ask her why she is late at one meeting and she says that her car has been re-possessioned and she has to rely on public transport.

Then a member of the Finance Committee of the School Governing Body reports that the principal has not banked the money collected in the school for the last two months. You decide that it is time to find out what is really happening to your once good principal. You proceed to set up a counselling interview.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 2**

Can you think of any counselling interview that you were once involved in either as an interviewer or an interviewee? Evaluate it. Was it successful or not? Give reasons for your answer.



Possible answers to this activity are at the end of this unit.



## **CONFLICT RESOLUTION INTERVIEW**

This is an interview that is held to try and explore the problems of two conflicting individuals or groups. The aim of the interview is to bring the opposing parties closer together.

## **EXAMPLE**

The clerical staff of a Regional Office is in conflict with the professional staff. It has come to the point that work is no longer running smoothly. The Regional Chief Director of the Region sets up a conflict-resolution interview in order to try and get clarity on the problems, and to try and get the two groups to work together as a team, as the Region needs both sections to be successful in its work.

## **DISCIPLINARY INTERVIEW**

At this interview, a manager tries to correct the behavior of an employee who has overstepped an organisation's rules and regulations. The interviewer needs to table the issue and then give the interviewee a chance to explain. She must try to make the interviewee see the importance of abiding by the rules, and the danger of deviating from them. In such an interview, it is important to remember to criticize the actions, and not the person. Such interviews can be emotional, so the manager needs to remain calm and focused on the goal of the interview. Nowadays it is procedural to include union representatives at such interviews.



## **SELF ASSESSMENT ACTIVITY**

A teacher in your school often comes to school late and leaves before time. You have informally talked to this teacher, advising her to observe time. Her excuse is that she is a busy person who has a lot to attend to. The matter has now been reported to you by a member of the Representative Council of Learners who has been sent to lodge the complaint by learners in the teacher's class. You set up a disciplinary interview. Who would you invite to this interview?

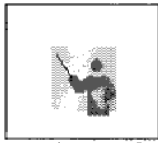


Possible answers to this activity are at the end of this unit.



## **INTERVIEWS WITH THE MEDIA**

From time to time, journalists approach managers asking to interview them on certain events or people in their institutions. These journalists should be referred to the Communications Officers at the Regional Offices. This is to protect you from the possibility of being misquoted or held responsible for divulging information that might be sensitive or cause damage to the institution or employer. Communication officers are trained to deal with the media, so leave them to do that job. By letting them deal with the media, you relinquish the responsibility of wrong or inaccurate media reports. If there is a newsworthy occurrence in your institution, report to your supervisor, who in turn will submit situation reports to the Regional Communications Officer and subsequently this will get to the Departmental Communications officer of the Province.



## Practise Activity

### PRACTICE ACTIVITY

You are a principal of a school. A journalist approaches you. Write down the responses that you would make:

- Caller : Good morning Mrs Dladla. How are you?
1. Principal : .....
- Caller : I am Tom Singh from the Daily Dispatch. I'd like to come and talk to you about the educator that was murdered in your school. When can I come?
2. Principal : .....  
.....  
.....
- Caller : I know that, but please, I have to get the true story from you.
3. Principal : .....  
.....  
.....
- Caller : Okay, I will not come, but just tell me in one word, Was the educator killed by one of your learners? Yes or No?
4. Principal : .....  
.....
- Caller : Hello, Hello.

!

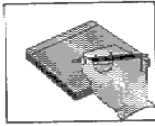
Possible answers to this activity are at end of the unit.



## **A JOB INTERVIEW**

In a job interview, the applicant wants to sell herself as the best candidate for a post, whilst the interviewer wants to learn about the applicant's abilities and experiences, in order to be able to select the best person for the vacancy at hand. As mentioned earlier in the unit, some interviews are one-on-one, whilst others are run by a panel. If there is a panel, one of them becomes a chairperson and has the duty of dividing work amongst the other members.

Although the types of interviews discussed in this unit are very important for any manager, the rest of the module will focus on the job interview. This is because it is the one which can open or close doors for women. Moreover, the other types of interviews like the Appraisal Interview, the Conflict Resolution Interview and the Disciplinary Interview are dealt with in detail in other Departmental documents.

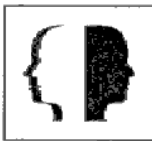


### *Summary*

## **SUMMARY**

This unit has introduced you to what an interview is, the different types of interviews and the relevance of these different types of interviews to your particular work situation. The following units will focus on the job interview for reasons already explained.

The units will take you through all the steps involved in interviews, both from the side of the interviewer and from the side of the interviewee.



### *Reflection*

## **REFLECTION**

Having gone through this unit, reflect on your performance as an interviewer. Think about how you would approach this role, given the information that you have read in this unit.



## **UNIT TEST**

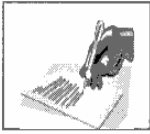


You are asked to conduct a workshop on Interviews. Give an outline of the important sub-topics that you are going to discuss.

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Possible answers to this activity are at the end of the unit.

## ANSWERS TO UNIT ACTIVITIES

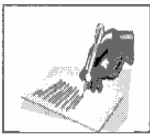


Self Evaluation

### SELF EVALUATION ACTIVITY 1

These questions are mere guidelines against which you can match those of your own.

- What pleasant memories are you taking with you from the Junior Primary Department?
- What unpleasant memories are you taking with you from the Junior Primary Department?
- If you had the necessary authority, what changes would you put in place to improve the Junior Primary Department?



Self Evaluation

### SELF EVALUATION ACTIVITY 2

There is no right or wrong answer. Answers will depend on individual experiences.



### SELF-ASSESSMENT ACTIVITY

You will probably include:

- The teacher concerned
- Deputy Principal or Head of Department
- One or two members of the Union that the teacher belongs to



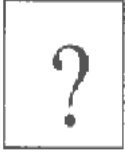
Practise Activity

### PRACTICE ACTIVITY

You are free to respond in your own way. Based on the information given under media interviews, we hope it will go something like:

1. Good morning. I am well, thank you.
2. I'm sorry I cannot speak to the press. Please contact Mr Zondi, our Departmental Communications Officer. His number is 033-3955221.
3. I've already explained the situation. I cannot go against Departmental policy.

4. I'm sorry. Goodbye.



Unit Test

## **UNIT TEST**

It should more or less mention:

1. Definition of interviews
2. Various types of interviews:
  - the information-seeking interview
  - the appraisal interview
  - the exit interview
  - the persuasive interview
  - the counselling interview
  - the conflict resolution interview
  - the disciplinary interview
  - media interview
  - the job interview
3. The importance of interviews

## **UNIT 2: PREPARING TO INTERVIEW**



### **INTRODUCTION**

In Unit 1, we introduced you to several types of interviews. For the rest of this module, whenever we mention interviews, we are referring to the job interview.

This unit offers support for interview preparation. It is meant to help you as a manager to prepare well for an interview and to enable you to try and ensure that your colleagues are able to submit applications which stand a good chance of being shortlisted.

### **OBJECTIVES**

After working through this unit, you should be able to:

- organise Interview Committees
- demonstrate the ability to sift applications
- identify applicants to be short-listed
- organise union involvement at interviews
- invite applicants to an interview.

Although the examples used are school related, they could be adopted to suit any interview situation in other organisations. Note also, that the guidelines given in the unit do not replace Departmental training, they are meant to supplement it. The Departmental forms used in this unit might also change in the future.



### **CONTENT**

#### **DEFINITION OF AN INTERVIEW**

An interview is a fair, non-discriminatory process that an employer uses to select the best candidate suitable for a vacancy in the organisation. To ensure an unbiased and transparent selection of the best candidate, an organisation can set up a special Interview Committee to facilitate the process. In the case of schools, the Interview Committee would be selected by the Governing Body.

#### **THE INTERVIEW COMMITTEE**

The success of an interview depends on the quality of the Interview Committee. Committee members should therefore be carefully selected to ensure that they are:

- familiar with the organisation
- trained at interviewing
- familiar with the latest employment legislation

The Interview Committee should also reflect demographic representation and should include female members to avoid gender imbalance.

The responsibilities of the Interview Committee include:

- sifting
- shortlisting
- interviewing
- ranking candidates in order of preference
- making recommendations.



Self Evaluation

### **SELF EVALUATION ACTIVITY 1**

What do you think are the advantages and disadvantages of one person running a whole interview process as compared to a panel doing the process?



Possible answers to this activity are at the end of the unit.



### **COMPOSITION OF A SCHOOL INTERVIEW COMMITTEE**

The composition of Interview Committees varies from one organisation to another. Below is an example of the composition of a school Interview Committee as laid out in HRM Circular No. 37 of 1999:

#### **1. COMPOSITION**

- a) One Departmental representative (who may be the school principal as an observer or resource person).
- b) The principal of the school if he/she is not the Departmental representative, except in the case where he/she is an applicant.
- c) Three or five elected members of the Governing Body or co-opted members.

The following factors must be borne in mind:

- The Governing Body is responsible for convening the first meeting of the Interview Committee where a Chairperson, preferably a member of the Governing Body, must be elected.

- At least two parent members/co-opted members of the Governing Body should serve on this committee.
- The Interview Committee should reflect demographic representation and be inclusive of females.
- At least one educator from the staff of the school who is not an applicant should be included in the committee. The educator members should not make up the majority in the committee. The absence of educator members in this committee will not invalidate the process.
- The Superintendent of Education (Management) or his/her nominee (who must be on a higher or at least the same post level as the advertised post) shall fulfil a monitoring, advisory and resource role during the selection process.
- Where the principal is an applicant the Superintendent of Education (Management) or his/her nominee must assist the Interview Committee as a resource person.
- Learner members of the Governing Body are precluded from serving on this Interview Committee.

## **2. QUORUM**

The following are the minimum requirements in respect of a quorum for all meetings of the Interview Committee:

- At least two members in a committee of three Governing Body / Council / Co-opted Members; and
- At least three members in a committee of five Governing Body / Council / Co-opted members.

## **3. CO-OPTION OF EXPERTISE**

The Interview Committee may be extended by one or two members by co-opting expertise from outside the Governing Body. Appropriate experts from the Department or other institutions could be considered for co-option, where necessary.

## **4. SECRETARY**

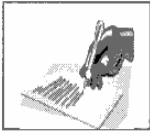
The Interview Committee shall appoint one of its members to perform the duties of Secretary or utilise the services of the school administrative clerk. The maintenance of accurate records of all meetings is critical to ensure the integrity of the proceedings of this committee in the event of disputes.

## **5. OBSERVERS**

- Observer status is accorded to officially recognised teacher organisations (NAPTOSA, SADTU and SAOU) each of which may provide one representative who shall have the right to intervene in terms of procedures and practices. The Chairperson of the Interview Committee shall give at least three working day's notice to the regional office of each of the teacher organisations.
- Governing Bodies are advised that failure to invite the recognised teacher organisations would be grounds for dispute.

## 6. WITHDRAWAL

- A member who has a vested interest (by virtue of blood relationship or marriage) in any applicant for the post must withdraw from the committee.
- A member must withdraw from the committee if he/she considers that his/her close friendship with an applicant compromises his/her impartiality in the selection process.
- A member who has withdrawn from the Interview Committee must be replaced by another member of the Governing Body or a co-opted member.



Self Evaluation

## SELF EVALUATION ACTIVITY 2

Decide whether each of the Interview Committees in blocks A, B and C are acceptable. Please give a clear reason for your answers

A	B	C
Principal	Principal	Principal (Mrs Sibiya)
Learner member of the Governing Body	Educator member of the governing Body	Parent member of the Governing Body (Mrs Bam)
Educator member of the Governing Body	Educator member of the Governing Body	Parent member of the Governing Body (Miss Coka)
Parent member of the Governing Body	Co-opted member of the Governing Body	Educator member of Governing Body (Mrs Xaba)
Parent member of the Governing Body	Co-opted member of the Governing Body	



Possible answers to this activity are at the end of this unit.



## SIFTING

The Interview Committee must acknowledge all applications received. Our Department stipulates that this should be done within 14 days of the closing date.

The Interview Committee will sift all applications and reject the following:

- Qualifications below minimum requirements. This is presently M+3 in our Department.
- Inadequate years of experience in the field, for example, to be a principal you need at least 5 years experience as a teacher.
- Incomplete applications, for example, no Curriculum Vitae, unsigned CV, missing persal number.
- Ineligible applications, for example, those of people who have already retired from the Department and those who have taken VSP (Voluntary Severance Package).

The Interview Committee then writes a schedule of rejected applications. The applicants must be informed about the fact that their applications have been rejected and the reason(s) thereof.

Another schedule is made for all the applicants who now need to go to the next stage of the process, called “Shortlisting”.



### **SELF -ASSESSMENT ACTIVITY**

Do you know that as much as 25% of applications are rejected at the first round of promotions because of silly mistakes like:

- incorrect persal numbers
- missing pages
- no post number (for the post applied for)
- leaving blank spaces

What can you as a manager do to ensure that this never happens to any of your staff members, especially because potentially excellent female candidates might be amongst those rejected applications?



Possible answers to this activity are at the end of this unit.



### **SHORTLISTING**

If there are too many applications, shortlisting is the process that is used to lessen the number of applications. The Interview Committee assesses each of the applications and awards scores according to agreed upon criteria. Below are the four criteria prescribed by the KZN Department of Education and Culture.

a) Leadership: Administrative, Management and Related Experience	10
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b) Organisational Ability and Experience	5
c) Professional Development, Educational Experience and Insight	10
d) Leadership: Community Related	5
<b>TOTAL</b>	<b>30</b>

For general CVs, there are many agencies that do people's CVs professionally at a small fee. Remember though, that you need to adapt a CV to suit the post that you want to apply for. Be honest in your CV, as the information there might be used to probe you further in the interview. As a woman manager, it is your task to help train others so that they are able to write good and relevant CVs. The notes below can help you in your training as they indicate some of the points that may be included under each of the headings.

### **LEADERSHIP: ADMINISTRATIVE, MANAGEMENT AND RELATED EXPERIENCE**

Under the above heading you can make mention of any of the following points that are applicable to your own experience:

- Your experience as a leader, administrator and manager.
- Your ability to manage tasks assigned to you satisfactorily and in compliance with Departmental regulations.
- Your responsibility for the professional management of a class, group, learning area or organisation.
- Your ability to give proper instructions and guidelines for timetabling, admission and placement of learners.
- Your experience in the proper record keeping of school accounts (finance) and the school journal (log book) of important events connected with the school.
- Your ability to influence colleagues positively.
- Your ability to play a facilitating role, ensuring that leadership empowers all participants.
- Your ability to take initiative and to act decisively.
- The degree to which others rely on your insight, points of view and judgement.

### **ORGANISATIONAL ABILITY AND EXPERIENCE**

Under organisational ability and experience you can mention some of the following about yourself:

- Familiarity with current policies, the new curriculum and the process of school change and whole school development.
- Ability to create an environment that ensures full participation of all in the decision-making processes.
- Ability to play a leading role in encouraging extra-curricular activities.
- Experience in organising meetings, workshops and seminars as well as the writing of reports.
- Ability to use modern technology where possible.
- Ability to train staff/colleagues in different learning areas.
- Ability to produce complete reports at short notice.

- Ability to collect background information that enables you to determine goals, objectives, activities, time frames and performance indicators especially with relation to new curricular e.g. Outcomes Based Education/Curriculum 2005.
- Awareness of the importance of appropriate management procedures in the school, including consultation, decision making, leadership and accountability.

## **PROFESSIONAL DEVELOPMENT, EDUCATIONAL EXPERIENCE AND INSIGHT**

The following points may be useful under professional development, educational experience and insight:

- The efforts you have made to keep up with the developments, research and publications in learning areas.
- Your ability to lead learning area committees, contribute to workshops and train other stakeholders.
- Your ability to acquire new knowledge and additional skills to make Departmental policy succeed.
- The fact that you utilise all opportunities to become familiar with new developments in a number of educational areas.
- Your ability to use your experience of implementing new thinking to report to colleagues on the effects of new approaches to education in an actual school situation.

## **LEADERSHIP: COMMUNITY RELATED**

Under community related leadership any of the following can be mentioned:

- The quality of your personal and professional relations with all members of the school community.
- The support you give to colleagues and learners.
- Your ability to inspire and encourage people to seek and maintain high standards of performance.
- The fact that you are regarded as open, honest and accessible and can offer advice and criticism without causing offence or discomfort.
- Your ability to establish relationships based upon respect and trust.
- Your knowledge of the values and customs of the community.
- Your contribution to building links between the school and the broader community.
- The fact that you promote a very good image of education.
- The fact that you are held in high regard by the community.
- Your ability to ensure that everyone is well informed and understands the basis for decisions and actions.



### Practise Activity

## **PRACTICE ACTIVITY**

Below is form CV1 as filled in by Mrs Dlamini. Form EC3 is the score sheet with scores as filled in by the Interview Committee of Nobanda Primary.

- a) Do you think the marks given to her were fair? Do you agree with the remarks written on the score sheet? Support your answer.
- b) Rewrite Mrs Dlamini's CV in order to improve her score. (Annexure B at the end of this unit is a sample of a well completed CV).

**KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE  
CURRICULUM VITAE  
FOR PROMOTION POSTS**

**ALL INFORMATION MUST BE REFLECTED ON THIS  
FORM ONLY  
COMPLETE THIS FORM LEGIBLY IN YOUR OWN HAND WRITING  
UNSIGNED/INCOMPLETE CV'S WILL BE REJECTED**

1. Name : Mabel Thoko Dlamini 2. Persal No. 60413978  
3. Qualification/s : T 4, PTD, B.Ed (Non-grad) 4. REQV : 13  
5. Gender : Female 6. Present Post Held: Educator  
7. Current years of continuous Teaching Service as at 30/6/99: 28 years Aggregate Service: 28 years

**1. LEADERSHIP: ADMINISTRATIVE, MANAGEMENT AND RELATED EXPERIENCE**

**10**

I am not a leader because I am not a principal, but if you can give me the post of Principal then I assure you I will be a good leader. When I was a student at school, I was a class prefect, and later a head prefect. I am the chairperson of Zizamele Club, a women's organisation

**2. ORGANISATIONAL ABILITY AND EXPERIENCE**

**5**

I am very good at organising. Even my husband and colleagues say so. When I organise a party all my friends and colleagues enjoy themselves

**10**

**3. PROFESSIONAL DEVELOPMENT/EDUCATIONAL EXPERIENCE AND INSIGHT**

3.1 What contributions have you made towards preparing your colleagues/learners and/or parents to meet the challenges of transformation?

I passed Std 6 in first class in 1957, then in 1961 I passed standard 8 also in first class. In 1964 I obtained a teacher's certificate from Umphumulo Training College. In 1994 I got a B.ED (non-grad) certificate from the University of Natal (2)

3.2 What have you done to promote COLTS?

I got a special award for my high marks in Educational Psychology. (3)

3.3 Complete the table below in respect of your educational involvement over the last five years:

(5)

NO	ITEM	TOPIC	DATE	VENUE
1	Seminars/Conferences/ Workshops you organised			
2	Seminars/conferences/ Workshops you attended	<i>OBE</i>	<i>20-02-1999</i>	<i>EMPANGENI PS</i>
3	Handouts, documents you prepared and presented			

#### 4. LEADERSHIP: COMMUNITY RELATED

5

4.1 Give two activities in which you involved parents/communities/agencies outside your own school.

(2)

DATE	VENUE	NATURE OF ACTIVITIES
<i>24-05-1998</i>	<i>SCHOOL HALL</i>	<i>CHURCH SERVICE</i>

4.2 Name one position of leadership you hold in the community.

(1)

*I am a leader in the church*

4.3 Indicate at least one project/activity initiated and successfully completed by you as the team leader. Make references to dates, etc.

(2)

DATE	PROJECT	REMARKS
<i>31-09-1998</i>	<i>FUND RAISING</i>	<i>MADE MONEY</i>

#### 5. REFEREES

Indicate names and details of TWO persons, other than educator colleagues, who could substantiate information provided in this CV.

NAME	TELEPHONE NO./CONTACT NO.
<i>REV. J.B. GUMEDE</i>	<i>(035) 8310431</i>

I hereby certify that the information supplied is correct and I undertake to furnish any original documents on request.

\_\_\_\_\_  
Signature of Applicant

22 September 1999

Date

EC3

**PROVINCE OF KWAZULU-NATAL  
DEPARTMENT OF EDUCATION AND CULTURE**

**SHORTLISTING: ASSESSMENT OF CV 1**

<b>1. SURNAME</b>	<i>Dlamini</i>	<b>2. FIRST NAME(S)</b>	<i>Mabel Thoko</i>
<b>3. PERSAL NO.</b>	<i>60413978</i>	<b>4. POST NO.</b>	<i>1560</i>
<b>5. POST DESCRIPTION</b>	<i>Principal</i>	<b>6. POST LEVEL</b>	<i>3</i>
<b>7. SCHOOL</b>	<i>Nobanda</i>	<b>8. REGION</b>	<i>Pietermaritzburg</i>

**CRITERIA**

**1. LEADERSHIP: ADMINISTRATIVE, MANAGEMENT & RELATED EXPERIENCE**

<i>Candidate not giving idea of good leadership skills. Experience not relevant to work situation.</i>

SCORE

2
10

**2. ORGANISATIONAL ABILITY AND EXPERIENCE**

<i>Not specific and relevant to work.</i>

SCORE

1
5

**3. PROFESSIONAL DEVELOPMENT, EDUCATIONAL**

**4. LEADERSHIP: COMMUNITY RELATED EXPERIENCE AND INSIGHT**

<i>Nothing about relevant experience and insight into current educational matters.</i>

SCORE

1
10

SCORE

5
30

SCORE

1
5

**REMARKS**

Candidate does not satisfy the requirements of each category and it would appear that she does not have the relevant experience.

requirements of each category and it would appear

**NAME/SIGNATURE**

**NAME/SIGNATURE**

CHAIRPERSON : \_\_\_\_\_ PRINCIPAL : \_\_\_\_\_

MEMBER : \_\_\_\_\_ SE[M]NOMINEE \_\_\_\_\_

MEMBER : \_\_\_\_\_ OBSERVER : \_\_\_\_\_

MEMBER : \_\_\_\_\_ OBSERVER : \_\_\_\_\_

MEMBER : \_\_\_\_\_ OBSERVER : \_\_\_\_\_

DATE : \_\_\_\_\_



Possible answers to this activity are at the end of this unit.



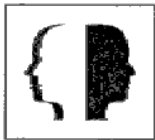
## INVITING APPLICANTS

Applicants who have been shortlisted must then be invited to an interview. This must be done in the form of a written invitation. The invitation must reflect the following information:

- Clear directions to the venue
- Date and time of the interview
- Contact number/contact person
- Documentation needed at interview (for example an ID document)

## INVOLVEMENT OF UNIONS

For the sake of transparency, fair labour practice and in accordance with promotion procedures and practices, Interview Committees must involve unions right from the beginning of the interview process.



Reflection

## REFLECTION

Having gone through this unit, reflect on how you would go about setting up and training an Interview Committee. Think about how you would approach this role using the information given in this unit.



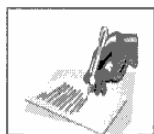
## UNIT TEST

Think about what you have learnt on preparing for an interview and then write your own summary.



Possible answers to this activity are at the end of this unit.

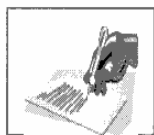
## ANSWERS TO UNIT ACTIVITIES



Self Evaluation

### SELF EVALUATION ACTIVITY 1

Answers will vary from person to person. For small private institutions, it might be cheaper and faster to have one person run the process of interviews (though in the present democratic climate, this is not advisable). However, in larger institutions, especially those of the civil service (Government), there has to be an interview committee. A panel has the advantage of transparency and fairness and is more likely to select a more suitable candidate.



Self Evaluation

### SELF EVALUATION ACTIVITY 2

- A = Not acceptable because there is a learner member on the Interview Committee..
- B = Not acceptable because there are more educator members than parent members on the Interview Committee.
- C = Not acceptable because all members are females.



### SELF-ASSESSMENT ACTIVITY

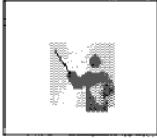
You could think of running workshops for all staff members in your organisation. Take them through the forms that need to be completed step by step. Have them practice filling in the forms. They must then exchange forms to check whether everything has been correctly filled in. Then these forms must come to you to be double checked. In this way you will have ensured that everybody understands how important it is to fill in forms accurately. When a promotion bulletin is released, remind those applying about the importance of filling in forms correctly. Encourage them to give their forms to a colleague or to you to check for mistakes before posting.

A sample of completed forms is available at the end of this unit (Annexure A).

Blank forms for practice with your colleagues can be obtained from your circuit or district office.

Remember that you can go beyond training your staff members only and venture out to help colleagues in other institutions as well.





Practise Activity

## **PRACTICE ACTIVITY**

Your argument may be based on the following observation:

- a) The marks given to her seem fair as she tends to tell stories that are not directly relevant to the work situation. The comments given with the scores clarify this. She also mixes up topics for instance her position of chairperson of Zizamele women's organisation should have been mentioned under community related leadership.
- b) See Annexure B



Unit Test

## **UNIT TEST**

Your summary may include brief notes on:

- Setting up an Interview Committee
- Training an Interview Committee for its duties
- Sifting applications
- Training others to fill in application forms correctly
- Shortlisting
- Inviting applicants to the interview
- The role of the Unions

Preferably, you should write these brief notes in your own words without referring to the unit page by page.

**ANNEXURE A**

**PROVINCE OF KWAZULU-NATAL  
DEPARTMENT OF EDUCATION AND CULTURE**

**APPLICATION FOR ADVERTISED POST**

**NB. PLEASE USE A BLACK BALL POINT PEN AND PRINT IN BLOCK LETTERS.  
COMPLETE A SEPARATE FORM FOR EACH POST.  
PLACE AN X IN THE BLOCK WHEREVER APPLICABLE**

**A      **PARTICULARS OF POST APPLIED****

1. POST NO.	<i>1552 ULU</i>	2. POST DESCRIPTION	<i>PRINCIPALSHIP</i>
3. NAME OF SCHOOL/INSTITUTION	<i>LITTLE FLOWER PRIMARY</i>		
4. DISTRICT	<i>NONGOMA</i>		
5. REGION	<i>ULUNDI</i>		

**B      **PERSONAL PARTICULARS****

1. SURNAME	<i>NDLOVU</i>	2. MAIDEN NAME	<i>KHUZWAYO</i>
3. FIRT NAME/S	<i>THOBILE PRECIOUS</i>		
4. DATE OF BIRTH	<i>24 JUNE 1970</i>	5. IDENTITY NUMBER	<i>7006240028035</i>
6. CITIZENSHIP	<i>SOUTH AFRICAN</i>	7. SALARY/PERSAL NO.	<i>60532814</i>
8. GENDER	MALE <input type="checkbox"/> FEMALE <input checked="" type="checkbox"/>	9. STATE OF HEALTH	GOOD <input checked="" type="checkbox"/> FAIR <input type="checkbox"/> POOR <input type="checkbox"/>
10.* DO YOU HAVE ANY PHYSICAL AND/OR MENTAL DEFECTS OR DISEASES?			Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
11.* HAVE YOU BEEN:			
11.1 CONVICTED OF A CRIMINAL OFFENCE?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
11.2 DISMISSED FROM ANY EMPLOYMENT?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
* If your answer is YES to any of 10,11.1 and 12.1 please provide details on a separate page.			
12. POSTAL ADDRESS		<i>P.O. BOX 53</i>	
		<i>NONGOMA</i>	
		Postal Code: <i>3950</i>	
13. PERMANENT RESIDENTIAL ADDRESS		<i>LOT 5229</i>	
		<i>MAIN STREET</i>	
		<i>NONGOMA</i>	
		Postal Code: <i>3950</i>	
TELEPHONE NUMBER	HOME	<i>8310115</i>	CODE <i>035</i>
	WORK	<i>8310917</i>	CODE <i>035</i>
CONTACT PERSON	TEL.	<i>8310254</i>	CODE <i>035</i>

**C      **LANGUAGE PROFICIENCY: INDICATE “GOOD”  
“FAIR” OR “POOR”****

	ISIZULU	ENGLISH	AFRIKAANS	OTHER
SPEAK	<i>GOOD</i>	<i>GOOD</i>	<i>FAIR</i>	-
READ	<i>GOOD</i>	<i>GOOD</i>	<i>POOR</i>	-
WRITE	<i>GOOD</i>	<i>GOOD</i>	<i>POOR</i>	-

**D****QUALIFICATIONS**

1. PROFESSIONAL TEACHING QUALIFICATIONS				
1.1 DEGREE/DIPLOMA	<i>H.E.D. (HIGHER EDUCATION DIPLOMA)</i>			
1.2 MAJORS/SPECIALS	<i>MATHS</i>	<i>ENGLISH</i>	<i>GEOGRAPHY</i>	<i>PSYC</i>

2. ACADEMIC QUALIFICATIONS				
2.1 DEGREE/DIPLOMA	<i>B.A. DEGREE</i>			
2.2 MAJORS/SPECIALS	<i>ENGLISH</i>	<i>SOCIOLOGY</i>	<i>PSYCH</i>	

**E****EMPLOYMENT DETAILS AND HISTORY**

1. PROVINCIAL/NATIONAL DEPT. OF EDUCATION	<i>KZN DEPT. OF EDUCATION</i>				
2. WHERE STATIONED Name of School/Institution/Other	<i>LITTLE FLOWER PRIMARY</i>				
3. CURRENT PERMANENT POST Not acting post	<i>HEAD OF DEPARTMENT</i>				
4. CATEGORY CLASSIFICATION*	C	<del>B</del>	E	F	G
5. DATE OF INITIAL APPOINTMENT*	<i>1 JULY 1994</i>				
6. HAVE YOU AT YOUR OWN REQUEST BEEN DISCHARGED FROM THE SERVICE FOR ANY OF THE FOLLOWING REASONS:*	CLOSE OF DUTY DATE				
6.1 VOLUNTARY PREMATURE RETIREMENT	Y	<del>NO</del>			
6.2 MEDICAL BOARDING	Y	<del>NO</del>			
6.3 VOLUNTARY SEVERANCE PACKAGE	Y	<del>NO</del>			

**7. SERVICE HISTORY**

SCHOOL/INSTITUTION	POSITION HELD	EXACT DATE OF SERVICE		REMARKS WHY SERVICE TERMINATED
		FROM	TO	
<i>MELMOTH PRIMARY</i>	<i>EDUCATOR</i>	<i>1-01-1992</i>	<i>31-12-1992</i>	<i>TEMP. EDUCATOR</i>
<i>HLUHLUWE PRIMARY</i>	<i>EDUCATOR</i>	<i>5-02-1993</i>	<i>31-12-1993</i>	<i>TEMP. EDUCATOR</i>
<i>LITTLE FLOWER PRIM.</i>	<i>HOD</i>	<i>1-07-1994</i>		

**8. TEACHING EXPERIENCE****8.1 PRIMARY SCHOOL**

PHASE/FIELD DIRECTION	SUBJECT	GRADES	INSTITUTION	PERIOD	
				FROM	TO
<i>SP PHASE</i>	<i>ENGLISH</i>	<i>4-7</i>	<i>MELMOTH PRIMARY</i>	<i>1-01-92</i>	<i>31-12-92</i>
<i>JP PHASE</i>	<i>ALL SUBJECTS</i>	<i>3</i>	<i>HLUHLUWE PRIMARY</i>	<i>5-02-93</i>	<i>31-12-93</i>
<i>JP PHASE</i>	<i>ALL SUBJECTS</i>	<i>2</i>	<i>LITTLE FLOWER PRIM.</i>	<i>1-07-94</i>	
TOTAL NUMBER OF YEARS				<i>7 YEARS</i>	

**8.2 SECONDARY SCHOOL**

PHASE/FIELD DIRECTION	SUBJECT	GRADES	INSTITUTION	PERIOD	
				FROM	TO
				N/A	
				N/A	
				N/A	
TOTAL NUMBER OF YEARS				N/A	

**8.3 OTHER EXPERIENCE**

NAME OF EMPLOYER	POSITION HELD	POST DESCRIPTION	PERIOD	
			FROM	TO
<b>WIMPY</b>	<b>WAITRESS</b>	<b>WAITRESS</b>	<b>1991</b>	<b>1991</b>
TOTAL NUMBER OF YEARS				

I declare that the information furnished in this application is true, correct and complete in every respect. I understand that the furnishing of any false information will render my application invalid and could lead to prosecution. Furthermore, should it be found that the information furnished by me is false or misleading, I am aware that if a promotion was favourably considered on the basis of such information the promotion will be cancelled.

\_\_\_\_\_  
SIGNATURE OF APPLICANT

22 September 1999  
DATE

[ PLEASE ASSIST BY COMPLETING THIS ACKNOWLEDGEMENT SLIP ]

Dr/Mr/Mrs: MRS NDLOVU School/Other: LITTLE FLOWER PRIMARY

Postal Address: P.O.BOX 54, NONGOMA

Code: 3950

Receipt is hereby acknowledged of your application for advertised Post No.: 1552 ULU

REGIONAL CHIEF DIRECTOR: \_\_\_\_\_

**ANNEXURE B**  
**KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE**  
**CURRICULUM VITAE**  
**FOR PROMOTION POSTS**

ALL INFORMATION MUST BE REFLECTED ON THIS  
FORM ONLY  
**COMPLETE THIS FORM LEGIBLY IN YOUR OWN HAND WRITING**  
**UNSIGNED/INCOMPLETE CV'S WILL BE REJECTED**

1. Name : MRS THOBILE NDLOVU 2. Persal No. 60532814  
3. Qualification/s : JPTD (M+4) 4. REQV : 14  
5. Gender : FEMALE 6. Present Post Held: HOD  
7. Current years of continuous Teaching Service as at 30/6/99: 5 YEARS Aggregate Service: 7Years

1. LEADERSHIP: ADMINISTRATIVE, MANAGEMENT AND RELATED EXPERIENCE

**DO NOT EXCEED 100 WORDS**

**10**

I have been involved with the writing of minutes for staff meetings as well as GB meetings of which I have been a member for the last three years .It is also part of my duties to check class registers at the end of each month and am involved in drawing up the time-table for the school. Furthermore, all duty rosters for teachers and the completion of Departmental Surveys are part of my responsibilities. I assist the principal in drawing up the school budget and am often requested to write circular letters to parents. Checking week, term and year planning is also part of my duties.

2. ORGANISATIONAL ABILITY AND EXPERIENCE

**DO NOT EXCEED 80 WORDS**

**5**

I organise all sporting activities and outings in my school and also coach the w/13 netball team who fared very well at their recent trials. I organise many fund raising events such as fun days, raffles, talent competitions, etc. I have also been responsible for all aspects of our prize giving for the last four years. I am in charge of the computer classes which take place after normal school hours. I am involved in the organising of staff functions which aim at keeping the staff working together as a team.

### 3. PROFESSIONAL DEVELOPMENT/EDUCATIONAL EXPERIENCE AND INSIGHT

3.1 What contributions have you made towards preparing your colleagues/learners and/or parents to meet the challenges of transformation?

I have attended a variety of courses after which I give feedback to the rest of the staff. I also encouraged teachers from other institutions to come and observe at our school or to sit in at academic discussions. (2)

3.2 What have you done to promote COLTS?

I encourage the staff to read and improve their knowledge and skills through workshops and courses. I make new information available wherever possible and constantly point out that learning is a life long experience (3)

3.3 Complete the table below in respect of your educational involvement over the last five years:

(5)

NO	ITEM	TOPIC	DATE	VENUE
1	Seminars/Conferences/Workshops you organised	OBE WORKSHOP	31-02-1999	NONGOMA PS
		APPRAISAL	05-05-1999	MELMOTH PS
2	Seminars/conferences/Workshops you attended	WIM SEMINAR	23-08-1999	DURBAN
		OBE WORKSHOP	30-11-1998	EMPANGENI
3	Handouts, documents you prepared and presented	APPRAISAL	05-05-1999	MELMOTH PS
		OBE (GR 7)	02-12-1999	NONGOMA PS

### 4. LEADERSHIP: COMMUNITY RELATED

4.1 Give two activities in which you involved parents/communities/agencies outside your own school.

(2)

DATE	VENUE	NATURE OF ACTIVITIES
15-03-1999	NONGOMA PRIMARY	FUN DAY
23-09-1999	NONGOMA PRIMARY	ATHLETICS

4.2 Name one position of leadership you hold in the community.

(1)

Chairperson of Bible Study group

4.2 Indicate at least one project/activity initiated and successfully completed by you as the team leader. Make references to dates, etc.

(2)

DATE	PROJECT	REMARKS
DECEMBER 1996-1998	PRIZE-GIVING	SUCCESSFUL EVENING
1996 TO 1999	FUND RAISING EVENTS	GOOD PROFITS MADE

## 5. REFEREES

Indicate names and details of TWO persons, other than educator colleagues, who could substantiate information provided in this CV.

NAME	TELEPHONE NO./CONTACT NO.
<i>Mr R..F. Mthembu</i>	<i>035-8310997(W) 035-8310333 (H)</i>
<i>Miss Z. Shabalala</i>	<i>031-9033452 (W) 0835776342 (Cel)</i>

I hereby certify that the information supplied is correct and I undertake to furnish any original document on request.

\_\_\_\_\_  
Signature of Applicant

*22 September 1999*  
Date

**[Adaped from HRM Circular No. 37 of 1999]**

## UNIT 3: APPLYING FOR A JOB



### INTRODUCTION

This unit offers guidelines to help you apply for a suitable job. It takes you through analysing your strengths, identifying vacancies relevant to what you can offer and applying for a job.

### OBJECTIVES

By the end of this unit, you should be able to:

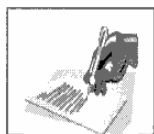
- identify a post that is suitable for you
- write an application letter that can get you an interview
- write an effective curriculum vitae



### CONTENT

#### IDENTIFYING YOUR STRENGTHS

The new constitution and the Acts and Regulations based on it promote equal opportunities for both men and women. This means that it is no longer enough for a woman to be satisfied with just being a worker. She now has many opportunities to climb up the ladder of promotions in whatever job she does.



Self Evaluation

#### SELF-EVALUATION ACTIVITY 1

Think of women that you are aware of who occupy high managerial positions in various spheres like education, health, business, parliament, and justice. List them on a piece of paper.

- Select the one whose position you would like to occupy one day.
- Write an appropriate piece of paper similar to the one below and stick it in a convenient place where you can see it from time to time.



One day I, Zodwa Khumalo, will be a Minister of Education like Eileen ka-Nkosi Shandu

It is also okay to dream about occupying a position that is presently held by a man.

One day I, Farrah Khan, will be a Director General in the National Department of Education and Culture, just like Thami Mseleku.



Possible answers to this activity are at the end of this unit.



People who occupy senior positions do not just get there by magic.

- They have worked hard to improve their qualifications.
- They kept themselves up-to-date with current matters, especially those pertaining to their careers.
- They networked with other successful people.
- They strove to do their best whenever given an opportunity to perform.
- They regarded employment as a privilege and not a right.
- They were constantly on the look out for better job opportunities, and when these came up, they applied.

## IDENTIFY POSTS THAT ARE SUITABLE FOR YOU

It is important to be careful in selecting jobs that you apply for. Find out about the requirements of a job before you apply for it. Do this by talking to people who do the job that you are interested in or people who work in the same organization. Then look honestly at yourself: your qualifications, your skills, your experience, your strengths, your weaknesses and your potential. Match these against the requirements of the job before deciding to apply. Remember that if you apply for posts which are way beyond your present capability, you are not only likely to fail the interview, but you also set yourself up for failure if you happen to get the job. So please be realistic in your quest.



Self Evaluation

## SELF-EVALUATION ACTIVITY 2

This activity will help you to analyse what you have to offer.

- Think about personal achievements that have given you pride and satisfaction and list ten of these.
- Look for a pattern in the skills that contributed to each achievement.
- Ask a colleague or relative what you are good at, and compare the answers with your own assessment.
- List your qualifications, work experience and outside activities.
- Ask a friend, colleague or relative to list four or five of your most obvious personal traits and compare the answers with your own assessment.
- List the things you liked best about the work you have done before.
- List your interests and hobbies.

All these put together will help give you a picture of what you can offer. It is important to know your specific professional and interpersonal skills and abilities, so that you are able to give evidence of them if you are expected to do so at an interview. Remember that interviewers are often not only interested in people with good academic history, but also people who have made an effort to expand their skills and who get involved in things around them. They prefer people who are energetic and alert.



Possible answers to this activity are at the end of this unit.



## **APPLICATION LETTER, CURRICULUM VITAE AND APPLICATION FORMS**

Now that you have a clear understanding of what your strengths are, be on the lookout for appropriate vacancies. When those vacancies appear, apply. The application letter, curriculum vitae and application forms will be the next step to attend to.

### **THE APPLICATION LETTER**

Once you have decided that you are suitable for a certain post, the next step is to apply. We all learnt how to write a general application letter many years ago when we were students, but maybe it is not incorrect to remind ourselves of the important points we need to remember when writing an application letter.

- An application letter needs to be relevant to the specific post that you are applying for.
- Focus on your strongest work skills and how these could help the organization.
- Match the requirements to your qualifications.
- Write relevant experience.
- Provide evidence of desirable personal qualities.
- Refer to your CV.
- Ask for an interview at the readers' convenience.



### **SELF-ASSESSMENT ACTIVITY**

Below is an advertisement taken from the Sunday Times of 21 May 2000. Write an application letter responding to the advertisement.

**Post PL4 Principalship**  
(Ref. P25/2000)  
Salary: R87 113 per annum.

To be considered for appointment to this position, you must be in possession of an appropriate Bachelor's degree or equivalent qualification or relevant experience. Furthermore, you must have a strong management background with academic, social and administrative skills.

Direct your application to :  
The Chairperson of the SGB  
Primrose Primary School,  
UMLAZI SOUTH  
4091  
Closing Date: 30 June, 2000.



At the end of this unit is a sample of an application letter (Annexure A).

### **APPLICATION FORMS:**

Some organisations like the KwaZulu-Natal Department of Education and Culture, require you to complete specific application forms. It is important that you read these forms carefully, and complete them neatly and precisely. Have somebody check them for you before you post or submit them. For more information on filling in forms, see unit 2 of this module.

### **CURRICULUM VITAE**

After you have decided what post you want to apply for, you prepare a CV which will accompany your application letter. These two are important because even though they cannot get you a job, they can get you through the initial screening process, thereby getting you to an interview. The objective of a CV is to draw the readers' attention to your best features and to downplay your disadvantages without misrepresenting facts. Your CV should look professional. It must be fact oriented. Many private sectors are excellent at producing a professional CV in exchange for a small fee. In the advertisement pages of many newspapers, there are people or agencies that advertise their skills at writing CVs for people. You can make use of their assistance.



At the end of this unit is a sample of a CV (Annexure B).



Practise Activity

## PRACTICE ACTIVITY

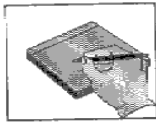
Look at the advert on the previous page. You have already written an application letter in response to it. Now write your CV which will accompany that application letter. Give it to a colleague to evaluate and make comments. Make the necessary corrections and keep it in your file. It will help you as a starting point when you apply some day. Remember that a CV is not cast in stone, it needs to be updated and made relevant to the posts applied for.



Possible answers to this activity are at the end of this unit.



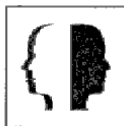
Now that you can write your own CV, the next important step you should take is to get to know your legal rights so as to enable you to determine whether the proceedings at your interview are fair and free of unfair discrimination.



Summary

## SUMMARY

This unit offers you a number of important guidelines to use when planning for an interview. These include analysing your strengths, identifying posts suitable for you and writing effective CVs. The next unit will continue by taking you through the preparation for a job interview.



Reflection

## REFLECTION

In this unit, we tried to help you identify your strengths and weaknesses. Reflect on these. Think of strategies to enhance your strong points and improve your weak points. Implement these strategies in your day to day life.



## UNIT TEST

Think about the information about yourself gathered from Activity 2. Write a summary of this. Based on this information about yourself, think of a promotion post in the Department which is higher than the one that you presently occupy. Write a letter to the relevant supervisor, motivating strongly why you should be given that particular post.



Possible answers to this activity are at the end of this unit.

## **ANSWERS TO UNIT ACTIVITIES**



Self Evaluation

### **SELF EVALUATION ACTIVITY 1**

There is no correct answer as each person will identify her own dream.



Self Evaluation

### **SELF EVALUATION ACTIVITY 2**

Please note that answers to this activity will vary depending on your personal experience.



### **SELF ASSESSMENT ACTIVITY**

See Annexure A for example.



Practise Activiy

### **PRACTICE ACTIVITY**

See Annexure B for example.



### **UNIT TEST**

Please note that answers to this activity will vary depending on your personal experience.

## **ANNEXURE A**

786 Fairway Drive  
Durban North  
40001  
25 May 2000

The Chairperson of the School Governing Body  
Primrose Primary School  
Umlazi South  
4091

Dear Sir\Madam

Your advertisement in the May 21 issue of the Sunday Times attracted my attention because I believe that I have the proven skills you are looking for in a Principal for your school.

My hands on experience in the various aspects of school management at organizational level has assisted me in my current position. In addition to having previous experience in various managerial tasks, I have also attended and conducted various workshops relating to school governance, legislation and policies.

My studies in school governance and management have also proven valuable in my job as a school Deputy Principal. As my CV indicates, my duties include supervision and management tasks at various levels of school management and school development.

In view of the fact that skills are best demonstrated in person, I would appreciate an interview with you. Please phone me any afternoon between 15h30 and 17h00 at 031-9127868 to let me know the day and time most convenient for you.

Thank you

Yours faithfully

---

SANET COETZER

## ANNEXURE B

**NAME :** SANET COETZER  
**ADDRESS :** 786 FAIRWAY DRIVE  
DURBAN NORTH  
4001  
Tel/Fax: 031-9022469  
031-9127868

**OBJECTIVE:**

To obtain a principalship position (P4) where my knowledge of school governance and development will be of value.

**EXPERIENCE:**

**JANUARY 1975 to DECEMBER 1985**

Level 1-Educator	: Trinity Secondary School.
Subjects taught	: Mathematics and Physical Science.
Chairperson of	: Subject Committee; Interim Syllabus Committee; Public Welfare; Excursions.
Secretary	: Staff; Junior Secondary Committee; Mathematics (Circuit)
Treasurer	: Social Club; Physical Science Club; Parent Teacher Association.
Sport	: Netball and Volleyball Coach

**JANUARY 1986 to DECEMBER 1990**

Level 1-Educator	: Daxina Primary
Subjects taught	: Mathematics; Gen. Science; English.
Core responsibility	: Assembly Roster; Prefects; Fund-raising; Ground Duty
Acting HOD	: HOD on Leave
Sport	: Swimming Coach; Chess Coach

**JANUARY 1991 to DECEMBER 1993**

Level 2-[HOD]	: Lenasia Primary
Subjects taught	: Supervision; English; Mathematics
Sport	: Swimming and Netball Coach
Seminars	: English; Mathematics; Management
Other	: Conducted Workshops

**JANUARY 1994 to PRESENT**

Level 3-[D.P.]	: <b>Durban Girls' Primary</b>
	School Administration; School Finance;
	Stock Taking; Supervision of Grade 7;



Management Records; Internal and External Evaluation and Assessment; School Calendar; Admission of New Learners; Class Streaming; Organizing School Functions.

**EDUCATIONAL QUALIFICATIONS:** 1974 – Diploma Senior Primary  
1980 – Higher Education Diploma  
1985 – Diploma in School Management  
1990 – B.A. Degree

**PERSONAL DATA:** Born and raised in Gauteng.  
Attended Teachers' College in Pretoria & studied through University of Natal and UNISA  
Fluent in English, Afrikaans and Isizulu.  
Have travelled extensively.  
Excellent Health.

**REFERENCES:** Principals of: Trinity Secondary School  
Daxina Primary School  
Lenasia Primary School  
Durban Girls Primary School

**SUPPORTING DOCUMENTS:** Attached.

## **UNIT 4: PREPARING FOR AN INTERVIEW**



### **INTRODUCTION**

This unit guides you through the preparation for an interview. This includes the legal aspects of your rights as a woman, information search, your appearance at an interview and the likely questions that commonly come up at interviews. It is hoped that as you follow through this unit, you will always keep at the back of your mind, the importance of presenting yourself convincingly to an interviewer.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- identify your legal rights as a female applicant
- prepare thoroughly for a job interview
- select information relevant for an interview
- dress appropriately for an interview
- recognise and respond to possible interview questions.



### **CONTENTS**

#### **IDENTIFY YOUR LEGAL RIGHTS AS A FEMALE APPLICANT**

It is important for everyone in society to stand together and contribute to the upliftment of women. This can be done by emphasizing respect for women's rights as basic human rights underlined by the Constitution of the Republic of South Africa.

Discrimination in the employment of a person takes place when one is treated less favourably than another because of characteristics which have no influence on one's ability to perform in the post applied for. The reason for such unfair treatment (discrimination) can be gender, race, colour, religion, etc. It is important for you as an applicant to remember that it is your human right to be treated according to the same standards as every other applicant.

It is wise for applicants to know their rights before walking in for the actual interview. Women are now protected against unfair discrimination by certain Acts and Regulations which are useful to know. Some of the most important ones are:

- The National Educational Policy Act

- Commission on Gender Equality Act 39 of 1996
- The South African Schools Act 84 of 1996
- The Employment Equity Act 55 of 1998
- Basic Conditions of Employment Act, 1997
- The Labour Relations Act of 1995
- The Employment of Educators Act, 1998

## **THE SOUTH AFRICAN CONSTITUTION**

The South African Constitution states that:

- Equality includes equal experience of all rights and freedoms standardised through laws to protect and uplift disadvantaged groups.
- The Government may not discriminate against anyone on any of the following grounds: race, gender, sex, pregnancy, marital status, colour, sexual orientation, age, disability, religion, belief, culture, language or birth.

Use the statements in the Bill of Rights to your advantage to protect you against possible discrimination.

## **THE NATIONAL EDUCATIONAL POLICY ACT**

The National Educational Policy Act aims at protecting the Rights of all people. This assures that you and I are protected against unfair discrimination within or by an Education Department or institution.

## **THE COMMISSION ON GENDER EQUALITY ACT 39 OF 1996**

The Commission on Gender Equality Act 39 of 1996 aims at the promotion of gender equality and at advising law makers and Parliament on issues affecting gender.

## **THE SOUTH AFRICAN SCHOOLS ACT 84 OF 1996**

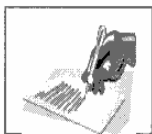
Amongst other things this act stands for the protection of all people against racism, sexism and all other forms of unfair discrimination.

## **BASIC CONDITIONS OF EMPLOYMENT ACT, 1997**

The purpose of this Act is to give effect and regulate the rights to fair labour practices as stated by section 23(1) of the Constitution.

## **THE LABOUR RELATIONS ACT OF 1995 AND THE EMPLOYMENT EDUCATORS ACT OF 1998**

These two acts, like the others mentioned above, also aim to protect all people against unfair labour related discrimination and practices.



Self Evaluation

### **SELF-EVALUATION ACTIVITY 1**

Do you think that the aim of improving and protecting the rights of women in Education has become a reality or is it still only a dream? Discuss with your colleagues how you can help make this a reality.



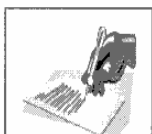
Possible answers to this activity are at the end of this unit.



### **THE EMPLOYMENT EQUITY ACT 55 OF 1998**

This act has two important aims:

- Equal opportunities and equal treatment in employment. In Education, it will come down to equal opportunities for females, concerning for instance, appointments and promotions. A woman should be treated fairly when applying for a post and also after being appointed.
- The implementation of affirmative action aims to ensure equal representation at all levels of the department. In Education, affirmative action will have achieved its goal when the number of women in promotion posts compares with that of their counter- parts. Although women are in the majority when it comes to the teaching profession (73% in primary schools and 63% in secondary schools), the gap in female representation is clearly noticeable when it comes to promotion posts.



Self Evaluation

### **SELF- EVALUATION ACTIVITY 2**

At your interview for a principalship post at Ixopo Primary School, you notice that you are the only female applicant invited to the interview. Can you now take it for granted that this promotion post belongs to you as you are well informed of the affirmative action clause of the Employment Equity Act?



Possible answers to this activity are at the end of this unit.



Be aware of all the rules and regulations around the issues of equity in education. Know that as a woman you have the right to equal opportunities when it comes to employment. With this in mind, you are now ready for the next step, your interview.



### **SELF ASSESSMENT ACTIVITY**

Without looking back at the notes, write down at least four Acts that protect your rights as a woman.



Possible answers to this activity are at the end of this unit.



### **INFORMATION SEARCH**

Preparation is the answer if you want to perform well at your interview. As the unknown seems to stress some people, preparation can ease a bit of that tension. Many interviewers say that they find that most interviewees don't do their homework. They come to an interview knowing very little about the organisation or the job that they have applied for.

Try to gather as much information as possible on the institution that you apply to. If you have applied to a school, try to gather information on the following:

- The location and size of the school and its surroundings.
- Extra-mural activities offered.
- The names and titles of the management team.
- What exactly will be expected of the person appointed in the vacancy (knowledge and skills).
- You may find useful articles in a local newspaper on the school to which you can then refer.
- Former or current employees of the school may give you more insight into the job and the work environment.

Knowing some of these facts will show that you have the interest and initiative to find out things on your own.

Once you've gathered your information, go through your CV again, to determine which of your experiences are likely to be of interest to this particular school. Try to link past experiences with the requirements of the job.

## POSSIBLE QUESTIONS

Most job interviews are question-and-answer events. You can expect questions on your past achievements, interests and relationship with the people around you.

The following questions and answers are adapted from Business Communication Today (C.L. Bovée: 1997, p346-347).

- *What is important to you in a job?* Mention specific rewards other than a salary cheque. For example: challenge the feeling of accomplishment, knowing that you have made a contribution.
- *Why do you want to work for this organization?* Cite its reputation, the opportunities it offers, and the working conditions. Stress that you want to work for this organization, not just any organization.
- *Why should we employ you?* Point to your academic preparation, job skills, and enthusiasm about working for the organisation. Mention your performance in school or previous employment as evidence of your ability to learn and to become productive quickly. If the job involves management responsibilities, refer to past activities as proof of your ability to get along with others and to work as part of a team.
- *If we hire you, how long will you stay with us?* Answer by saying something along these lines: "As long as my position here allows me to learn and to advance at a pace consistent with my abilities."
- *What are your greatest strengths?* Give a response like one of the following: "I can see what needs to be done and do it"; "I'm willing to make decisions"; "I work well with others"; "I can organize my time efficiently".
- *What are your greatest weaknesses?* Identify one or two, such as the following: "I tend to drive myself too hard"; "I expect others to perform beyond their capacities"; "I like to see a job done quickly and I'm critical if it isn't." Notice that these weaknesses could also be regarded as desirable qualities. The trick with this question is to make a potential virtue sound like a problem.
- *What didn't you like about previous jobs you've held?* Discuss the things you didn't like, but avoid making negative references to any of your former employers.
- *How do you spend your leisure time?* Mention a cross section of interests - active and quiet, social and solitary - rather than just one.
- *Are there any weaknesses in your education or experience?* Take stock of your weaknesses before the interview. Practice discussing them in a positive light. You'll find that they are minor when discussed along with all the positive things you have to offer.
- *What would you do if.....?* This question is designed to test your responses. For example: "What would you do if your computer broke down during an audit?" Your answer here isn't nearly so important as your approach to the

problem. And a calm approach is best. Start by saying. “One thing I might do is .....” Then give several alternative choices.

- *Tell me something about yourself.* Say you’ll be happy to talk about yourself, and ask what the interviewer wants to know. If this point is clarified, respond. If not, tell why you feel your skills will contribute to the job and the organization. This question gives you a great opportunity to sell yourself.
- *Do you have any questions about the organization or the job?* Employers like a candidate who is interested in the organization. So this is a perfect time to convey your interest and enthusiasm.

Many other answers might be appropriate, of course, so you need not memorize the ones suggested here. Just be sure that your answers are sincere, truthful, and positive. Take a moment to compose your thoughts before responding, so your answers are to the point.



Remember that the answers given to the questions above are only guidelines. You need to adapt them to suit your specific situation.



### **Here are a few more things to take note of:**

- Try to be positive, outgoing and professional.
- Look alive and interested. Over confident people may be summarized as uncaring.
- Be friendly and comment positively on what is said.
- Refrain from talking too little or too much.
- Listen carefully before you answer.
- Keep eye contact.
- Smile as often as possible.
- Sit up straight.
- Nod your head as you listen.
- Make use of hand gestures.
- Don’t use phrases like “you know”, “like” and “um”.
- Try and vary the tone of your voice so that you do not sound boring.

### **PLANNING YOUR APPEARANCE**

A poor personal appearance ranks among the top three bad marks for job applicants. That being the case, you need to plan your appearance for the interview with great care. Long before you open your mouth to tell your interviewers about your great strengths and high qualifications, they will have formed some judgement of your candidacy by just looking at you. So, make the greatest of impressions at the earliest opportunity.

Would you agree that in general much more attention is paid to the appearance of women than that of men? What does this mean? It means women have to grab this opportunity and use it to their advantage in an interview. Let your looks impress!

Interviewers take notice of appearance not only because it is natural to do so, but because clothing and grooming reveal something about your personality and your awareness of the organisation's standards.

No one can dictate to you what you should wear or how you should look when you present yourself for an interview. We can only emphasize the importance of appearance at an interview, and give mere guidelines to help you in your preparation.

It is best to dress conservatively. This is definitely the case if you are applying for a Government promotion post. Even though traditional business colours are brown, navy, grey and black, it is now quite acceptable to wear bright colours like cream, white, maroon etc. Some women prefer African materials, and many of them are bright. Once again there is no rule, you need to decide whether the attire is likely to enhance or dampen your image in the eyes of the interviewers. It is important that the style of your dress or suit should be businesslike – the simpler the pattern, the better. It is better not to wear something that is too short or too tight, as that might give a bad impression to the interviewers. When you have chosen an outfit, get it ready before the day of the interview.

Be reasonable in your choice of jewellery, the less conspicuous, the better. Attend to the condition of your hair. Clean and simply styled hair is your best option. If you normally use make-up, do so. If you don't normally do so, it is better not to start on the day of an interview as you might not apply it properly, or worse still, you might feel uncomfortable and shy because you are not used to it. Shoes are important too, not slops, not slippers, just a decent pair that you are comfortable in. Well-groomed nails complete the picture of a well-groomed woman. Keep your nails neat and clean. If they have nail polish, it should be fresh. A bag is a woman's best friend. Carry one, as it will help hold all your stuff.



Practise Activity

## **PRACTICE ACTIVITY**

Forty-year old Judy Hill is a principal of a school. She has applied for a Deputy Chief Education Specialist post with the KZN Department of Education and Culture. She has been called for an interview. Judy has a full wardrobe of clothes and many accessories. Choose what Judy should wear to the interview. Write a paragraph describing the clothes that you would choose for her, or better still, draw Judy wearing the attire that you would choose for her. Take care of her shoes and accessories as well. Colour your drawing



Possible answers to the activity are at the end of the unit.





## PHYSICAL PREPARATION

As soon as you are invited to an interview, start preparing. Find out exactly where your destination is and how you will get there. You must double check the location and the time of the interview. Map out the route beforehand and estimate the time needed to get to the interview. Plan your arrival for 30 minutes to 1 hour before the interview, to cover problems that may arise on route. Arriving earlier at your place of interview, not only ensures that you are relaxed by the time you are called in, it also gives you time to look around the premises as that might give you something to talk about during the interview.



### Summary

## SUMMARY

This unit has taken you through the final steps of preparing for an interview. It has exposed you to your legal rights. It has also tried to help you present yourself professionally and favourably at an interview.



### Reflection

## REFLECTION

Think of the last interview that you attended as an interviewee. In view of the information given in this unit, what would you do differently in a future interview? Write your thoughts down, file that paper away where you can retrieve it and look through it before you go to a future interview.



## UNIT TEST

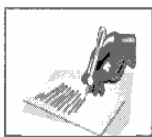
Asking your friends to help you prepare for your interview can be fun. One can be the interviewer, while another listens to your answers and evaluates your reactions. The list of common mistakes given below can help the interviewers in the role-play interview. Remember that your aim is to eliminate as many of these mistakes as possible.

## COMMON MISTAKES MADE BY APPLICANTS

1. Has a poor personal appearance
2. Is overbearing, overaggressive, conceited; has a “superiority complex”; seems to “know it all”
3. Is unable to express self clearly; has poor voice, diction, grammar
4. Lacks knowledge or experience
5. Is not prepared for the interview
6. Has no real interest in job
7. Lacks planning for career; has no purpose or goals
8. Lacks enthusiasm; is passive and indifferent
9. Lacks confidence and poise; is nervous and ill at ease
10. Shows insufficient evidence of achievement
11. Has failed to participate in extra-curricular activities
12. Over-emphasizes money; is interested only in the best salary offer
13. Has a poor scholastic record; just got by
14. Is unwilling to start at the bottom; expects too much too soon
15. Makes excuses
16. Is evasive; hedges on unfavourable factors in record
17. Lacks tact
18. Lacks maturity
19. Lacks courtesy; is ill-mannered
20. Condemns past employers
21. Lacks social skills
22. Shows marked dislike for schoolwork
23. Lacks vitality
24. Fails to look interviewer in the eye
25. Has limp, weak handshake

Taken from Business Communication Today, C.L. Bovee : 1997, p.348.

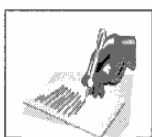
## ANSWERS TO UNIT ACTIVITIES



Self Evaluation

### SELF-EVALUATION ACTIVITY 1

Although your answer to this question will depend on the circumstances in which you find yourself, we think that the protection of a woman's rights in Education is becoming a reality, because of the protection provided by Acts and Regulations based on the Constitution. Women just need to get together to inform one another about the new legislations.



Self Evaluation

### SELF-EVALUATION ACTIVITY 2

Being a woman does not exclude you from having the qualifications and experience required for a post. In order to be a successful candidate for promotion, formal qualifications and experience are essential for both male and female applicants.



### SELF-ASSESSMENT ACTIVITY

Possible answers are available on page 40

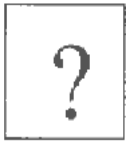


Practise Activiy

### PRACTICE ACTIVITY

Among other clothes you may choose this set of clothing for Judy:

- Navy suit
- White blouse
- Navy bag
- Navy court shoes
- A pair of stockings



Unit Test

**UNIT TEST**

You will have passed this test when your friends are satisfied with your performance.

## **UNIT 5: CONDUCTING AN INTERVIEW**



### **INTRODUCTION**

The previous unit looks at the importance of preparing for an interview. Therefore this unit takes you through the process of interviewing itself. It involves steps like:

- inviting the applicants to be interviewed
- inviting other members of the panel
- inviting Union representatives
- arranging the interview venue, and
- the interview itself.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- formulate relevant questions
- select and prepare an interview venue
- conduct an interview
- identify the best suited candidate for the post.



### **CONTENT**

#### **PREPARING THE VENUE**

A convenient venue to set up for an interview is one where there will be no disturbances during the interview. The room needs to be big and airy, allowing free movement. Arrange furniture in such a way that the candidate will be relaxed, and not made to feel as though she is in a disciplinary hearing. Make sure that there is water and a glass available for the candidate.

It is also important to arrange a waiting room for the people that you have invited to an interview. This waiting room should preferably be close to the toilets. If there are some magazines or periodicals available, put a few in the waiting room. Candidates should not be made to wait in the passage outside the interviewing room. Organize somebody to welcome candidates as they arrive, assure them that they are at the right place and show them the waiting room and the toilets if they need them. All this is done in order to help a candidate relax before she is interviewed.

Once you have organized the venue, you can then take care of the questions which you will use at the interview.

## **INTERVIEW QUESTIONS**

Planning questions that you will ask at an interview is important because:

- Questions are the tool which you will use to get information from candidates.
- Questions are the means that you will use to motivate applicants to respond honestly and appropriately.

In interviews you will probably ask both open and closed questions. Open questions require general information. They enable the interviewees to expand on a topic, express their opinions and give reasons for their opinions.

Examples of open questions are:-

- If a parent were to make a complaint of sexual harassment against a teacher, how would you handle it?
- How would you go about inducting a new member of staff to your institution or department?

The advantage of open questions is that they help to show the interviewee's way of thinking, what she knows, how articulate she is and help relax the interviewee because such questions do not imply judgement.

The disadvantage of such questions is that they can take time to answer, as it is difficult to interrupt the interviewee if she goes on and on. Answers may be interpreted differently by different members of a panel.

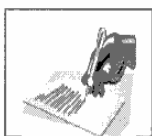
Closed questions require short, specific responses. Examples of such questions are:

- Have you ever been charged for misconduct?
- Do you live far from here?

Advantages of closed questions are that they:

- enable the interviewer to obtain exact or specific information
- require less effort from interviewees
- eliminate bias and prejudice in answers.

The disadvantages are that they limit replies and may therefore prevent important information from being revealed. Too many of these questions can turn an interview into an interrogation.



Self Evaluation

## **SELF EVALUATION ACTIVITY 1**

You are preparing questions that you will use at an interview. Do you think you have grasped the difference between open and closed questions?

Give 2 examples of open questions.

Give 2 examples of closed questions.



- Possible answers to this activity are at the end of this unit.



**Example of questions aimed at eliciting information from different areas:**

### **Introductory questions:**

- Did you find this place easily?
- How was your journey?
- Have you been waiting for a long time?
- Have you had some tea?

### **Personal questions:**

- Tell us something about yourself.
- What extra-mural interests do you have?
- How do you spend your free time?
- What do you regard as your strong points?
- What do you regard to be your weak points?
- How would you like to see yourself in ten years time?
- Is there anything about yourself that you wish to tell us?

### **Career related questions:**

- What made you decide to choose this career/work?
- What was your most valuable work experience?
- Why did you occupy so many/few different positions during the past five years?

### **Job related questions:**

- Why did you apply for this position/job?
- Why do you think you are a good candidate for this post?

- If two of your staff members quarrelled and one of them came to report to you, what would you do?
- How would you ensure that your staff members are kept up to date with new developments in their field of work?

To come nearer home, the job related questions of the Department of Education and Culture are asked under five topics. Below are the topics and a sample question belonging to each of the topics:

1. Leadership: Administrative, Management and Related Experience:  
What are the most important skills that you think a Deputy Principal should have?
2. Organisational Ability and Experience  
What structure would you put in place in a school to promote COLTS (Culture of Learning and Teaching Services)?
3. Professional Development, Educational Experience and Insight.  
Tell us about SACE (South African Council of Educators) and what your views are on it.

**Leadership: Community Related**

The community is an important stakeholder in Education. Tell us how you would involve the community around this school that you have applied to.

**Personality and Human Relations**

Who is your role model? Tell us about him or her. Why is he/she your role model?

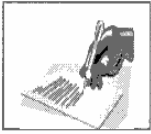
It is important to remember that the purpose of all the questions asked must be to guide the candidate to do 80% of the talking – to give of herself as much as she can. If the interviews are going to be done in one day, it is necessary to ask the same questions to all candidates. However if interviews for one post are conducted over several days, then questions have to be changed.

Once you have decided on the questions that you will ask, it is advisable to write them for all panel members and decide who will ask which question. Some interviewers provide a copy of the questions to offer to the candidate so that if she does not hear the question properly, she can read it for herself from the paper.

**Discriminatory Questions:**

You need to be careful that you do not ask discriminatory questions at interviews, especially because unintentional discrimination is considered to be just as unlawful as intentional discrimination. Be careful that any question asked of a female applicant and not asked of a male applicant seeking the same job, is discriminatory. You have to prove, when necessary, that questions asked at an interview are specifically job-related.





Self Evaluation

## SELF-EVALUATION ACTIVITY 2

Women applicants at an interview were asked the questions below. Read them and decide whether they are discriminatory or not. Support your answers.

- As a woman, do you think you can manage to control a staff of 24 males?
- I notice from your CV that you are newly married, how many children do you plan to have, and when do you plan to start the family?
- We occasionally have to work over weekends. Would you be able to do that?



- Possible answers to this activity are at the end of this unit.



## INITIAL STAGES OF THE INTERVIEW

No one is a born interviewer. Interview skills must be practiced in practical situations to improve and eventually master them. The most important skill to get to perfection is that of luring an applicant into revealing the information you require in order to evaluate the candidate for the vacancy. Interpretation skills are also an asset when it comes to the correct understanding of the information gathered from the applicant.

Having your interview conducting skills at the tip of your fingers has its advantages:

- You will be able to establish circumstances that will encourage candidates to reveal more of themselves.
- The latter will leave behind candidates with a feeling that they have received fair and non- discriminating treatment which will in turn leave them with the satisfaction that they were given a fair chance.

Before starting the interviews you should already have in mind a profile of the ideal candidate that you are looking for. This profile must correspond with the job description. It is important to do this because the correct professional qualifications for the job are not always the only criteria on which your decision will be based. It is important that the new employee must also fit in with the other people in the organization. You also need to decide on the method of interviewing that you are going to follow and on how the results will be evaluated.

It is a good idea to read through the CV, application forms and letter of an applicant again just a few minutes before calling the applicant in. This helps to ensure that you are properly prepared to conduct the interview.

When the candidate enters the room, she must be greeted. The candidate's identity must be confirmed to ensure that she is the one expected. The Education Department requires that applicants take their ID documents along for the interview to prove identity and to prevent an applicant from sending a substitute.

It is a good idea to use the first minute or two as an ice-breaking attempt to create a more relaxed atmosphere through friendly informal discussions. Introduce yourself and the committee to the applicant. Using first names is not a good idea as it may put more strain on a candidate if she is uncertain of how to address you. Furthermore, it can make the asking of more difficult questions even more difficult.



### **SELF-ASSESSMENT ACTIVITY**

A nervous candidate walks into the room. What would you say to her to ease the tension?



■ Possible answers to this activity are at the end of this unit.



Before starting with the formal questioning, you should explain the course of the interview and give a brief description of how long the interview should take and what you would like to determine. Interviewers that know where they are going to, tend to put interviewees more at ease.

### **CONDUCTING AN INTERVIEW**

After the introductions have been made and the interviewee has had enough time to settle down (and calm down a little) then the actual questioning can start. This part of the interview must be well planned as it is here where you have to determine who the ideal candidate for the vacancy will be. Your questions must thus be planned to determine whether the candidate is in possession of the qualifications, skills, experience, personal qualities and knowledge required for the post.

It is sometimes necessary to probe a candidate who is reluctant to speak by using gestures suggesting that elaboration is needed. Gestures such as deliberate pauses and expectant eye contact may do the trick. Interviewers should remember that they are there to question and listen and should therefore refrain from doing too much talking themselves.

As no candidate reacts the same, an interviewer must be flexible enough to cater for situations not planned for. It would thus be advisable not to prevent a candidate from elaborating on events or subjects from which an interviewer can collect more information on the candidate.

Should you decide to make notes during the interview, you should inform the candidate of your actions and explain that you are doing it with all the candidates as a method to refresh your memory later.

Taking too many notes during the interview can distract your attention from the candidate and possible important information that she reveals while you are busy writing. It is better to write down as much as possible during the few minutes after the candidate has left, while it is still fresh in your mind.

If you have to take notes during the interview, it must be done a short while after the candidate has given the information to prevent the candidate from being disturbed by observing how you are making notes of negative remarks that were made. Trying to determine what you see as important may also distract a candidate's attention.

The information-gathering part of the interview should last between twenty and forty minutes depending on the level of the job applied for. After you have finished with the questioning, inform the candidate of when and how she will get the results of the interview, whereafter the candidate is given an opportunity to ask her questions, if she has any. Respond to them briefly, then you can bid her farewell.

Procedures from the Department require of the Interview Committee to then evaluate the interviewees according to the marks given next to the criteria on the Interview Assessment form. A separate form must be completed for each applicant and signed by every member of the Interview Committee. An example of this Interview Assessment form is available at the end of this unit. (Annexure A).

It is advisable not to talk to two candidates directly after each other without allowing yourself time to give some thought to the first one. If you don't, you may not be able to distinguish between candidates at the end of each day, which can lead to you reaching a wrong decision.



Practise Activity

## **PRACTICE ACTIVITY**

Write down the steps that you would follow after a candidate has entered the room (use only key words or phrases).



- Possible answers to this activity are at the end of this unit.



The following do's and don'ts of interviewing are taken from "How To Be An Even Better Manager" (Armstrong, M: 1983, p 164).

<b>DO'S AND DON'TS OF INTERVIEWING</b>	
<b>DO</b>	<b>DON'T</b>
Plan the interview	Start the interview unprepared
Establish an easy and informal relationship	Plunge too quickly into demanding question
Encourage the candidate to talk	Ask leading questions
Cover the ground as planned	Jump to conclusions on inadequate evidence
Probe as necessary	-----
Analyse career and interests to reveal strengths, weakness and patterns of behaviour	Pay too much attention to isolated strengths or weaknesses
-----	Allow the candidate to gloss over important facts
Maintain control over the direction and time taken by the interview	Talk too much

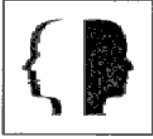
After the interviews, the Interview Committee has to attend to the evaluation of the information gathered during the interviews.



## Summary

### SUMMARY

This unit has guided you through various important issues relating to how to conduct an interview. These issues include: formulating relevant questions, selecting and preparing the interview venue, conducting an interview and identifying the best suited candidate for the post.



Reflection

## **REFLECTION**

Having gone through this unit, reflect on how you would go about conducting an interview. Think about the correct questioning techniques you would use to identify the best candidate for the vacancy.



## **UNIT TEST**

Using all the information that you have read in this unit, list the characteristics of a good interviewer.



Possible answers to this activity are at the end of this unit.

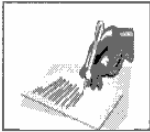
## ANSWERS TO UNIT ACTIVITIES



Self Evaluation

### SELF EVALUATION ACTIVITY 1

The answers to this activity will vary from person to person. Use the examples given on page 52.



Self Evaluation

### SELF-EVALUATION ACTIVITY 2

- The question is discriminatory
  - The opening phrase: “As a woman...” implies that this question is asked of female applicants only.
  - The question has a connotation of “women can’t manage men” and that is discriminatory.
- This question is discriminatory
  - It would be that it is asked so that you can work out how many accouchement leave breaks she is going to take.
  - An interesting thing would be to find out whether men counterparts are asked the same questions.
- It is not discriminatory
  - It is job related.



### SELF-ASSESSMENT ACTIVITY

Your answer may resemble the following response:

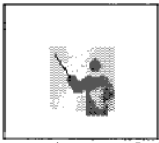
Good morning Mrs Khoza, welcome to this interview.

Please take a seat and try to relax.

We are not here to grind you, we are only here to help you give the best of yourself.

You can have a sip of water if you wish.

We’ll allow you a minute to compose yourself



### Practise Activity

## **PRACTICE ACTIVITY**

Your answer may include the following:

- greeting candidate
- introducing
- positive identification
- informal discussion
- questioning
- indicate waiting period
- offer opportunity to ask questions
- bid farewell



### Unit Test

## **UNIT TEST**

You may wish to include the following:

A good interviewer should ensure that she:

- is well prepared
- does more listening than talking
- does not jump to conclusions
- leads the candidate on
- does not guide the candidate into giving the correct answer
- uses an effective range of open and closed questions
- is wary of not asking discriminating questions
- strives to translate the facts from the interview into accurate predictions of how the candidate will perform on the job.

**ANNEXURE A****PROVINCE OF KWAZULU-NATAL****DEPARTMENT OF EDUCATION AND CULTURE****INTERVIEW ASSESSMENT**

1. SURNAME : \_\_\_\_\_
2. FIRST NAMES : \_\_\_\_\_
3. PERSAL NO : \_\_\_\_\_
4. PRESENT RANK : \_\_\_\_\_
5. PRESENT POST LEVEL : \_\_\_\_\_
6. QUALIFICATION : \_\_\_\_\_
7. YEARS OF SERVICE : \_\_\_\_\_
8. POST NO. : \_\_\_\_\_ POST DESCRIPTION \_\_\_\_\_
9. SCHOOL : \_\_\_\_\_
10. REGION : \_\_\_\_\_

**SUMMARY OF ASSESSMENT**

<b>CRITERIA</b>	<b>ASSESSMENT</b>	
1. LEADERSHIP: ADMINISTRATIVE, MANAGEMENT & RELATED EXPERIENCE	<b>14</b>	
2. ORGANISATIONAL ABILITY & EXPERIENCE	<b>7</b>	
3. PROFESSIONAL DEVELOPMENT, EDUCATIONAL EXPERIENCE & INSIGHT	<b>14</b>	
4. LEADERSHIP: COMMUNITY RELATED	<b>7</b>	
5. PERSONALITY & RELATIONS	<b>7</b>	
<b>TOTAL SCORE</b>	<b>49</b>	

**REMARKS BY INTERVIEW COMMITTEE**


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**COMMENTS BY OBSERVERS**


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**NAME/SIGNATURE****NAME/SIGNATURE**

CHAIRPERSON :	_____	PRINCIPAL :	_____
MEMBER :	_____	SE[M]NOMINEE :	_____
MEMBER :	_____	OBSERVER :	_____
MEMBER :	_____	OBSERVER :	_____
MEMBER :	_____	OBSERVER :	_____
DATE :	_____		

[Adapted from HRM Circular No. 37 of 1999]

**UNIT 6: AT YOUR INTERVIEW**





## **INTRODUCTION**

This unit takes you, the interviewee, through the following stages:

- arrival at the interview
- being interviewed
- the warm up stage
- the question and answer stage
- the close of the interview.

The purpose of this unit is to assist you and give you the opportunity to make a good impression at the interview.

## **OBJECTIVES**

By the end of this unit, you should be able to:

- present your positive qualities and characteristics
- formulate strategies on how to handle the interview
- identify your strengths to convince the interviewer that you are the right person for the job.



## **ARRIVAL AT THE INTERVIEW**

Be prepared for the interview. Arrive on time, relax and wait graciously. Be polite to the interviewer's assistant. If the opportunity presents itself, ask a few questions about the organisation. Keep in mind that anything you do or say while you wait may well get back to the interviewer. So make sure that you show your best side from the moment you enter the premises.

## **HOW TO BE INTERVIEWED**

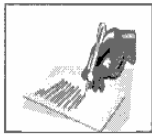
The way to handle the interview itself depends on your giving the interviewer an impression of poise, good manners and good judgment. You should also ensure that you maintain eye contact, smile frequently and sit in an attentive position. These non-verbal signals will convince the interviewer that you are alert, assertive, dependable, confident, responsible and energetic. The sound of your voice can have a major impact on your success in the job interview. Your main objective at the interview would be to differentiate yourself from the many other candidates who are also being interviewed. Try to display all your strengths during an interview. Be honest about your motivations and values. Regardless of where you stand in the interview process, every interview will proceed through three stages: the warm up, the question and answer session and the close.

## **THE WARM UP**

Of the three stages, the warm up is most important. The first minute of the interview is crucial. Body language is very important at this point. As you won't have time to say much in the first minute or two, you must sell yourself non-verbally. Begin by using the interviewer's surname, if you are sure that you can pronounce it correctly. If the interviewer extends a hand, respond with a firm but gentle handshake. Then wait until you are asked to be seated. By overcoming your tendencies to feel shy, self-conscious, nervous or uncertain during an interview, you can build your confidence and make a better impression. The best way to counteract these feelings are to identify and deal with their source. Being shy often results from having a real or an imagined deficiency that makes you shrink from contact with others.

## **TO OVERCOME SHYNESS**

- Realize that you are more aware of your seeming drawbacks or faults than others are.
- If an aspect of your appearance makes you uneasy, correct it or exercise positive traits to offset it, such as warmth, wit, intelligence or charm.
- If you feel inferior as a talker, emphasize modes of communication that you are good at, such as writing and researching.
- Make a list of your good points and compare them to your imagined shortcomings.
- You must also realize that it is natural to feel self-conscious in the presence of someone you regard as important, such as an interviewer. To conquer self-consciousness, keep this in mind: Everyone is just a person. You and the interviewer may not share all the same experiences and interests, but you are both human. To the extent that you can make the interviewer feel more comfortable, you will lose your own feelings of discomfort. Let the interviewer start the discussion and then listen for clues that tell you what the interviewer wants to hear.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 1**

From the contents above, identify any FIVE of your non-verbal strengths.



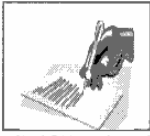
■ Possible answers to this activity are at the end of this unit.



## **THE QUESTION AND ANSWER STAGE**

With the aid of your CV, the Interview Committee already knows that you have the right qualifications as you indicated it under the topics that dealt with your education and past experiences. During your interview the panel will attempt to determine to what extent your skills match the requirements for the vacant post. Except for your professional qualifications, your communication skills and enthusiasm, motivation and personality

will also play a big role in the decision of whether you are the best candidate for the job. The panel will thus try to find proof of whether you will be able to cope with a specific job and seek for evidence to determine whether you will fit in with the institution.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 2**

What skills and characteristics, other than your professional qualifications do you have that can influence the Interview panel positively?



Possible answers to this activity are at the end of this unit.



It is very important that you should listen carefully to the questions asked and think about them for a few seconds before attempting to answer. This allows you time to get your thoughts together to formulate an answer.

Do not stray from the point in an effort to stretch your answers with irrelevant information. Remember: It is not the quantity but rather the quality of your answers that has an impact on the Interview Panel.

Answer the questions in a friendly, positive manner and smile as much as you like. Having a sense of humour when answering the questions may serve as an ice-breaker for both you and the Interview Committee, but do not overdo this by acting like a clown.



## **SELF-ASSESSMENT ACTIVITY**

In the answering of questions, name three essential facts that come to mind in order to experience success in this part of the interview.



Possible answers to this activity are at the end of this unit.



During your interview, the panel may be making notes as you progress. Do not allow this to unnerve you or distract your attention from what you are saying.

Although easier said than done, you need to appear positive and full of confidence during your interview. Remember that it is expected of people in promotion posts to be

confident and have good communication skills. Win the panel over with a warm, confident attitude from the start.

## **THINGS NOT TO DO**

- The main objective of an Interview is to get the interviewee talking, but too much of this talking can actually be a turn off. The opposite is not a good idea either, as the ability to communicate is essential in your effort to be the one that gets appointed.
- Never compare yourself with someone else or run down a colleague in an effort to put yourself in a better light. This reflects badly on your character. For example if asked why you want to resign from your current job, do not tell the panel that you have such a bad boss that you just cannot work with him anymore. Even if this is how you feel, rather find something positive to say about your decision to resign.
- If you are a dynamic, enthusiastic person, try not to overwhelm others. Try promoting your ideas in a more subtle manner. Being confident is good, but being over-confident of your chances might actually spoil it for you if it is interpreted wrongly.

## **TEN TIPS FOR A POSITIVE INTERVIEW**

Keep the following ten tips in mind when speaking to your interview panel.

1. Use the interviewer's name, title and last name from time to time as you speak. Don't use the interviewer's first name unless you have been requested to do so.
2. Phrase your questions so that you sound sure of yourself. "What would be my duties of the job?"
3. Use good grammar and good diction. Say "yes" not "yeah".
4. Listen to how quickly you speak and look for moderation. Don't talk too fast. Don't pepper them with too many facts at once.
5. Don't fill pauses with "um", "uh" or "ah". Don't punctuate sentences with "you know", "like", "see" or "okay".
6. Punctuate your speech just as you would a sentence. Stress the words that are most important. Don't arbitrarily emphasize every third word; don't keep your voice a monotone.
7. Use active verbs.
8. Don't use the words "think", "guess", or "feel" which sound indecisive. Sound positive. Avoid "pretty good", or "fairly well". Talk about your skills with positive words.

9. Watch the tone of your voice. While it might be trendy among your friends to end sentences with a higher tone of voice, so that sentences sound like questions, this habit will kill your credibility with interviewers.
10. Offer examples of your accomplishments. Use illustrations, descriptions, statistics and testimonials to support your claims.

**Taken from “Planning Job Choices: 1995” (author unknown)**

Often interviewees are confronted with difficult interview situations. Below are ten tough interview situations you may encounter in your job search and suggested solutions for each situation. (Business Communication Today – 3<sup>rd</sup> edition, C.L. Bovee: 1992, p326 – 327)

PROBLEM	SOLUTION
You keep trying to promote a conversation, but your interviewer isn’t saying much.	The interviewer may want to see how you do on your own or may even be uneasy talking with strangers. Your best bet is to keep on talking about how your skills can benefit the company.
The interviewer won’t stop talking and give you a chance to sell yourself or your talents.	Interject good, solid questions as the interviewer talks. Questions that prove that you know the subject. Then ask. “How do you see my abilities fitting in with your organization?”
The interviewer seems to dislike you and shoots down every answer you give.	The interviewer probably wants to see how you react to stress. Don’t let negative responses upset your poise; maintain a positive attitude. For example, mention what you have done to help the companies you have worked for instead of dwelling on why you no longer work for them. The strategy is to keep the interviewer on your track, not to be dragged onto his or hers.
The interviewer suddenly hits you with a series of tough, fast questions.	The interviewer wants to see if you can think on your feet and under pressure. Take your time. Give specific answers. If you don’t know an answer, say so. Keep cool. Poise may be the most important quality you could show.
Your interview starts 45 minutes late. You are due back at school or your office in 15 minutes, and you feel anxious about the time.	If you can delay returning without feeling uneasy, go ahead with the interview. If not, level with the interviewer about the time bind and try to set up another date.
The interviewer likes you and says so but adds that your background isn’t exactly what the company is looking for.	Agree that your experience may not be as deep as desired. Then persuade the interviewer that you are still the best choice; after all, a year with the company would give you the desired level of

	experience.
The interview is going well. Then the interviewer describes the specific job that is open. You know it is not for you.	If you are absolutely positive that you don't want the job, make it clear that you are not interested in the position. Then ask about other openings that may exist; or try to convince the interviewer that, in view of your abilities, he or she should try to create a new position for you.
The interview goes well, and you're offered the job right there and then. But you were recently interviewed at another firm and would prefer to work there. Should you take the job you've just been offered or hold out for the other one?	Ask Company A (the company that just offered you the job) for time to think, without mentioning the job you want at Company B. Then tell Company B about the offer from Company A. Ask whether Company B can move up its decision date or at least tell you where you stand. If you get no response, you have your answer.
The interviewer tells you that, although the company has no opening of the kind you seek, you can temporarily take an opening at a lower level.	You have no assurance of when and how you will be promoted. Try to persuade the interviewer to offer you a job closer in level to the one you seek. If you have another job offer, mention it. If this tact fails to get results, keep looking.
The interviewer talks on and on about the company, its prospects, the wonderful working conditions and the people, then asks when you can start. Without opening your mouth, you have a job offer.	Be wary. Ask for time to think; then investigate. Don't jump into a job that may be a disaster.



Practise Activity

## PRACTICE ACTIVITY 1

State shortly what your reactions would be should the following situations occur:

- Difficult, rapid questioning.
- The interviewer does not want to take part in your conversation.
- You are offered a job but are still awaiting the results of another interview which you actually prefer.
- A rude interviewer that clearly dislikes you.



Possible answers to this activity are at the end of this unit.



## **OTHER FACTORS CONSIDERED BY THE INTERVIEW PANEL**

Unfortunately you might be faced with factors that you feel can be held against you and that are considered as important by the Interview Panel. Below are a few of these factors and possible ways to overcome them.

- *Physical appearance:* As this reveals quite a lot of your personality, it is important that you should be dressed according to the dress code of the institution that you applied to. Physical factors like posture, eye contact, handshake, tone of voice and facial expression should also be concentrated on.
- *Personal background:* Your interests, hobbies, awareness of world events, etc. are indicators of how well you would fit in with the institution. You can broaden your potential by doing a lot of reading, by meeting lots of new people and by taking part in discussions, workshops and seminars.
- *Attitudes and style:* Personal qualities such as openness, courtesy, sincerity, self confidence, willingness to learn, enthusiasm, etc. can make a very good impression on a panel.
- *Age:* If you think your age might be held against you, use your experience, maturity, attitude and dependability to work against it.

## **ILLEGAL INTERVIEW QUESTIONS**

No employer has the right to discriminate against a candidate on the basis of race, gender, age, marital status, handicap, religion, colour or any other unrelated-to-job matters. You have the right to raise a complaint if any of the following questions were asked during your interview and thereafter you fail to get the job.

- Questions concerning your marital status.
- Questions about your husband, his job or salary, children, child-care arrangements or the names or relationship of the people that you live with.
- Questions about your height, weight, gender, pregnancy, etc. that are not relevant to the requirements of the job.
- Questions about health conditions or handicaps that cannot hinder your ability to do the job.
- Questions about your religion or organisations (unions) that you belong to.
- Questions about convictions more than seven years ago or that would open up criminal convictions that do not change your ability to do the things required for the job.
- Pre-interview questions about the colour of your hair, skin or eyes or the request for a photograph.

If you are asked an illegal question you can do the following:

- Reply if the answer doesn't hurt you
- Inform the interviewer that you are aware of the law
- Refuse to answer if it could hurt you and say something like: "I thought it was a joke, because that question is not job related"

(The route to follow if you feel you have been discriminated against will be discussed in the next unit)

## **THE CLOSING STAGE**

The interviewer may ask whether you have any questions to ask. Should you have any questions:

- Keep them very short
- Don't ask more than two questions
- Make sure the questions are relevant.

When the interviewer indicates that the interview is over:

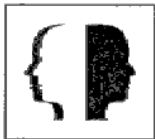
- Get up immediately
- Thank the interviewer for the opportunity
- Bid them farewell



Summary

## **SUMMARY**

In this unit, you have covered the strategies on how to handle the interview. The unit further dealt with identifying your strengths to convince the interviewer that you are the best person for the job. To consolidate your understanding of the contents of this unit, you undertook various activities which will ensure that you make a good impact on the interviewer.



Reflection

## **REFLECTION**



Having gone through this unit, reflect on your performance at an interview. Reflect on how you would approach this role, using the information given in this unit to strengthen your chances of getting a job.



## **UNIT TEST**

Having gone through this unit, outline the strategies that you would use to ensure that you make a good impression on the interviewer.



Possible answers to this activity are at the end of this unit.

## ANSWERS TO UNIT ACTIVITY

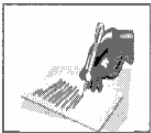


Self Evaluation

### SELF-EVALUATION ACTIVITY 1

These could include:

- Good grooming and appropriate dress.
- Enthusiastic voice with varied pitch, rate and volume.
- Ability to sound confident and responsible by showing enthusiasm about working for the organisation.
- Remain calm when challenging questions are asked. Get your thoughts together before responding to questions.
- Focus on warmth, wit and charm and look the interviewer in the eye. This will have a great effect on the interviewer's opinion of you.



Self Evaluation

### SELF-EVALUATION ACTIVITY 2

Please note that answers to this activity will vary depending on your own skills and personality.



### SELF-ASSESSMENT ACTIVITY

- Pause for a few seconds before answering
- Don't stray from the point
- Don't give irrelevant information
- Be positive and friendly



Practise Activity

### PRACTICE ACTIVITY

Make use of the solution column given in the unit on pages 65 and 66 to answer these questions.



## ● UNIT TEST

As an interviewee you may consider using the following strategies to ensure a successful interview:

- Determine the interviewer's name, title and status in the institution.
- Determine the requirements and qualifications needed for the job.
- Prepare answers for the questions you are likely to be asked about your qualifications and achievements, your feeling about work and school, your interests and hobbies.
- Plan your appearance.
- Double check the location and the time of the interview in order to be punctual.
- Listen for cues that tell you what the interviewer wants to hear.
- Assume a calm and poised attitude.
- Convey interest and enthusiasm.
- Convince the interviewer that you are the best candidate for the job.
- Relate your knowledge and skills to the position you are seeking.
- Answer questions wisely and keep responses brief, clear and to the point.
- Watch for signs that the interview is about to end.
- Conclude the interview with courtesy and enthusiasm.

## **UNIT 7: AFTER THE INTERVIEW**



### **INTRODUCTION**

All the preceding units have dealt with procedures and preparations leading up to and dealing with the actual interviews. In this unit emphasis will be placed on the events after the interviews. From the interviewer's side, it will include the reaching of a decision, factors influencing judgment and informing the candidates of the outcome of the interviews. On the side of the interviewee, information will be given on follow-up letters, like the thank you note, the enquiry, the request for time extension, the letter of acceptance, the letter declining a job offer and the letter of resignation. Furthermore, this unit will deal with the procedures to follow, should you think that you have received unfair, discriminatory treatment during your interview.

### **OBJECTIVES**

By the end of this unit you should be able to:

- recognise factors that can influence your judgement
- identify the best-suited candidate for a post
- produce follow-up letters for different situations
- follow the correct procedures when lodging a complaint for unfair discrimination during your interview.



### **CONTENT**

The goal of an interview is to get the best-suited candidate for the post. To ensure this, you need to keep a few important factors in mind:

- Do not decide in a hurry.
- Do not allocate the position immediately after the interviews.
- Do not commit yourself before you have spoken to all the candidates, even if you are convinced that you have found the ideal candidate for the post.
- Eliminate candidates that do not possess the necessary objectives.
- Compare information with the other members of the panel and together come to a decision on which candidate holds the most advantages for the institution if appointed.

### **FACTORS THAT COULD INFLUENCE YOUR JUDGEMENT UNJUSTLY**

Be careful not to let any of the following factors influence your judgement unjustly when selecting the best-suited candidate for the post:

- Do not be impressed by an attractive candidate with a strong personality or by the last person that you have questioned.
- Do not allow partiality or own preferences and values to influence your decisions.

- Do not allow your personal prejudices to affect your judgement.
- The most ideal candidate on paper could possibly be the least suitable for the job (maybe she is unable to work well with other members).
- Do not let a single prominent positive or negative characteristic dominate all other aspects.

## **REACHING A DECISION**

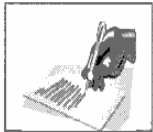
After discussions with the rest of your panel, you, together with the rest of the Interview Committee, need to compile a list of recommended candidates in order of preference. (Refer to Annexure A for an example of such a list used for school-based promotions). In our department, this list is sent to the Regional Office and they do the rest.

Strict confidentiality must be practiced by the Interview Committee. (Refer to Annexure B).

Once a decision has been reached the successful candidate has to be informed in writing. Also mention the date when duties must be assumed, as well as other important information.

Lastly, you need to inform the other applicants that their applications were unsuccessful. This should be done in a friendly manner, wishing the applicant success with other applications. Some companies state a period of time for the candidate to wait for a response, whereafter it should be assumed that the application was unsuccessful.

With each interview that you undertake, you will gain more experience and become more skilful. Remember: Practice makes perfect!



Self Evaluation

## **SELF-EVALUATION ACTIVITY 1**

The decision making process often contains factors that can lead to the interviewer selecting the wrong candidate for the post. List a few of the factors that an interviewer must be wary of, when selecting the ideal candidate for a post.



Possible answers to this activity are at the end of this unit.



## **THE INTERVIEWEE AFTER THE INTERVIEW**

Having gone through the nerve wrecking experience of an interview does not mean that you have now done everything possible to make a good impression on the interviewer. Making contact with the interviewer after the interviews (whether by phone or in writing) shows that you are really interested and determined to get the job. It also brings your

name to the attention of the interviewer once more and reminds the interviewer that you are still waiting for the results of the interview. The two most common ways of following up after an interview are the thank you note and the inquiry. Other types of follow-up messages are only used in certain circumstances and are better done in the form of a written letter. Examples of the latter are: request for a time extension, letter of acceptance, letter declining a job offer and a letter of resignation.

## **THANK YOU NOTE**

By writing a short and polite thank you message to acknowledge the interviewer's time and courtesy (even if you think your chances of getting the job are very slim) you may stand out from those applicants who did not send such a note. A well-written thank you letter can even reinforce your strong points. Such a letter should be brief (not longer than one page / less than five minutes in the case of a telephone call) and delivered within two days after the interview. The thank you letter can be done in three paragraphs:

- Paragraph 1: Remind the interviewer of the reasons for meeting and acknowledge the interviewer's time.
- Paragraph 2: Indicate your commitment to the job if appointed, reminding the interviewer of your special qualifications, etcetera.
- Paragraph 3: End the letter on a confident note, requesting a decision. Avoid sounding too sure of yourself and arrogant.

In the case of Departmental posts however, **do not** contact the interviewer, as this might be interpreted as an attempt to get preferential treatment and this might in turn be ground for dispute.

## **THE INQUIRY**

An inquiry can be made if the interviewer has not yet informed you of a decision by the promised date or within two weeks (especially if you have received a job offer elsewhere).

- Paragraph 1: Identify the position and introduce the main idea.
- Paragraph 2: State the reason for the request (avoid naming the other organisation).
- Paragraph 3: Request an answer and emphasize your preference for this organisation.

EXAMPLE

P.O. Box 817  
AMANZIMTOTI  
4126  
15 January 2000

The Chairperson of the GB  
Umdoni Primary  
P.O. Box 64  
UMDONI  
4132

Dear Mrs Moodley

After my interview at your school for the vacant HOD position, you stated that you would let me know of your decision before the 31<sup>st</sup> of January. As I am still interested in the position, I am eager to know your decision.

To complicate matters, another school has now offered me a position and requested a reply within the next two weeks.

As your school offers a greater challenge, I would appreciate knowing your decision before Thursday, the 9<sup>th</sup> of February. Should you require any additional information, please let me know.

Thank you

Yours Faithfully

Mrs M.C. Shabalala

**REQUEST FOR A TIME EXTENSION**

Should it happen that you receive a job offer before receiving the answers to other interviews and you need some more time to decide, you can write a request to the institution that offered you the job, asking for a time extension, provided this is within laid down procedure.

Paragraph 1: Start with a strong statement of interest in the job.

Paragraph 2: Emphasize professional obligations and not the need to know what the other institution may offer. State specific reasons for preferring the first job offer.

Paragraph 3: Show willingness to compromise if that is what is expected of you in order to prove continuous interest in the post.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 2**

You have been offered the position of HOD at Umhlali Primary, but are still awaiting an answer from Zenzele Primary where you were interviewed for the vacant Deputy Principal position. Write a letter to the Principal of Umhlali Primary requesting a time extension.



Possible answers to this activity are at the end of this unit.



## **LETTER OF ACCEPTANCE**

Reply within five days when you receive a job offer that you want to accept.

Paragraph 1: Start by accepting the position and expressing your gratitude.

Paragraph 2: Cover any necessary details in this paragraph.

Paragraph 3: Conclude by saying that you are looking forward to a future at this institution.

## **LETTER DECLINING A JOB OFFER**

If you have attended a variety of interviews, you may find yourself having to write a letter declining a job offer. By writing a tactful, sincere letter you leave the door open for the future.

Paragraph 1: Open on a warm, friendly note.

Paragraph 2: Be tactful when giving reasons for rejecting the offer and express your appreciation for the offer.

Paragraph 3: End the letter off on a sincere note, letting the interviewer down gently.



## **SELF-ASSESSMENT ACTIVITY**

(1) I am writing to say that I do not want your job. (2) Another company made me a more generous offer, and I have decided to accept it. (3) However, if things don't work out for me there, I will let you know. (4) I sincerely appreciate your interest in me.

- a. Analyse each of the numbered sentences from a letter declining a job offer and state whether it shows a strength or a weakness in the writing skills of the writer of this letter.
- b. Rewrite each sentence that is showing a weakness in order to stick to the guidelines given for writing a letter declining a job offer.





Possible answers to this activity are at the end of this unit.



## LETTER OF RESIGNATION

If you are employed when receiving another job offer, it is essential to write a letter of resignation to your current employer as proof of good manners and in order to maintain good relations as you may later need a letter of recommendation.

Paragraph 1: Show appreciation for what the institution has meant to you.

Paragraph 2: State reasons for your resignation in a tactful and positive manner.

Paragraph 3: End the letter off in a sincere manner, letting your employee down gently.



Practise Activity

## PRACTICE ACTIVITY

When writing a letter of resignation, what are the important guidelines to remember in order for you to maintain a good relationship with your current employer?



Possible answers to this activity are at the end of this unit.



## CARRY ON SEARCHING

If you don't get offered the very first job that you apply for, it does not mean that you are now doomed to a life without a job and the money that it suggests. See each interview as a learning experience leading you closer and closer to the job meant for you.

If you wait to improve your performance in future, it is a good idea to keep a written record of your job interviews as a method of refreshing your memory of each conversation. Evaluate your performance during the interview, listing what you handled well and what you didn't. This way you can aim to do better at your next interview.



## **DEALING WITH YOUR GRIEVANCE**

What happens if you feel that you were somehow discriminated against at an interview? You follow the usual channels of lodging a grievance. We will use an example of a teacher who has applied to a school.

- Write a letter to the Governing Body of the school, stating your complaint. This should be within 7 days of the interview, the sooner the better.
- If you do not get a response or you get a response which does not satisfy you, write a letter to the Superintendent of Education Management of your circuit, stating your case. At this level the matter will be dealt with by the Circuit Task Team or the District Task Team.
- The case can go on to the Region to be attended to by the Dispute Resolution Committee. Usually at this level, the educator is represented by her union. Many interview grievances are solved at this level.
- However, if you or your union feel that the DRC has not treated your grievance fairly, the matter could be registered as a dispute with the Education Labour Relations Council by writing a letter to the Provincial Secretary of the ELRC.
- Once the ELRC has made its decision, the matter could be sent for conciliation. At this level you (through your union) and the Department will try to reach an understanding.
- If that fails, the matter may have to go for arbitration. At arbitration, in addition to the two opposing parties, there is a neutral legal person who listens to both sides and makes a ruling.
- In a few exceptional cases, the matter is taken further to the Labour Court.

If you feel that you were discriminated against because you are a male or female, then you can also take the matter up with the Gender Commission. Generally though, interview complaints and grievances are resolved either at the circuit, district or regional level.



### Summary

## SUMMARY

This unit has provided you with guidelines to follow for all the activities that take place after the actual interviews. The information given and activities done give assistance to an interviewer to identify the best-suited candidate for a post and to recognise factors that can influence judgement. It also assists the interviewee to produce follow-up letters and to follow the correct procedures concerning the lodging of a complaint.



### Reflection

## REFLECTION

With this unit we intended giving you guidelines to follow in situations that can occur after your interview. Having gone through this unit, reflect on how you would go about coping with follow-up situations as well as situations involving unfair practice.



## UNIT TEST

When looking back at the events and activities that occur after the completion of an interview, list important factors that should be kept in mind by:

- a. The interviewer
- b. The interviewee



Possible answers to this activity are at the end of this unit.

## ANSWERS TO UNIT ACTIVITIES

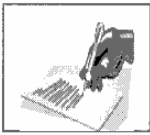


Self Evaluation

### SELF-EVALUATION ACTIVITY 1

An interviewer must be wary of the following factors when selecting the ideal candidate for a post:

- Hasty decisions immediately after interviews
- Making a decision before having interviewed all the candidates
- An attractive candidate with a strong personality
- Own values, preferences and personal standards
- Single, outstanding factors or characteristics



Self Evaluation

### SELF-EVALUATION ACTIVITY 2

The Principal  
Umhlali Primary  
UMHLALI  
4136

P.O. Box 32  
NONGOMA  
3950  
11 July 2000

Dear Mrs Mkhize

The position of HOD at Umhlali Primary seems like an exciting challenge and a great opportunity. I am very pleased that you offered it to me.

Because of another commitment, I would appreciate it if you would give me time until the 24<sup>th</sup> of July to make a decision. Unfortunately I scheduled a follow-up interview at another school before our interview and I am obliged to keep my appointment. I am however more interested in your school with the opportunities and challenges that you offer.

If you can allow me the extended time I would be very grateful, but should you need my decision immediately I will gladly let you know. Please let me know as soon as possible.

Thank you

Yours Faithfully

Miss A. Burger



### SELF-ASSESSMENT ACTIVITY

1 = weakness

Although I am flattered by being offered a position at an institute of your calibre, I unfortunately have to decline the offer.

2 = weakness

I have always been interested in working with learners with learning disabilities. This opportunity has now been offered to me by another institution and I have accepted their offer.

3 = weakness

Should a similar job opportunity ever become vacant at your institution, I will definitely jump at the opportunity to submit my application.

4 = strength



Practise Activity

### PRACTICE ACTIVITY

- Sound positive, regardless of how you feel.
- Be appreciative.
- Say something favourable about the institution, its staff or what you have learned on the job.
- Be tactful.
- Offer your assistance in training your replacement.



### UNIT TEST

Interviewer

- Give yourself time and make a well thought through decision based on what the candidate can really offer your institution without being influenced by any other factors.
- Compile a list of recommended candidates.
- Inform the successful candidate (where appropriate).

- Inform the unsuccessful candidate.

#### Interviewee

- Write a thank you message if appropriate. Do not write this letter in the case of Departmental posts.
- Make an inquiry if you have not been informed of a decision within two weeks (or by the date stated by the interviewer).
- Write a letter of acceptance within five days of being offered a job that you would like to accept.
- If employed, write a letter of resignation to your current employer if you accept another job offer.
- Request a time extension when offered a job while you are still uncertain or awaiting a reply from other institutions you prefer.
- Should you be offered a job that you are no longer interested in, write a letter declining the offer.
- Lodge a complaint if you feel that you have been unfairly discriminated against during your interview.

**ANNEXURE A****PROVINCE OF KWAZULU-NATAL  
DEPARTMENT OF EDUCATION AND CULTURE****RECOMMENDED CANDIDATES**

<b>1. POST NUMBER</b>		<b>2. POST DESCRIPTION</b>	
<b>3. SCHOOL</b>			
<b>4. REGION</b>			

**NAMES OF RECOMMENDED CANDIDATES IN ORDER OF PREFERENCE**

<b>NO</b>	<b>NAME</b>	<b>PERSAL NUMBER</b>	<b>SCORE</b>	<b>ADDRESS</b>	<b>TELEPHONE NO.</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					

**NAME/SIGNATURE****NAME/SIGNATURE**

CHAIRPERSON : \_\_\_\_\_ PRINCIPAL : \_\_\_\_\_

MEMBER : \_\_\_\_\_ SE[M]NOMINEE : \_\_\_\_\_

MEMBER : \_\_\_\_\_ OBSERVER : \_\_\_\_\_

MEMBER : \_\_\_\_\_ OBSERVER : \_\_\_\_\_

MEMBER : \_\_\_\_\_ OBSERVER : \_\_\_\_\_

DATE : \_\_\_\_\_

**RATIFIED AT A FULL MEETING OF THE  
GOVERNING BODY HELD ON \_\_\_\_\_ 1999**\_\_\_\_\_  
Chairperson\_\_\_\_\_  
Date Submitted

[Adapted from HRM circular No. 37 of 1999]

## ANNEXURE B

<b>DECLARATION BY MEMBERS OF INTERVIEW COMMITTEE</b>
--

***We, the undersigned, hereby agree :***

1. *To observe STRICT CONFIDENTIALITY in respect of all discussions concerning the shortlisting/interviews of educators by not communicating details thereof to any persons not having authority to know these details.*
  
2. *To withdraw from the Committee if we have a vested interest (by virtue of a blood relationship or marriage) in any applicant for the post we consider that a close friendship with an applicant compromises our impartiality in the selection process.*
  
3. *To abide by the decisions of the committee and understand that decisions taken by the Committee will be binding on all members of the Committee.*

	NAME	SIGNATURE
CHAIRPERSON		
MEMBERS		
PRINCIPAL		
SUPERINTENDANT OR NOMINEE		
OBSERVERS		

Date: \_\_\_\_\_

**[Adapted from HRM circular No. 37 of 1999]**



## **UNIT 8: THE NEW EMPLOYEE**



### **INTRODUCTION**

The purpose of this unit is to assist you as a new employee to make a positive impression on the staff and management and help you to know your workplace. It also discusses strategies which can be used by the employer to induct and mentor the new employee by outlining amongst other things, the job description, legislations and the organogram of the institution.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- identify factors that will help you make a positive impression
- draw up a contract
- draw up a job description
- open a file for the new educator
- identify and describe work related legislation
- explain the mentoring system



### **CONTENT**

#### **YOU HAVE BEEN APPOINTED**

“Congratulations! You have just been appointed at an institution as Deputy Principal. Now that you have that long awaited job, you can sit back and relax...” Don’t be fooled. This is just the beginning of a long battle with change and hard work.

Being appointed into a position does not mean that you now have all the skills and knowledge necessary to make a success of your new job. It is said that the work environment has never been as challenging as what employees find today. It is an ongoing struggle to “get in and stay in”. As you already know, most newly appointed employees are appointed on probation for a period of six to twelve months. It is during this period that you need to prove that you are not evidence of an Interview Committee’s bad judgement.

#### **MAKING A GOOD IMPRESSION**

As the saying goes: “First impressions last”, so make sure you are rated as good when you first walk into your new environment. Don’t forget that your personal appearance is very important as it contributes to your professional image as a whole.

To assist you with personal appearance, consider the following:

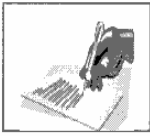
- bathing and washing your hair regularly
- cleaning and grooming your nails
- avoiding combing your hair, cleaning your nails or freshening your make-up in public
- dressing appropriately (overly dressed, sloppy or revealing clothes are not considered as appropriate office wear).

Social skills attribute to giving the impression that you are a socially adapted, caring and considerate person. A few tips are:

- Introduce yourself to others. Try to remember names by using them as often as possible in your conversation. Never assume that you are on a first name basis with superiors even when introduced as such. Wait to be invited by the person to do so.
- Use a firm, dry handshake for both sexes.
- Know your table manners.
- Take your turn making the tea or coffee. Show consideration for others by never taking the last cup, milk, etc.
- Don't gossip about your colleagues or managers.
- It is not advisable to borrow money from colleagues when you are still new in an institution.
- Don't smoke (if you have to - smoke outside and be considerate of others).
- Don't jeopardize your reputation by drinking too much at the social events held to introduce you. You might say things in your condition that you cannot take back or change.

Work etiquette can make or break your reputation. By following the tips on Work Etiquette given below, you will appear confident and reliable to the people whose paths you cross.

- Keep appointments (be aware of time!).
- Cancel appointments in advance if possible.
- Keep your appointment book with you at all times.
- If someone is busy with a telephone call, or another person, don't linger, rather return later.
- Don't prolong appointments and waste someone's valuable time.
- Don't read reports, letters, etcetera that have nothing to do with you.
- Respect everyone, whether it is the principal or the gardener of the school.
- Appreciate others by using words like "please" and "thank you" and don't make jokes at another's expense.
- Show interest by attending such things as general meetings, and office parties held after work.
- Don't use rude, offensive language.
- Make eye contact (without staring).
- Listen to others.
- Never hold private business conversations in a public area.
- Keep your emotions under control and never take bad moods out on colleagues.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 1**

You are requested to give a talk to newly appointed teachers in your circuit. What advice would you have for these teachers to enable them to make good impressions at their new schools?



Possible answers to this activity are at the end of this unit.



## **KNOW YOUR WORKPLACE**

In order to fit in and successfully perform your duties, you will have to learn the rules of your new institution or employer and conform to them. By doing this you will quickly be accepted as a member of the institution.

Most institutions have written materials (for example mission statements and year planners) that document objectives, standards, values, procedures, etcetera. Read them to know where you are going and plan how you intend on getting there.

If you still have unanswered questions, discuss them with your supervisor and others with the same description.

It is also important that you should understand the structure and function of your institution. If you are a newly appointed educator, it is important to find out who is who and who is responsible for what, as soon as possible. This can give you information on where or who to go to for help should you need any.

Below is an example of an organogram of a small institution. You can add on to this by making space for the more senior positions at your institution at the top of the diagram.

PRINCIPAL – Mrs Vanessa Mew

DEPUTY PRINCIPAL – Mr Alton Banda

HOD(JP) Miss Philile Coka

HOD(SP) Mrs Gugu Ngema

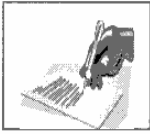
GR 0 TEACHER Miss Judy Khan	GR 1 TEACHER Miss Dainty Dube
GR 2 TEACHER Mrs Marietjie Day	GR 3 TEACHER Mr Ray Moodley

GR 4 TEACHER Miss Thobile Zulu	GR 5 TEACHER Miss Venetia Zulu
GR 6 TEACHER Mr Sam Marshall	GR 7 TEACHER Mr Kobus Venter

As each institution has its own conduct for employees, it is vital that you get to know those of your institution as soon as possible. Know what you can and cannot do. Never violate this agreement between the employer and yourself.

Use an organiser (diary) to gather the vast amount of information that will be given to you. Do not rely on memory as you may need some of the information at a much later stage.

It is very important to always be on time with your deadlines so as not to hinder the productivity at your institution.



Self Evaluation

## SELF-EVALUATION ACTIVITY 2

You have been at your new school for two weeks. Complete the following worksheet to evaluate how well you know your school:

How well do you understand your school's goals and values?				
VERY LITTLE				VERY WELL
1	2	3	4	5
How well do you understand your school's structure and process?				
VERY LITTLE				VERY WELL
1	2	3	4	5
How well do you understand your school's conduct and procedures?				
VERY LITTLE				VERY WELL
1	2	3	4	5
How well do you follow your school's conduct and procedures?				
VERY LITTLE				VERY WELL
1	2	3	4	5
How well do you understand your own roles and responsibilities?				
VERY LITTLE				VERY WELL
1	2	3	4	5
How well do you communicate with your peers?				
VERY LITTLE				VERY WELL
1	2	3	4	5

How well do you communicate and interact with seniors?				
VERY LITTLE				VERY WELL
1	2	3	4	5



Possible answers to this activity are at the end of this unit.



## INDUCTION

Any newly appointed person needs to learn about the new job, about her new colleagues and about the culture of the new job. It is important for your organisation to have a carefully planned induction programme which will ensure that new staff members are quickly absorbed, feel positive and happy and contribute towards the effectiveness of the school. The induction process may be both formal and informal. There can be formal, structured meetings at which the new employee is informed about the school and also informal social gatherings at which the new member is introduced to other staff members. The induction programme should cater for somebody who is taking up a first working appointment, as well as one who is already experienced, yet needs to learn about the particular institution.

Reasons for induction are to ensure that new employees:

- Are familiar with the vision and mission of the organisation that they work for.
- Are familiar with the laws, regulations and policies that govern their work.
- Feel welcome as staff members.
- Learn quickly about the organisation's structure, culture, policies and procedures.
- Know what is expected of them – job description, roles and responsibilities.

## WELCOME LETTER

Once an appointment letter has been sent to a candidate and there is going to be some time before she assumes duty at your institution, it would be very helpful and courteous to write her a welcome letter. This letter should include:

- Words of welcome
- Map of institution if the interview was not done there
- Job position and summary of job description
- Starting date
- Reference to contract
- Details of probation if applicable
- Available accommodation if necessary.

## ARRIVAL

The manager should make a point of meeting a new staff member who arrives at her institution. After having introduced herself and welcoming the new member, she can

then take the new member to the staff room to introduce her to other members of the staff. If this has been pre-planned, Governing Body members can also be there to meet the new member.

The manager can then take the teacher on a tour of the school. This gives an opportunity for them to get to know more about each other, and also for the new employee to get a clearer understanding of where is what. The two can then get back to the office where there will be a fairly long meeting during which the manager or his deputy takes the new teacher through the formal induction process. This will cover several areas.

## **THE CONTRACT**

Once a person has accepted an offer of employment, the management team needs to draw up a contract. This contract must be in keeping with the Labour Relations Act of 1998. Once a contract has been drawn up, it should be given to a lawyer or the SEM (Labour Relations) for checking. When it has been approved, it is ready for the new employee.

When she has arrived, the contract must be:

- given to the new employee to read
- discussed if she has any queries
- signed by the employee and the manager

The contract should explain such issues as:

- Working hours
- Salary
- Leave
- Termination of service
- Disciplinary measures
- Grievance procedures
- Pension fund, medical aid, housing subsidy
- Retirement
- Probationary period

A sample of a contract is given at the end of this unit (Annexure A).

## **STAFF FILE**

When the contract has been signed, a file for the new member needs to be opened. This file needs to be marked clearly with the staff member's surname first, then names and reference or persal number.

<p>DLAMINI DUDULA JAMES 60458178</p>
--

All staff files should be filed in alphabetical order. The new file will start by having:

- The application letter, application forms and CV of candidate
- Copies of certificates and Identity Document
- Copy of appointment letter
- Letter of acceptance by candidate
- Signed contract
- Information of persons to contact in case of an emergency

All the new staff member's documents will in future be put in this file. This will include documents like leave forms and appraisal reports.

## **LEGISLATION**

The new candidate needs to be exposed to the laws and policies that govern her work. Below is a list of these. National laws have been placed in the list above provincial laws. This is because national laws supersede provincial laws. Copies of all these acts should be available in your school, circuit, district or regional office.

- The Constitution of South Africa Act 108 of 1996 (including Chapter 2, the Bill of Rights)
- The Labour Relations Act No.66 of 1995
- The National Education Policy Act 27 of 1996
- The South African Schools Act 84 of 1996
- Education Laws Amendment Act No.100 of 1997
- The Employment of Educators Act No 76 of 1998
- Employment Equity Act No.55 of 1998
- The KZN School Education Act No.6 of 1995
- Regulations relating to all the above National and Provincial Acts
- Circulars from the Department
- Constitution of the school Governing Body
- Code of conduct for learners
- School rules

There are too many of these documents for a new employee to grasp. It is advisable for the manager to provide a file of these to stay in the staff room, so that educators can browse from time to time.

The new employee can now be told about her specific duty allocation.

## **JOB DESCRIPTION**

It is important to have a clear agreement about each person's job description. Many disagreements and problems can be avoided if each employee in the school is clear about what she is expected to do, and understands the roles and responsibilities of others. When a new employee arrives at a place of work, the manager already knows what experience and skills the person is bringing because of the CV and interview process. Nevertheless,

when the employee arrives, there is still a need to discuss and negotiate the job allocation with her. For instance, in the discussion you might find that this person is good in netball coaching, something that might not have been reflected in the CV.

Here is an example of a job description drawn up for a newly appointed HOD:

<p style="text-align: center;"><b>JOB DESCRIPTION</b></p> <p style="text-align: center;"><b>MATHEMATICS EDUCATOR: HOD</b></p> <p><b>DUTIES:</b></p> <ol style="list-style-type: none"><li>1. To Liase with the Head of Curriculum Development in the school on all matters of broad academic interest to the Mathematics Department.</li><li>2. To draw up a departmental plan for discussion by members of the Department</li><li>3. To provide leadership and academic direction to members of the department.</li><li>4. To co-ordinate the development of the mathematics curriculum at the school.</li><li>5. To organise regular departmental meetings.</li><li>6. To carry out departmental administration.</li><li>7. To supervise departmental budget and resources.</li><li>8. To encourage and find ways of promoting INSET (in-service training) for all members of the department.</li><li>9. To ensure that examinations and tests maintain high standards and are securely organised.</li><li>10. To assist in the appointment and supervision of the Mathematics department staff.</li><li>11. To mediate when problems arise in the department.</li></ol> <p><b>ADDITIONAL RULES</b></p> <p>12. _____</p> <p>13. _____</p>
---



### SELF ASSESSMENT

Look at the above job description drawn up for a newly appointed educator at a school. What duties do you expect from the HOD who is in charge of Languages?



Possible answers to this activity are at the end of this unit.



### THE ORGANOGRAM

It is important for new employees to understand the organisational structure of the school. The organogram should give the names of staff members and the positions



they hold. Some big institutions display the organogram with photographs and names of all staff members on a notice board. This is obviously very useful to new-comers.

## **GENERAL INFORMATION**

Giving too much verbal information to a candidate can be overwhelming, confusing and likely to be forgotten by the end of the day. It is therefore better to also give the new employee handouts on matters discussed.

General information about the school includes the physical address, postal address, telephone and fax numbers, history of the school, school song, vision and mission statements of the school.

## **MENTORING**

Mentoring can be a single event such as receiving feedback on a presentation, or it can be an ongoing relationship between a mentor and a new employee. A mentor is an experienced and trusted counsellor who takes an interest in helping a junior employee improve on the job. Mentors can change over time, depending on what tasks they are assigned.

In a learning organisation, the mentor is also learning all the time. Mentors need preparation and training related to the purposes of teacher induction programmes. These include inter alia :

- Working with adult learners.
- Staff development.
- Concerns and needs of new teachers.
- District policies.
- Department operating procedures.

## **QUALITIES OF A MENTOR**

A mentor should:

- Be mature, trustworthy, understanding and helpful.
- Be a good listener and should not be judgemental.
- Have good inter-personal skills, be challenging and encouraging.
- Offer guidance and re-assurance, but also give honest feedback.
- Make the educator feel comfortable about inviting the mentor to observe classroom lessons.
- Be able to give constructive feedback to the educator.

## **THE MENTORING SYSTEM**

A mentoring system may be organised at school. Each school will differ according to their needs. Remember that each person is unique and has different needs that should be catered for. Besides the welcome and introduction to staff members, the following will apply at some schools:

- Mentors are older and more experienced members of staff.
- The mentoring system may be formal, that is, a regular weekly or monthly meeting between the mentor and the new comer.
- The mentoring system may be informal, that is frequent chats in the staff room.
- Mentoring may be short-term (for the first term only), but will probably last for the whole of the first year.
- Combining of two schools where the more experienced principal is asked to mentor the newer principal. These two principals would meet on a regular basis to discuss issues arising in their schools.

## **MENTOR RELATIONSHIPS**

- Mentors need to be sensitive to the needs of the new teacher. Do not just tell them what you know but also tell them how and why.
- Break down explanations in such a way as to give the new teacher different opportunities to practise the procedure. Thus, mentors need to explain in great detail.
- Content of subject matter is an important aspect because many new teachers have come through teacher preparation programmes that ignored subject matter. This is where mentor teachers can assist new teachers to teach in ways that learners can understand.

Handouts that can be given out are:

- a map of the school's layout
- school calendar and time-table
- school prospectus and magazine if available
- organogram and management structure
- job description of other members of staff in the school.

Lastly, the new employee needs to be assigned a mentor or buddy who will stay in close contact with the newcomer for the first three months at least.



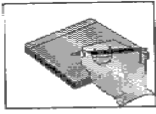
Practise Activiy

## **PRACTICE ACTIVITY**

You are a mentor. How would you assist a new employee at your institution?



Possible answers to this activity are at the end of this unit.



### Summary

## SUMMARY

This unit has introduced the new employee to strategies on how to make a good impression and to learn about the new work place. It also enables the employer to induct and mentor the new employee.



### Reflection

## REFLECTION

Think about your school. What factors could promote or prevent you from introducing the mentoring practice even for teachers who are not necessarily new in the school.



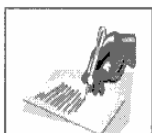
## UNIT TEST

You have a new educator joining your staff. Outline strategies you would use to welcome, orientate and induct her at your institution.



Possible answers to this activity are at the end of this unit.

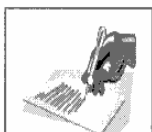
## **ANSWERS TO UNIT ACTIVITIES**



Self Evaluation

### **SELF-EVALUATION ACTIVITY 1**

Make use of the information on pages 71 - 72 to assist you with your answer.



Self Evaluation

### **SELF-EVALUATION ACTIVITY 2**

Please note that answers to this activity will vary depending on your personal experience.



### **SELF ASSESSMENT ACTIVITY**

Answers will vary slightly from person to person. Draw up the job description by either adding to or deleting from what is given on the sample job description.



Practise Activiyy

### **PRACTICE ACTIVITY**

There is no single right answer to this activity. The following are a few suggested answers:

- Be a good listener and do not be judgemental.
- Offer guidance and reassurance when visiting the classroom.
- Give constructive feedback.
- Evaluate and give honest feedback.
- Use experience and inter-personal skills to coach and encourage the new employee.
- Always bear in mind that each person is unique and has unique needs.



## **UNIT TEST**

We hope that your outline will include some of the things we have dealt with in this unit such as:

- Letter of welcome
- Personal welcome by manager
- Introduction to other staff members
- Contract
- Staff files
- Legislation
- Job description
- Organogram
- Mentoring

## **ANNEXURE A** (Adapted from Managing a Self-reliant School; Module 6 p32-34)

### **EMPLOYMENT CONTRACT (This contract is for a GB paid educator)**

#### **1. PROFESSIONAL CONDUCT:**

All the educators are expected to conduct themselves in accordance with the Professional Code of Conduct accepted by the school community.

#### **2. HOURS OF WORK**

- 2.1 Teaching time: The full-time teacher is expected to teach the minimum number of hours per week determined from time to time by the Governing Body in accordance with nationally accepted norms.  
One month's notice will be given of any major change in working hours.
- 2.2 Extra-Murals: All full-time educators must do extra-mural duties of 4 hours per week in accordance with the Extra-Mural Policy as approved by the Governing Body. All permanent part-time educators must do extra-mural duties on a pro-rata basis.
- 2.3 Preparation: The educator is expected to devote time to preparation, evaluation, professional development and enrichment of the syllabus in order to maintain the high standards of the school.
- 2.4 Professional development: The educator is expected to participate in staff development activities.

#### **3. SALARY**

- 3.1 The Governing Body shall pay the staff according to a salary scale determined by the Governing Body.
- 3.2 The educators will be appointed to a specific notch on the salary scale which will be indicated in the letter of appointment.
- 3.3 An annual bonus of one month's full salary is payable in December at the discretion of the Governing Body. Staff who have joined during the course of the year are paid on a pro-rata basis. No 13<sup>th</sup> cheque is paid to a member of staff who leaves before the end of the year or who is dismissed.
- 3.4 Salary increment dates will be at the end of each calendar year. Increments will be at the discretion of the Governing Body.
- 3.5 Additional increments : Extra increments may be granted on the grounds of scarcity value of specific skills, improved qualifications, and on compassionate grounds. Increments may be for a limited time only.

#### **4. LEAVE**

- 4.1 Official leave: The educator has a right to 22 working days' vacation leave per year which shall be taken during school holidays.
- 4.2 School holidays: The educator shall be entitled to those portions of school holidays when not required at the school by the Governing Body.  
The teacher shall be entitled to full pay while on official school holidays but not to additional payment for attendance at school or other duties during said holidays.
- 4.3 Maternity leave: Staff with one or more years of continuous service in a full-time capacity as at the commencement of maternity leave will be entitled to 4 weeks

before the expected date of delivery as certified by a medical practitioner and will extend for three calendar months following the date of confinement.

- 4.4 Sick leave: Ordinary sick leave is 30 working days over a three-year cycle. If absence from work is for 3 days and more, a doctor's certificate will be required. A doctor's certificate is also required if the absence occurs on a Friday or Monday. If such certificate is not produced, the absence will be considered to be leave without pay. Special sick leave may be granted in the event of major illness or operations. Approval of such leave is subject to confirmation by a specialist physician.
- 4.5 Examination leave: Leave on full pay may be granted to any educator who sits for an approved and authorised examination. The educator is entitled to leave on the day before the examination as well as on the day of writing. The principal must be informed at the beginning of the year by teachers who anticipate writing examinations at the end of the year.
- 4.6 Compassionate leave (e.g. family funerals): This is granted at the Governing Body's discretion.

## **5. TERMINATION OF SERVICE**

- 5.1 The educator may terminate employment with the Governing Body by giving one month's calendar notice in writing to the Governing Body or by paying the equivalent of one month's salary in lieu of notice. In this latter event the educator shall forfeit all benefits which may have otherwise been allowed under this contract during the notice period.
- 5.2 The Governing Body may terminate this Contract by giving the educator one month's salary in lieu of notice, may pay the educator the equivalent of one month's salary. The educator shall be paid benefits accrued up to the termination of the agreement period for which payment is made.

## **6. DISCIPLINARY PROCEDURE**

- 6.1 The objective of this procedure is to provide a fair and equitable process to be applied when work performance or behaviour of the educator is deemed to be unacceptable. Each will be treated on its own merits so that any disciplinary action taken is fair and is seen to be fair.
- 6.2 Disciplinary action shall only be taken after the issue has been raised by the Governing Body with the teacher concerned, the complaint clearly put, and the educator concerned has had an opportunity to make representation in his/her defence.
- 6.3 Disciplinary action appropriate to the alleged misconduct may take the form of verbal reprimand, formal written warning/s, final written warning, dismissal.
- 6.4 Where formal disciplinary action may be taken, the educator concerned shall be informed in writing of the alleged misconduct and shall be given adequate time to prepare before attending a disciplinary meeting.
- 6.5 An educator who has formal disciplinary action taken against him/her will have the right of appeal against the action taken. Such appeal shall be directed to the Governing Body who will review the case, hear any new representation on the matter, and then make a final decision that shall be put in writing.
- 6.6 The Governing Body may suspend an educator on full pay while the above procedures are being implemented.
- 6.7 The following examples of misconduct may lead to dismissal:
  - a. serious misconduct, e.g. theft, assault, bribery

- b. persistent poor time-keeping
  - c. wilful refusal, or neglect, in obeying a lawful order or directive of the Governing Body
  - d. material breach of the Contract of employment or written regulations issued by the Governing Body
  - e. negligent, indolent, or incompetent discharge of duties
- 6.8 An educator who is dissatisfied with a Governing Body decision has the right to declare a dispute and to process the matter in terms of the relevant provisions of the Labour Relations Act.

## **7. GRIEVANCE PROCEDURE**

- 7.1 A grievance is a feeling of injustice or dissatisfaction affecting an educator which arises out of the work or employment situation.
- 7.2 The lodging of a grievance shall not prejudice an educator in any way.
- 7.3 Stages in the grievance procedure:
- a. An educator shall first raise the grievance verbally with the Principal who will attempt to resolve the grievance.
  - b. If the matter is not resolved, the educator shall present the grievance in writing to the Principal. The Principal shall convene a meeting between the educator concerned, who must be accompanied by a representative of the union.
  - c. Should the grievance not yet be resolved, it will be referred to the Governing Body for its review.
  - d. Should the grievance still not be resolved, the educator has the right to process the matter as a dispute in accordance with provisions of the Labour Relations Act.

## **8. PENSION FUND AND MEDICAL AID**

- 8.1 Membership of the pension fund is compulsory for permanent members of staff. Membership of the medical aid is not compulsory. Conditions are as determined by the funds.

## **9. RETIREMENT**

- 9.1 Teaching staff retire at the end of the year in which they turn 65 years of age, but an appointment may be renewed on an annual basis at the discretion of the Governing Body up to the age of 67.

## **10. PROBATION PERIOD**

- 10.1 Every new appointee will serve a probationary period of a year. During this period, the Contract is applicable. The Governing Body may for any reason relating to the educator's performance on the job, terminate a probationary educator's contract on one month's notice.



I (full name) \_\_\_\_\_ accept the

responsibilities, regulations, requirements and benefits as laid down in the Employment Contract of November 1998.

\_\_\_\_\_  
SIGNATURE (Educator)

Date: \_\_\_\_\_

\_\_\_\_\_  
SIGNATURE (Representative of Governing  
Body, Maatla High School)

Date: \_\_\_\_\_

## **MODULE TEST**

1. List and give a brief description of each of the types of interviews dealt with in this module.
2. Supply your own examples of each type of interview.
3. You have placed an advertisement for a new HOD at your school. Draw up a profile explaining your ideal candidate.
4. You have been invited to an interview. Make your own checklist to ensure that you are well prepared.
5. Are you updated on the laws that are protecting your rights as a woman against discrimination?
6. What procedures would you follow after returning from an interview where you felt you were discriminated against?
7. Imagine that you are going to receive a new teacher at your school. Explain the process you would go through as a manager to induct her.
8. What precautions would you take to ensure that you make a good impression when you start at your new place of work?

## **GLOSSARY**

appraisal	-	to estimate the worth or value
arbitrarily	-	unrestrained
candidacy	-	being a candidate
cite	-	quote
conservatively	-	avoiding extremes
conspicuous	-	attracting notice
gestures	-	use of body movements to express feelings
induction	-	to introduce
legislation	-	law
mentor	-	an experienced person giving aid to another
novice	-	beginner; inexperienced person
organogram	-	a chart showing graded arrangement of personnel in an organisation
overbearing	-	repressing by power
pepper	-	in the context it means not to bombard with too many : questions
probation	-	testing or trial
probe	-	explore or examine more closely
quest	-	search; act of seeking
slighting	-	not speaking respectfully about somebody or something; belittle

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