Erasmus+	Project funded by: **Erasmus+ / Key Action 2 - Cooperation for innovation and the exchange of good practices, Strategic Partnerships for adult education** **(European Commission, EACEA)**

Deliverable Number	**IO2 – A 1**
Deliverable Title	**VeLoCiTy Interviewing Scenarios**
Intellectual Output Title	**IO2: VeLoCiTy Interview Process Methodology**
Activity description	**Development of 7 scenarios in English applicable to the virtual world.**
Authors (per company, if more than one company provide it together)	**Nieves Verdejo, FYG Consultores**
Status (D: draft; RD: revised draft; F: final)	**F**

Document History

Authors	Reviewer	Date	File suffix [Version.Revision]	Approval
FYG			1.0	

Executive Summary

The following deliverable includes the final version of the 7 scenarios produced by the VeLoCiTy partnership.

Concretely, the scenarios have been produced as a simulation of real-life interviews, using for this purpose different types of interviewing techniques:

- Traditional face-to-face interview
- Competency based interview
- Panel interview
- Group interview
- Behavioural interview

Additionally, the first scenario has been designed as an introductory scenario, in which learners and educators can learn how to manage the virtual reality. Also, it serves as introduction to the interviewing process, dealing with features that are essential in any interview, such as arriving on time, dressing appropriately or considering cultural differences between countries.

List of abbreviations

Abbreviation	Definition

Table of contents

1. SCENARIO 1: PREPARATION FOR THE INTERVIEW

SCENARIO'S MAIN POINTS	
ESTIMATED LEARNING TIME	20 minutes
LEARNING OUTCOMES (purpose of the scenario)	• Learn how to properly dress for an interview • Learn the importance of arriving on time for an interview • Learn the importance of conducting previous research on the interviewer • Learn the importance of being truthful in your answers during the interview • Learn about the importance of cultural differences in work when moving to another country
TYPE OF INTERVIEW	Preparation for an interview
LEARNERS	1
EDUCATORS	1
EVALUATION CRITERIA	• Showing capacity to arrive on time to an interview • Properly think about correct dressing for an interview • Conduct previous research on the interviewer
Pedagogical approach	This scenario combines discovery learning and learning through discussion and debate. The learner experiences

| | discovery learning when deciding on the clothes that he/she will wear to the interview. At this point, the learner is receiving minimum assistance from others. The learner will then be learning through discussion and debate since the scene has been set for the learner to interact with a friend (educator) in the scenario. The learner will share and receive feedback on clothing to wear to the interview and on the time that the clock should be set in order to be at the interview on time. The learner will decide what advice to follow based on the friend's suggestions. This entails that the learner has a good understanding of the situation he/she is preparing for. |
| | Regarding the pedagogical approaches in a 3D world context, the specific scenario allows the learner to explore, allows the learner to interact with a friend (educator) in the world and supports collaboration inside a group. |

1.1. PREPARATION

The scenario is going to be set according to the following story: the learner is preparing to face an interview on the banking sector and a friend who works in HR (the evaluator) has come to his/her house to help in this preparation.

The learner will be faced with different questions that may appear on a person's mind before facing any type of interview: which clothing should I wear, how much should I know about the employer, how much of the truth should I tell… the learner will be able to consult questions and receive feedback from the educator on the decisions taken.

The room will be set with different objects representing the main subjects of the scenario. Learners will have to use their avatars to get to the objects in order to activate the topic to discuss.

1.2. EXECUTION

The learner and educator will enter the virtual world with the avatars. The learner will enter the virtual world 15 minutes before the educator, in order to give him/her the change to familiarize with the scenario and the features it has. The learner will have to start doing tasks in the scenario, such as for example changing clothes in the chest of drawers, before the arrival of the educator.

The educator will arrive 15 minutes after the learner. The educator should encourage along the scenario the learner to ask as many questions as he/she may have before the interview.

The room will have a chest of drawers, a mirror, a bed, a bedside table with a big alarm clock, and a desk with a laptop on it.

The house has a living room, a kitchen and the bedroom.

The learner will be faced with activities that will need to be completed along the scenario.

1.3. FOLLOW UP

At the end of the scenario, the learner will receive the feedback from the educator; however, the good part of this scenario is that this feedback will not necessarily be given at the end. The educator can give feedback to the learner any time they feel necessary.

1.4. BADGES

All scenarios of VeLoCiTy count with a system of Badges in order to motivate and

encourage the learner in the consecution of a successful learning experience.

There are three levels of badges: copper, silver and gold. As educator, always bear in mind that the main objective is to motivate the learner, which means that the receival of any of the badges should be seen as a positive step. In order to facilitate the decision to which badge should be delivered to each learner, please follow these instructions:

- Copper badge: this badge should be given to learners who decide to set the alarm on the limit to arrive on time, instead of giving some extra time for unexpected events. Also, it should be given to learners who choose a clothing style who, although correct for any general interview, it is not completely adjusted to the type of interview which will be faced. Regarding the search for information about the company, this badge would be adequate for those participants who may not see the need to learn more about the company before facing an interview or prefer not to prepare themselves to answer questions related to their previous experience or knowledge. The copper badge could also be given to those learners who have not many questions to the educator and stablish a more passive attitude towards the scenario.

- Silver badge: this badge would be adequate to learners who show a preference to arrive before time just in case any unexpected event delays them; also, if they stablish interest in knowing more about the company or in preparing to answer questions related to their previous experience or knowledge; in general, learners who show great reactions and responses to the topics of this scenario. Yet, learners who still are quite passive and do not ask questions or try to learn more from the educator.

- Golden badge: this badge will be reserved for those learners who make the most out of the opportunity to talk to the educator, and actively ask as much questions as they can in relation to the main areas of the scenario and interviewing practices. The golden badge can also be given to those learners who show the ability to perfectly state the most preferable outcomes of each of

the topics included in the scenario (such as setting a time that allows to arrive before time just in case any unexpected event delays them, selecting clothes that are expressly chosen for the banking sector preferences…). However, the most important input to award the golden badge is to show real eager of learning from the educator.

1.5. QUESTIONS FOR SCENARIO

Captions:

-   Information appearing between quotation marks ("") will be the information that will be received by learners as a way to know what is happening along the scenario.
-   Information in *italics* will be the questions that the learner will have to face along the scenario.
-   Words in bold are the objects that the learner can use in the scenario to activate the different parts

Scenario:

The learner and the educator will arrive (or teleporting) in front of the house named "scenario 1". They will have to knock the door and they will receive-respectively- a message of where they can find the learners tips and the evaluator's indicators:

Message for learner:

"Welcome to your home! Please go to the library click it and take your learner's tips. Then please go to your room!"

Message for the educator:

"Welcome to your friend's home! Please go to the living room and click the notecard in the coffee table and take your evaluator's indicators"

When the learner goes to his/her room there is a closed door. When he/she clicks the door the following message appears:

"Welcome to your room! You are in your house and in 15 minutes you will receive the visit of your friend, who is an expert on Human Resources. You need to get ready for your big interview on the banking sector, which will take place tomorrow. So, before the big day arrives, you need to decide on certain important points to ensure that everything runs smoothly tomorrow. But, don't worry! Your friend will be here to answer any questions you may have, so make sure you ask any doubts that come to your mind! Maybe, before your friend arrives, you should go to your room and take a look around, for example at your chest of drawers …"

In your room, there are several objects that are either related to the interview or necessary to prepare for the interview. Move your avatar towards them to activate the different topics of this scenario. Once you activate the topic, different questions will appear; you will have to give your opinion on the subject to your friend, the educator. Only after you give your opinion, the educator will be able to give you feedback/additional information on the subject.

Alarm clock / Phone: It is already pre-set for 10:00 a.m. Decide on the time that you want to wake up tomorrow, taking into account that your interview begins at 12:00 a.m., and that it will probably take you more than half an hour arrive to the place.

Tip for interviewee: take the opportunity to ask any questions you may have. Do you believe arriving on time is important for an interview? Maybe depending on the country, they give more or less importance to it? Should you arrive early to your interview? How early? Ask your educator all the questions you may have.

Indicators for evaluators: when we talk about arriving on time, it is essential to highlight that arriving late to an interview is not an option; of course, something out of the ordinary can happen and make you unable to be on time, but the learner should not consider this an option. Also, take a moment to think if your country demands any

concrete feature regarding the topic; maybe it is different from the learner's home country.

Chest of drawers: Choose what you believe you should wear tomorrow, so that your clothing is ready when you wake up. Check the available outfits in your inventory and choose what you think it will be appropriate. **When you finish, go to the MIRROR and click it**

Mirror: Well, you have decided! But just to be sure, maybe it is better to ask your friend, to see what their opinions are on your dress choices.

The learner will have the possibility to talk with the educator about the choice, and to ask feedback about his/her opinion.

Tip for interviewee: sometimes, depending on the job offer, the clothes you wear to the interview are very important; bear in mind that you are going to do an interview for the banking sector, and in some countries you may have clothing parameters; why don't you ask your educator about the choice that you have made regarding your clothing, to see if it properly fits?

Indicators for evaluators: the clothing you wear to an interview does not necessarily have to be important; however, in some sectors they give importance to it. Look at the learner's clothing choice and answer any question they may have thinking about the banking sector; for example, maybe they are obliged to wear a suit, or they are not allowed to use shorts. Bear in mind these types of issues, especially considering if in your country there are any concrete issues.

Computer: you do not have real information on the organisation that you are applying to. Do you believe it is important to know more about the company? What kind of information is useful to have about the organization in advance? How you will get this information? Maybe you can talk to your friend about that.

The learner will have the possibility to discuss about the importance of preparing an interview learning about the organisation he/she is applying to, and how much do interviewers usually value this knowledge.

Tip for interviewee: Having information about the company you are interviewing for can be very important; in some cases, companies want to know if you have similar values to the ones they have. Take the opportunity to ask your educator any question you have regarding the search previous to the interview, and if the educator believes there is any point of special interest you are forgetting.

Indicators for evaluators: it is important to show the learner the importance of doing a research on the company before the interview; not only because you should know who you want to work for, but also because it can give you some tips on what they are looking; in some cases, you can even get a question in the interview asking you about your knowledge of the company. Encourage the learner to look for all the information that may seem interesting about the company and to have a clear idea about it before the interview.

CV: *in case they ask you anything about yourself and your previous experience, what should you answer? Are you not sure? You can talk about it with your friend.*

Tip for interviewee: talking about previous experience or knowledge can be difficult sometimes, since maybe you do not know what the interviewer expects from you; take this chance to ask your educator about any questions you may have regarding what you should tell about yourself.

Indicators for evaluators: help out the learner regarding the information that should be shared in an interview; maybe it is not necessary for the person to talk about experience that has absolutely nothing to do with the job offer, unless it is to highlight a competence that could be useful for the job. Also, highlight the importance of avoiding saying any negative thing about previous employers.

World Ball*: you are going to be interviewed for a position in another country. This will probably mean that the culture of the working place is different. Do you believe*

this is a condition to take into account when doing an interview? If so, what do you think is important to know about the new country? About yourself? About workplace? Maybe you can discuss it with your friend.

Tip for interviewee: even if sometimes it may seem as not, countries' culture can be very different, and this difference can be also translated to some parts of the interview. Take this opportunity to ask your evaluator any question you may have regarding this difference, whether you should be prepared for it, what to take into account…

Indicators for evaluators: cultural differences should be taken into account when wanting to move to another country; you should encourage your learner to search for the main features of the country of destiny, especially before the interview to find out if there is anything that may be considered as an offense. If you come from different countries, you can teach the learner about your country of origin and how the labor world can be different from the one of the learner's home country.

"You have finished preparing for your interview! You can go to sleep and be ready for tomorrow."

2. SCENARIO 2: COMMON QUESTIONS IN FACE-TO-FACE INTERVIEW

SCENARIO'S MAIN POINTS	
ESTIMATED LEARNING TIME (maximum 30 min)	30 min
LEARNING OUTCOMES (purpose of the scenario)	• Learn how to prepare for a face-to-face interview • Learn how to behave on an interview with formal, work-related questions • Learn how to best answer standard questions • Learn to discover "trick" questions
TYPE OF INTERVIEW	Face-to-face
LEARNERS	1
EDUCATORS	1
EVALUATION CRITERIA	• The learner answers to the questions adequately and clearly; • The learner gives adequate examples to prove his / her qualities and skills; • The learner is authentic - does not hesitate to say that some of the questions are difficult for him / hampered him / her; • The learner does not use ready responses;

PEDAGOGICAL APPROACH	This scenario uses a combination of inquiry-based learning and learning by doing approaches. The learner is required to memorise and utilise information from instructional material that will be provided. In this case the learner will need to find a suitable and available job opening based on his/her personal skills and prepare for an interview based on the material provided. The learner will then be asked questions during the interview, many of which relate to the learners past experiences and own actions from which lessons have been learnt.
	Regarding the pedagogical approaches in a 3D world context, the specific scenario should allow the learner to explore the world more and to interact with other learners/bots. A more "practical feeling" to the scenario would be beneficial (i.e. adding gamification elements, multimedia elements). Objects should be introduced (e.g. switching the volume of mobile phone off when entering the interview room, having the required documents at the meeting etc.).

2.1. PREPARATION

In the scenario, the learner will walk through one of the streets from the island until arriving at a building named "Interview Agency". There will be multiple Job Openings available for the learner to select before doing the interview. The educator will have all the job offers in advanced in his/her desk (clickable). He has to go to the interview

room 15 minutes earlier so as to read the offers and by the time of the interview he will ask the learner what the job was offering he/she is interesting about and the educator will select the corresponding offer from his inventory and he will star the interview.

The learner will take part in a traditional face-to-face interview, with formal questions related to their studies, the available position… All questions included in this face-to-face interview will be common questions that can appear in many interviews, independently on the job applied to.

The educators will act as interviewers and their main intention will be to ensure that learners know how to behave and pass traditional face-to-face interviews.

2.2. EXECUTION

Learners will enter the virtual world with their avatars. When they enter the Interview Agency, the BOT will inform them of the different interviews available, and it will give them the learner. tips. The learners will choose one of the available job openings. They will have a maximum amount of 10 minutes to read the job openings and prepare for the interview.

The educator will be waiting in the room in the role of interviewer. The educator will briefly present the type of interview and what the company is expecting to find in the position (repeating the points the educator considers most important from the job position selected by the learner), and the interview will begin. They will be asked questions that they will have to answer based on the job offer selected.

2.3. FOLLOW UP

After the end of the interview, learners will receive feedback on their answers to the

questions.

INFORMATION PROVIDED BEFORE STARTING QUESTIONS

BOT: Good morning! Today there are many job openings available in the Interview Agency! First take those tips for the interview. Then, why don't you take a look to see if any of the offers matches your abilities? Remember to make the best impression, but always being honest about yourself. You have 10 minutes to read the offer and the tips. When you finish and have a clear idea about what this interview is about; it is time to go to the next room and face this interview! Good luck!

2.4. BADGES

All scenarios of VeLoCiTy count with a system of Badges in order to motivate and encourage the learner in the consecution of a successful learning experience.

There are three levels of badges: copper, silver and gold. As educator, always bear in mind that the main objective is to motivate the learner, which means that the receival of any of the badges should be seen as a positive step. In order to facilitate the decision to which badge should be delivered to each learner, please follow these instructions:

● Copper badge: this badge should be given to those learners who answer to all questions in a more "conservative" way, sticking to the proposals given in the tips without adding any variation that turns the answer into a more personal one. Also, to those learners who decide not to follow any of the recommendations and provide their own answers, turning out to be quite opposite to what would be understood as a "good" answer to the interview question. Also, for learners who decide not to take profit of the last two questions of the interview and do not make any additional question or suggestion.

- Silver badge: this badge would be adequate to learners who show the interest to answer correctly the questions and take profit from the tips given to them, or to answer correctly without needing them. Also, for learners who, although asking some questions and providing correct answers, do not seem to entirely take profit of the interview.

- Golden badge: this badge will be reserved for those learners who show the ability to perfectly adapt the tips given during the interview to correctly answer each question, always providing an answer who is personal and honest but matches the interest of the interviewer. Also, it should be given to those learners who make the most out of the final questions to ensure they are making a good impression and clearly stating who they are in the interview.

2.5. QUESTIONS FOR SCENARIO

About the person and academic formation:

1. Tell me about your academic training; why did you decide to pursue those concrete studies?

Tip for interviewee: interviewers are usually interested in your academic background, why you decided to study what you did and how your academic training led you to the present moment. Explaining why you made the different choices of your life, stressing you made them for some reason and not just by chance, is a good way to highlight your professional traits.

Indicators for evaluators: as evaluator, pay attention to whether the person is able to link the studies to the job being applied, or if he/she is able to explain the choices done regarding academic formation. The learners should always be able to make a logical explanation of their life choices, not answer things such as "I did this out of luck" or "I did that because I could not get into any other place".

2. How did you prepare for this interview?

Tip for interviewee: as interviewee, you need to show that you really want to work for the company. Doing previous, thorough research on the employer, the products/services offered, on how the organisation works, their mission, values, etc. proves that you are passionate about what the organisation does and you truly want to become part of it. Not doing it may seem as if you are just there to try and land a job (any job) and a fellow candidate who is actually interested in the organisation will probably have more chances than you to get the job.

Indicators for evaluators: the learner should be able to show interest about the interview, explaining previous research that was done to prepare for the interview, and that he/she has actively been looking for information about the company, showing a knowledge on its functioning, which would generally mean an interest on the real organisation and not in getting a job in general. The interviewee should never lack real interest in the company and job, either by saying something that automatically means dislike for the job or by showing no previous preparation for this interview.

3. Tell me about your strengths and weaknesses

Tip for interviewee: showing the ability to express our own strengths and weaknesses is very important, especially if you are able to highlight the strength that the interviewers are seeking the most for this position. However, it is not always easy to know what that strength is. For this reason, think about what you believe would be of most help for the specific position based on the information you have; it is important to be honest and to provide an answer that really highlights one of your strengths, because interviewers will probably realise it if you are lying to them. Regarding the weaknesses, of course you should never undermine yourself in an interview; instead, try to look for a virtue that in its extreme is considered to be something "bad", such as "I don't like colleagues who do not work enough at work". Try not to answer, "I am a perfectionist" because it is the most common, global answer ever given, and it could cause a bad impression on interviewers.

Indicators for evaluators: learners should be able to express their own strengths and weaknesses; take a note at whether the strengths they talk about are related in some way to the job or could bring something to the labour environment. Not being able to find any strength or saying something that has absolutely nothing to do with the job or that could be negative for the job will not be a right solution. The same goes with weaknesses; learners should be able to express ideas that, although not positive, do not entirely undermine them as workers, otherwise the impression they give to the interviewer would not be good.

Questions related to working:

4. **How long have you been looking for a new job?**

Tip for interviewee: another common topic in an interview is related to job search; if you have not been looking for long, emphasize it and connect it with how passionate you are about working in that organisation, and how that is the reason why it is the first place you applied to. If you have been looking for long, explain how you have been very selective on the interviews and you are only attending a few in which you really believe you can provide something new to the company, and be a positive factor. Bear in mind that with this question interviewers are usually trying to find out why other companies have not chosen you, so try to turn the answer into positive things about yourself.

Indicators for evaluators: when asking about job search conducted by the interviewee, it would be positive if the person can explain a short/long search for a new job in a way that can provide something positive to the organisation. Answers that show negative information of the interviewee ("No one wanted to hire me", "A long time because I could not pass any interview" …) will be considered as in need to work since they need to learn to bring out positive things about themselves even in this type of situation.

5. **If you had enough money to retire right now, would you? What motivates you at work?**

Tip for interviewee: when the interviewer asks "what if" questions related to motivation at work, what the company is trying to see is whether you only want money, or you are actually interested and passionate about the job. Give answers that highlight your excitement about what you do, apart from the salary you receive, and express how you want to provide things to the society/company.

Indicators for evaluators: when the learner answers questions related to motivation at work, such as "what if" questions, they should show a real interest/vocation/passion about his/her job and consider the reasons why he/she would continue working independently of the money in the bank account. Learner should be able to show that there is a real interest in the work, not only in earning money.

6. **What is your ideal workplace?**

Tip for interviewee: when you are asked about your preferences in topics such as the workplace, honesty is essential; even if you know by heart the workplace ambiance of the interviewing location, do not repeat it word by word just to make a good impression. Be honest about what you find more interesting, and of course, if you can link it to the company even better, but not in a way that shows no authenticity.

Indicators for evaluators: when learners talk about their preferences at the workplace, answers should show a real interest on the points explained, instead of just memorizing and repeating. They should be able to express what they want or prefer, and to show honesty in their responses. Also, the learner should have the ability to link it to the previous knowledge about the company or workplace he/she is applying to.

7. **What kinds of people do you have difficulties working with?**

Tip for interviewee: another common question in an interview is asking which types of people you have difficulties working with; the company is trying to see is if you can work in a team environment with people who are different to you in many ways. The most important thing in this question is to avoid any type of answer related to gender, race, religion, sexual preferences, age…

Obviously, no one can work with absolutely everyone, but your problems should be related to the personality or behaviour of the person and not culture, gender… Some good answers would be "working with people that do not want to work" "working with people that do not want to work with you" …

Indicators for evaluators: when the learner is asked complicated questions such as the kinds of people he has difficulties working with, it should not be used answers that can be seen as discriminatory, for example related to gender, race, religion, sexual preferences, age… saying to have no difficulties working with anyone is normally not an honest answer so it should not be used. Answers should be related to the personality of the workers, being neutral and easy to relate by the majority of people.

8. **What is the most difficult decision you've ever had to make at work? How did you arrive at your decision? What was the result?**

Tip for interviewee: the company wants to see you are able to make difficult decisions and of course, that you can resolve them successfully; but more important, they want to see how you arrive to the decision that you make. Many times, a failed decision does not depend just on the person but unexpected, external inputs. For this reason, it is essential to show that you make decisions based on a rational, logic vision, not just because you feel like doing something.

Indicators for evaluators: it is important that learners show that they are able to make good decisions, but even more important, it is essential that they make that decision based on something. Learners should be able to show there is a concrete thought leading to a decision made.

Questions for self-explanation

9. **Where do you see yourself five years from now?**

Tip for interviewee: asking about the future of a person aims to get different information. First of all, if you are genuinely interested in the job or you will just

abandon it in 2 months (e.g. if something better comes). Secondly, if you have desire of being promoted and you are ready to work to achieve it.

Take those two points into account and show that you are genuinely interested in what they are offering, and you do not only see it as another step in advancing your professional career. Show you do not intend to learn a little bit about the company to go to the competition, and that you are interested in learning and improving inside the company to give the most to the company but also to receive the most for yourself as person.

Indicators for evaluators: when the learner answers questions about the future, providing answers related to the desire of working in other company, like "I want to work in Google" should not be used. Answers showing no interest at all in learning and improving should not be used either, as they show a lack of motivation to improve.

10. What were you hoping we'd ask today, but didn't?

Tip for interviewee: as learner you should try to highlight anything you believe is important for the job and could be positive for your application but has not been stressed yet when you have the occasion. Look for something that can give a positive impression to the interviewer yet be related to the job opening.

Indicators for evaluators: when learners point out things they would have liked to be asked, they should stress positive inputs of the interviewee which are related to the interview. It should not be answered "nothing" since it shows no proactivity from the applicant.

ENDING OF SCENARIO

11. Thank you for taking part in this interview process; is there any question you may want to ask about the interview?

Tip for interviewee: the final question of the interview usually allows the interviewee to ask anything he/she still has doubts about; it is time for you to ask any potential

question you may have about the interview. Bear in mind you are still in the "interview mood"; you should not lose sight of the way of talking or the types of questions you ask, they should be job related. If you have questions for the interviewer as educator, once the interview is finished there will be chance for you to talk with the interviewer as educator.

Indicators for evaluators: the final question will allow learners to ask any question they may have related to the interview. Bear in mind you are still in the "interview mood"; there will be time at the end for you to provide any feedback you may have on the learner that you would normally not give in a regular interview.

Congratulations on fulfilling this scenario! Now it is time for you and your educator to decide how you are going to share the feedback he/she has for you. We hope you learnt as much as possible from this interview experience! And in case you are curious about this type of interview, Scenario 5 will allow you to learn more about it.

3. SCENARIO 3: COMPETENCE-BASED INTERVIEW

SCENARIO'S MAIN POINTS	
ESTIMATED LEARNING TIME (maximum 30 min)	25 minutes
LEARNING OUTCOMES (purpose of the scenario)	• Understanding the definition of competence-based interview • Understanding the main types of questions included in competence-based interviews • Learn the best ways to face a competence-based interview • Avoid common mistakes related to competence-based interviews
TYPE OF INTERVIEW	Competence-based interview
LEARNERS	1
EDUCATORS	1
EVALUATION CRITERIA	● The learner answers to the questions adequately and clearly; ● The learner gives adequate examples to prove his / her qualities and skills; ● The learner is authentic - does not hesitate to say that some of the questions are difficult for him / hampered him / her; ● The learner does not use ready responses
PEDAGOGICAL APPROACH	This scenario uses the **learning by doing** approach. The knowledge acquired from the learner while using this approach will result directly from his/her own actions and

| | not from watching others or listening to others. In this case, the learner will gain practical experience when conducting a competence-based interview. It tests how the learner can extract his/her competences and abilities from personal experience.

Regarding the pedagogical approaches in a 3D world context, the specific scenario should allow the learner to explore the world more. There is interaction with one interviewer and one bot. Missing a "practical feeling" to the scenario (i.e. adding gamification elements, multimedia elements). |
|---|---|

3.1. PREPARATION

The scenario is going to be set according to the following story: a learner (in this case there will only be 1 participant and 1 educator) is applying for a position with no previous experience.

The learner is going to be facing a competence-based interview in which questions will not be related to their academic knowledge regarding the position he/she intends to obtain, but to their personal experiences. The main intention of the educators will be to ensure that the learner is able to extract competences and abilities from personal experience, either professionally or personally.

3.2. EXECUTION

The learner will enter the virtual world with their avatars.

When he/she enters the company premises, the receptionist (BOT) will inform the learner how to get to the room in which the interview will take place.

At the exact time, the educator will enter the room in the role of interviewer. The

educator will briefly present the type of interview and what the company is expecting to find in the position, and the interview will begin. He/she will be asked questions related to the information he/she have previously received.

3.3. FOLLOW UP

After the end of the interview, learner will receive feedback on their answers to the questions.

3.4. BADGES

All scenarios of VeLoCiTy count with a system of Badges in order to motivate and encourage the learner in the consecution of a successful learning experience.

There are three levels of badges: copper, silver and gold. As educator, always bear in mind that the main objective is to motivate the learner, which means that the receival of any of the badges should be seen as a positive step. In order to facilitate the decision to which badge should be delivered to each learner, please follow these instructions:

- Copper badge: this badge should be given to those learners who do not entirely succeed in showing any of the specific competences that are studied in this scenario (perform well under pressure, teamwork and delegation, decision making). Also, in the case of learners who do not appear to be interested in successfully passing the scenario or achieving a positive outcome, and who do not take profit of the last question to make interview-related questions.

- Silver badge: silver badges should be awarded to learners who are able to clearly show their ability in 1 or 2 of the competences that are studied in this scenario (perform well under pressure, teamwork and delegation, decision

making), as well as make questions in the last question of the interview, showing interest.

● <u>Golden badge</u>: the golden badge will be given to those learners who successfully show in the interview a high level of the three competences studied in the scenario, and who show their ability to properly answer questions from a competence-based interview. They should also take profit of the last question in the interview, asking questions related to it.

3.5. QUESTIONS FOR SCENARIO

The following questions correspond to the interview that the learner will be performing in the scenario. Each question includes an explanation of the main competences that interviewers may look for in them.

BEFORE STARTING; WHAT IS A COMPETENCE-BASED INTERVIEW?

A competence-based interview differs from a traditional, regular interview in the sense that it is aimed at exploring whether the interviewee shares concrete competences that are in line with what is searched in the company. For this reason, questions are not so related to academic knowledge and focus on personal experiences, from which it is possible to see competences and abilities of the person.

1. **Good morning, I hope you had no problems arriving to our building.**

Tip for interviewee: These types of questions come at the beginning of most interviews, as a way of breaking the ice and letting the interviewee get comfortable with the situation.

Indicators for evaluators: only really negative answers such as "it was impossible, you explained really bad how to arrive", "I had a lot of problems, you did not know how to explain directions at all" should never be used.

2. **We are going to ask you some questions related to your previous working experience; we would like to ask you to answer them as honestly as possible, is that alright?**

Tip for interviewee: This is a brief explanation of the competence-based interview style; take into account that you have to be as honest as possible, but keep in mind as well that the interviewer is going to be looking for competences inside your answer, so be sure to stress your best skills along the story.

Indicators for evaluators: there is no bad answer to this question, unless the interviewee says he/she has no intention of answering honestly or giving any information about his/her life.

From this point on, there will be three phases in the interview; each part will correspond to a concrete competence that will be analysed in the interview.

PERFORM WELL UNDER STRESS/PRESSURE

This part of the interview will be devoted to evaluating the competences of the interviewee regarding the ability of performing well under pressure.

3. **Can you work under pressure and deal with the deadlines? Give us an example of a situation where you worked under pressure.**

Tip for interviewee It is important to explain that you can deal effectively with pressure; the interviewer will be looking for information about your ability to react and recover quickly from setbacks.

Indicators for evaluators: answers should explain situations that may be considered difficult: lack of time to finish an important deadline; sudden changes in an important project… and how the person managed to overcome these

obstacles and succeeded, or, in case of failure, what has he/she learnt and how it can be used in practice.

4. How do you deal with stressful situations?

Tip for interviewee: you should let the interviewers know that you usually anticipate and take steps to prevent stressful situations and confrontations. Prove them that you can manage and resolve stressful situations and conflicts in a constructive manner.

Indicators for evaluators: answers should include a good explanation; answers of only one or two lines or not explaining any actions should not be used. Answers that show that the person waits until the situation has arrived at a stressful point to start thinking about doing something should not be used.

5. How would you deal with confrontations between colleagues?

Tip for interviewee: In this case you have to show an anticipation of these kind of situations, showing that you prevent confronting and stressing situations between partners. Prove that you look for the best side of the situation instead of entering in a confrontation with other people from the team.

Indicators for evaluators: the person should not show to be the one provoking confrontations; answering that you enter and take part of the confrontation in a non-constructive manner should not be used as answer.

<u>TEAMWORK AND DELEGATION</u>

This part of the interview will be devoted to evaluating the competences of the interviewee regarding the ability of working with a team, not only as part of the team but also regarding the ability of letting and trusting other people do part of the job (delegating).

6. **Give an example of a project in which you were involved that required your teamwork skills.**

Tip for interviewee: In this case you need to show the interviewer that you are able to communicate effectively, listen and adapt communication to audience and foster effective communication with others.

Indicators for evaluators: if the person has never worker with a team, he/she should manage to look for other situations in which he/she can show teamwork abilities; it should be showed interest in working in teams, ability to communicate and specially to listen to other people's opinions.

7. **What have you found to be the difficult part of being a member, not leader, of a team? How did you handle this?**

Tip for interviewee: Explain to them your opinion without negatively speaking about other members of the team.

Indicators for evaluators: if the interviewee has not worked on a team he/she should be able to think of another place in which he/she was a member of a team and answer the question; it should not be provided an answer that shows that the respondent believes the team did nothing and he/she was the only one important.

8. **Give an example of a situation where you reluctantly delegated to a colleague. How did you feel about it?**

Tip for interviewee: In this case it is important to mention that you are able to make full and best use of subordinate, providing appropriate support.

Indicators for evaluators: it should not be answered that he/she has never/would never delegate because he/she is able to do everything; or that saying that he/she felt bad about it because it turned out wrong and would never do it again; or that he/she delegates and do not think about it again, without being a support if needed.

DECISION MAKING

This part of the interview will be devoted to evaluating the competences of the interviewee regarding the ability of making decisions; including the ability of making decisions that may seem risky.

9. **What is the biggest risk that you have taken? How did you handle the process?**

Tip for interviewee: In this case show interviewers that you know how to take calculated risks, weighing up pros and cons appropriately.

Indicators for evaluators: respondent should not give answers with a big risk that he/she could not handle and turned out in a bad situation; if the learner has not lived this situation professionally, he/she should use the example of something from his personal life and manages to answer to the question.

10. **Describe a situation where you had to change your approach half-way through a project or task following new input into the project. What decision did you make to deal with the situation?**

Tip for interviewee: It is important to transmit that it is ok if you can modify the strategy to achieve goals. Furthermore, be open to changes and new information and adapt rapidly to new information changing conditions or unexpected obstacles.

Indicators for evaluators: it should not be answered that the learner finishes with the approach even if he/she knows it is wrong because it is already started, showing that he/she does not know when it is needed to change an approach, or if the decision includes other people and it is seen that the person does not take into account other people's opinions.

11. **What big decision did you make recently? How did you go about it?**

Tip for interviewee: You need to show them that you are well-informed, effective, even when data is limited or solutions produce unpleasant consequences; show you perceive the impact and implications of decisions.

Indicators for evaluators: in case he/she has not made any working decision the learner should use a personal life example, and properly explaining the decision after a choice, even if the choice went wrong; it should not be showed that he/she makes decisions without trying to be properly informed.

ENDING OF SCENARIO

12. **Thank you for taking part in this interview process; is there any question you may want to ask about the interview?**

Tip for interviewee: now it is time for you to ask any potential question you may have had about the interview. Bear in mind you are still in the "interview mood"; after this there will be chance for you to talk with the interviewer as educator.

Indicators for evaluators: this will allow learner to ask any question he/she may have related to the interview. Bear in mind you are still in the "interview mood"; there will be time at the end for you to provide any feedback you may have on the learner that you would normally not give in a regular interview.

Congratulations on fulfilling this scenario! Now it is time for you and your educator to decide how you are going to share the feedback he/she has for you. We hope you learnt as much as possible from this interview experience!

4. SCENARIO 4: PANEL INTERVIEW

SCENARIO'S MAIN POINTS	
ESTIMATED LEARNING TIME (maximum 30 min)	30 min
LEARNING OUTCOMES (purpose of the scenario)	• Learn the main form of a panel interview • Learn how to interact with more than one evaluator • Learn to answer to questions that continually change subject
TYPE OF INTERVIEW	Panel Interview
LEARNERS	1
EDUCATORS	2
EVALUATION CRITERIA	• The learner answers to the questions adequately and clearly; • The learner gives adequate examples to prove his / her qualities and skills; • The learner is authentic - does not hesitate to say that some of the questions are difficult for him / hampered him / her; • The learner does not use ready responses • The learner is able to answer questions when they radically change subject

PEDAGOGICAL APPROACH	This scenario uses the learning by doing approach. The knowledge acquired from a learner while using this approach should result directly from his/her own actions and not from watching others or listening to others. In this case, the learner will gain practical experience when conducting a panel interview. It tests how the learner will perform under pressure and how the learner maintains focus when several interviewers are asking him/her questions. Regarding the pedagogical approaches in a 3D world context, the specific scenario should allow the learner to explore the world more. There is interaction with others (i.e. interviewers). Missing a "practical feeling" to the scenario (i.e. adding gamification elements, multimedia elements, bots).

4.1. PREPARATION

This scenario will be based on panel interviews, which will mean there will be 2 educators needed and 1 learner participating (in panel interviews interviewees face several interviewers). Usually the questions are behavioural or situational. The main intention of the educators will be to ensure that learners are able to face an interview in which there are different people asking questions and evaluating them, without falling into pressure and keeping focus in order to not leave any of them unattended.

4.2. EXECUTION

The learner will enter the virtual world with his/her avatar.

When the learner enters the company premises, the receptionist (BOT) will inform the learner how to get to the room in which the interview will take place; it will also give them the tips.

The educators will already be in the room waiting for the learner; they will be available in a book in their office. They will briefly present the type of interview, and the interview will begin.

4.3. FOLLOW UP

After the end of the interview, learners will receive feedback on their answers to the questions and on how they managed to deal with the pressure of being interviewed by different people.

4.4. BADGES

All scenarios of VeLoCiTy count with a system of Badges in order to motivate and encourage the learner in the consecution of a successful learning experience.

There are three levels of badges: copper, silver and gold. As educator, always bear in mind that the main objective is to motivate the learner, which means that the receival of any of the badges should be seen as a positive step. In order to facilitate the decision to which badge should be delivered to each learner, please follow these instructions:

- Copper badge: this badge should be given to those learners who are not able to successfully answer questions coming from different evaluators, or who cannot control the pressure of answering to different people. Also, to those learners who do not entirely succeed in showing any of the specific competences that are studied in this scenario (perform well under pressure, teamwork and delegation, decision making).

- Silver badge: silver badges should be awarded to learners who are able to maintain control when being faced by two interviewers, even if they do not entirely succeed in answering to both interviewers and maintaining calm, and who clearly show their ability in 1 or 2 of the competences that are studied in this scenario (perform well under pressure, teamwork and delegation, decision

making).

- <u>Golden badge</u>: the golden badge will be given to those learners who successfully complete the interview paying attention and correctly answering both educators, and who show in the interview a high level of the three competences studied in the scenario.

4.5. QUESTIONS FOR SCENARIO

The following questions correspond to the interview that the learner will be performing in the scenario. Each question includes an explanation of the main competences that interviewers may look for in them.

Questions will evaluate one of these topics: ability to handle stress, leadership and positive attitude. Educators will have the possibility to know which topic is evaluated by each question.

Also, educators will have the possibility to look at the questions 15 minutes before in order to decide which educator is going to ask each question. This decision will be entirely up to them.

1. **Good morning, I hope you had no problem finding our building. Today we are going to perform a panel interview, a type of interview that includes more than one interviewer; for this reason, my colleague and I will be performing the interview, is that ok?**

Tip for interviewee: it is an ice-breaker, but it clarifies why there is more than one interviewer as well. Also, it is a first sign to see how you respond to sudden changes/sudden pressure.

Indicators for evaluators: this is not an actual question from the interview, just an ice-breaker.

2. **[POSITIVE ATTITUDE] How would your colleagues describe you?**

Tip for interviewee: the interviewer probably wants to actually know what you think about yourself. When you go on an interview and add recommendations to your CV, sometimes the interviewers contact those recommendations and compare what you say to what your recommendations say about you. The best way to answer is with honesty but providing a positive answer.

Indicators for evaluators: answers that the interviewers feel like over appraising should not be used. Answers that fail to highlight positive points of the person should not be used.

3. **[STRESS] How do you keep yourself organized and on task in multiple projects?**

Tip for interviewee: this is the moment for you to show you can deal with stressful situations, and you know how to plan yourself. Give concrete examples on how you organise your work so it does not overwhelm you, and how you ensure to meet all deadlines.

Indicators for evaluators: answers that do not show ability of organisation and pressure resistance should not be used. The learner should be able to provide concrete examples.

4. **[LEADERSHIP] Describe a leadership role of yours outside of work. Why did you commit your time to it? How did you feel about it?**

Tip for interviewee: when speaking about leadership outside work, try to highlight features that could be related to the job, or interesting for the company; answer with concrete examples that show your abilities, keep it honest, but do not lose a positive sight to make the answer more appealing.

Indicators for evaluators: the respondent should at least find 2-3 examples of responsible leadership in the answer given. It should emphasise the positive outcome given by his/her participation.

5. **[STRESS] How are you at handling deadlines for projects with minimal supervision?**

Tip for interviewee: they want to know if you can handle deadlines even when you have no one behind you; for some people, this situation can be even more stressful. Prove that you can work independently and that you see no difference between having or not having supervision for a deadline since a deadline has to be accomplished anyway.

Indicators for evaluators: the respondent should show how the importance of a deadline is not undermined by the amount of supervision around it. Showing more interest on having or not having supervision rather than on finishing what is supposed to be achieved would not be right.

6. **[POSITIVE ATTITUDE] What is the worst mistake you have done in your previous job position?**

Tip for interviewee: do not just explain your mistake; also mention what you have learnt from it and how you have put it into practice. Remember to keep a positive answer no matter the question, since it allows to show a better image to the interviewer.

Indicators for evaluators: the respondent should not only answer mentioning one mistake, but to give explanations of what has been learnt from the mistake and how the lesson learnt from the mistake could be put into practice.

7. **[LEADERSHIP] Tell us the first time you led a team group, how did you feel? You can also provide an example of your personal life.**

Tip for interviewee: do not keep the answers to "fear" "nervous" or similar things; explain the positive feelings you got from leading and how they have developed during your professional life. In case you have never led a team, think on other leads you may have done in your work life, or if not, in your student life.

Indicators for evaluators: the learner should provide answers different from things such as "nervous", "fear", or similar. The learner should explain what he had learnt and obtained from leadership.

8. **[STRESS] Tell us a situation in which you had to deal with a stressful client.**

Tip for interviewee: there are different points to take into account when talking about a stressful client: first of all, do not undermine the client. Speaking badly about clients gives a clue of how a person may not be very good in customer attention and depending on the job this can be a very bad sign. Also, bear in mind they are also trying to test your reaction to a very stressful situation; explain your way of dealing with it without losing your calm.

Indicators for evaluators: answers that undermine the client in any way should not be used. Answers that do not explain how to face the stressful situation should not be used.

9. **[LEADERSHIP] How would you feel being the public face of your team group? You can also provide an example of your personal life.**

Tip for interviewee: this is another masked question about leadership; many times, the way a leader looks to outsiders is the way people is going to believe the whole team is, so bearing that in mind, keep an answer that is honest but positive, and always thinking about the team, not only yourself.

Indicators for evaluators: answers to this question should show the level of leadership of the learner. Answers that fail to include the whole team and show how he/she would lead should not be used. Answers that do not show a positive should not be used.

10. **[STRESS] Which are your salary expectations?**

Tip for interviewee: although questions about salary are difficult to answer and extremely uncomfortable, you need to take into account that recruiters are usually obliged to ask that type of information, because they need to know what the interviewee believes. The best way to answer this type of question is to be aware of the salary mean in your type of work; stating a very high salary expectation is not good as it can get you out of the running for a position, not only because it can be seen as too egocentric but also because the company can just think "we are not in a position to pay what he/she is going to ask for". But asking for a too low salary is also bad because it can set the vision that your profile is not required or valuable in the market, thus in the company.

Indicators for evaluators: questions about salary will be difficult to answer by the interviewee but evaluate the answers; it would not be considered positive if respondents overpriced or under-priced their desired salaries.

ENDING OF SCENARIO

11. **Thank you for taking part in this interview process; is there any question you may want to ask about the interview?**

Tip for interviewee: now it is time for you to ask any potential question you may have had about the interview. Bear in mind you are still in the "interview mood"; after this there will be chance for you to talk with the interviewer as educator.

Indicators for evaluators: this will allow learners to ask any question they may have related to the interview. Bear in mind you are still in the "interview mood"; there will

be time at the end for you to provide any feedback you may have on the learner that you would normally not give in a regular interview.

Thank you very much for your time. It was a pleasure to meet you.

Congratulations on fulfilling this scenario! Now it is time for you and your educator to decide how you are going to share the feedback he/she has for you. We hope you learnt as much as possible from this interview experience!

5. SCENARIO 5: CONCRETE QUESTIONS IN FACE-TO-FACE INTERVIEWS

SCENARIO'S MAIN POINTS	
ESTIMATED LEARNING TIME (maximum 30 min)	30 min
LEARNING OUTCOMES (purpose of the scenario)	• Face some questions considered difficult during an interview: previous job experiences and numerical questions • Learn how to behave if you are asking difficult questions • Face questions the learner may not be ready to answer
TYPE OF INTERVIEW	Face-to-face
LEARNERS	1
EDUCATORS	1
EVALUATION CRITERIA	• The learner answers to the questions adequately and clearly; • The learner is authentic - does not hesitate to say that some of the questions are difficult for him / hampered him / her; • He/her does not use ready responses
Pedagogical approach	• Similar to scenario 2, this scenario also uses a combination of inquiry-based learning and learning by doing approaches. The learner is required to memorise and utilise information from instructional material that

	will be provided. The learner will need to find a suitable and available job opening based on his/her personal skills and prepare for an interview based on the material provided. The learner will then be asked questions during the interview, many of which relate to the learner's past experiences and own actions from which lessons have been learnt.

5.1. PREPARATION

In the scenario, the learner will walk through one of the streets from the island until arriving to a building named "Interview Agency phase 2". In this case it will also be available different job offers from which the learner will select the one he/she prefers; in case learners play with scenarios 2 and 5, they will be able to choose the same job offer or a different one.

The learner will take part on a traditional face-to-face interview, with formal questions related to their studies, the available position… but including more specific questions that are not as general to any interview. The educators will act as interviewers and their main intention will be to ensure that learners know how to behave and pass traditional face-to-face interviews. This scenario will also include a numerical question.

5.2. EXECUTION

The learners will enter the virtual world with their avatars. The learner will have to go to the "Interview Agency phase 2". The learner will have the possibility to choose one of the multiple job offers available; in case of having previously done scenario 2, the learner is not obliged to choose the same offer. The educator will have all the job

offers in advanced in his/her desk (clickable). He has to go to the interview room 15 minutes earlier so as to read the offers and by the time of the interview he will ask the learner in which the job offering he/she is interesting and the educator will select the corresponding offer from his inventory and he will start the interview. The learners will choose one of the available job offers, after which the BOT will inform them about the cafeteria available for preparing for the interview. They will have a maximum amount of 10 minutes to read the job offer and prepare for the interview.

At that exact time, the educator will enter the room in the role of interviewer. The educator will briefly present the type of interview and what the company is expecting to find in the position (repeating the points the educator considers most important from the job position selected by the learner), and the interview will begin. They will be asked questions that they will have to answer based on the job offer previously chosen.

5.3. FOLLOW UP

After the end of the interview, learners will receive feedback on their answers to the questions.

5.4. BADGES

All scenarios of VeLoCiTy count with a system of Badges in order to motivate and encourage the learner in the consecution of a successful learning experience.

There are three levels of badges: copper, silver and gold. As educator, always bear in mind that the main objective is to motivate the learner, which means that the receival of any of the badges should be seen as a positive step. In order to facilitate the decision to which badge should be delivered to each learner, please follow these instructions:

- Copper badge: this badge should be given to those learners who seem not entirely able to answer questions considered "difficult" in an interview, or who

answer them uncomfortably and without providing answers relevant to the topic discussed during the interview. Also, it should be given to those learners who do not thoughtfully try to provide a relevant answer and instead give the first answer appearing to their mind, without seeming to care about its relevance or connection to the topic.

- <u>Silver badge</u>: silver badges should be provided to learners who try to answer all questions in a relevant and mindful way, but in some cases do not entirely get to provide a relevant answer or are too distressed by the difficulty of the question. Still, learners who have tried to make the best out of the scenario.

- <u>Golden badge</u>: these badges belong to those learners who answer all questions in a meditated and honest way, effectively overcoming the different levels and types of difficulties of the scenario and providing accurate replies to the evaluator.

5.5. QUESTIONS FOR SCENARIO

INFORMATION PROVIDED BEFORE STARTING QUESTIONS

Good morning! Today you are facing an interview in an important company. You can use the same job offer that you were given in Scenario 2 to look at any information you may need for answering the questions. Remember to make the best impression, but always being honest about yourself. Good luck!

1. **How was your transition from high school to university? Did you face any particular problems? How did you handle them?**

Tip for interviewee: it is important to show that you have faced problems; no one believes someone who never has any problem with anything. But it is more important to show that you handled them and that you learnt from them.

Indicators for evaluators: the learner should be able to stress that even when facing problems, he/she focuses on the solution and on learning from them. It should not be answered that the learner has never faced any problem since it is not realistic.

2. **Why did you decide to leave your previous company and change work?**

Tip for interviewee: Try to point out how positive you believe this new experience can be for you and how you think you could contribute to the company without saying anything negative from your previous job.

Indicators for evaluators: any answer negatively speaking about previous jobs or employers should not be used. Answers should express a positive feeling from the learner as to working in the company.

3. **What do you think of your old boss?**

Tip for interviewee: bear in mind no one wants to hire someone who is going to negatively speak about the company/boss later. You can explain things you really like/learned from your old boss, and things he/she taught you during your working experience and answer with a positive note.

Indicators for evaluators: we are looking for answers that do not include negative opinions of previous bosses.

4. **What do you like more/least about your last job?**

Tip for interviewee: although your answer should always be truthful and realistic, bear in mind that answering to the statement "like least about your job" with things that may be related to the position you are applying to is probably not going to provide a good opinion to the evaluator.

Indicators for evaluators: we are looking for answers realistic without undermining the job offer.

5. **Could you please follow these numerical series?**
    a) **7, 14, 21, …, ... , … , …**
    b) **44, 33, 22, … , … , … , …**
    c) **216, 72, 24 , … , …**

Tip for interviewee: numerical questions are usually the ones considered as most difficult by the interviewees, but they are common in some types of interviews. Bear in mind this is a simple exercise that does not require any complex maths knowledge.

Indicators for evaluators: Right answers:

a) 7, 14, 21,28, 35, 42, 49
b) 44, 33, 22, 11, 0, -11, -22
c) 216, 72, 24, 8, 2.666

6. **You are faced with three different boxes: one contains pears, other peaches and the third one both fruits. All boxes have been incorrectly labelled so none of the signs is correct and you do not know what is inside. You can only open one box and get out one piece of fruit without looking at the inside. How can you label the boxes immediately after with only looking at one fruit?**

Tip for interviewee: logical questions are difficult, so think carefully before answering. You can use a piece of paper.

a) Tip a: you do not need maths
b) Tip b: you can choose any box you want to open first

Indicators for evaluators: right answer:

Since all boxes are mislabelled, I would choose the one labelled as "both" since I know that is wrong. If I get a pear out of it I already know that box has pairs so I label it as "pears". Now I am left with a box labelled as "peaches" and one labelled as "pears". The "peaches" box cannot be peaches so it has to be "both", since "pears" is already taken. And finally, the one labelled as "pears" has to be "peaches".

7. **In the following square, by doing an arithmetic operation, two numbers of each column or row give as result the third number. Which is the missing number, and what operation is being used?**

6	2	4
2	X	0
4	0	4

Tip for interviewee: bear in mind this is a simple exercise that does not require any complex maths knowledge.

Indicators for evaluators: correct answer: they are subtracting the numbers, and the missing number is 2.

8. **When have you been most satisfied in your career?**

Tip for interviewee: you should talk about the elements of your previous job experiences that you have enjoyed the most. Try to look of experiences that can be connected to the job offer you are applying to; it is a way for the employer to see what you are most passionate about when working.

Indicators for evaluators: answers should be related to the job position, at least in a minimum point; answers should always sound honest to the evaluator's perception.

9. **If you were hiring a person for this job, what would you look for?**

Tip for interviewee: Look for the correct definition of the job, not only on formal knowledge but on informal as well.

Indicators for evaluators: the best answers to this question will be the ones that properly explain what the hired person should be able to do.

ENDING OF SCENARIO

10. **Thank you for taking part in this interview process; is there any question you may want to ask about the interview?**

Tip for interviewee: now it is time for you to ask any potential question you may have had about the interview. Bear in mind you are still in the "interview mood"; after this there will be chance for you to talk with the interviewer as educator.

Indicators for evaluators: this will allow learners to ask any question they may have related to the interview. Bear in mind you are still in the "interview mood"; there will be time at the end for you to provide any feedback you may have on the learner that you would normally not give in a regular interview.

Congratulations on fulfilling this scenario! Now it is time for you and your educator to decide how you are going to share the feedback he/she has for you. We hope you learnt as much as possible from this interview experience!

6. SCENARIO 6: GROUP INTERVIEW

SCENARIO'S MAIN POINTS	
ESTIMATED LEARNING TIME (maximum 30 min)	30
LEARNING OUTCOMES (purpose of the scenario)	• Learning how to face a group interview • Learning how to face different parts in one interview • Learning how to face group activities • Learning how to behave when there are other interviewees
TYPE OF INTERVIEW	Group Interview
LEARNERS	2
EDUCATORS	1

EVALUATION CRITERIA	• The learner answers to the questions adequately and clearly; • The learner gives adequate examples to prove his / her qualities and skills; • The learner is authentic - does not hesitate to say that some of the questions are difficult for him / hampered him / her; • He/her does not use ready responses • The learner does not completely copy other learners' responses, and shows listening and group-work skills • The learner shows a previous preparation and knowledge about the job-offering company
Pedagogical approach	Since there is a need to design specific scenarios that require limited interaction with NPC (Non-Player Character or Bot) and more learner-to-learner interaction, this scenario allows the learner to interact with other learners in the world. This is facilitated through the Group Activity described in the scenario. This is also a Learning-by-doing example (learn to collaborate and appreciate other people's skills).

6.1. PREPARATION

This scenario is particularly interesting since it will involve the participation of several learners and educators. Learners will have to answer to the questions together, which will give the educator a sight of their teamwork, communication, social and leadership skills. The learners will have not only to answer questions but to

participate in a group work activity during the interview, as it is a common procedure on group interviews.

Learners will be facing an interview for a position as "Travel Manager", with no previous experience required. They will have previous information about the job requirements in the form of a job offer.
Educators will have the questions and tips available before the interview.

6.2. EXECUTION

Learners will enter in the virtual world directly into the cafeteria. The learner goes to a kiosk near the cafeteria and finds a BOT sitting there telling him that there is a job offer and the learner clicks the devoted spot and the offers goes to his card. Then the learner stays at the cafeteria for 20; so as to read the offer and then goes to building of scenario 6

In it, a secretary (BOT) will provide the tips before starting the interview, and it will indicate the room of the interview. Once all the learners have entered the room, the educator will appear too. Learners will be asked general questions, then they will have to do the group work and finally they will be asked questions related to the activity.

6.3. FOLLOW UP

After the end of the interview, learners will receive feedback on their answers to the questions.

6.4. BADGES

All scenarios of VeLoCiTy count with a system of Badges in order to motivate and

encourage the learner in the consecution of a successful learning experience.

There are three levels of badges: copper, silver and gold. As educator, always bear in mind that the main objective is to motivate the learner, which means that the receival of any of the badges should be seen as a positive step. In order to facilitate the decision to which badge should be delivered to each learner, please follow these instructions:

- Copper badge: the copper badge would be destined to those learners who do not entirely manage to listen to what other participants are saying and repeat the same responses using the same words as them; or those participants who do not answer to questions and let the rest of the group answer, being them unable to stand in the group interview.

- Silver badge: the silver badge will be given to those learners who are able to give their own, unique answers in the interview, even if sometimes it is not the best answer for the type of question provided, and to those learners who are able to make themselves shine in the group interview without trying to negatively affect the rest of interview participants, even if they do not achieve it in every single question.

- Golden badge: the golden badge will be given to those learners who are able to give their own, unique answers in the interview, and who are able to make themselves shine in the group interview without trying to negatively affect the rest of interview participants, in all parts of the interview.

6.5. QUESTIONS FOR SCENARIO

Tips before starting the interview (available in the tips for learners):

Welcome to scenario number 6! This is a group interview that will be divided in two parts; the first question corresponds to a general question provided to all

interviewees as a beginning of the interview. After it, you will have to do a group activity during a maximum time of 10 minutes, followed by three more questions related to the activity.

Remember to always bear in mind two things: first of all, you are not alone in the interview, there are more learners participating and you have to prove you can listen and respect other people. Secondly, do not forget they are interviewing you, so try to show your best skills and personality, **without trying to bring down another learner**. **Let's start!**

1. What interested you in our company?

Tip for interviewee: educators usually try to know what you have researched about the firm. But also, they are going to be evaluating if your personality could properly fit in the company. For this reason, try to be as honest as possible, showing all things you have learnt about the company and also what you think may be interesting, but you do not know for sure. And of course, remember you are not the only one answering!

Indicators for evaluators: learners should pay attention to previously given information about the company. Learners should not interrupt another candidate. The learner should not repeat what another candidate has said word by word; in case they think the same, they should be able to justify using the same answer and not just copying the words previously said.

1.   What have you found to be the difficult part of being a member, not leader, of a team? How did you handle this?

Tip for interviewee: educators are usually interested in your opinion of team work; when being asked for negative points of being part of a team, do not hesitate to ask with a negative point but always focusing it on a constructive way; this means, do not

just say "X thing was bad", try to find a path in which you learnt from a difficult situation in a way that shows positive skills you have.

Indicators for evaluators: when being asked negative things, learners should be able to show how they are able to learn and overcome difficult situations in a positive way; not providing a constructive, positive outcome from a difficult situation would not show a proper way to deal with this question.

GROUP ACTIVITY

Evaluator: In this activity, you have different pieces that you will have to put together in order to form an object of your choice. You will have 10 minutes to complete the whole object. There are different possible outcomes, so make sure you all agree in what you are creating. Not all pieces need to be used, but you have to use a minimum of 3 pieces, 2 of which have to be different.

Learners will have at their availability 3 squares, 2 triangles, 2 circles and 3 rectangles.

1.   **What made this team work?**

Tip for interviewee: they want to see your ability to pay attention to the team, and to recognise what other people do right. Give concrete answers about the group and the actions that made the team work, and do not undermine anyone.

Indicators for evaluators: answers that are individual, not taking into account the whole team but the learner, should not be given. Learners should not interrupt each other. If the learner thinks the same as other learner, he/she should be able to justify using the same answer and not just copying the words previously said.

1.   **What was your personal contribution to the team's performance?**

Tip for interviewee: in this case they are asking about the individuals, but remember that this does not mean that you have to say anything bad about the rest. Talk about

what you believe you have given to the team and how the team may have given you something as well. Keep a positive discourse and be honest.

Indicators for evaluators: answers should never undermine the team or another candidate. Interviewees should be able to give a positive answer about themselves. Learners should not repeat what another candidate has said word by word.

1.   How did you deal with the stress created while dealing with the challenge?

Tip for interviewee: you should be honest but always in a positive way. Answer about the positive things that came out of the stress created (did you became more creative? More organised?) instead of just saying negative things.

Indicators for evaluators: not answering in a positive way will not be a good answer. Learners should not interrupt each other. The learner should not repeat what another learner has said literally.

ENDING OF SCENARIO

Thank you all for taking part in this interview process; is there any question you may want to ask about the interview?

Tip for interviewee: now it is time for you to ask any potential question you may have had about the interview. Bear in mind you are still in the "interview mood"; after this there will be chance for you to talk with the educator as educator.

Indicators for evaluators: this will allow learners to ask any question they may have related to the interview. Bear in mind you are still in the "interview mood"; there will be time at the end for you to provide any feedback you may have on the learner that you would normally not give in a regular interview.

Thank you very much for your time. It was a pleasure to meet you.

Congratulations on fulfilling this scenario! Now it is time for you and your educator to decide how you are going to share the feedback he/she has for you. We hope you learnt as much as possible from this interview experience!

7. SCENARIO 7: BEHAVIOURAL INTERVIEW

SCENARIO'S MAIN POINTS	
ESTIMATED LEARNING TIME (maximum 30 min)	30
LEARNING OUTCOMES (purpose of the scenario)	• Understand how a behavioural interview works • Understand the importance of paying attention to the company before the interview • Understand the importance of studying the company before the interview • Understand the importance of fitting with the values of the company
TYPE OF INTERVIEW	Behavioural Interview
LEARNERS	1
EDUCATORS	1
EVALUATION CRITERIA	• Show understanding of the main points expected at a behavioural interview • Show ability to stress the points in common with the company's values during the interview • Show criteria of learning about the company before going to an interview
Pedagogical approach	• This scenario uses the learning by doing approach. The knowledge acquired from the learner while using this approach will result directly from his/her own actions and

	not from watching others or listening to others. In this case, the learner will gain practical experience when conducting a behavioural-based interview. It tests whether the learner can match his/her values and type of personality with the profile of the company. • Through the panel the learner may constantly have two options: 1. to learn about the company values or 2. to read about other interesting things that will be there as a distraction. The learner must not spend too much time on the distractions and instead he/she must read about the company values. In the case where the company values information can be hidden among the other irrelevant info, the learner is subjected through a discovery-like learning process.

7.1. PREPARATION

During this scenario, the learner will be facing a behavioural interview. Behavioural interviews are similar to competence-based interviews, since they are going to ask about past, specific events, but the difference lies on the type of information they want to find. Behavioural interviews are not so much about the job itself but if the person would properly fit in the "values" of the company, so questions will try to find out the type of personality of the applicant, and in which types of team the person would work better.

In this scenario, the learner will be facing an interview for a position with no previous experience required. The learner would have to work with a very concrete team if

getting the job, so the interviewer wants to know if it would be a proper fit. The main work of the educator will be to ensure the learner is properly showing how he/she would be a good fit for the company and its way of seeing the world.

7.2. EXECUTION

The learners will enter the virtual world with their avatars and they will walk to the building entitled "scenario 7".

When the learners enter the building they will see a red column –in the left part of the door- and they will receive a message about the location of interview room, the company's panel and directions of how to read it.

The panel will be visible to the learner only for 2 minutes (in a form of a clickable slice); after that it will be a plane slice and if learner clicks again he/she will receive a message "you can't see the poster again". Educators will have the panel available in their cards before the interview, but in this case, they will be able to check it at any time during the interview.

The BOT will inform them by saying: "Welcome to our offices. Take those learners tips. The interview room is upstairs. I believe you had a change to check our new panel about the company's values. Good luck!".

After the learner has entered the room for the interview, the educator will enter and the interview will begin. The educator will briefly present the type of interview and what the company is expecting to find in the position. The learners will be asked questions related to their values, to see if they are in agreement with anything that was in the panel.

In this scenario, the tips provided to the learner will always be the same. This is due to the fact that it will serve as well to teach the importance of properly knowing the company that is going to interview them. They have the possibility to see the panel

with the company's "values", and if they decide to do so, they will be better prepared to know what to answer in the questions. If they decide not to, they will have to face the interview "in the dark".

7.3. FOLLOW UP

After the end of the interview, learners will receive feedback on their answers to the questions.

7.4. BADGES

All scenarios of VeLoCiTy count with a system of Badges in order to motivate and encourage the learner in the consecution of a successful learning experience.

There are three levels of badges: copper, silver and gold. As educator, always bear in mind that the main objective is to motivate the learner, which means that the receival of any of the badges should be seen as a positive step. In order to facilitate the decision to which badge should be delivered to each learner, please follow these instructions:

- Copper badge: this badge should be given to those learners who did not read the panel for the interview or did not consider using the information in it to make the best out of their interview. Also, to learners who did not entirely manage to provide answers which highlight any value they may share with the company.

- Silver badge: this badge should be provided to learners who effectively read the panel and work to look for similarities between the values of the company and their own. Also, to learners who make the effort to try and show in their responses they share the values of the company, always from an honest position, even if sometimes it may seem artificial.

- Golden badge: the golden badges should be given to learners who are capable to show their values in the interview and answer all questions with

honesty and relation to the core values of the company which are showed in the panel.

7.5. SCENARIO

The learner enters the premises of the company and a pop-up question appears:

Hey, there is a panel straight away next to the stairs, talking about the values of the firm! Please go, click it and have a look. Note that it will be visible only for 2 minutes. Read it and then go to the secretary for further instructions!

The learner will go and talk to the receptionist; the BOT will say:

> "Welcome to our offices. Take those learners tips. The interview room is upstairs. I believe you had a change to check our new panel about the company's values. Good luck!".

7.6. QUESTIONS FOR THE INTERVIEW

1. Please explain us why you consider it is important that the client receives a very positive shopping experience and describe a moment in which you ensured you would provide it. How did you do it?

Tip for interviewee: Remember how in behavioural interviews they are trying to see if your personality would fit in the company's values. Answer with honesty but trying to show you own values in line with the ones of the company.

Indicators for evaluators: learners should show that they own values in common with the company. In this case, they should show they pay attention to provide a good experience to the client with attention to detail.

2. Have you ever made a mistake at your working position? How did you

handle it?

Tip for interviewee: Remember how in behavioural interviews they are trying to see if your personality would fit in the company's values. Answer with honesty but try to show that your own values are in line with the ones of the company.

Indicators for evaluators: the learner should show any of the values from the company (good listeners, punctuality and detail, justice and fair play, teamwork).

3. Did you ever postpone a decision? Why?

Tip for interviewee: Remember how in behavioural interviews they are trying to see if your personality would fit in the company's values. Answer with honesty but trying to show you own values in line with the ones of the company.

Indicators for evaluators: the learner should show the ability to be punctual and with attention to detail. Answers should be related to these values (for example, I postpone a decision as long as I know I will accomplish the deadline, because punctuality is highly important for me). Answering something not related to the company's values should be avoided.

4. Have you ever dealt with a company policy you considered unfair? Why?

Tip for interviewee: Remember how in behavioural interviews they are trying to see if your personality would fit in the company's values. Answer with honesty but trying to show you own values in line with the ones of the company.

Indicators for evaluators: the learner should show that he/she gives importance to justice and fair play. Answering something not related to the company's values should be avoided.

5. Are you a good listener? Give an example of when you showed, or you did not show your listening skills

Tip for interviewee: Remember how in behavioural interviews they are trying to see if your personality would fit in the company's values. Answer with honesty, but trying to show you own values in line with the ones of the company.

Indicators for evaluators: the learner should show ability to listen since it is part of the company's values. Answering something not related to the company's values should be avoided.

6. Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the result?

Tip for interviewee: Remember how in behavioural interviews they are trying to see if your personality would fit in the company's values. Answer with honesty, but trying to show you own values in line with the ones of the company.

Indicators for evaluators: answers should ensure they are showing any of the values from the company (good listeners, punctuality and detail, justice and fair play, teamwork). Answering something not related to the company's values should be avoided.

7. Tell me about your proudest professional accomplishment

Tip for interviewee: Remember how in behavioural interviews they are trying to see if your personality would fit in the company's values. Answer with honesty but trying to show you own values in line with the ones of the company.

Indicators for evaluators: answers should ensure they are showing any of the values from the company (good listeners, punctuality and detail, justice and fair play, teamwork). Answering something not related to the company's values should be avoided.

Thank you very much for your time. We will get back to you with our decision.

Congratulations on fulfilling this scenario! Now it is time for you and your educator to decide how you are going to share the feedback he/she has for you. We hope you learnt as much as possible from this interview experience!

8. ANNEXES

8.1.   Annex 1: Job applications for scenario 2 and scenario 5

8.2. Annex 2: Job offer for scenario 6

<div style="color:red; text-align:center;">

Are you interested in new challenges?

</div>

<div style="color:green; text-align:center;">

Do you have interest in working with different cultures and learn from different countries?

</div>

In Around the World we are looking for a new Travel Manager! We need an active person, ready to face new opportunities and travel around the European Union. We are located in Madrid (Spain).

The requirement for the job are:

∀ English knowledge

∀ It will be appreciated to speak another European language

∀ Social skills

∀ Teamwork

Around the World

8.3. Annex 3: Panel for scenario 7

WHO ARE WE?

GOOD LISTENERS

We want to listen to our customers, to our staff, to everyone!

PUNCTUALITY AND DETAIL

We will not be late. But that will not mean that for not being late, we will stop giving you the best quality and look at every single detail!

We believe in treating everybody equally, in following our rules and being a good example for society, so that our employees will not feel let down by us.

JUSTICE & FAIRPLAY

TEAMWORK

We are not just a company, we are a team. And we believe that teams that stick together, can accomplish the team-makers' dreams!